

Ourbit Master AI - Day 3: Prompting as Instruction Design

Purpose: Use clarity, structure, audience, format and constraints to reduce avoidable guesswork.

Source/build status: Recovered Module 2 is the source. Preserve its dog-comparison example.

Learning outcomes

- Turn a vague request into a clear instruction with an explicit task, audience and purpose.
- Use structure and constraints to reduce avoidable model guesswork.
- Identify missing facts that should be exposed for confirmation rather than invented.
- Separate prompt quality from factual verification: a better instruction can improve usefulness without guaranteeing truth.

Core lesson - prompting as instruction design

A prompt is an instruction package that reduces avoidable ambiguity. Three elements do most of the work: clarity about the task, structure for the expected output, and constraints that define useful boundaries. Audience, purpose and relevant context strengthen all three.

Compare “Write about dogs” with “Write a 100-word comparison of the exercise needs of a Border Collie and a Bulldog for a first-time dog owner.” The second request does not guarantee truth; it removes guesses about scope, audience, length and purpose. Good prompting improves the setup. Verification remains a separate responsibility.

Worked example - diagnose before rewriting

A manager asks: “Write an email about the delay.” Before generating, identify what is missing: who will receive it, what delay is confirmed, what action is required, what tone is appropriate and what must not be invented. A stronger instruction supplies known facts and asks the model to mark missing information for confirmation rather than fabricate a reason.

Hands-on practice

- Choose a vague request you might genuinely use.
- Mark everything the model would have to guess.
- Rewrite it with a clear task, audience and purpose.
- Add the required format and useful constraints.
- Compare both outputs for specificity, usefulness and unsupported assumptions.
- Revise once more based on the weakness you actually observe.

Knowledge check

- What roles do clarity, structure and constraints play?

- Why can a specific prompt improve usefulness without guaranteeing accuracy?
- What should a model do when a required fact is missing?
- Rewrite “Tell me about marketing” for a defined audience and purpose.
- If an answer is too broad, which instruction elements should you inspect first?
- When should uncertainty be exposed rather than filled with a guess?

Teaching / video script - 6-8 minute target

Open: Put “Write about dogs” on screen. Ask what the model must guess: audience, purpose, length, format and angle. Then reveal the structured Border Collie/Bulldog request.

Teach: Build the improved instruction visibly in three passes-clarity, structure, constraints. Show that prompting reduces unnecessary guesswork; it does not turn generated claims into verified facts. Then use the delayed-email example to demonstrate how to mark missing facts rather than invent them.

Close: A stronger first instruction helps, but real work rarely ends with version one. Day 4 shows how to diagnose weak output, iterate deliberately and break complex tasks into verifiable steps.

Assessment and remediation contract

The scored daily quiz uses 10 questions; 7/10 (70%) is a pass. Missed concepts map to exact lesson anchors for targeted remediation, including on a passing attempt. Attempts 1-9 below threshold return to remediation and a fresh eligible question set; an unsuccessful tenth attempt restarts the day in a new learning cycle while preserving history. The 50-question validated bank is a learner-release gate and will be scaled only after the Day 1 runtime passes acceptance.

Production / QA notes

- Use the worked scenario as the primary visual sequence; avoid generic AI-brain imagery.
- Keep terminology vendor-neutral and define unavoidable technical terms in context.
- Do not equate fluent output with verified truth or AI assistance with autonomous authority.
- Before learner release, fact-check the final lesson and validate every scored item against explicit teaching.

Learning comes before credentials. Completing this reading alone does not issue a certificate. Programme assessment and practical requirements apply.