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OER 4.1.2

Preventing Output Ambiguity through Rigid Vocabulary Constraints

Identifier	OER 4.1.2
Title	Preventing Output Ambiguity through Rigid Vocabulary Constraints
Creator	Directorate of Secondary Education of Dodecanese - Greece
Description	Complementing OER 4.1.1, the resource focuses on the most technical and often most neglected pillar of the structured prompt: constraints. It distinguishes lexical, quantitative, format and register constraints and explains how explicit, verifiable constraints reduce output ambiguity and align it to the class level. The critical focus is that constraints reduce ambiguity but never guarantee content correctness, which remains to be checked.
Keywords	prompt constraints; lexical constraints; format constraints; register; output ambiguity; verifiability; prompt engineering; quality control
Language	EN (English)
Affiliation	Directorate of Secondary Education of Dodecanese - Greece
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	hhttps://www.stiaemproject.eu/?oer_download=OER-4.1.2
Citation	Directorate of Secondary Education of Dodecanese. (2026). *Preventing Output Ambiguity through Rigid Vocabulary Constraints* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Cosgrove, J., & Cachia, R. (2025). DigComp 3.0: European digital competence framework (Fifth edition). Publications Office of the European Union. https://data.europa.eu/doi/10.2760/0001149 Liu, P., Yuan, W., Fu, J., Jiang, Z., Hayashi, H., & Neubig, G. (2021). Pre-train, prompt, and predict: A systematic survey of prompting methods in natural language processing. arXiv. https://arxiv.org/abs/2107.13586 Miao, F., & Cukurova, M. (2024). AI competency framework for teachers. UNESCO. https://doi.org/10.54675/ZJTE2084 Sahoo, P., Singh, A. K., Saha, S., Jain, V., Mondal, S., & Chadha, A. (2024). A systematic survey of prompt engineering in large language models: Techniques and applications. arXiv. https://arxiv.org/abs/2402.07927 Schulhoff, S., Ilie, M., Balepur, N., Kahadze, K., Liu, A., Si, C., Li, Y., Gupta, A., Han, H., Schulhoff, S., Dulepet, P. S., Vidyadhara, S., Kieley, J., Li, A., Wang, X., ... & Resnik, P. (2024). The prompt report: A systematic survey of prompt engineering techniques. arXiv. https://arxiv.org/abs/2406.06608 White, J., Fu, Q., Hays, S., Sandborn, M., Olea, C., Gilbert, H., Elnashar, A., Spencer-Smith, J., & Schmidt, D. C. (2023). A prompt pattern catalog to enhance prompt engineering with ChatGPT. arXiv. https://arxiv.org/abs/2302.11382
Educational Level	Secondary School

Associated Module / MOOC Video Lesson	Module 4 - Prompt Engineering for Inclusive Education / Video 4.1 - Anatomy of the Structured Prompt
Learning Objectives	distinguish lexical, quantitative, format and register constraints, and recognise what each is for; formulate explicit and verifiable constraints that reduce output ambiguity and align it to the class level; recognise the limit of constraints: they reduce ambiguity but do not guarantee content correctness, which remains to be checked.
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