

Using AI Design Assistant Tools

Blackboard Ultra

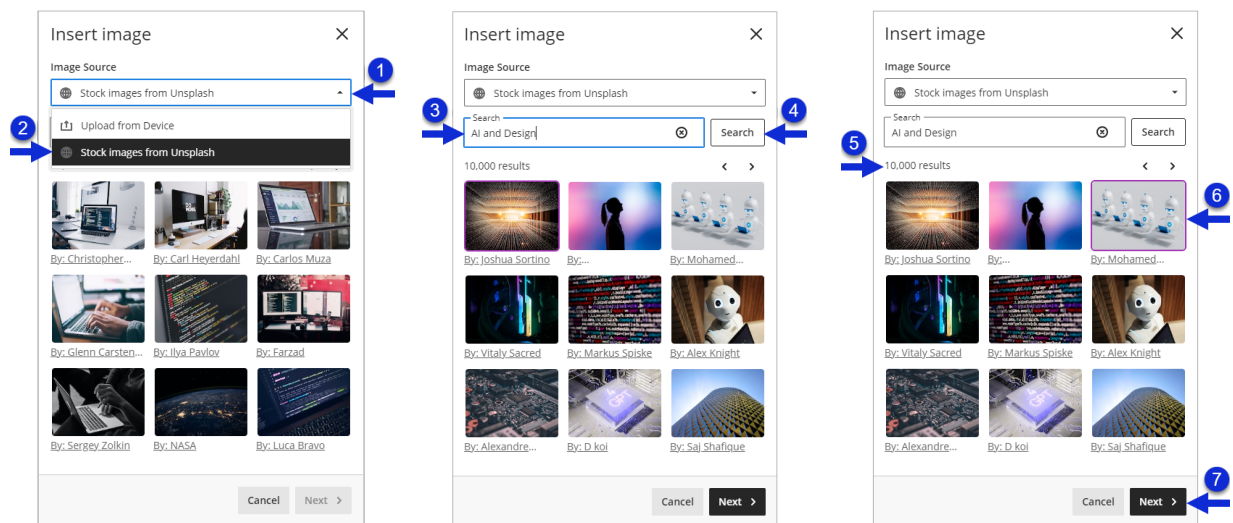


Online
Campus

Generating Images in Course Content

AI Design Assistant utilizes Unsplash to generate stock images that can be used in announcements, discussions, journals, documents, learning modules, and course banners. In order to access this feature, find and click the  function within your course content and follow the instructions below:

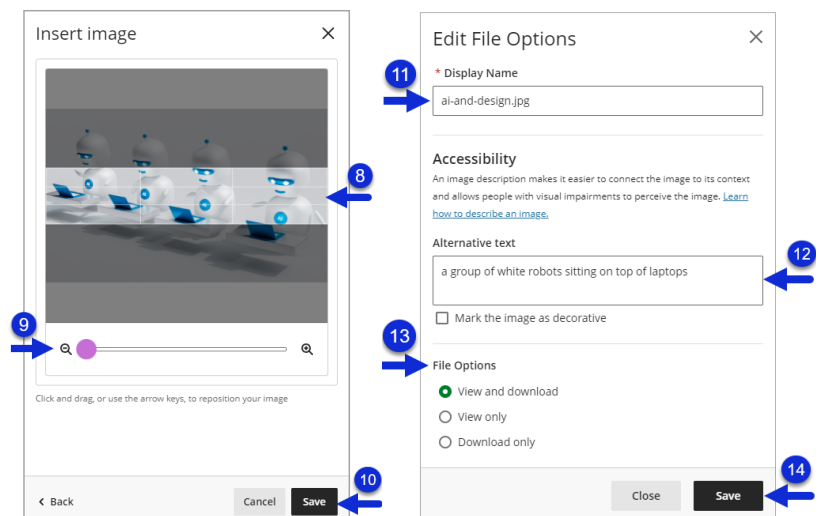
1. Click the dropdown arrow under the Image Source Header.
2. Select “Stock images from Unsplash”.
3. Search for an image by typing in the *Search* field.
4. Click the *Search* button.
5. Use the arrows to view the results.
6. Select the desired image.
7. Click the *Next* button.



Customize the image by adjusting display settings and file options to increase accessibility for students.

Display Settings & File Options

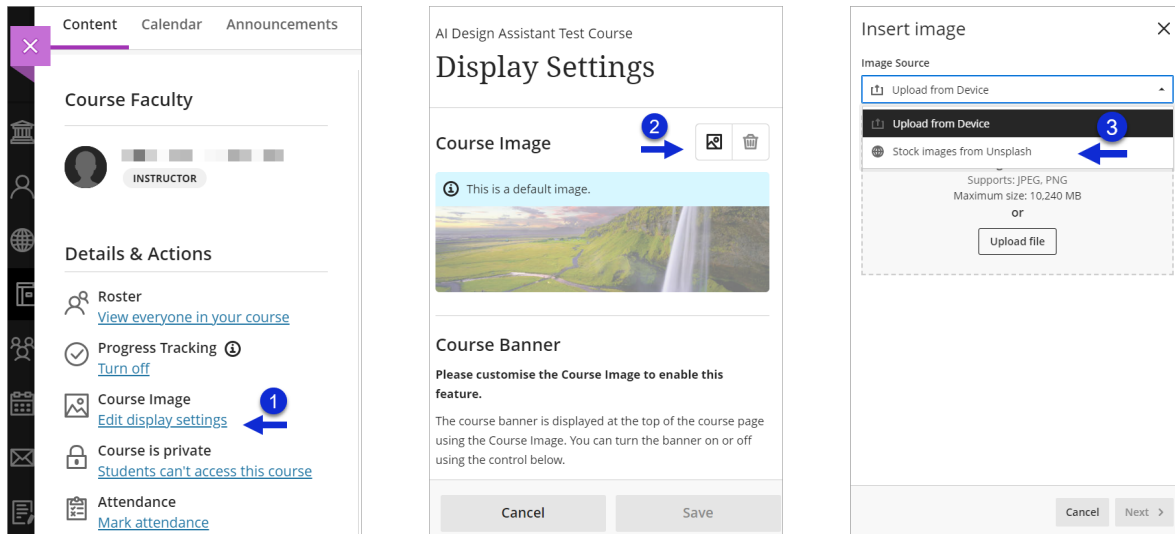
8. Click and drag the grid for repositioning.
9. Click and drag the circle to zoom in or out.
10. Click *Save* to continue.
11. Type a name for the image under the *Display Name* field.
12. Add a description of the image in the *Alternative text* field under *Accessibility*. If the image is for decorative purposes, check the “Mark the image as decorative” box.
13. Select a file option to allow students the option to view and/or download the image.
14. Click the *Save* button.



Updated 10/25/2024

Generating a Course Banner Image

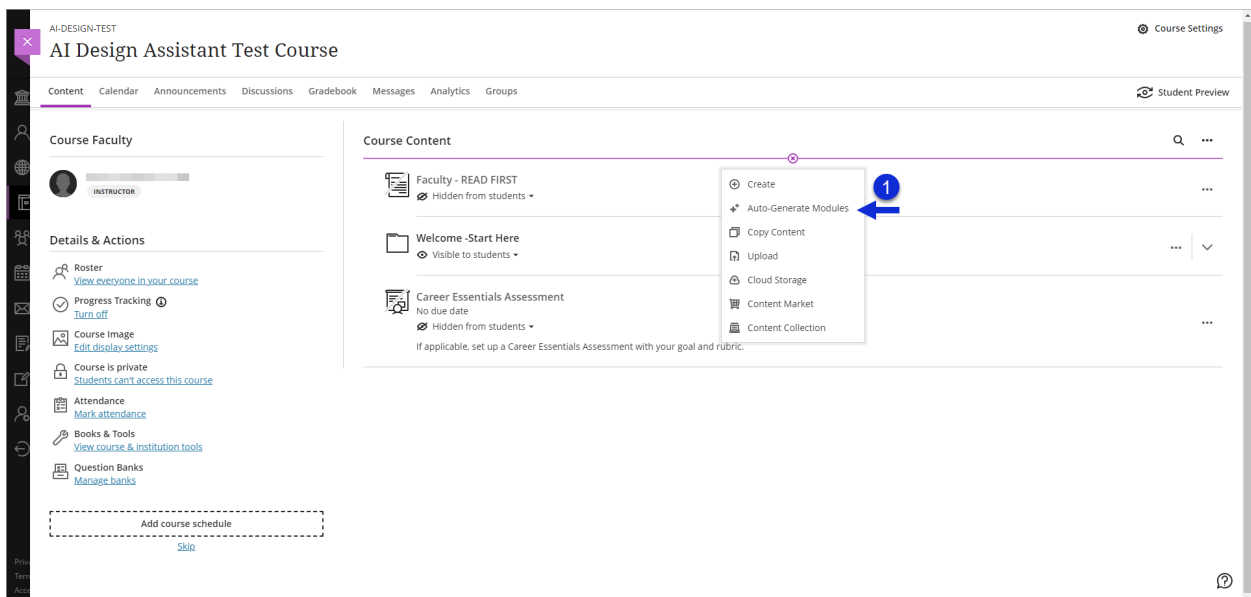
1. In the Ultra Course, locate the *Details & Actions* menu. Click *Edit display settings* under *Course image*.
2. In the Display Settings panel, click the  icon.
3. The *Insert Image* pop-up will appear. In the menu of options, select “*Stock Images from Unsplash*”.
4. Follow the steps as listed above to search for and select an image.



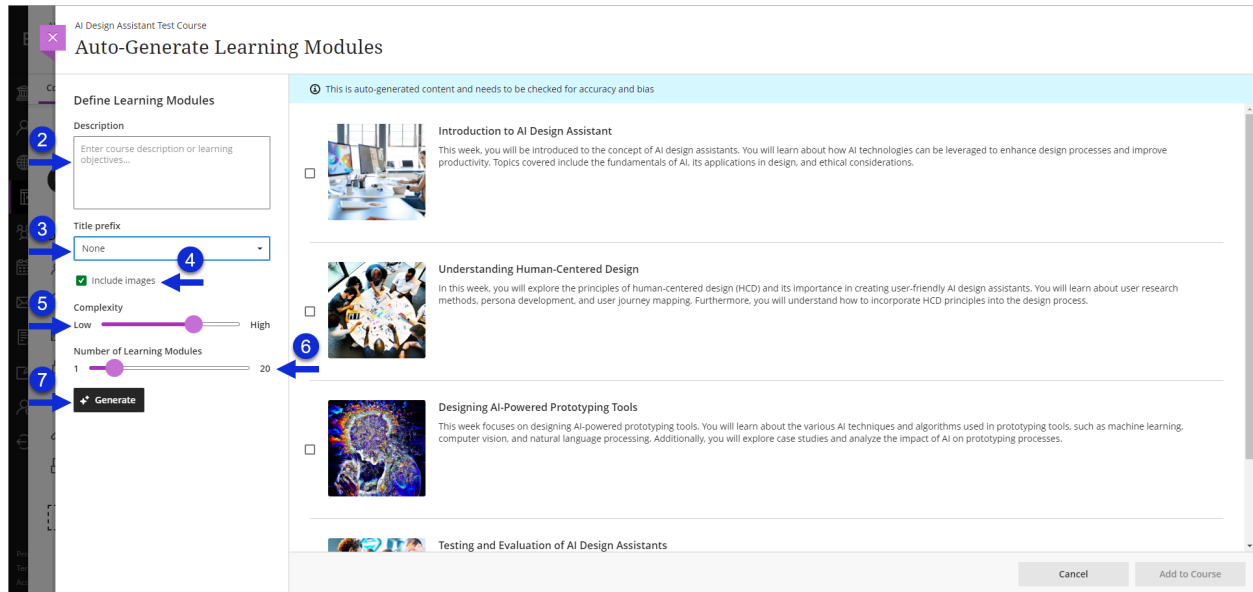
Generating Learning Modules

The Auto-Generate Modules feature of AI Design Assistant creates learning modules based on the instructor's course title and description. From there, instructors can modify how many modules are needed and the reading level of the individual modules. In order to access this feature, find and click the  function on the *Course Content* page. Then, follow the instructions below:

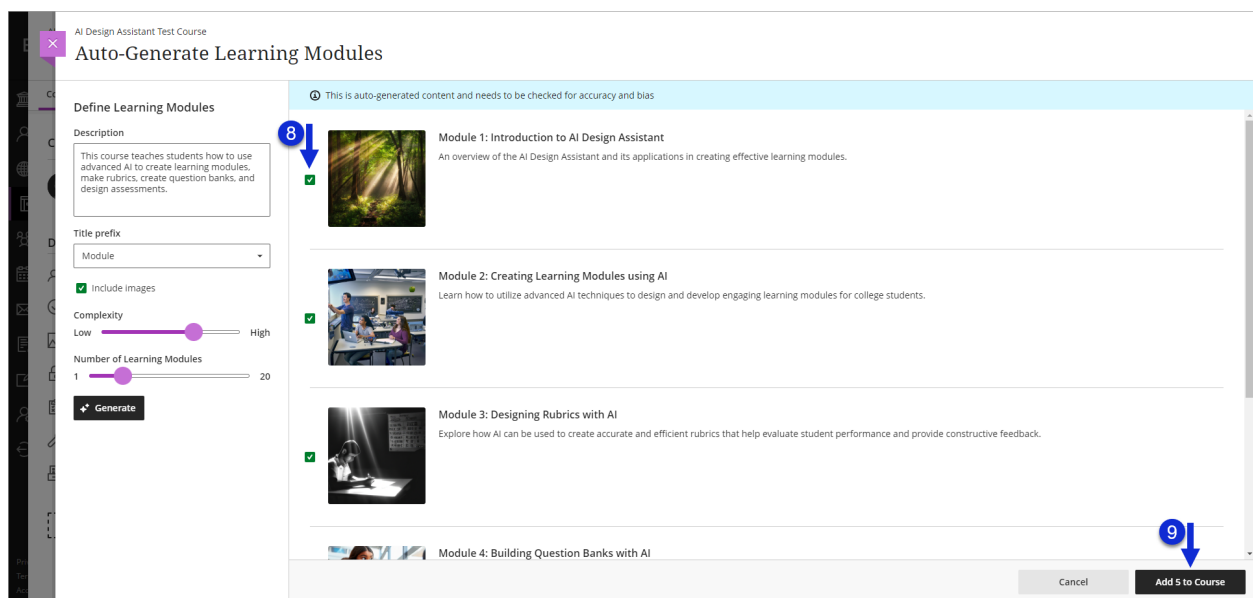
1. Select *Auto-Generate Modules*.



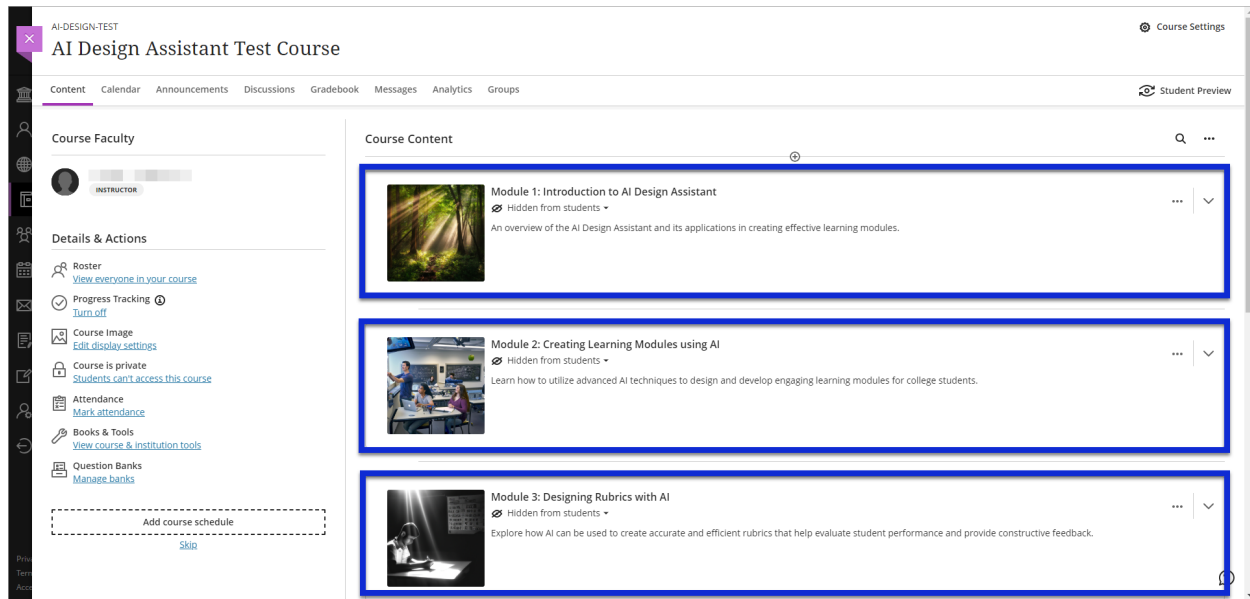
2. Upon arriving at the Auto-Generate Learning Modules panel, enter a description or learning objectives in the *Description* field.
3. Click the dropdown arrow under *Title prefix* to choose a module title
4. Choose whether to add AI-generated images with modules by checking/unchecking the *include images* box.
5. Click and drag the purple circle under *Complexity* to change the reading level of the models to *Low* or *High*.
 - a. **NOTE: The Complexity slider controls the contextual detail and precision in the AI response. [See this resource](#) for a detailed explanation. In general, levels 6 through 8 map well to undergraduate studies.**
6. Click and drag the purple circle under *Number of Learning Modules* to choose the desired number of learning modules.
7. Then click the *Generate* button. The *Generate* button can be pressed multiple times for different results.



8. Select the desired learning modules from the generated results by clicking the checkboxes.
9. Click the *Add # to Course* button located in the bottom right corner of the panel.



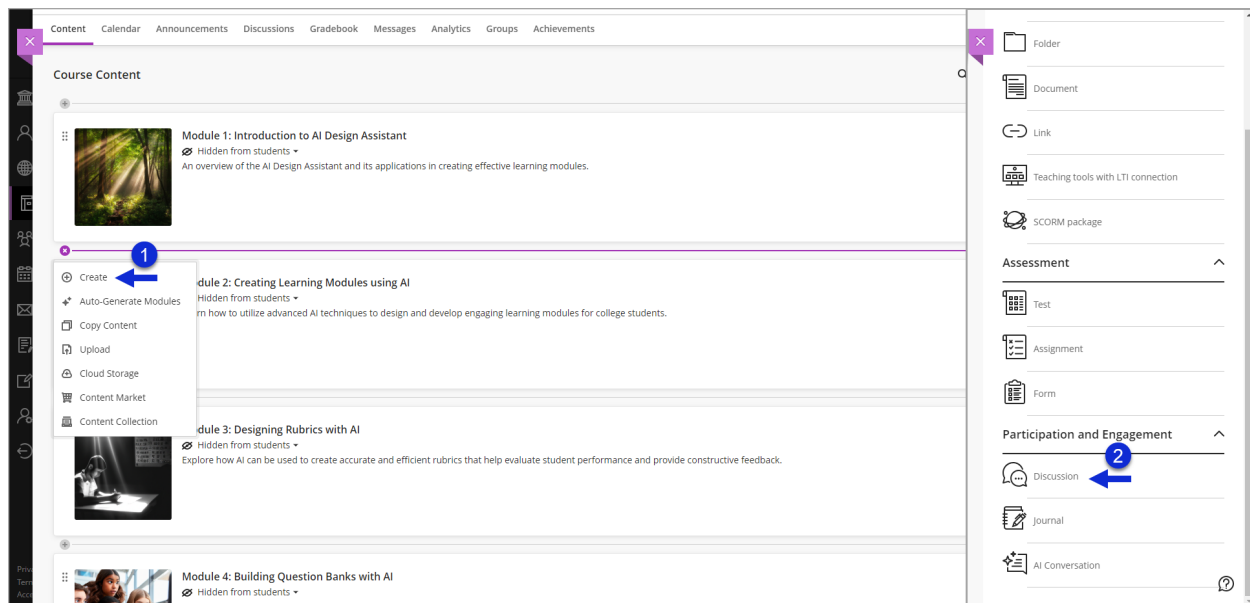
Selected modules will be displayed on the Course Content page. Please move each module as needed by clicking and dragging to the desired location.



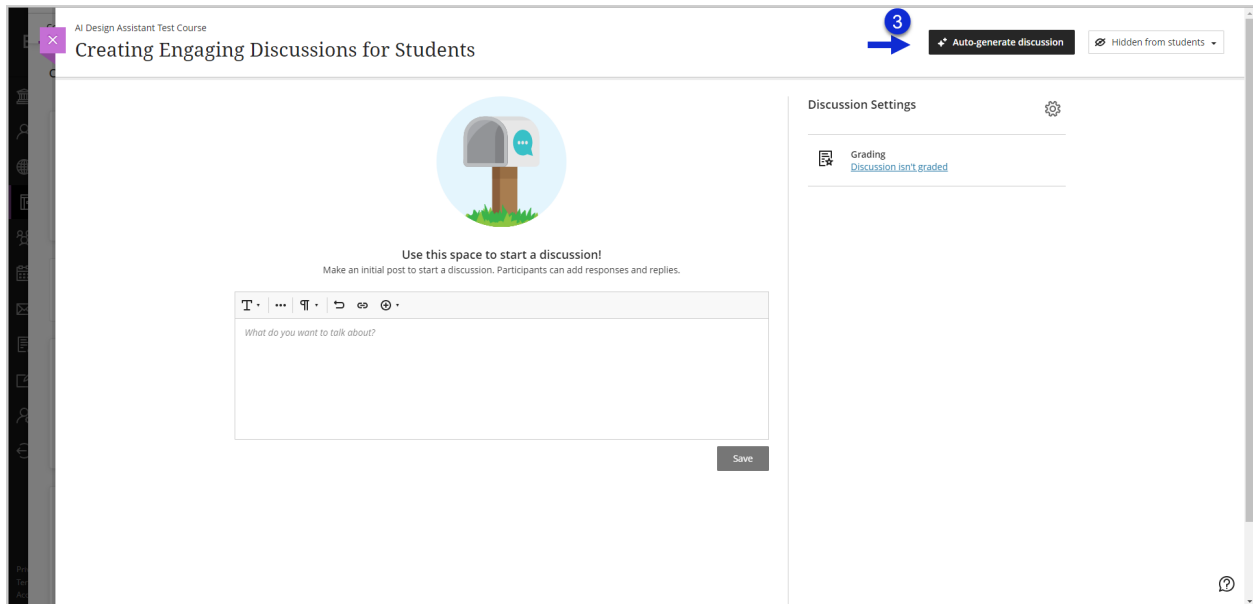
Generating Discussion Prompts

The Auto-Generate Discussions feature creates discussions based on course title and description. Instructors can also change the cognitive and complexity levels, and use the Advanced Options dropdown to select language output. To begin, find and click the **+** function on the *Course Content* page and follow the instructions below:

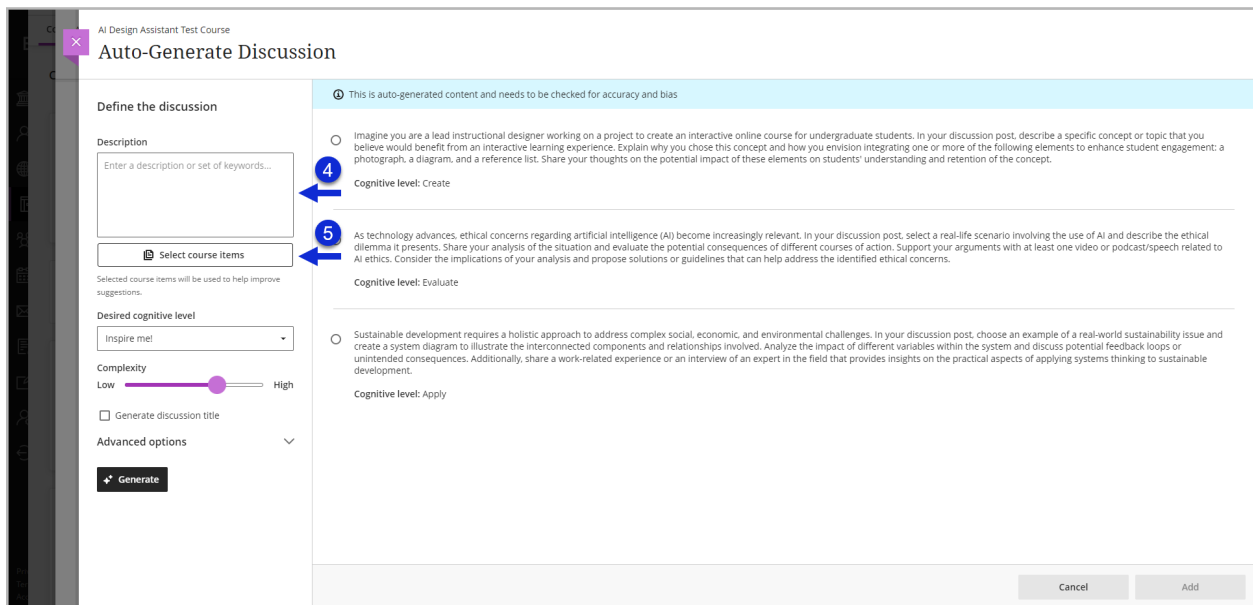
1. Select *Create*.
2. When the Create Item tab populates, select “*Discussion*” under the Participation and Engagement section



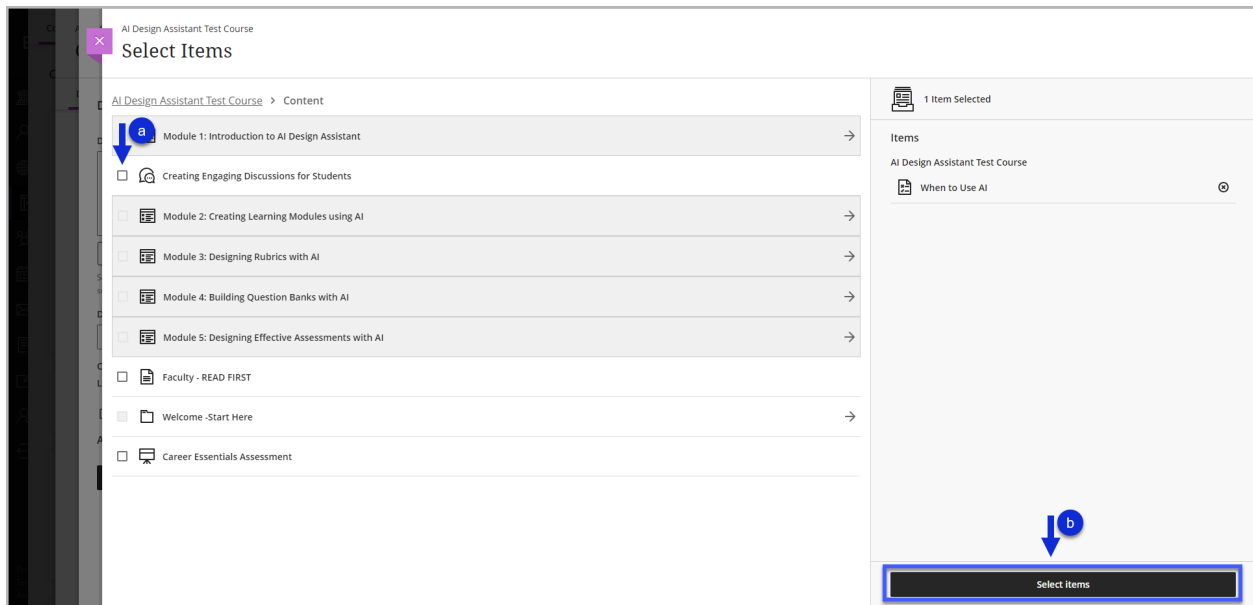
3. A New Discussion page will appear where you can add a title and then click the Auto-generate button



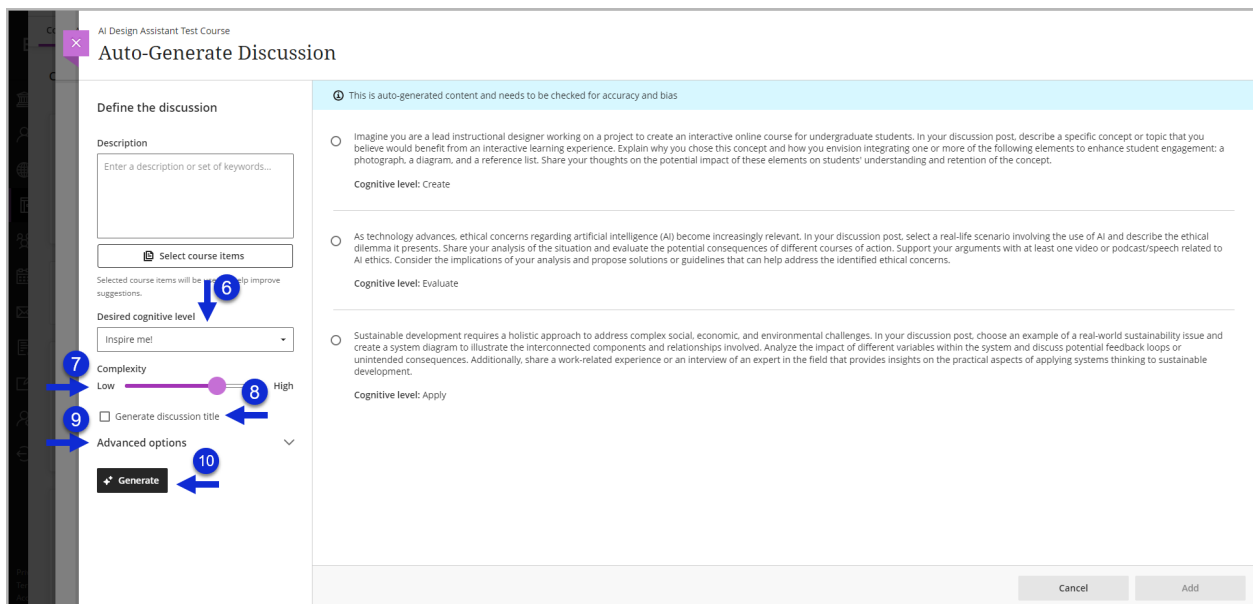
4. Upon arriving at the Auto-Generate Discussion panel, enter a description or set of keywords in the *Description* field.
5. Click the *Select course items* button for choosing course content to provide more context to the discussion



- a. Click the checkboxes for any selections that are made.
- b. Then click the *Select items* button to return to the Auto-Generate Discussion panel.



6. Click the dropdown arrow under *Desired cognitive level* and make a selection
 - a. **NOTE: Cognitive levels are based on Bloom's Taxonomy**
7. Click and drag the purple circle under *Complexity* to change the reading level of the models to *Low* or *High*.
 - a. **NOTE: The Complexity slider controls the contextual detail and precision in the AI response. [See this resource](#) for a detailed explanation. In general, levels 6 through 8 map well to undergraduate studies.**
8. Check the box for *Generate discussion title*, if desired
9. Click the dropdown arrow under "Advanced options" to change the *Output language*, as needed.
10. Then click the *Generate* button. The *Generate* button can be pressed multiple times for different results.



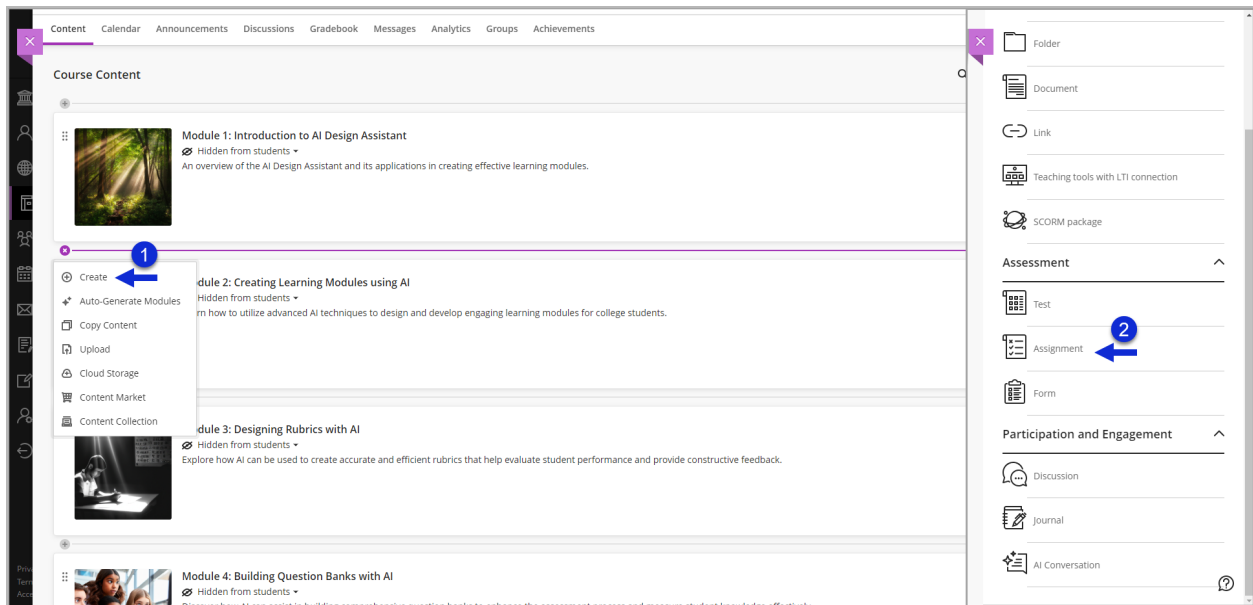
11. Select the desired discussion prompt from the generated results.
12. Click the *Add* button located in the bottom right corner of the panel.

The selected discussion prompt will be displayed on the discussion page under the Discussion Topic section, where it can be modified and saved. Discussion settings can be set as well.

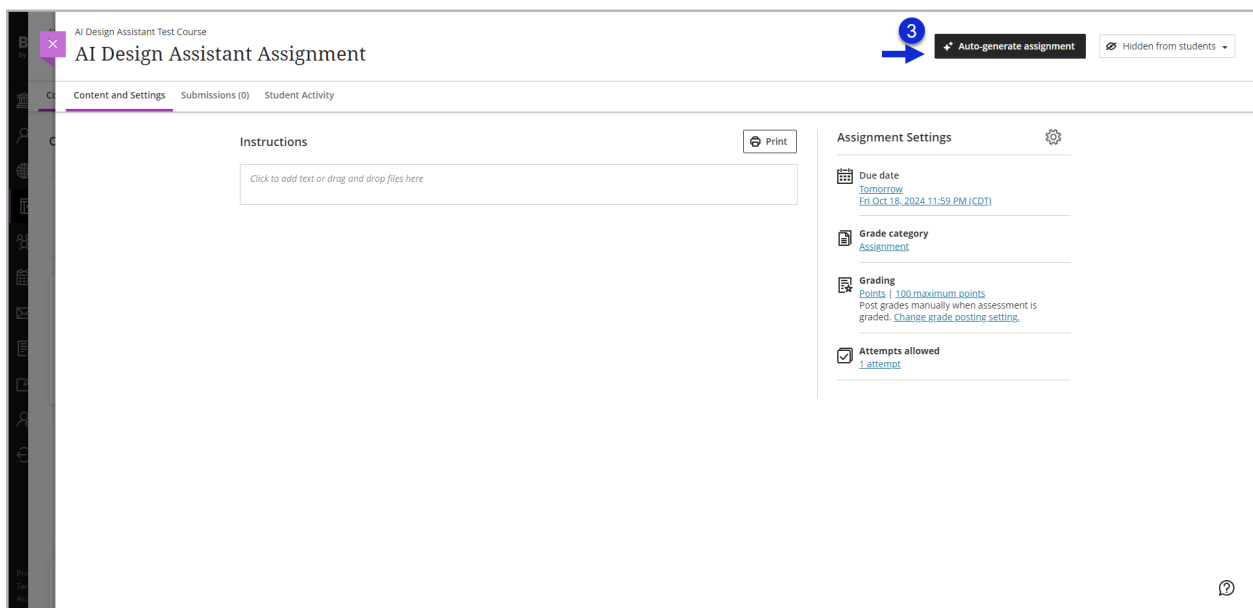
Generating Assignment Prompts

The Auto-Generate Assignment feature creates assignments based on description and cognitive and complexity levels. Instructors can also use the Advanced Options dropdown to select language output. To begin, find and click the **+** function on the *Course Content* page and follow the instructions below:

1. Select *Create*.
2. When the Create Item tab populates, select “Assignment” under the Assessment section.



3. A New Assignment page will appear where you can add a title and then click the Auto-generate button.



4. Upon arriving at the Auto-Generate Assignment panel, enter a description or set of keywords in the *Description* field.
5. Click the *Select course items* button for choosing course content to provide more context to the discussion

- a. Click the checkboxes for any selections that are made.
- b. Then click the *Select items* button to return to the Auto-Generate Assignment panel.

6. Click the dropdown arrow under *Desired cognitive level* and make a selection
 - a. **NOTE: Cognitive levels are based on Bloom's Taxonomy**
7. Click and drag the purple circle under *Complexity* to change the reading level of the models to *Low* or *High*.
 - a. **NOTE: The Complexity slider controls the contextual detail and precision in the AI response. [See this resource](#) for a detailed explanation. In general, levels 6 through 8 map well to undergraduate studies.**
8. Check the box for *Generate assignment title*, if desired.
9. Click the dropdown arrow under "Advanced options" to change the *Output language*, as needed.
10. Then click the *Generate* button. The *Generate* button can be pressed multiple times for different results.

AI Design Assistant Test Course

Auto-Generate Assignment

Define the assignment

Description

Enter a description or set of keywords...

Select course items

Selected course items will be used to help improve suggestions.

Desired cognitive level

Inspire me!

Complexity

Low High

Generate assignment title

Advanced options

Generate

This is auto-generated content and needs to be checked for accuracy and bias

- In the field of design, there has been an increasing reliance on AI technologies to aid the design thinking process. Explore the concept of design thinking and analyze how AI can be effectively integrated into this process. Choose one specific area of design (e.g., graphic design, industrial design, UI/UX design) and discuss how AI can enhance the various stages of the design thinking process for that particular area. Support your analysis with real-life examples and create a presentation to showcase your findings. Your presentation should include visuals such as diagrams and infographics to illustrate the key points. Additionally, provide a reference list of credible sources that you consulted. Finally, reflect on the potential ethical considerations that may arise when AI is used in the design thinking process.
Cognitive level: Analyze
- In the field of data analysis, the collaboration between humans and AI systems has become crucial in making sense of complex datasets. Analyze the benefits and challenges of the human-AI collaboration in data analysis. Select a dataset of your choice (e.g., social media data, healthcare data, financial data) and discuss how the application of AI techniques can assist in analyzing and interpreting the data. Create an essay that explores the synergies between human expertise and AI capabilities in data analysis. Additionally, support your arguments with real-life scenarios or examples. Finally, evaluate the impact of the human-AI collaboration on decision-making processes and provide recommendations for ensuring effective and ethical use of AI in data analysis.
Cognitive level: Evaluate
- AI-driven recommendation systems have become an integral part of our daily lives, influencing the choices we make as consumers. Apply your knowledge of AI algorithms and concepts to develop an AI-driven recommendation system for a specific domain of interest (e.g., music, movies, books, online shopping). Start by analyzing the key components of a recommendation system and discuss how different AI algorithms can be employed to enhance user experiences. Once you have designed the recommendation system, create a mock scenario that demonstrates its functionality and benefits. You can use diagrams, screenshots, or videos to illustrate your implementation. Finally, evaluate the accuracy and effectiveness of your recommendation system and reflect on the potential ethical implications related to privacy and bias.
Cognitive level: Create

Cancel Add

11. Select the desired assignment prompt from the generated results.
12. Click the *Add* button located in the bottom right corner of the panel.

AI Design Assistant Test Course

Auto-Generate Assignment

Define the assignment

Description

Research Blackboard's AI Design Assistant features.
Summarize AI Design Assistant features.
Discuss how these features can improve learning for students

Select course items

Selected course items will be used to help improve suggestions.

Desired cognitive level

Inspire me!

Complexity

Low High

Generate assignment title

Advanced options

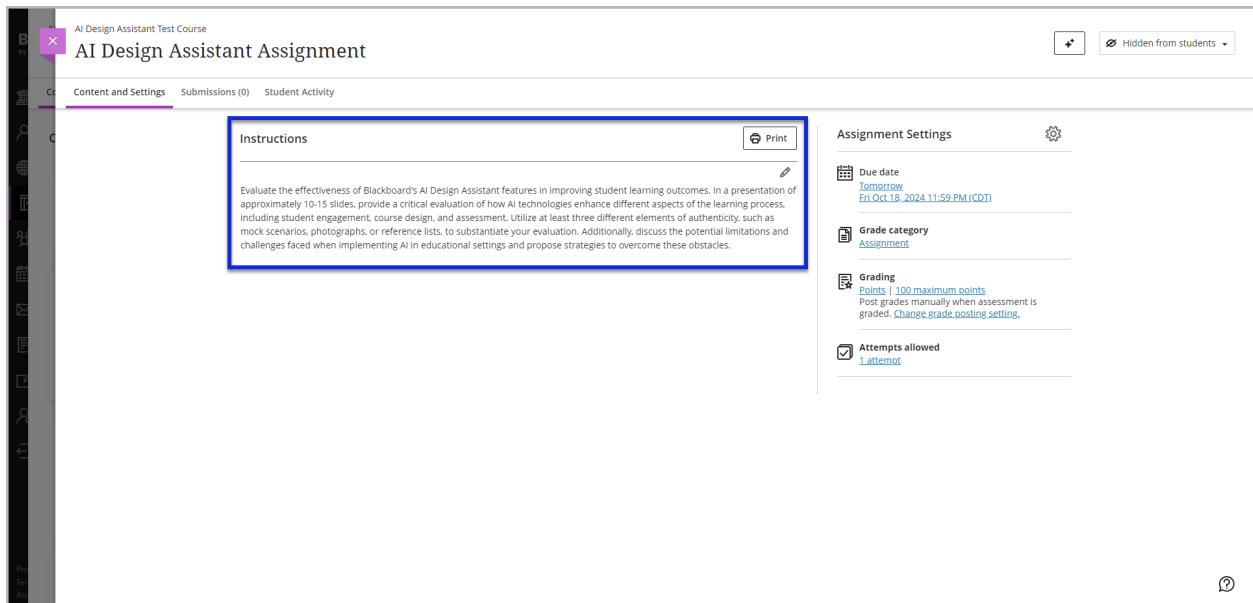
Generate

This is auto-generated content and needs to be checked for accuracy and bias

- Imagine you work for a prestigious university and have been tasked with designing an AI-driven education system that incorporates Blackboard's AI Design Assistant features. In an essay of at least 300 words, outline how this new system could improve learning for students. Examine the potential benefits and challenges of implementing such a system and discuss how it could better support student engagement, personalized instruction, and assessment. Provide concrete examples and use at least three different elements of authenticity, such as diagrams, infographics, or real-life experiences, to support your arguments and insights.
Cognitive level: Create
- As a data-driven approach becomes increasingly important in education, analyze the impact of Blackboard's AI Design Assistant features in the development of personalized learning experiences. In a report of 400-500 words, provide an analysis of how AI can be used to enhance student engagement, instructional design, and assessment in the context of an online learning environment. Use at least three different elements of authenticity, such as interviews, podcasts, or work-related experiences, to support your analysis. Also, discuss the potential ethical considerations associated with the use of AI in education and propose strategies to address these concerns.
Cognitive level: Analyze
- Evaluate the effectiveness of Blackboard's AI Design Assistant features in improving student learning outcomes. In a presentation of approximately 10-15 slides, provide a critical evaluation of how AI technologies enhance different aspects of the learning process, including student engagement, course design, and assessment. Utilize at least three different elements of authenticity, such as mock scenarios, photographs, or reference lists, to substantiate your evaluation. Additionally, discuss the potential limitations and challenges faced when implementing AI in educational settings and propose strategies to overcome these obstacles.
Cognitive level: Evaluate

Cancel Add

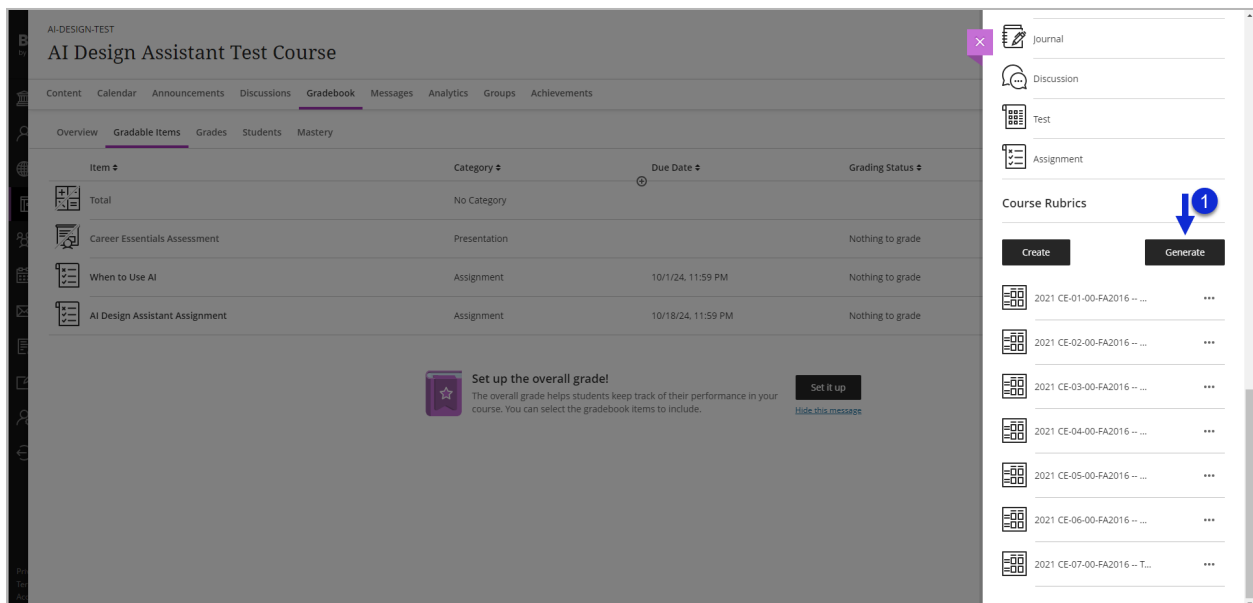
The selected assignment prompt will be displayed on the assignment page under the Instructions section, where it can be modified and saved. Assignment settings can be set as well.



Generating Rubrics

The Generate Rubrics feature creates editable rubrics based on description rubric type and complexity. Instructors can select the amount of rows and columns for the rubric and also use the Advanced Options dropdown to select language output. To begin, find and click the  function on the *Gradebook* page and follow the instructions below:

1. Scroll down to *Course Rubrics* on the Gradebook Settings panel and click the *Generate* button.



2. Upon arriving at the Generate Rubric panel, enter a description, learning objectives, or set of keywords in the *Description* field.
3. Click the dropdown arrow under *Rubric Type* and make a selection.
4. Click and drag the purple circle under *Complexity* to change the reading level of the models to *Low* or *High*.

- a. **NOTE: The Complexity slider controls the contextual detail and precision in the AI response. [See this resource](#) for a detailed explanation. In general, levels 6 through 8 map well to undergraduate studies.**
5. Click and drag the purple circle under *Columns* to change the number of columns on the rubric.
6. Click and drag the purple circle under *Rows* to change the number of columns on the rubric.
7. Click the dropdown arrow under “Advanced options” to change the *Output language*, as needed.
8. Then click the *Generate* button. The *Generate* button can be pressed multiple times for different results.

AI Design Assistant Test Course
Generate Rubric

Define rubric

Description
Enter a short description, learning objectives, or topic for this rubric.

Rubric Type
Percentage

Complexity
Low High

Columns
2 5

Rows
2 7

Advanced options

Generate

Rubric preview
This can be edited in the existing rubrics panel

Criteria	Exemplary	Proficient	Basic	Below Basic
Understanding of AI Concepts 25% of total grade	100% Demonstrates thorough understanding of advanced AI concepts and provides innovative insights.	75% Shows strong grasp of AI concepts with insightful interpretations.	50% Understands basic AI concepts but lacks depth in analysis.	25% Demonstrates minimal understanding of fundamental AI concepts.
Application of AI Design Principles 30% of total grade	100% Consistently applies AI design principles with advanced techniques and justifications.	75% Applies AI design principles effectively with logical reasoning.	50% Partially applies AI design principles but lacks consistency in approach.	25% Struggles to apply AI design principles effectively.
Creativity in Problem Solving	100% Demonstrates exceptional creativity in problem solving with original solutions.	75% Shows creativity in problem solving with unique approaches.	50% Attempts to be creative but lacks originality in solutions.	25% Shows minimal creativity in problem solving.

Cancel Continue

9. Once satisfied with the rubric settings, click the *Continue* button.

AI Design Assistant Test Course
Generate Rubric

Define rubric

Description
Understand Basic AI Concepts. Apply Online Learning Methods to AI Course Design. Utilize AI Design Tools to Generate Assignments and Discussions. Troubleshoot Technical Issues With AI Use

Rubric Type
Percentage

Complexity
Low High

Columns
2 5

Rows
2 7

Advanced options

Generate

Rubric preview
This can be edited in the existing rubrics panel

Criteria	Exemplary	Proficient	Basic	Novice
Understand Basic AI Concepts 30% of total grade	100% Displays comprehensive understanding of fundamental AI concepts and applies them creatively in solutions.	75% Shows a strong grasp of basic AI concepts with effective practical applications.	50% Demonstrates a basic understanding of essential AI concepts.	25% Struggles to comprehend basic AI concepts.
Apply Online Learning Methods to AI Course Design 25% of total grade	100% Effectively integrates diverse online learning strategies in AI course design.	75% Applies online learning methods appropriately to enhance AI course design.	50% Attempts to implement online learning methods in AI course design.	25% Shows limited use of online learning methods in AI course design.
Utilize AI Design Tools to Generate Assignments and Discussions	100% Skillfully utilizes advanced AI design tools to generate engaging assignments and	75% Uses AI design tools to create assignments and discussions effectively.	50% Makes basic use of AI design tools to generate assignments and discussions.	25% Has difficulty utilizing AI design tools for assignments and discussions.

Cancel Continue

10. After the generated rubric appears, edits can be made, starting with changing the title.
11. Click the dropdown to change the Rubric Type, as needed.
12. Hover over and click the or icons to edit or remove Criteria information, as needed.
13. Hover over the lines in between columns and rows to add more of each, as needed.
14. When all edits have been made, click the *Save* button.

AI Design Assistant Test Course

AI Design Assistant Rubric

Rubric Type: Percentage

Criteria	Exemplary	Proficient	Basic	Novice
Understand Basic AI Concepts 25% of total grade Align with goals	100% Displays comprehensive understanding of fundamental AI concepts and applies them creatively in solutions.	75% Shows a strong grasp of basic AI concepts with effective practical applications.	50% Demonstrates a basic understanding of essential AI concepts.	25% Struggles to comprehend basic AI concepts.
Apply Online Learning Methods to AI Course Design 25% of total grade Align with goals	100% Effectively integrates diverse online learning strategies in AI course design.	75% Applies online learning methods appropriately to enhance AI course design.	50% Attempts to implement online learning methods in AI course design.	25% Shows limited use of online learning methods in AI course design.
Utilize AI Design Tools to Generate Assignments and Discussions 25% of total grade Align with goals	100% Skillfully utilizes advanced AI design tools to generate engaging assignments and discussions.	75% Uses AI design tools to create assignments and discussions effectively.	50% Makes basic use of AI design tools to generate assignments and discussions.	25% Has difficulty utilizing AI design tools for assignments and discussions.

Cancel Save

15. The finished rubric can now be found in the *Course Rubrics* section of the Gradebook Settings panel and is ready for use.

AI-DESIGN-TEST

AI Design Assistant Test Course

Content Calendar Announcements Discussions **Gradebook** Messages Analytics Groups Achievements

Overview **Gradable Items** Grades Students Mastery

Item	Category	Due Date	Grading Status
Total	No Category		
Career Essentials Assessment	Presentation		Nothing to grade
When to Use AI	Assignment	10/1/24, 11:59 PM	Nothing to grade
AI Design Assistant Assignment	Assignment	10/18/24, 11:59 PM	Nothing to grade

Set up the overall grade!
The overall grade helps students keep track of their performance in your course. You can select the gradebook items to include. [Set it up](#) [Hide this message](#)

Course Rubrics

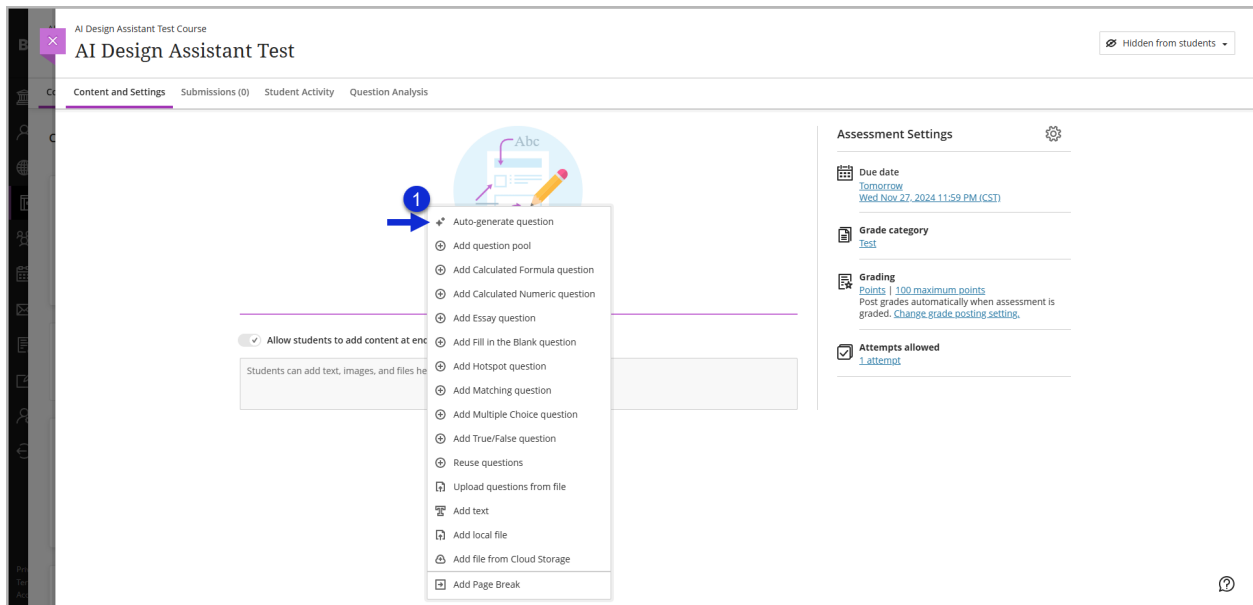
Create Generate

- 2021 CE-01-00-FA2016 - ...
- 2021 CE-02-00-FA2016 - ...
- 2021 CE-03-00-FA2016 - ...
- 2021 CE-04-00-FA2016 - ...
- 2021 CE-05-00-FA2016 - ...
- 2021 CE-06-00-FA2016 - ...
- 2021 CE-07-00-FA2016 - T...
- AI Design Assistant Rubric**

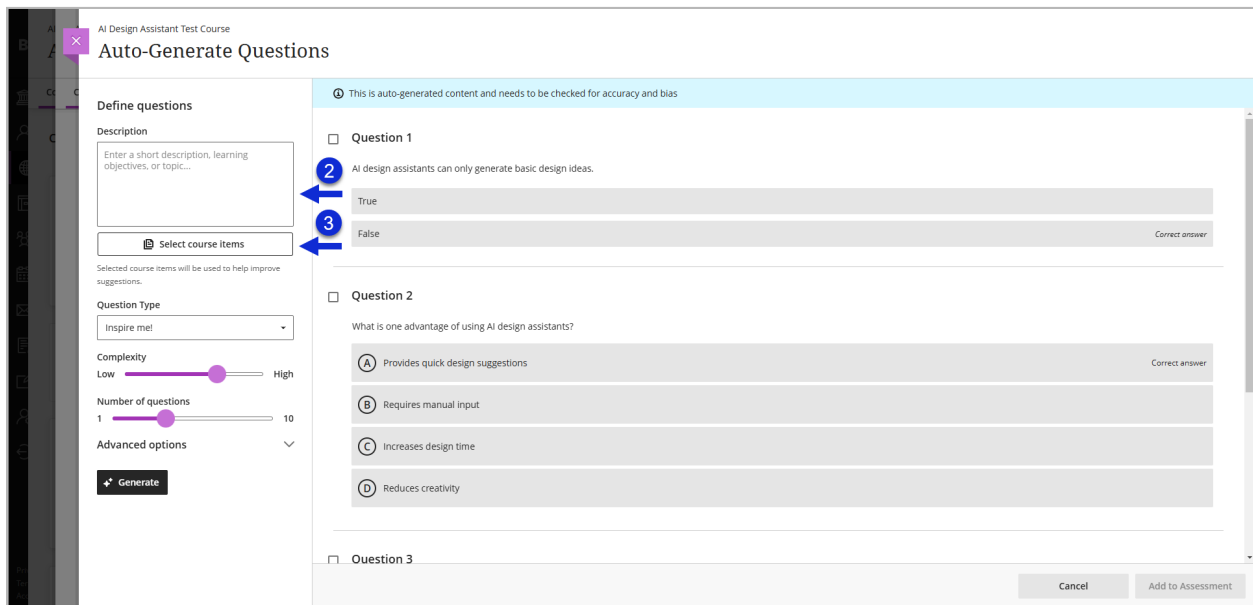
Generating Test Questions

The Auto-Generate Question feature creates questions based on description and complexity levels. Instructors can also use the Select Course Items feature to help improve test question suggestions and the Advanced Options dropdown to select language output. To begin, find and click the **+** function on a Test or Assignment page and follow the instructions below:

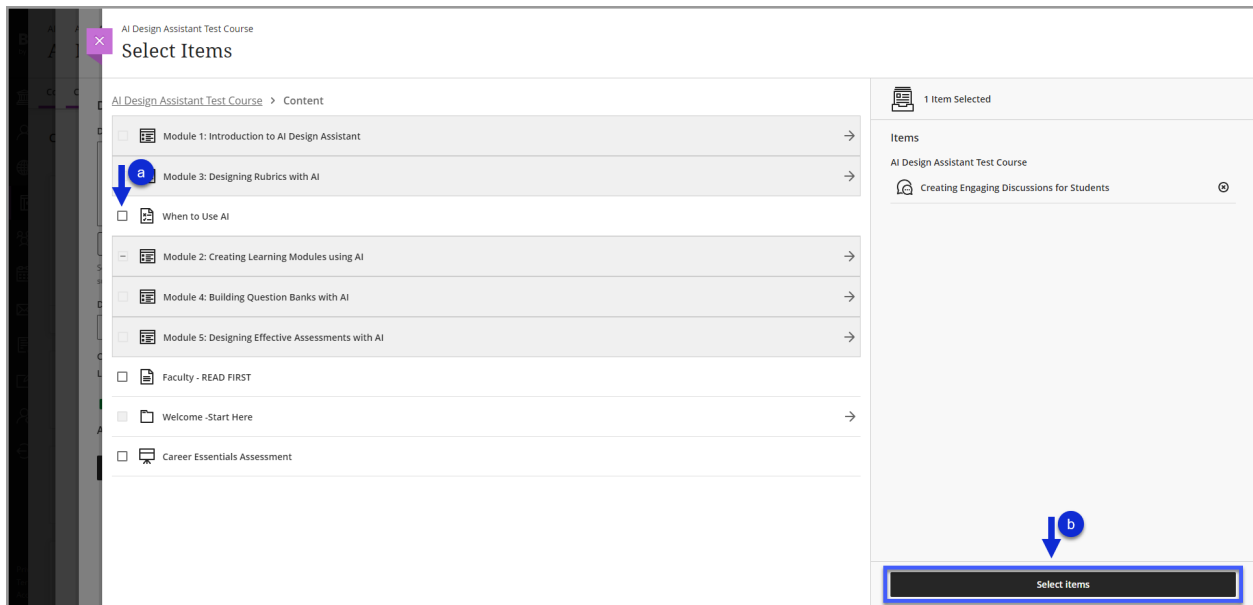
1. Select *Auto-generate question*.



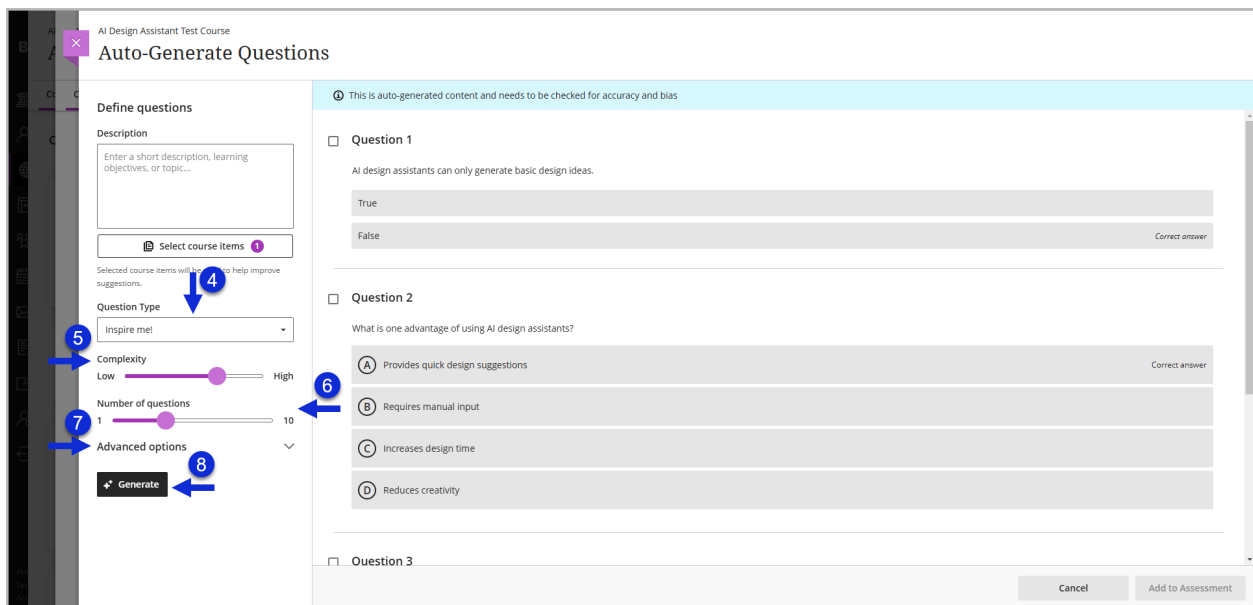
2. The Auto-Generate Questions panel will appear where you can enter a description, learning objectives or a topic in the *Description* field.
3. Click the *Select course items* button for choosing course content to improve suggestions.



- a. Click the checkboxes for any selections that are made.
- b. Then click the *Select items* button to return to the Auto-Generate Questions panel.



4. Click the dropdown arrow under *Question Type* and choose from the selection.
5. Click and drag the purple circle under *Complexity* to change the reading level of the models to *Low* or *High*.
 - a. **NOTE: The Complexity slider controls the contextual detail and precision in the AI response. [See this resource](#) for a detailed explanation. In general, levels 6 through 8 map well to undergraduate studies.**
6. Click and drag the purple circle under *Number of questions* and make a selection.
7. Click the dropdown arrow under “Advanced options” to change the *Output language*, as needed.
8. Then click the *Generate* button. The *Generate* button can be pressed multiple times for different results.



9. Select the desired questions from the generated results by clicking the checkboxes.
10. Click the *Add # to Assessment* button located in the bottom right corner of the panel.

AI Design Assistant Test Course

Auto-Generate Questions

This is auto-generated content and needs to be checked for accuracy and bias

Define questions

Description
Using AI to create courses

Select course items

Selected course items will be used to help improve suggestions.

Question Type
Inspire me!

Complexity
Low High

Number of questions
1 10

Advanced options

Generate

Question 1
AI design assistants can [Blank 1] content to provide useful insights to course creators.
Blank 1 process
Responses must match exactly

Question 2
By analyzing data, AI can suggest [Blank 1] learning experiences for students.
Blank 1 personalized
Responses must match exactly

Question 3
How can AI be used to automate course creation processes?
A By avoiding technology in course creation
B By focusing only on traditional teaching methods

Cancel Add 5 to Assessment

The selected questions will be displayed on the Test or Assignment page, where each can be modified and saved. Assessment settings can be set as well.

AI Design Assistant Test Course

AI Design Assistant Test

Hidden from students

Content and Settings Submissions (0) Student Activity Question Analysis

Test Content

Print

Question 1 1 point ...
AI can help in personalizing the learning experience for students.
True Correct answer
False

Question 2 1 point ...
Using AI in course creation helps in [Blank 1] and effectiveness.
Blank 1 efficiency
Responses must match exactly

Question 3 1 point ...
How can AI be used to automate course creation processes?
A By avoiding technology in course creation
B By focusing only on traditional teaching methods
C By generating content based on provided keywords Correct answer

Assessment Settings

Due date
Tomorrow
Wed Nov 27, 2024 11:59 PM (CST)

Grade category
Test

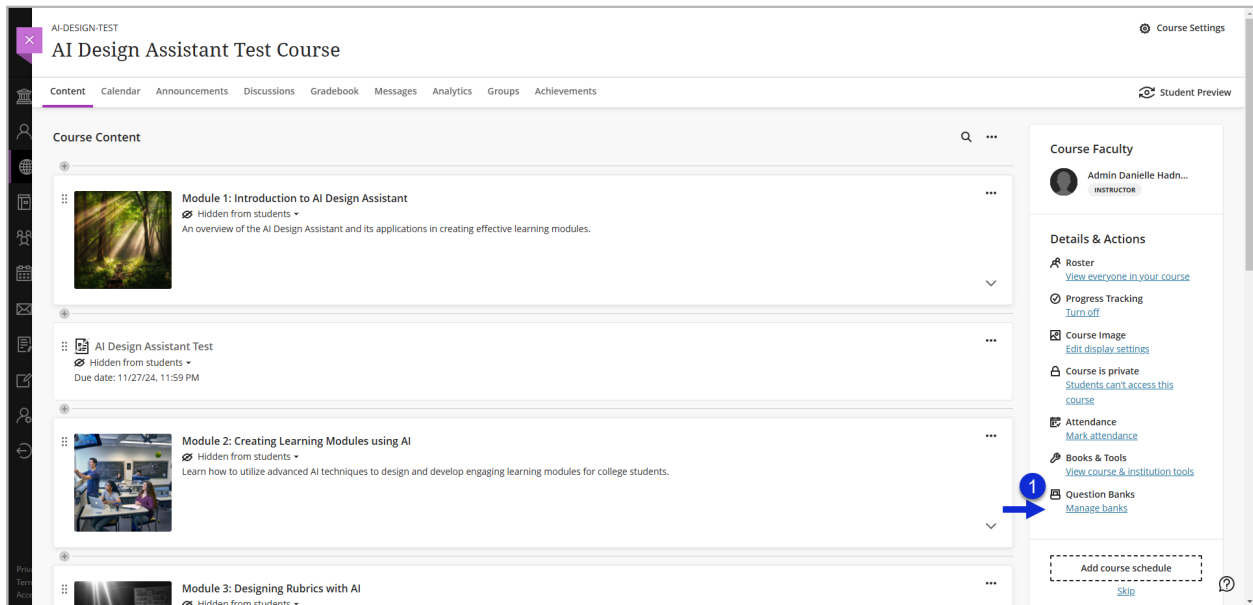
Grading
Points | 5 maximum points
Post grades automatically when assessment is graded. Change grade posting setting.

Attempts allowed
1 attempt

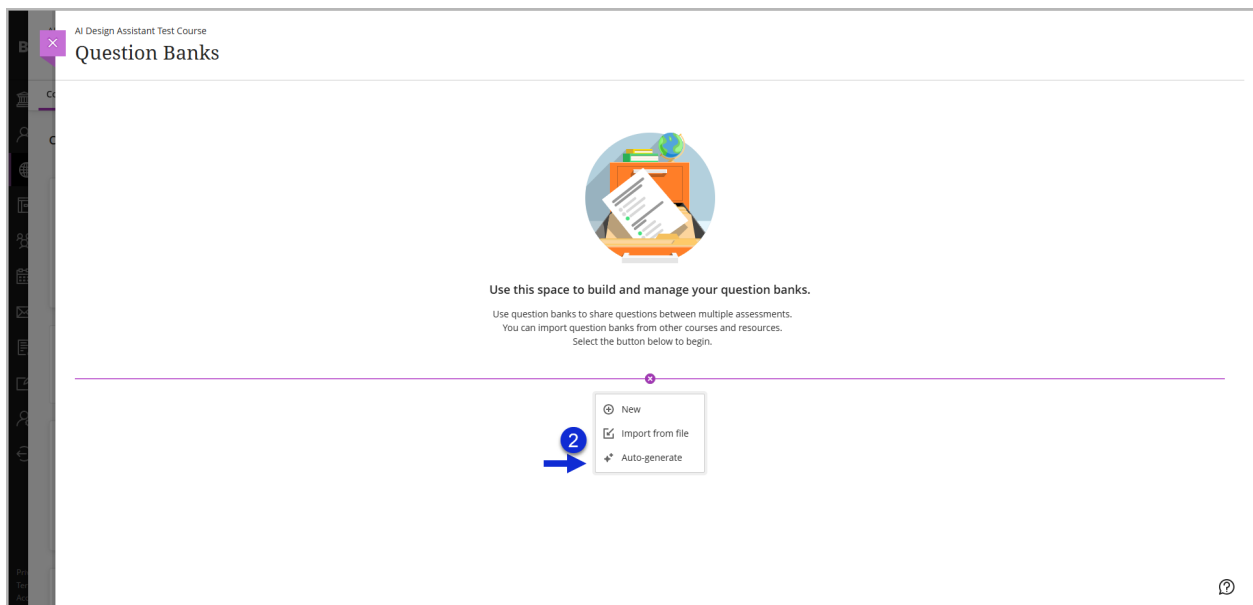
Generating Question Banks

The Auto-Generate Question Bank feature creates a database of questions that can be reused in multiple assessments based on description, complexity levels. Instructors can also use the Select Course Items feature to help improve question bank suggestions and the Advanced Options dropdown to select language output. To begin, follow the instructions below:

1. Click the “*Manage banks*” link under the Question Banks section of the Details & Actions panel.



2. A Question Banks page will appear where you can click the ⊕ icon and select “*Auto-generate*”.



3. Upon arriving at the Auto-Generate Question Bank panel, enter a description, learning objectives or a topic in the *Description* field.
4. Click the *Select course items* button for choosing course content to improve suggestions.

- Click the checkboxes for any selections that are made.
- Then click the *Select items* button to return to the Auto-Generate Questions panel.

- Click the dropdown arrow under *Question Type* and choose from the selection.
- Click and drag the purple circle under *Complexity* to change the reading level of the models to *Low* or *High*.
 - NOTE: The Complexity slider controls the contextual detail and precision in the AI response. [See this resource](#) for a detailed explanation. In general, levels 6 through 8 map well to undergraduate studies.**
- Click and drag the purple circle under *Number of questions* and make a selection.
- Click the dropdown arrow under “Advanced options” to change the *Output language*, as needed.
- Then click the *Generate* button. The *Generate* button can be pressed multiple times for different results.

AI Design Assistant Test Course

Auto-Generate Question Bank

Define questions

Description
Enter a short description, learning objectives, or topic...

Select course items

Selected course items will be used to help improve suggestions.

Question Type
Inspire me!

Complexity
Low High

Number of questions
1 10

Advanced options

Generate

This is auto-generated content and needs to be checked for accuracy and bias

☐ Question 1

The main goal of an AI Design Assistant is to Blank 1 designers by providing automated suggestions.

Blank 1 assist

Responses must match exactly

☐ Question 2

Match the following AI terms with their definitions:

Prompts	Answers
1. Supervised Learning	Uses labeled data to train AI models.
2. Unsupervised Learning	Finds patterns in data without labeled outcomes.
3. Natural Language Processing	Enables machines to understand and generate human language.
4. Computer Vision	Empowers machines to interpret and utilize visual information.
Distractors	Reinforcement Learning

Cancel Add to Question Bank

10. Select the desired questions from the generated results by clicking the checkboxes.
11. Click the **Add # to Question Bank** button located in the bottom right corner of the panel.

AI Design Assistant Test Course

Auto-Generate Question Bank

Define questions

Description
How to create learning modules using AI

Select course items

Selected course items will be used to help improve suggestions.

Question Type
Multiple choice

Complexity
Low High

Number of questions
1 10

Advanced options

Generate

This is auto-generated content and needs to be checked for accuracy and bias

☒ Question 1

Why is it essential to consider ethical implications when using AI in education?

(A) To completely ignore any possible ethical issues that may arise

(B) To exploit AI capabilities without considering long-term consequences

(C) To ensure fairness, transparency, and accountability in decision-making processes **Correct answer**

(D) To prioritize efficiency over all ethical concerns

☒ Question 2

What is one way AI technologies can improve course design?

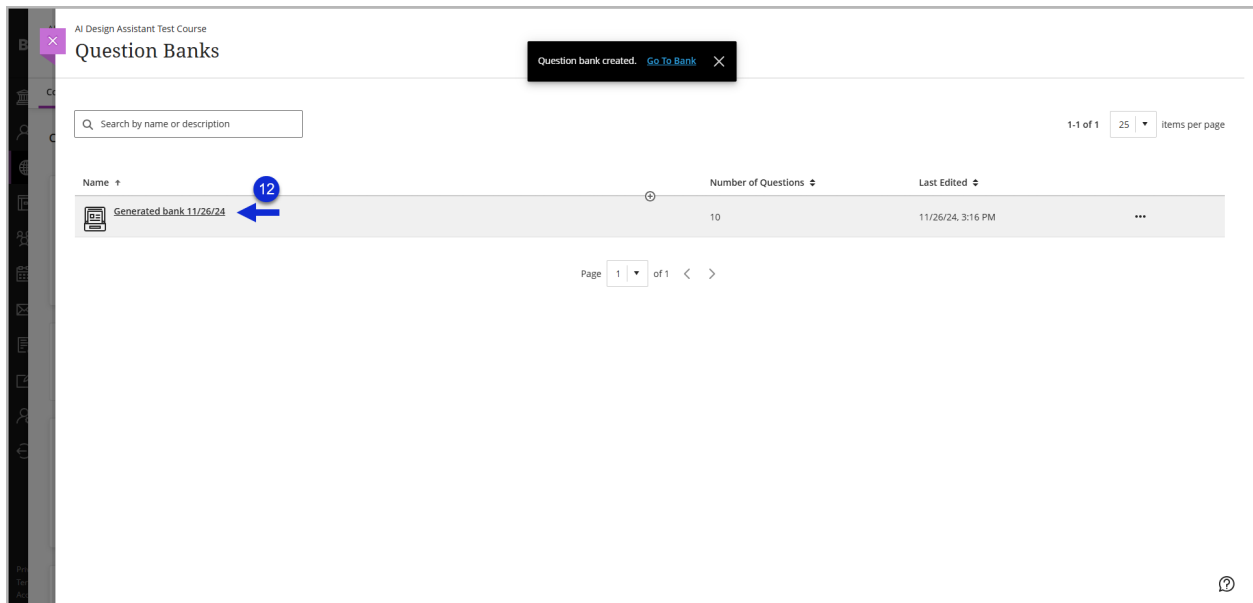
(A) By increasing the time allotted for each course

(B) By eliminating all forms of multimedia in courses

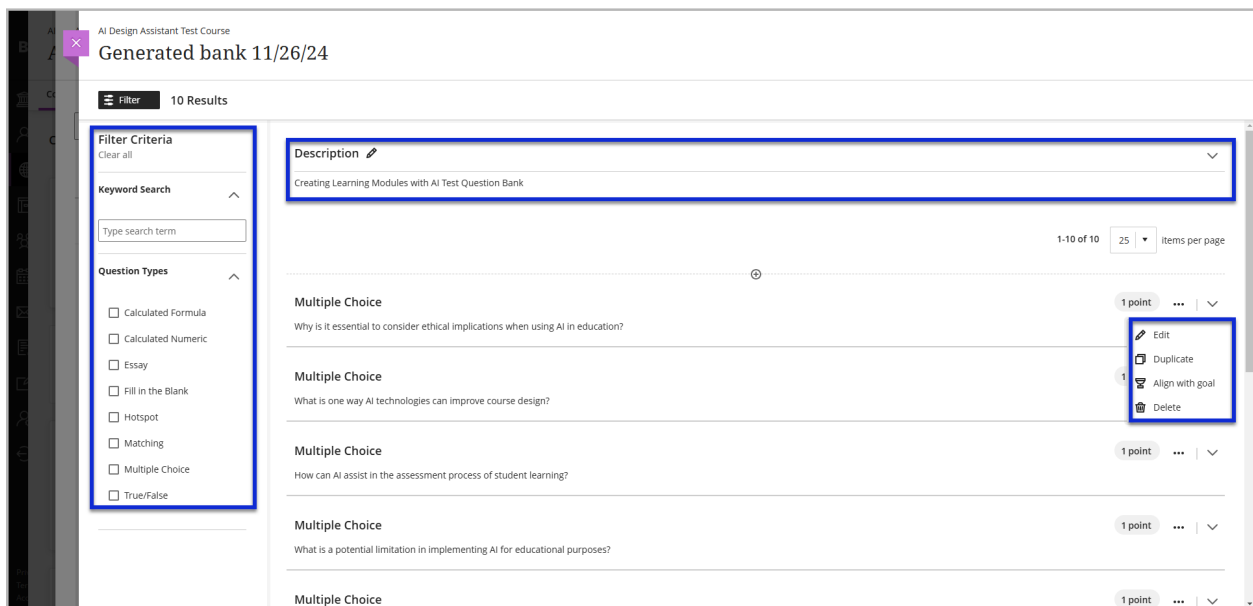
(C) By reducing the number of courses offered to students

Cancel Add 10 to Question Bank

12. The Question Bank will populate on the Question Banks page titled as **“Generated bank mm/dd/yy”**. Click the Question link to view.



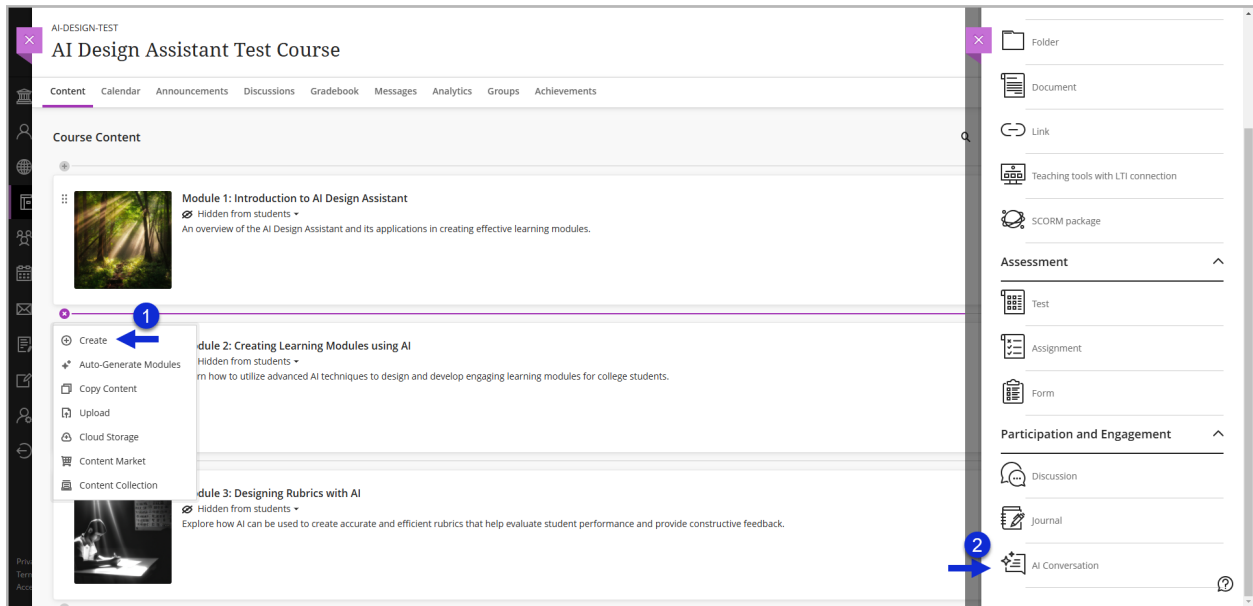
From here questions can be modified and saved, deleted, duplicated, or searched using filtering criteria. Additional questions and a question bank description can be added as well.



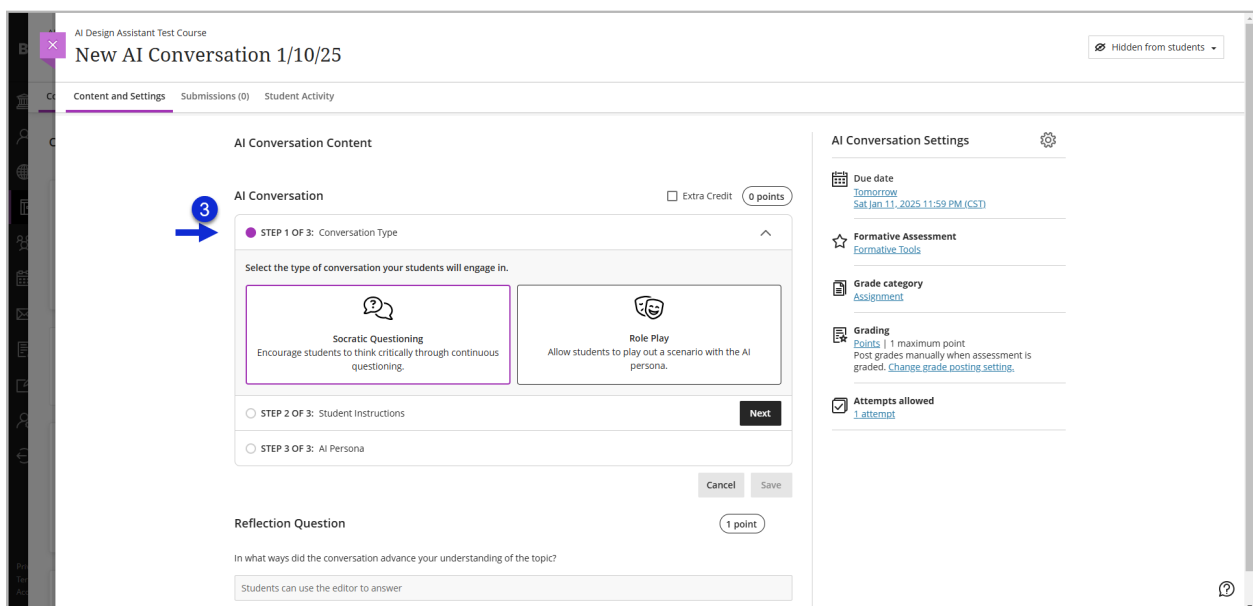
Generating AI Conversations

AI Conversation is a new assessment feature for creating Socratic questioning and role play exercises. Instructors can set up an AI conversation using either question type to allow students to reflect on their own thoughts or role play through a scenario based on the course content. To begin, find and click the **+** function on the *Course Content* page and follow the instructions below:

1. Select *Create*.
2. When the Create Item panel populates, select “*AI Conversation*” under the Participation and Engagement section.



3. On the New AI Conversation page, select from Socratic Questions and Role Play conversation types.



4. Enter Student Instructions in Step 2 of 3
 - a. For Socratic Questioning, enter a topic of conversation formulated as a question.
 - b. For Role Play, describe a scenario, the student's role, and what they're trying to achieve.

Updated 10/25/2024

STEP 1 OF 3: Socratic Questioning

STEP 2 OF 3: Student Instructions

What's the key question or topic for the conversation?
This question will be shown to the student and will help steer the AI persona.

Enter a topic of conversation formulated as a question.

Things to include

- Aim to write a clear open-ended question, with no objectively right or wrong answer
- Consider thought-provoking questions which aim for deeper reflection

[View examples](#)

STEP 1 OF 3: Role Play

STEP 2 OF 3: Student Instructions

Set the scene and define the student's role.
This scenario will be shown to the student to set context.

Describe the scenario, the student's role, and what they're trying to achieve.

Things to include

- The scenario
- The student's role in the scenario
- The role of the AI persona
- What they're trying to achieve in the scenario

[View examples](#)

5. Create an AI Persona in Step 3 of 3

- Edit the image
- Add a name to the *Name* field
- Give the persona a personality or mood in the *Personality trait* field
- Click and drag the purple circle under *Complexity of responses* to change the reading level to *Low* or *High*.

i. **NOTE: The Complexity slider controls the contextual detail and precision in the AI response. [See this resource](#) for a detailed explanation. In general, levels 6 through 8 map well to undergraduate studies.**

- Click the *Save* button

AI Conversation Content

AI Conversation

STEP 1 OF 3: Role Play

STEP 2 OF 3: How can AI help instructors create a more engaging course for students?

STEP 3 OF 3: AI Persona

Who should the AI be?
This allows you to define who the AI persona is, including the style in which they respond to the student.

 [Edit image](#)

*** Name**

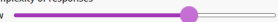
AL

*** Personality trait**

Supportive instructional designer and coach

Briefly describe the persona's occupation, personality or mood

Complexity of responses

Low  High

Tip:
An AI persona can be a historical figure, expert, fictitious character, or anyone else.

[Cancel](#) [Save](#)

Reflection Question

1 point

AI Conversation Settings

Due date
Tomorrow
Sat Jan 11, 2025 11:59 PM (CST)

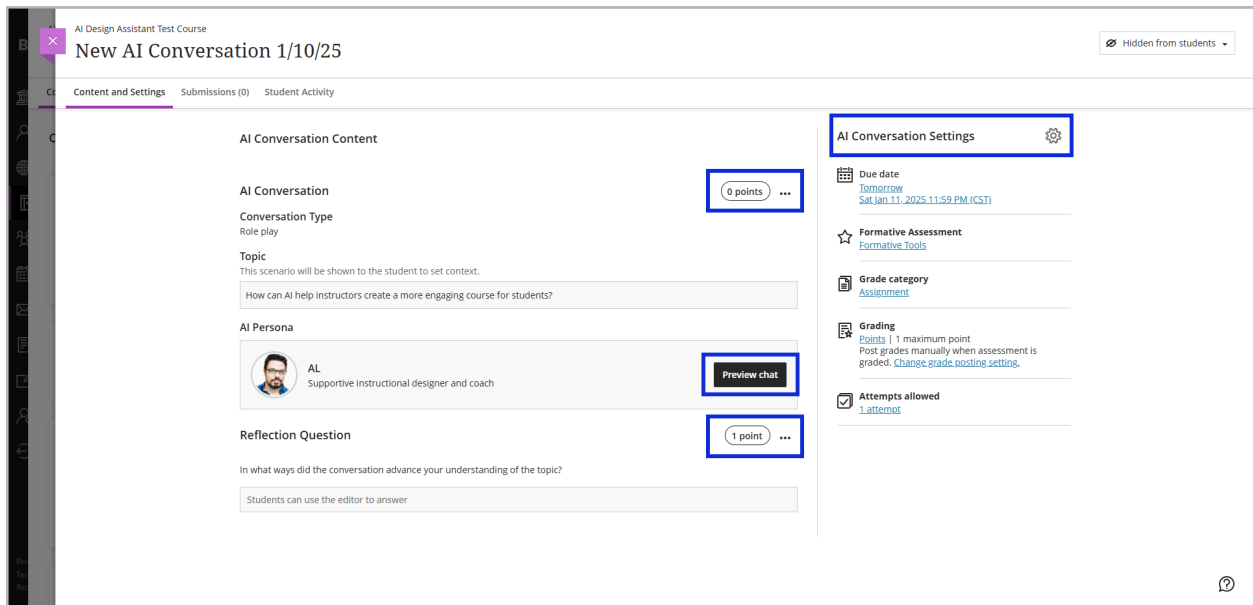
Formative Assessment
[Formative Tools](#)

Grade category
[Assignment](#)

Grading
Points | 1 maximum point
Post grades manually when assessment is graded. [Change grade posting setting.](#)

Attempts allowed
[1 attempt](#)

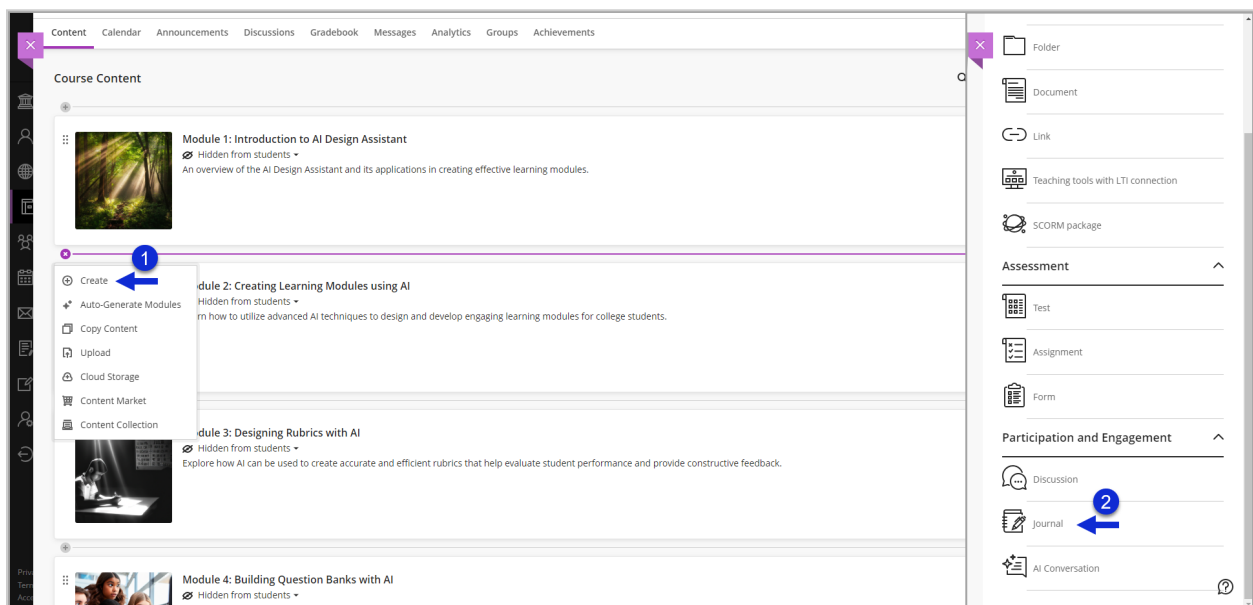
Test out the AI conversation by clicking the *Preview chat* button (press *Reset chat* to remove test responses). Point values can also be assigned and edited for the AI conversation and reflection question. AI Conversation Settings can be set as well.



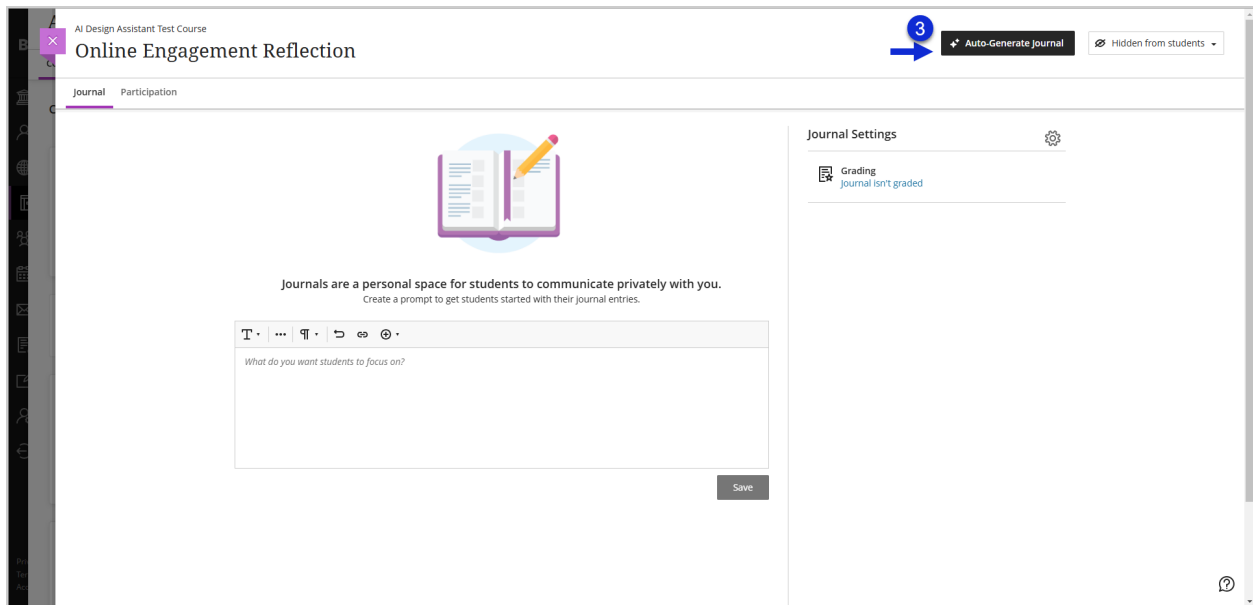
Generating Journal Prompts

The Auto-Generate Journals feature creates journal prompts based on course title and description. Instructors can also change the cognitive and complexity levels, and use the Advanced Options dropdown to select language output. To begin, find and click the **+** function on the *Course Content* page and follow the instructions below:

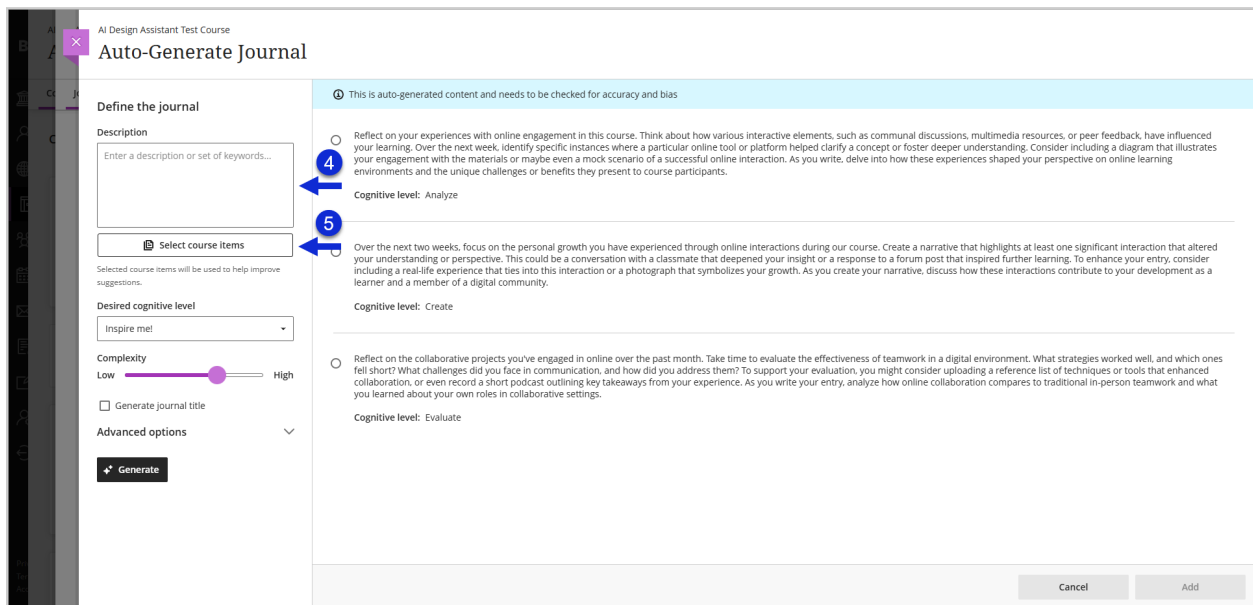
1. Select *Create*.
2. When the Create Item tab populates, select *Journal* under the Participation and Engagement section



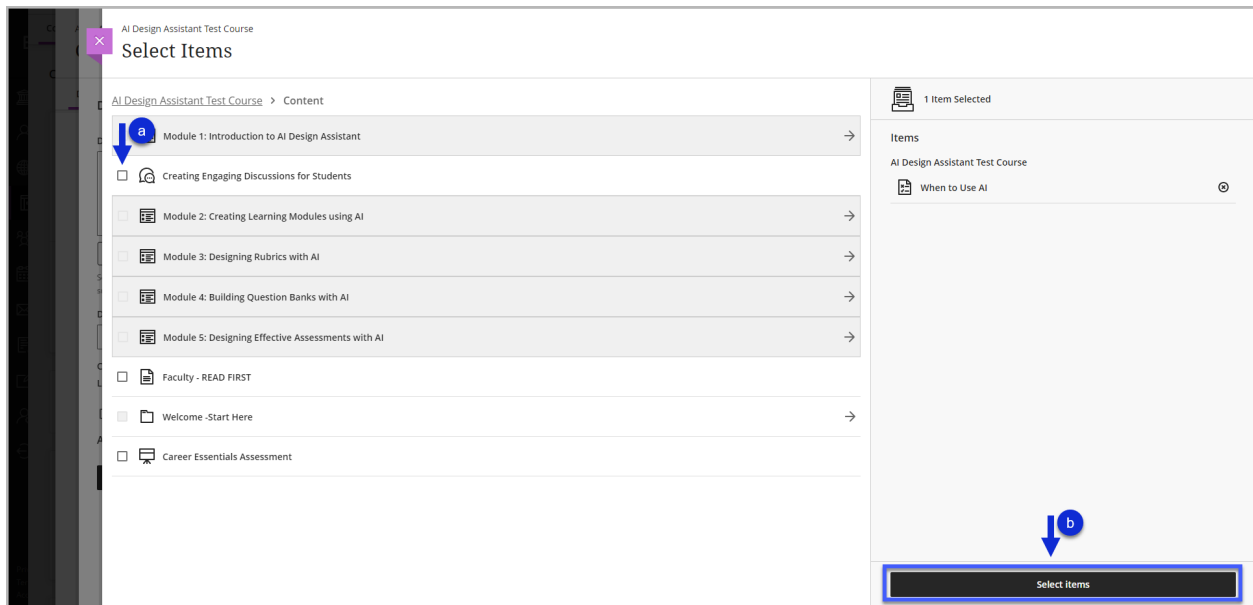
3. A Journal page will appear where you can add a title and then click the Auto-Generate Journal button



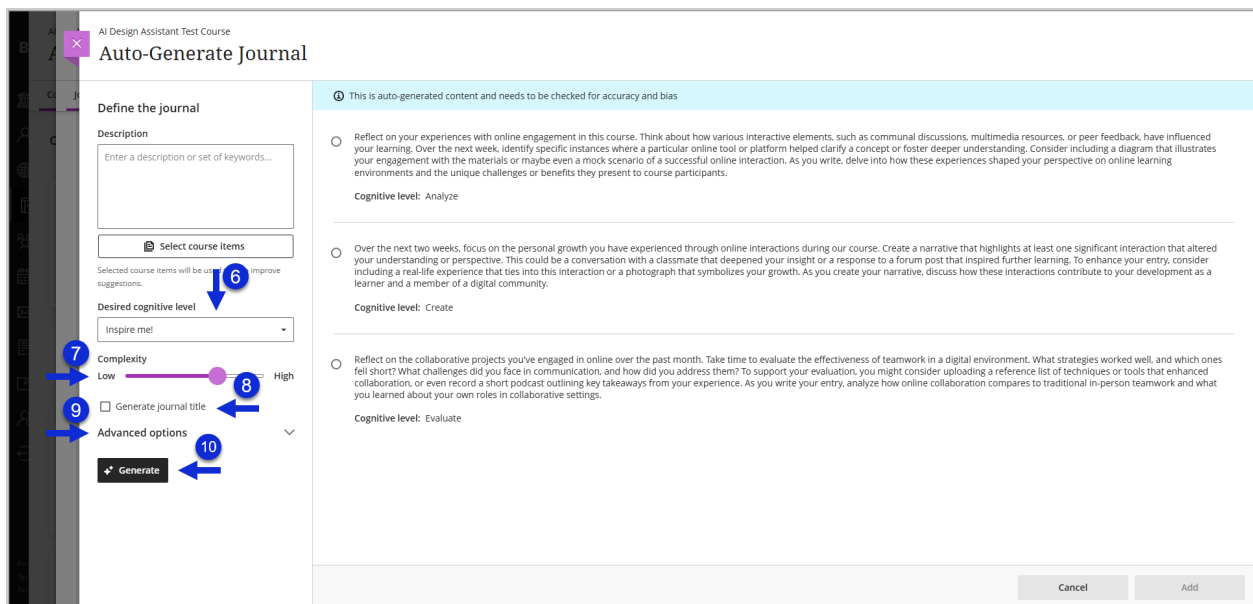
4. Upon arriving at the Auto-Generate Journal panel, enter a description or set of keywords in the *Description* field.
5. Click the *Select course items* button for choosing course content to provide more context to the discussion



- a. Click the checkboxes for any selections that are made.
- b. Then click the *Select items* button to return to the Auto-Generate Journal panel.



6. Click the dropdown arrow under *Desired cognitive level* and make a selection
 - a. **NOTE: Cognitive levels are based on Bloom's Taxonomy**
7. Click and drag the purple circle under *Complexity* to change the reading level of the models to *Low* or *High*.
 - a. **NOTE: The Complexity slider controls the contextual detail and precision in the AI response. [See this resource](#) for a detailed explanation. In general, levels 6 through 8 map well to undergraduate studies.**
8. Check the box for *Generate journal title*, if desired
9. Click the dropdown arrow under "Advanced options" to change the *Output language*, as needed.
10. Then click the *Generate* button. The *Generate* button can be pressed multiple times for different results.



13. Select the desired journal prompt from the generated results.
14. Click the *Add* button located in the bottom right corner of the panel.

