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Metadata Sheet — WP2 / Erasmus+ KA220-SCH, ref. 2025-1-IT02-KA220-SCH-000365213

OER 4.2.1

Few-Shot Prompting Strategies: Using Pre-Solved Exemplar Models for Output Stability

Identifier	OER 4.2.1
Title	Few-Shot Prompting Strategies: Using Pre-Solved Exemplar Models for Output Stability
Creator	Rhodes Evening High School - Greece
Description	The resource presents few-shot prompting: the technique of giving the machine two or three pre-solved examples before the real task in order to stabilise output and align it with the teacher's expectations. It explains how to choose and order exemplars and when zero-shot or one-shot is enough. The critical focus is that the stability of form does not guarantee the correctness of content.
Keywords	few-shot prompting; exemplars; output stability; zero-shot; one-shot; prompt engineering; in-context learning; verification
Language	EN (English)
Affiliation	Rhodes Evening High School - Greece
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	https://www.stiaemproject.eu/?oer_download=OER-4.2.1
Citation	Rhodes Evening High School. (2026). *Few-Shot Prompting Strategies: Using Pre-Solved Exemplar Models for Output Stability* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Brown, T. B., Mann, B., Ryder, N., Subbiah, M., Kaplan, J., Dhariwal, P., Neelakantan, A., Shyam, P., Sastry, G., Askell, A., Agarwal, S., Herbert-Voss, A., Krueger, G., Henighan, T., Child, R., Ramesh, A., Ziegler, D. M., Wu, J., Winter, C., ... Amodei, D. (2020). Language models are few-shot learners. Advances in Neural Information Processing Systems, 33, 1877–1901. CAST. (2024). Universal Design for Learning Guidelines version 3.0. https://udlguidelines.cast.org/ Min, S., Lyu, X., Holtzman, A., Artetxe, M., Lewis, M., Hajishirzi, H., & Zettlemoyer, L. (2022). Rethinking the role of demonstrations: What makes in-context learning work? In Proceedings of the 2022 Conference on Empirical Methods in Natural Language Processing (pp. 11048–11064). Association for Computational Linguistics. https://aclanthology.org/2022.emnlp-main.759/ Redecker, C. (2017). European framework for the digital competence of educators: DigCompEdu. Publications Office of the European Union. https://doi.org/10.2760/159770 Renkl, A. (2014). Toward an instructionally oriented theory of example-based learning. Cognitive Science, 38(1), 1–37. https://doi.org/10.1111/cogs.12086 Sweller, J., & Cooper, G. A. (1985). The use of worked examples as a substitute for problem solving in learning algebra. Cognition and Instruction, 2(1), 59–89. https://doi.org/10.1207/s1532690xci0201_3

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Educational Level	Secondary School
Associated Module / MOOC Video Lesson	Module 4 - Prompt Engineering for Inclusive Education / Video 4.2 - Advanced Prompting and Chain-of-Thought
Learning Objectives	Explain what distinguishes few-shot prompting from a simple request of a task, and why it stabilises the output; build two or three mutually coherent worked examples and use them as a model for the new task; evaluate critically the limits of the technique, knowing that stability of form does not guarantee correctness of content.
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Date Available	14/09/2026
Date Modified	