

Artificial Intelligence (AI) Design Assistant

Content

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Creating a new course from nothing can be a time-consuming task that involves a lot of repetitive work. Your institution may have limited resources for instructional design, or you may want help outlining your course. The AI Design Assistant helps you build your course and saves you time. You can use advanced AI to help create learning modules, make rubrics, create question banks, and design assessments.

At all steps in the creation process, you're able to adjust the complexity of content and customize everything that the AI Design Assistant generates. You can even use the AI Design Assistant to give your course a unique look to better engage your students by generating keywords to search Unsplash's gallery of stock photos. [Visit the “Course Banner” topic to learn more about adding banners to your course.](#)

As we look to explore the benefits AI has to offer, we are prioritizing lawful, ethical, and responsible use. We have established our Trustworthy AI principles, where we commit to:

- humans in control,
- fairness,
- privacy,
- security, and
- safety.

We recommend reviewing the documents linked below as you consider using AI within Learn Ultra.

- [Our Trustworthy AI Principles can be found in our Trust Center.](#)

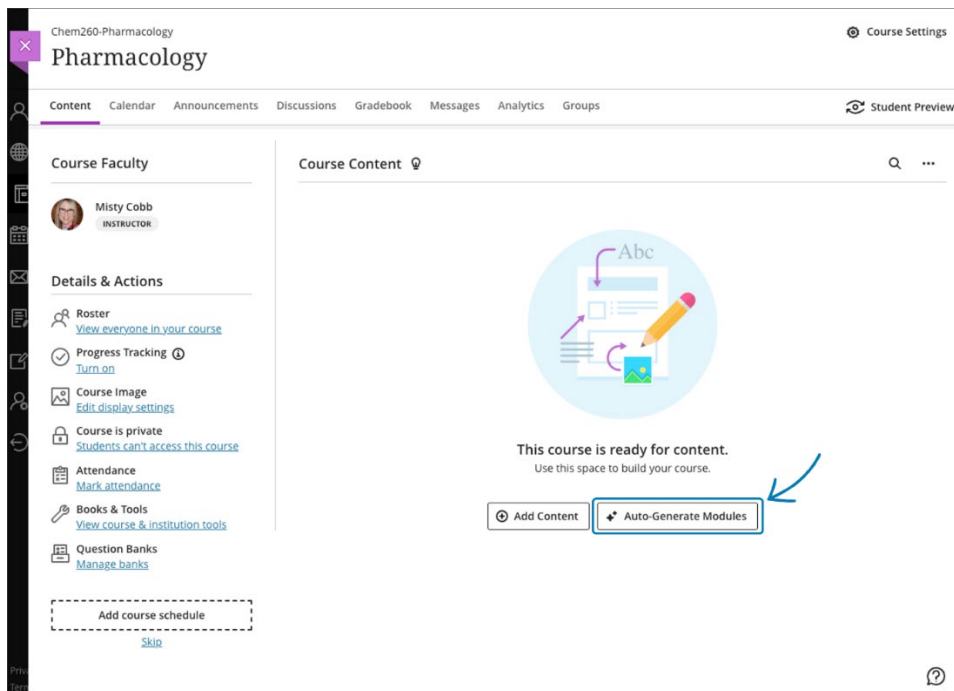
We chose to partner with Microsoft to provide this functionality for many reasons. A primary reason is that Microsoft has a long-standing commitment to the ethical use of AI. Please find helpful resources from Microsoft below:

- [Microsoft's Responsible AI page](#)
- [Microsoft's Transparency Note for Azure Open AI Service](#)
- [Microsoft's page on Data, privacy, and security for Azure OpenAI Service](#)

Course structure suggestions – 3900.74

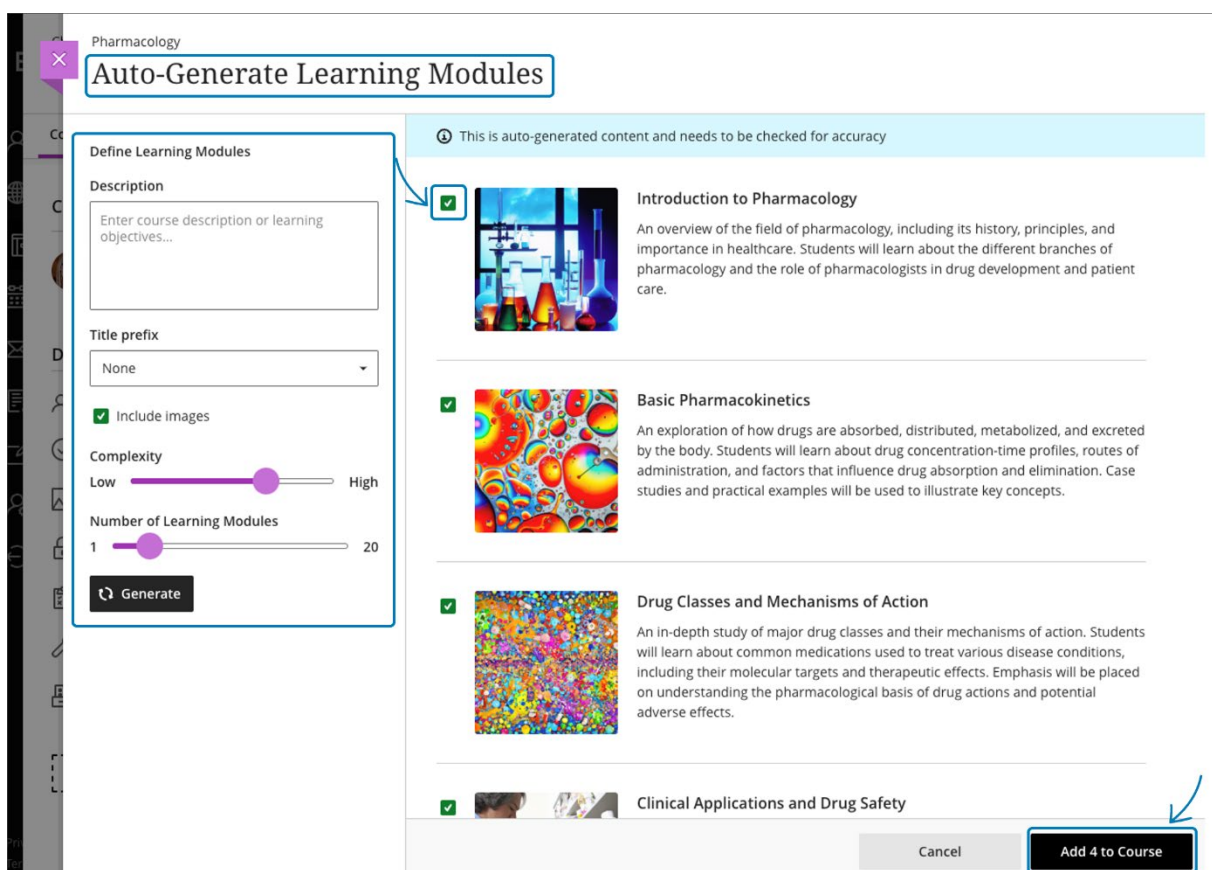
If you need help designing your course and don't know where to start, the AI Design Assistant can guide you through building the course's structure. The AI Design Assistant draws insights from your course's title and description to generate learning modules. Learning modules can support a course objective, concept, or theme. Learning modules help you organize your content and guide how your students navigate through a topic.

In an empty course, select **Auto-Generate Modules**.



If you already have content in your course, **Auto-Generate Modules** is an option in the **Create Item** menu.

The **Auto-Generate Modules** panel appears. Each generated module comes with a name and description.



You have several ways to customize the learning modules that the AI Design Assistant generates.

- Enter a description (limited to 2000 characters) to narrow the focus of the modules
- Select a prefix for the module titles
- Choose whether to include AI-generated images for the modules
- Adjust the complexity of the modules' focus
- Select the number of modules to generate

Once you've finalized your settings, select **Generate**. Choose the modules you'd like to add to your course, then select **Add to Course**.

The screenshot shows the Canvas LMS interface for a course titled 'Chem260-Pharmacology'. The page is divided into a left sidebar and a main content area. The sidebar includes a 'Course Faculty' section with a profile for 'Misty Cobb, INSTRUCTOR', and a 'Details & Actions' section with links for 'Roster', 'Progress Tracking', 'Course Image', 'Course is private', 'Attendance', 'Books & Tools', and 'Question Banks'. The main content area is titled 'Course Content' and displays four learning modules, each with a thumbnail image, title, and description. All modules are marked as 'Hidden from students'. The modules are: 1. 'Introduction to Pharmacology' with a thumbnail of laboratory glassware. 2. 'Basic Pharmacokinetics' with a thumbnail of colorful molecular structures. 3. 'Drug Classes and Mechanisms of Action' with a thumbnail of a complex molecular model. 4. 'Clinical Applications and Drug Safety' with a thumbnail of a pharmacist in a pharmacy. Each module has a three-dot menu icon to its right.

Chem260-Pharmacology

Pharmacology

Course Settings

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

Student Preview

Course Faculty

Misty Cobb
INSTRUCTOR

Details & Actions

Roster
[View everyone in your course](#)

Progress Tracking
[Turn on](#)

Course Image
[Edit display settings](#)

Course is private
[Students can't access this course](#)

Attendance
[Mark attendance](#)

Books & Tools
[View course & institution tools](#)

Question Banks
[Manage banks](#)

Add course schedule
[Skip](#)

Course Content

Introduction to Pharmacology
Hidden from students
An overview of the field of pharmacology, including its history, principles, and importance in healthcare. Students will learn about the different branches of pharmacology and the role of pharmacologists in drug development and patient care.

Basic Pharmacokinetics
Hidden from students
An exploration of how drugs are absorbed, distributed, metabolized, and excreted by the body. Students will learn about drug concentration-time profiles, routes of administration, and factors that influence drug absorption and elimination. Case studies and practical examples will be used to illustrate key concepts.

Drug Classes and Mechanisms of Action
Hidden from students
An in-depth study of major drug classes and their mechanisms of action. Students will learn about common medications used to treat various disease conditions, including their molecular targets and therapeutic effects. Emphasis will be placed on understanding the pharmacological basis of drug actions and potential adverse effects.

Clinical Applications and Drug Safety
Hidden from students
An examination of clinical applications of pharmacological principles and the importance of drug safety. Students will explore the process of drug prescription, dosing, and monitoring in different patient populations. Topics covered include drug interactions, adverse drug reactions, and strategies to minimize medication errors.

Review each learning module's title and description for accuracy. You can also edit learning modules to better fit your teaching style and goals. [Visit the "Create Learning Modules" topic to learn more about how to customize and navigate learning modules.](#)

The AI Design Assistant can generate images for pre-existing learning modules. You can also upload your own images or select the built-in feature to include a stock photo from Unsplash.

Language Selector – 3900.93

To support multi-language use cases, the AI Design Assistant now includes a language selector. Instructors may use the language selector to set the desired language for generated content. This feature is especially beneficial for courses with multi-language requirements.

The language selector is included in all existing AI Design Assistant workflows. A list of supported languages in the language selector is available.

Select the desired output language from the advanced options:

The History of Space Exploration

Auto-Generate Learning Modules

Define Learning Modules

Description

Enter course description or learning objectives...

Select course items

Selected course items will be used to help improve suggestions.

Title prefix

None

☒ **Include images**

Complexity

Low High

Number of Learning Modules

1 20

Advanced options

Output language

Spanish - Español

Generate

Generating...

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

Cancel **Add to Course**

The generated output is in the selected language:

×

The History of Space Exploration

×

Auto-Generate Learning Modules

Define Learning Modules

Description

Enter course description or learning objectives...

Select course items

Selected course items will be used to help improve suggestions.

Title prefix

None

Include images

Complexity

Low High

Number of Learning Modules

1 20

Advanced options

Output language

Spanish - Español

Generate

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

La carrera espacial y sus inicios

Este módulo se centra en los primeros pasos de la exploración espacial, desde la guerra fría hasta el lanzamiento del primer satélite, el Sputnik. Se explorarán los primeros logros de la Unión Soviética y Estados Unidos en la conquista del espacio.

El programa Apollo y la llegada a la Luna

En este módulo se estudiará en detalle el programa Apollo, que culminó con el histórico alunizaje del Apolo 11 en 1969. Se profundizará en las misiones previas y los desafíos superados para lograr el objetivo de poner a un humano en la Luna.

La era de los transbordadores espaciales

Este módulo se centrará en el programa de transbordadores espaciales de la NASA, incluyendo el diseño, la construcción y el funcionamiento de los transbordadores. Se analizarán las misiones emblemáticas y su contribución a la exploración espacial.

Exploración espacial en el siglo XXI

Cancel

Add to Course

Discussion generation – 3900.80

Discussions will be generated based on your course's title and description.

You have several ways to customize the discussions that the AI Design Assistant generates. Enter a description (limited to 2000 characters) to narrow the focus of the discussions

- Select the desired cognitive level
 - Apply
 - Analyze
 - Evaluate
 - Create
 - Inspire me! provides you with a mix of levels

Adjust the complexity of the discussions' focus by moving the slider

Select whether you want to generate a title for discussions

Cognitive levels are based on Bloom's Taxonomy.

Once you've finalized your settings, select **Generate**. Review each discussion for accuracy and bias. Choose the discussion you'd like to add to your course, then select **Add**.

Journal generation – 3900.80

Journals will be generated based on your course's title and description.

You have several ways to customize the journals that the AI Design Assistant generates.

Enter a description (limited to 2000 characters) to narrow the focus of the journals

Select the desired cognitive level

- Apply
- Analyze
- Evaluate
- Create
- Inspire me! provides you with a mix of levels

Adjust the complexity of the journals' focus by moving the slider

Select whether you want to generate a title for journals

Cognitive levels are based on Bloom's Taxonomy.

Once you've finalized your settings, select **Generate**. Review each journal for accuracy and bias. Choose the journal you'd like to add to your course, then select **Add**.

Rubric generation – 3900.82

Grading rubrics offer a structured framework to assess student work. Rubrics ensure both fairness and consistency in grading. Moreover, rubrics give students clear directives to meet desired learning outcomes. However, creating rubrics can take a lot of time. The AI Design Assistant creates rubrics by drawing insights from course context.

Rubric generation is an option everywhere that you can create a rubric. Select **Generate** to start:

Pharmacology

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

Generate

Rubric preview
This can be edited in the existing rubrics panel

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

| Criteria | Outstanding | Proficient | Developing | Needs Improvement |
|--|---|---|---|--|
| Knowledge 40% of total grade | 100% Demonstrates comprehensive understanding of pharmacokinetic principles and their significance in drug-body interactions | 85% Demonstrates good understanding of pharmacokinetic principles and their significance in drug-body interactions | 75% Demonstrates basic understanding of pharmacokinetic principles and their significance in drug-body interactions | 60% Demonstrates limited understanding of pharmacokinetic principles and their significance in drug-body interactions |
| Application 30% of total grade | 100% Applies pharmacokinetic principles effectively to analyze real-life or popular media examples, demonstrating critical thinking skills | 80% Applies pharmacokinetic principles to analyze real-life or popular media examples, demonstrating good understanding | 70% Applies pharmacokinetic principles to analyze real-life or popular media examples, demonstrating basic understanding | 50% Attempts to apply pharmacokinetic principles to analyze real-life or popular media examples, but with limited success |
| Communication 20% of total grade | 100% Clearly articulates thoughts, ideas, and examples related to pharmacokinetic principles in a concise and organized manner | 75% Effectively communicates thoughts, ideas, and examples related to pharmacokinetic principles in a clear and organized manner | 65% Communicates thoughts, ideas, and examples related to pharmacokinetic principles but lacks clarity or organization | 50% Struggles to communicate thoughts, ideas, and examples related to pharmacokinetic principles with clarity or organization |

Cancel Continue

You have several ways to customize the rubrics that the AI Design Assistant generates.

- Enter a description (limited to 2000 characters) to narrow the focus of the rubric
- Select the rubric type: percentage, percentage range, points, or point range
- Adjust the complexity of the rubric
- Define the number of columns and rows

Once you've finalized your settings, select **Generate**. If the rubric meets your needs, select **Continue** to edit the rubric.

Pharmacology
Generated Rubric 8/3/23, 12:34 PM

Name your rubric

Engaging and specific titles help students know what to expect. You can edit the title at any time.

| | Outstanding | Proficient | Developing | Needs Improvement |
|--------------------|---|---|---|--|
| 40% of total grade | 100% Demonstrates comprehensive understanding of pharmacokinetic principles and their significance in drug-body interactions | 85% Demonstrates good understanding of pharmacokinetic principles and their significance in drug-body interactions | 75% Demonstrates basic understanding of pharmacokinetic principles and their significance in drug-body interactions | 60% Demonstrates limited understanding of pharmacokinetic principles and their significance in drug-body interactions |
| Application | 100% Applies pharmacokinetic principles effectively to analyze real-life or popular media examples, demonstrating critical thinking skills | 80% Applies pharmacokinetic principles to analyze real-life or popular media examples, demonstrating good understanding | 70% Applies pharmacokinetic principles to analyze real-life or popular media examples, demonstrating basic understanding | 50% Attempts to apply pharmacokinetic principles to analyze real-life or popular media examples, but with limited success |
| 30% of total grade | 100% Clearly articulates thoughts, ideas, and examples related to pharmacokinetic principles in a concise and organized manner | 75% Effectively communicates thoughts, ideas, and examples related to pharmacokinetic principles in a clear and organized manner | 65% Communicates thoughts, ideas, and examples related to pharmacokinetic principles but lacks clarity or organization | 50% Struggles to communicate thoughts, ideas, and examples related to pharmacokinetic principles with clarity or organization |
| Communication | 100% Actively participates in discussions, demonstrates enthusiasm, and shows a deep interest in pharmacokinetic principles | 70% Participates in discussions and demonstrates interest in pharmacokinetic principles | 60% Occasionally participates in discussions but lacks consistent interest in pharmacokinetic principles | 40% Rarely participates in discussions and shows little interest in pharmacokinetic principles |
| Engagement | | | | |

Cancel
Save

Review each cell of the rubric for accuracy. You can also further edit your rubric to better fit your teaching style and goals. [Visit the “Rubrics” topic to learn more about how you can customize your rubric.](#)

Assignment prompt generation – 3900.82

You can generate assignment prompts that encourage students to:

- engage in higher-order thinking
- apply knowledge gained from your class
- produce authentic submissions that are evidenced
- emulate real-world situations

Assignment prompts are generated based on course context. On the assignment creation page, select **Auto-generate assignment**:

Introduction to Humanities

New Assignment 12/7/23

Auto-generate assignment Hidden from students

Content and Settings Submissions (0) Student Activity Question Analysis

Create your assessment
Select the plus icon to get started

☒ Allow students to add content at end of assessment

Students can add text, images, and files here.

Assignment Settings

- Due date**
12/8/23, 12:00 AM (EST)
- Grade category**
Assignment
- Grading**
Points | 100 maximum points
Post grades manually when assessment is graded. [Change grade posting setting.](#)
- Attempts allowed**
1 attempt
- Accommodations**
4 students
- Originality Report**
[Enable LTI 1.3 Dev Assent processor](#)

You're brought to the **Auto-Generate Assignment** page:

Introduction to Humanities

Auto-Generate Assignment

Define the assignment

Description

Introduction to ethics

Desired cognitive level

Inspire me!

Complexity

Low High

☒ Generate assignment title

Generate

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

Exploring Ethical Dilemmas in Everyday Life

Consider a real-life experience where you witnessed or were directly involved in an ethical dilemma. Write an essay describing the situation and the ethical dilemma it presented. Analyze the various factors that contributed to the dilemma and evaluate the potential consequences of different courses of action. Finally, create a diagram illustrating possible solutions to the dilemma and discuss the implications of each. Your submission should provide a thoughtful reflection on the complexities of ethical decision-making and demonstrate your ability to apply ethical principles and concepts to real-world situations.

Cognitive level: Evaluate

Analyzing the Role of Cultural Perspective in Moral Reasoning

Select a photograph that represents a cultural practice or tradition that raises ethical questions. Analyze the photograph and discuss the cultural perspectives and values that inform the moral reasoning behind this practice. Evaluate the potential consequences, both positive and negative, of this cultural practice. Create a presentation where you compare and contrast this cultural practice with a different cultural perspective on a similar issue. Your submission should demonstrate your ability to analyze and evaluate cultural practices from an ethical standpoint and apply your understanding to different cultural contexts.

Cognitive level: Analyze

Creating an Ethical Framework for Technological Advancements

Imagine you are participating in a panel discussion on the ethical implications of emerging technologies. Prepare an interview with an expert in the field of technology ethics. List at least five thought-provoking questions that delve into the ethical considerations raised by current or future technological advancements. Record a podcast of your interview, where you ask these questions and engage in a meaningful discussion with the expert. Your submission should demonstrate your ability to create thoughtful and relevant questions that evaluate the ethical dimensions of technological advancements and apply your understanding to real-life scenarios.

Cognitive level: Create

The AI Design Assistant generates three assignment prompts. You have several ways to define the prompts that the AI Design Assistant generates.

- Enter a description (limited to 2000 characters) to narrow the focus of the prompts
- Select the desired cognitive level
 - Apply
 - Analyze
 - Evaluate
 - Create
 - Inspire me! provides you with a mix of levels
- Adjust the complexity of the prompts' focus by moving the slider
- Select whether or not you want to generate a title for the prompts

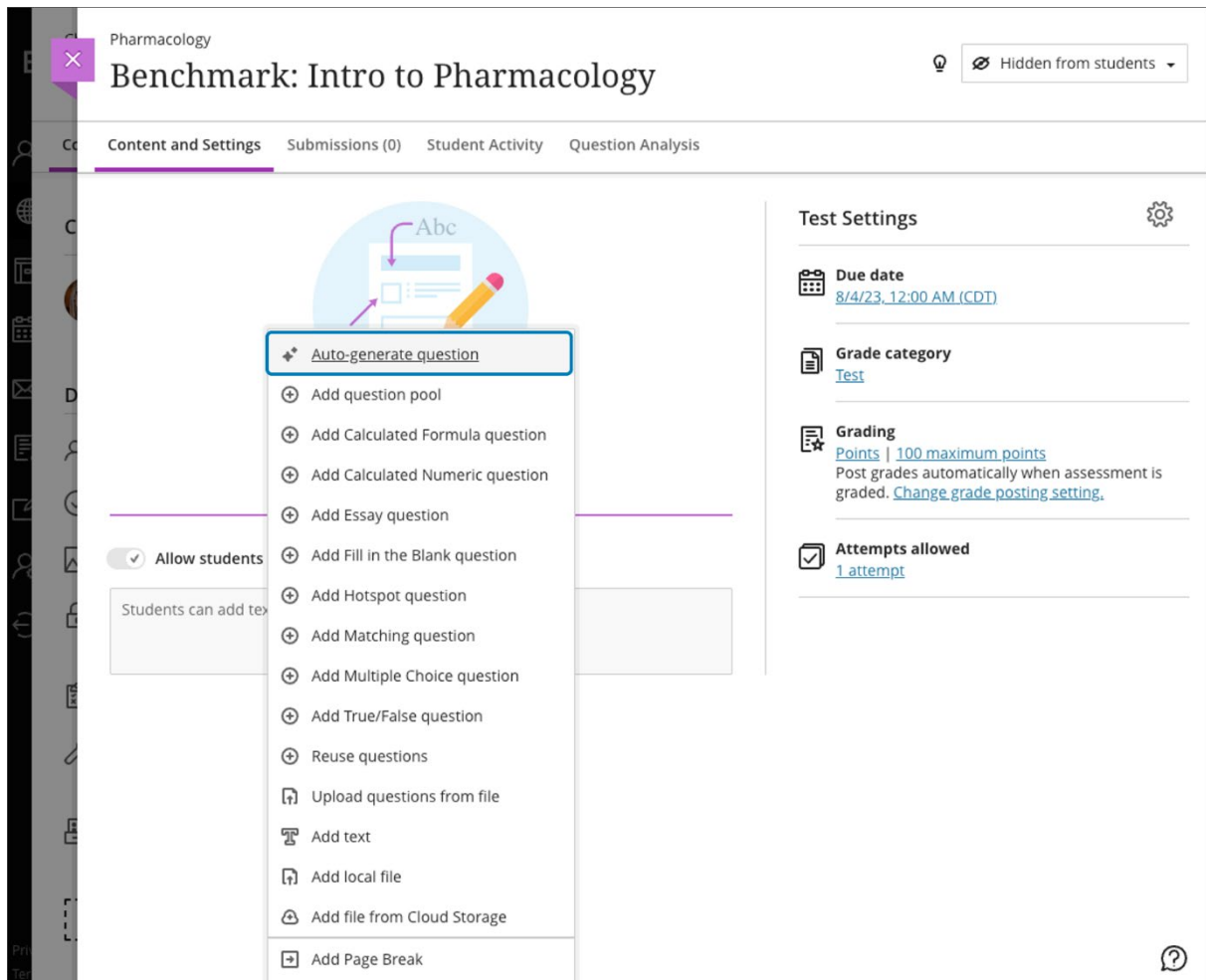
Cognitive levels are based on Bloom's Taxonomy.

Once you've finalized your settings, select **Generate**. Review each prompt for accuracy and bias. Choose the prompt you'd like to add to your assignment, then select **Add**.

Test question generation – 3900.74

Creating test questions takes a significant amount of time. The AI Design Assistant can offer suggestions for test questions, giving you extra time to focus on more complicated tasks. The AI Design Assistant is beneficial for both formative and summative assessments. Test questions are generated based on course context.

In the test creation panel, select **Auto-generate question** from the menu:



You have several ways to define the test questions that the AI Design Assistant generates.

- Enter a description (limited to 2000 characters) to narrow the focus of the questions
- Adjust the complexity of the questions
- Select the number of questions

You can select from the following question types:

- Essay
- Fill in the blank

- Matching
- Multiple choice
- True/False

The "Inspire me!" question type suggests a variety of question types to give you more options. [Visit the “Question Types” topic to learn more about different types of questions in Learn.](#)

Once you’ve finalized your settings, select **Generate**. Choose the questions that you’d like to add to your assessment, then select **Add to Assessment**:

Pharmacology

Auto-Generate Questions

Define questions

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

Question Type
Inspire me!

Complexity
Low High

Number of questions
1 10

Generate

Question 1

Match the following drugs with their correct class of pharmacological agents:

| Prompts | Answers |
|-----------------|---|
| 1. Aspirin | Non-steroidal Anti-inflammatory Drug (NSAID) |
| 2. Lisinopril | Angiotensin Converting Enzyme (ACE) Inhibitor |
| 3. Metformin | Biguanide |
| 4. Atorvastatin | Statins |

Additional answers

- Antihistamines
- Beta-blockers
- Proton Pump Inhibitors (PPI)

Question 2

Which of the following is NOT an example of a medication used to treat hypertension?

Cancel **Add 5 to Assessment**

Review each question for accuracy. You can also edit questions to better fit your learning goals. [Visit the “Edit Tests and Questions” topic to learn more about editing test questions.](#)

Pharmacology

Benchmark: Intro to Pharmacology

Questions Added

Content and Settings Submissions (0) Student Activity Question Analysis

Test Content

Question 1 10 points

Pharmacology is the study of drugs and their effect on the body.

True *Correct answer*

False

Question 2 10 points

Match the following drugs with their correct class of pharmacological agents:

| Prompts | Answers |
|-----------------|---|
| 1. Aspirin | Non-steroidal Anti-inflammatory Drug (NSAID) |
| 2. Lisinopril | Angiotensin Converting Enzyme (ACE) Inhibitor |
| 3. Metformin | Biguanide |
| 4. Atorvastatin | Statins |

Test Settings

Due date
8/4/23, 12:00 AM (CDT)

Grade category
Test

Grading
Points | 50 maximum points
Post grades automatically when assessment is graded. [Change grade posting setting.](#)

Attempts allowed
1 attempt

Edit

Align with goal

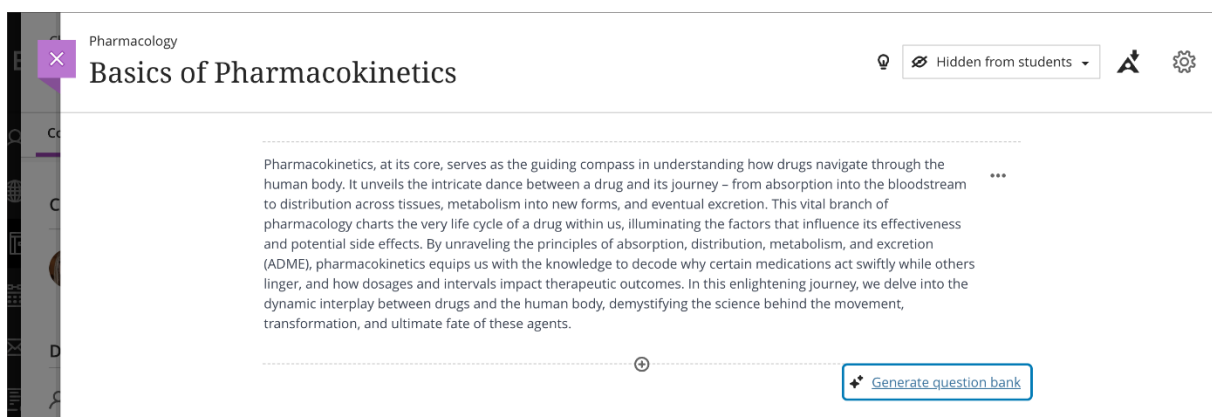
Delete

Question Bank generation from Ultra Documents – 3900.74

Ultra Documents blend text and media components, enriching content presentation. [Visit the “Create Ultra Documents” topic to learn more about how to create Ultra Documents.](#)

Question Banks are sets of questions you can use across multiple assessments. The AI Design Assistant can build question banks based on an Ultra Document to gauge your students’ comprehension of the document’s topic while saving yourself time. [Visit the “Question Banks” topic to learn more about how to create and edit Question Banks.](#)

Select **Generate question bank** in your Ultra Document:



You have several ways to define the questions that the AI Design Assistant generates.

- Enter a description (limited to 2000 characters) to narrow the focus of the questions
- Adjust the complexity of the questions
- Select the number of questions

You can select from the following question types:

- Essay
- Fill in the blank
- Matching
- Multiple choice
- True/False

The "Inspire me!" question type suggests a variety of question types to give you more options. [Visit the “Question Types” topic to learn more about different types of questions in Learn.](#)

Once you've finalized your settings, select **Generate**. Choose the questions that you'd like to add to your Question Bank, then select **Add to Question Bank**:

Pharmacology

×

Auto-Generate Question Bank

Define questions

Question Type
Inspire me!

Complexity
Low High

Number of questions
1 10

Generate

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

✓ Question 1

Which branch of pharmacology explores the journey of drugs through the human body?

A) Pharmaceutics

B) Pharmacokinetics Correct answer

C) Pharmacodynamics

D) Toxicology

✓ Question 2

Pharmacodynamics explores the factors that influence a drug's effectiveness and potential side effects.

True Correct answer

False

✓ Question 3

Explain the significance of pharmacokinetics in understanding drug effectiveness and potential side effects.

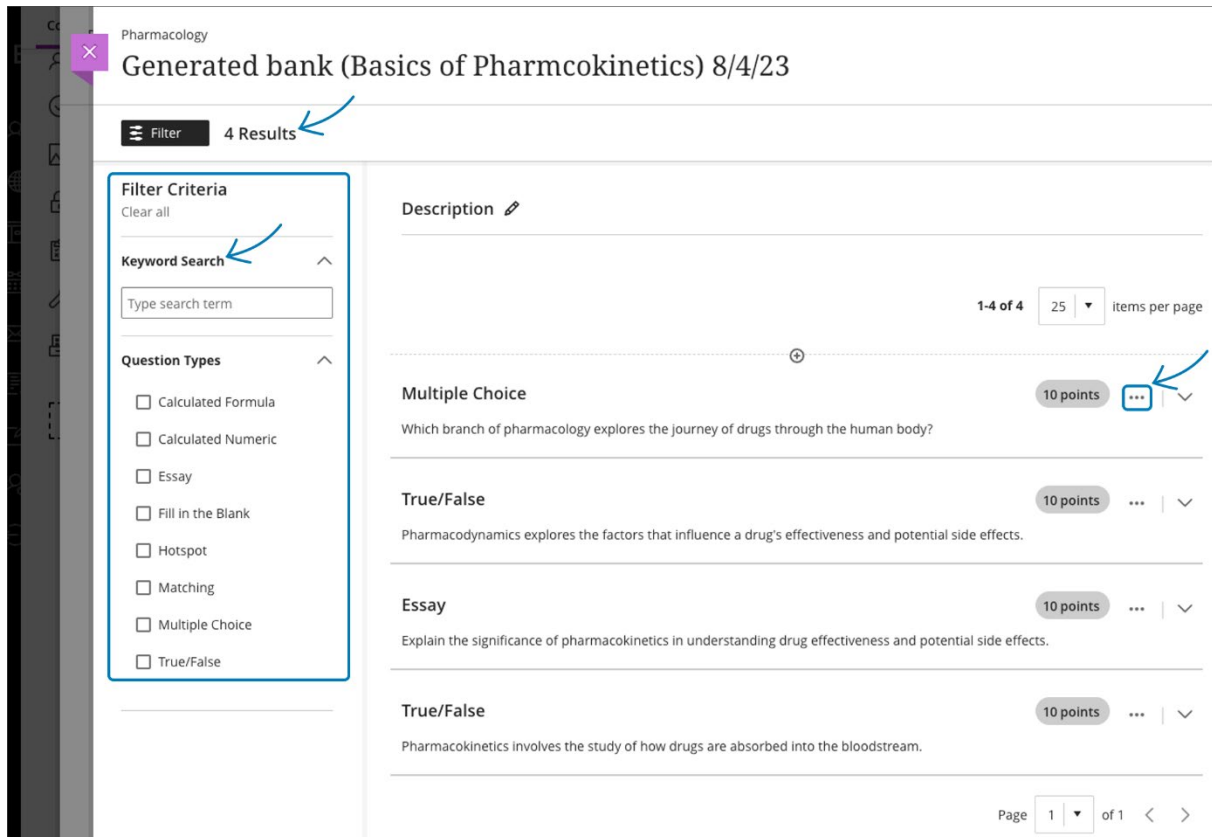
Example of a correct response

Pharmacokinetics is crucial in understanding drug effectiveness and potential side effects because it reveals how drugs navigate through the human body. It helps us understand the factors that influence a drug's

Cancel

Add 4 to Question Bank

Review each question for accuracy. You can also edit questions to better fit your learning goals. [Visit the “Edit Tests and Questions” topic to learn more about editing questions.](#)



Tests & Assignments - Generate question banks - 3900.102

Creating questions is time consuming. Instructors now have the option to generate questions in a question bank. Generating question banks from course materials provides inspiration and saves time.

To generate a question bank, select the **Auto-generate** option from the + on the Question Banks page.

Image 1. Auto-generate a question bank

question-bank-generate

Question Banks

Q Search by name or description

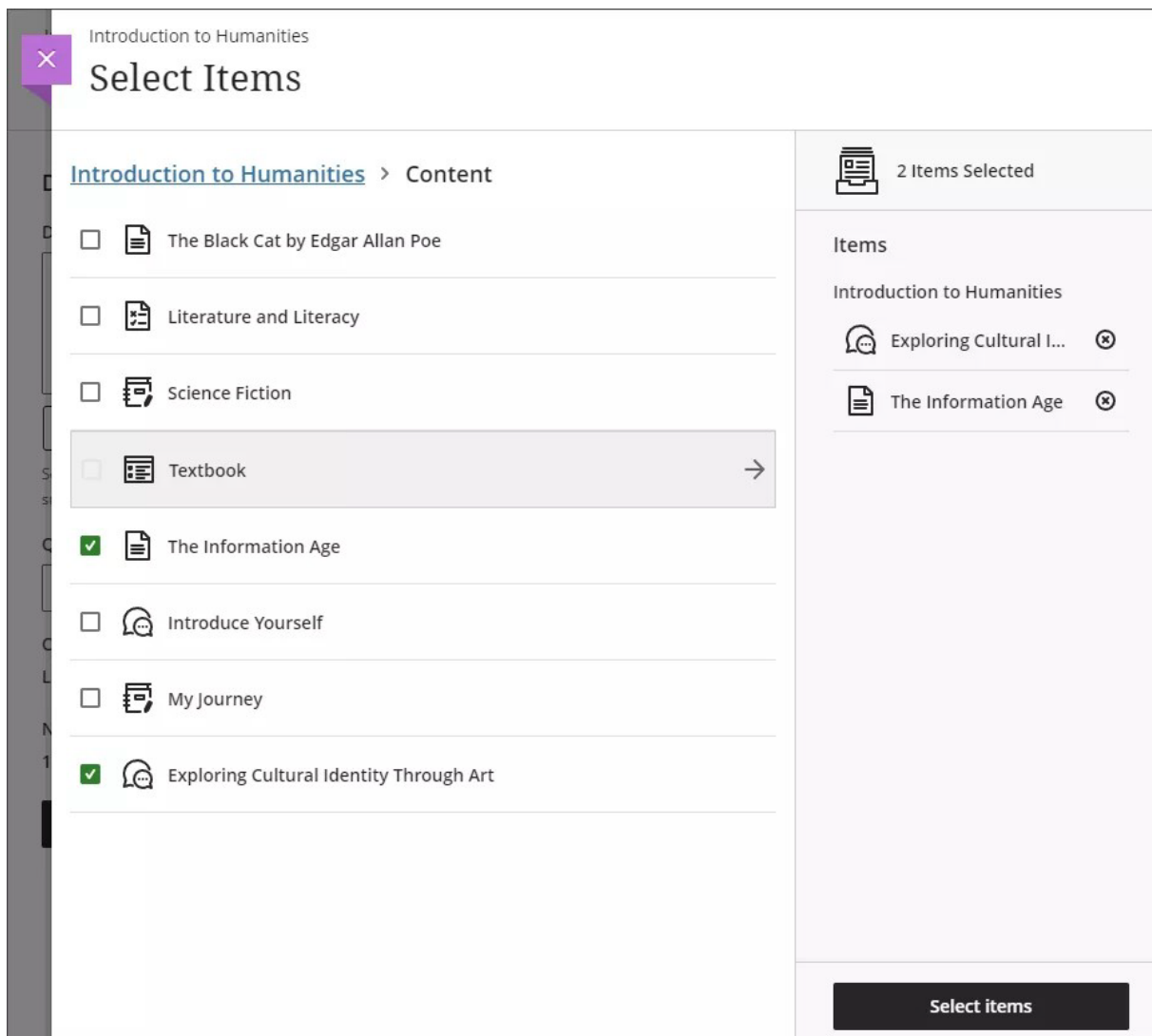
1-2 of 225 items per page

| Name ↑ | Number of Questions ↓ | Last Edited ↓ |
|---|---|---------------------|
| <div><div></div><div>Generated bank (High visibility clothing and the impact in wet c 8/21/24</div></div> | <div>⊕ New</div> <div>☑ Import from file</div> <div>⚡ Auto-generate</div> | 8/21/24, 9:14 AM*** |
| <div><div></div><div>Generated bank 8/21/24</div></div> | | 8/21/24, 9:12 AM*** |

Page 1 of 1

From the menu, instructors can select content items. These content items provide context for the questions. Instructors can further refine the questions they ask by entering a description of the learning objectives or topic.

Image 2. The context picker for creating new questions



Instructors can select the type of question to generate, such as multiple choice or fill in the blank. The complexity of the questions can also be adjusted. Instructors choose which questions to include in the question bank.

Image 3. The Auto-Generate Question Bank page

Introduction to Humanities

✕

Auto-Generate Question Bank

Define questions

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

Who is the author of the document 'The Black Cat'?

A William Shakespeare

B Mark Twain

C Edgar Allan Poe Correct answer

D Jane Austen

☐ Question 2

Match the following prompts and answers:

| | Prompts | Answers |
|----|----------------------------------|-----------------------------|
| 1. | Year the document was published | 1843 |
| 2. | Setting of the story | an unnamed narrator's house |
| 3. | Name of the narrator's first cat | Pluto |

Cancel

Add 1 to Question Bank

Context picker for test question generation – 3900.86

The AI Design Assistant offers inspiration and efficiency when generating test questions. Instructors can now select course items to help define questions. This option improves the alignment of generated questions to course content.

Auto-generate question option in assessment:

The screenshot displays the Canvas LMS interface for an assessment titled "The Space Rover" under the course "Space Exploration". The "Content and Settings" tab is active. A dropdown menu is open, showing the "Auto-generate question" option at the top, followed by a list of question types: "Add question pool", "Add Calculated Formula question", "Add Calculated Numeric question", "Add Essay question", "Add Fill in the Blank question", "Add Hotspot question", "Add Matching question", "Add Multiple Choice question", "Add True/False question", "Reuse questions", "Upload questions from file", "Add text", "Add local file", "Add file from Cloud Storage", and "Add Page Break". The right sidebar shows the "Test Settings" section, which includes: "Due date" (Tomorrow, Thu Jan 25, 2024 11:59 PM (GMT)), "Grade category" (Test), "Grading" (Points | 100 maximum points, Post grades automatically when assessment is graded, Change grade posting setting), "Attempts allowed" (1 attempt), and "Originality Report" (Enable LTI 1.3 Dev Assert processor).

‘Select Course Items’:

The screenshot shows the 'Auto-Generate Questions' interface for a 'Space Exploration' course. On the left, the 'Define questions' panel includes a description box, a 'Select course items' button (highlighted with a red box), a 'Question Type' dropdown set to 'Inspire me!', a 'Complexity' slider between 'Low' and 'High', and a 'Number of questions' slider between '1' and '10'. A 'Generate' button is at the bottom of this panel. The main area displays two generated questions. 'Question 1' asks 'Which space probe was the first to land on Mars?' with options A) Spirit, B) Curiosity, C) Viking 1 (marked 'Correct answer'), and D) Opportunity. 'Question 2' asks 'What is the name of the first satellite launched into space?' with options A) Explorer 1 and B) Sputnik 1. A light blue banner at the top of the main area states: 'This is auto-generated content and needs to be checked for accuracy and bias'. At the bottom right are 'Cancel' and 'Add to Assessment' buttons.

Select course items and then, ‘Select items’:

The screenshot shows the 'Select Items' interface for a 'Space Exploration' course. The breadcrumb trail is 'Space Exploration > Content'. A list of items is shown, with 'The Space Rover' selected (indicated by a green checkmark icon). On the right, a sidebar shows '1 Item Selected' and lists the selected item: 'Space Exploration' > 'The Space Rover'. At the bottom right, a 'Select Items' button is highlighted with a red box.

Select 'Generate' to apply the context to the generation workflow:

Space Exploration

Auto-Generate Questions

Define questions

Description

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

Select course items 1

Selected course items will be used to help improve suggestions.

Question Type

Inspire me!

Complexity

Low High

Number of questions

1 10

Generate

Generating...

Cancel Add to Assessment

Select questions generated and add them to your assessment:

Space Exploration

Auto-Generate Questions

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

☒ **Question 2**

Explain the construction process of a space rover.

Example of a correct response

The construction process of a space rover is a complex and meticulous undertaking that requires a multidisciplinary approach. Engineers, scientists, and technicians collaborate closely to design, build, and test each component of the rover to ensure its functionality and durability in the harsh conditions of space exploration.

☒ **Question 3**

What are some key factors considered during the design phase of a space rover?

Example of a correct response

During the design phase of a space rover, key factors such as the rover's size, weight, power requirements, and payload capacity are carefully considered to meet the mission objectives.

Cancel Add 3 to Assessment

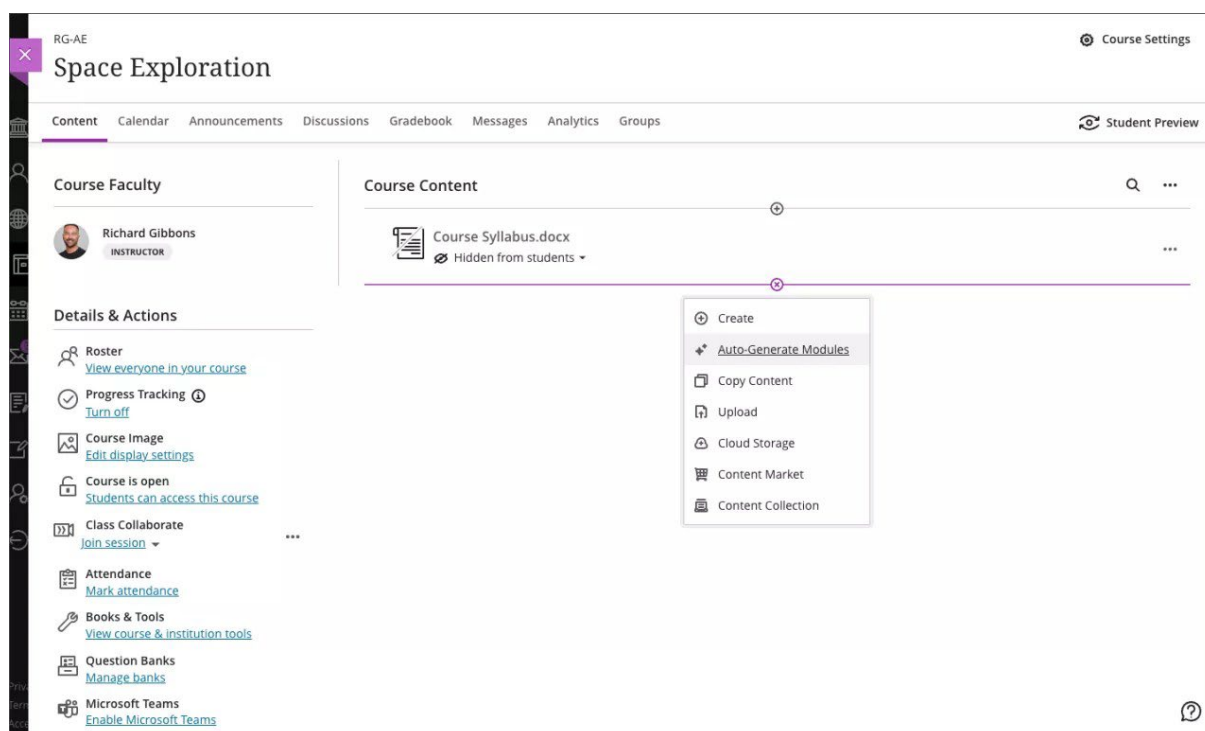
Context picker for Learning Modules, Assignments, Discussions, and Journals – 3900.89

Context selection is key for tailoring course content generated with the AI Design Assistant. The context picker also helps to ground generated content in an appropriate context.

We are extending the context picker for test questions to other generation workflows:

- Learning modules
- Authentic assignments
- Authentic discussions
- Authentic journals

Example of context picker for learning module generation; select Auto-Generate Modules from the plus icon's dropdown menu:



Choose Select course items:

The screenshot shows a dialog box titled "Space Exploration" with a close button (X). The main heading is "Auto-Generate Learning Modules". On the left, under "Define Learning Modules", there is a "Description" text area with the placeholder "Enter course description or learning objectives...". Below it is a button labeled "Select course items". A note states: "Selected course items will be used to help improve suggestions." There is a "Title prefix" dropdown menu currently set to "None". A checkbox "Include images" is checked. A "Complexity" slider is positioned between "Low" and "High". A "Number of Learning Modules" slider is positioned between "1" and "20". A "Generate" button is at the bottom left. The main area on the right shows a dashed purple circle and the text "Generating...". At the bottom right are "Cancel" and "Add to Course" buttons.

Select course items for context and then choose Select items:

The screenshot shows a dialog box titled "Space Exploration" with a close button (X). The main heading is "Select Items". Below the heading is a breadcrumb "Space Exploration > Content". A list of items is shown, with "Course Syllabus.docx" selected (indicated by a green checkmark). The list includes: "Introduction to Space Exploration", "Exploring with Rovers", "The Space Race", and "The Space Shuttle Program", each with a checkbox and a right arrow. On the right side, a summary shows "1 Item Selected" and a list of "Items" containing "Space Exploration" and "Course Syllabus.docx". At the bottom right is a "Select Items" button.

Select Generate to apply the context to the generation workflow:

Space Exploration

Auto-Generate Learning Modules

Define Learning Modules

Description

Enter course description or learning objectives...

Select course items 1

Selected course items will be used to help improve suggestions.

Title prefix

None

☒ Include images

Complexity

Low High

Number of Learning Modules

1 20

Generate

Generating...

Cancel Add to Course

Select generated Learning Modules and add them to your course:

Space Exploration

Auto-Generate Learning Modules

Define Learning Modules

Description

Enter course description or learning objectives...

Select course items 1

Selected course items will be used to help improve suggestions.

Title prefix

Week

☒ Include images

Complexity




Low High

Number of Learning Modules

1 20

Generate

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

- ☒  **Week 1: Introduction to Space Exploration**
This week provides an overview of space exploration, including its historical significance, major milestones, and current challenges. Topics covered include the space race, the role of government and private organizations, the impact of space exploration on scientific discoveries and technology advancements, and the future of space exploration.
- ☒  **Week 2: Space Travel**
This week focuses on the various methods and technologies involved in space travel. Topics covered include spacecraft design and propulsion systems, orbital mechanics, space navigation, space habitats and life support systems, human factors and health considerations in space, and the challenges of long-duration space missions.
- ☒  **Week 3: Exploring with Space Rovers**
This week explores the use of space rovers in planetary exploration. Topics covered include the design and operation of rovers, their scientific objectives, the challenges of remote robotic exploration, the exploration of Mars with rovers, and the future prospects of robotic missions to other celestial bodies.

Cancel Add 3 to Course

AI Conversation, Socratic questioning exercise – 3900.100

About AI Conversation

You can create AI Conversations around a topic or scenario to engage your students. AI Conversations include Socratic questioning and role play exercises. Students can explore and reflect on their own thoughts or role play a situation related to their learning or career path. We'll include other conversation types as we gather feedback and insights from users.

There are two elements to the AI Conversation activity:

- AI Conversation
 - This asks students to think critically about the topic that the instructor designs.
- Reflection question
 - This asks students to share their thoughts on the activity. Students can also flag any bias or errors from the AI as part of our [Trustworthy AI Approach](#). Reflection helps students understand the responsible use of AI services.

Visit the [AI Conversation Transparency Note](#) to learn more about how Anthology's Trustworthy AI program applies to AI Conversation.

For administrators: For more information on how to enable AI Conversation, visit our page for [AI Design Assistant and Unsplash Configuration](#).

Turning AI Conversation off after deployment will stop AI Conversation services. Therefore, any AI conversation activities visible to students won't operate as expected.

Create an AI Conversation

Go to the **Create Item** dropdown by selecting the plus sign anywhere on the Course Content page.

humanitiesintro

✕

Introduction to Humanities

⚙️ Course Settings

Content

Calendar

Announcements

Discussions

Gradebook 8

Analytics

Groups

👁️ Student Preview

Course Content

✕

➕ Create

✦ Auto-Generate Modules

📄 Copy Content

📁 Upload

☁️ Cloud Storage

🛒 Content Market

📁 Content Collection

emmas in Everyday Life

...

on science fiction! Please share whether you like or dislike this genre, and most importantly, let me know why. Is it the limitless imagination, the futuristic worlds, the exploration of ethical dilemmas, or something else entirely that draws you in or keeps you away? Your insights will help us better understand your preferences and guide our future explorations in the world of literature.

...

Course Faculty

Emma Harp

INSTRUCTOR

Details & Actions

👤 Roster

[View everyone in your course](#)

✅ Progress Tracking

[Turn off](#)

🖼️ Course Image

[Edit display settings](#)

🔒 Course is open

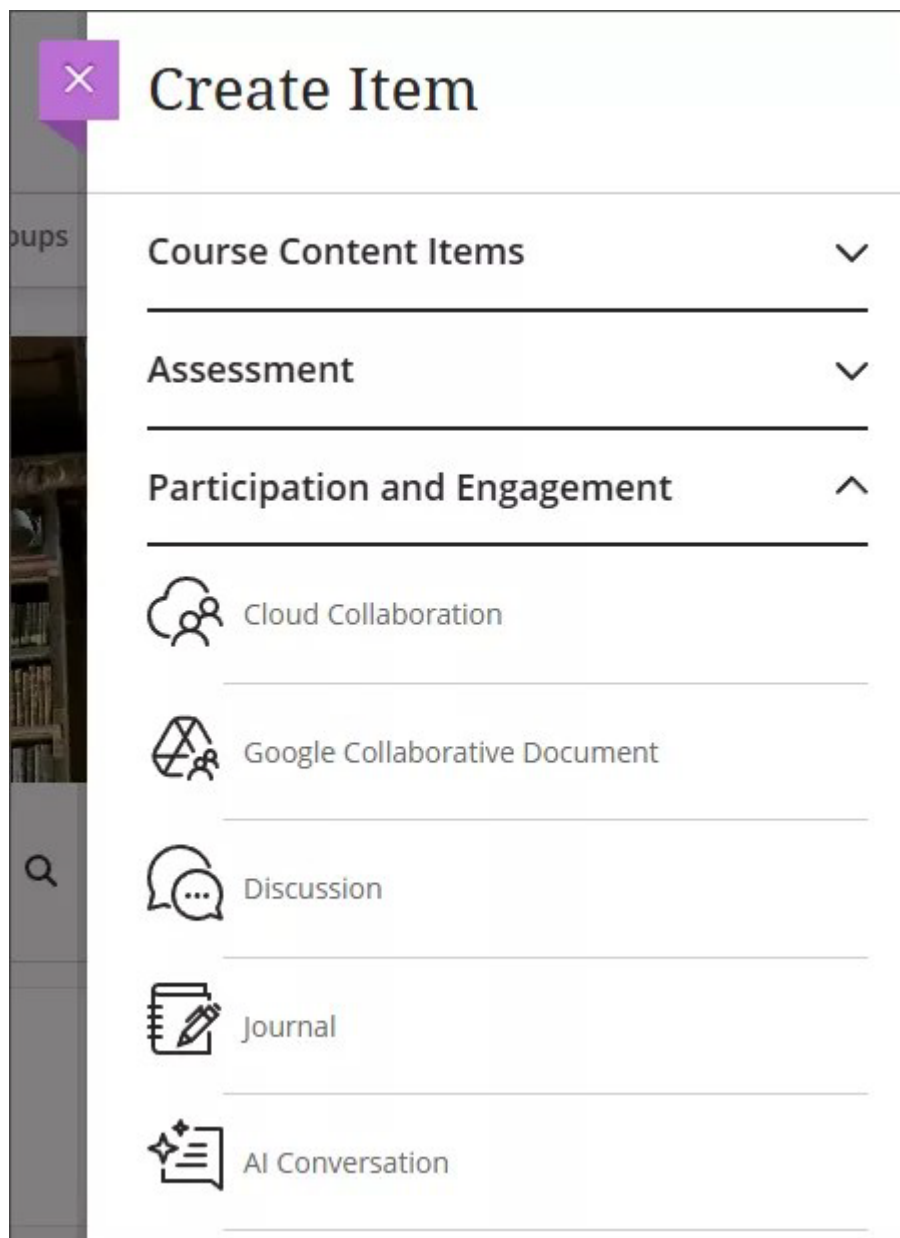
[Students can access this course](#)

👤 Class Collaborate

...

Scroll through the item type options until you reach **AI Conversation** under **Participation and Engagement**.

28



Customize an AI Conversation

Select the conversation type. You can choose between **Socratic Questioning** or **Role Play**.

Introduction to Humanities

×

New AI Conversation

Content and Settings

Submissions (0)

Student Activity

AI Conversation Content

AI Conversation


☐ Extra Credit

0 points

STEP 1 OF 3: Conversation Type


^

Select the type of conversation your students will engage in.



Socratic Questioning

Encourage students to think critically through continuous questioning.



Role Play

Allow students to play out a scenario with the AI persona.

☐ STEP 2 OF 3: Student Instructions

Next

☐ STEP 3 OF 3: AI Persona

Cancel

Save

For **Socratic Questioning**, enter a topic of conversation in the content field. Make sure that your topic is open-ended and doesn't have a right or wrong answer. Select **Next** to move on to the next step.

30

AI Conversation

☐ Extra Credit

0 points

✓ 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.

T | ... | ¶ | ↶ | ↷ | ⊕

Enter a topic of conversation formulated as a q...

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 3 OF 3: AI Persona

Next

Cancel

Save

AI Conversation, Role play option – 3900.104

For **Role Play**, include a scenario, roles for the student and persona, and the goal for the scenario. Select **Next** to move on to the next step.

AI Conversation

☐ Extra Credit

0 points

✓ STEP 1 OF 3: Role Play

● STEP 2 OF 3: Student Instructions

○ STEP 3 OF 3: AI Persona

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

T · · · ¶ · ↶ ↷ ⊕ ·

Describe the scenario, the student's role, and w...

📘 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](#)

Next

Cancel

Save

Now, select a persona for the AI Conversation. You can provide your own image, use Unsplash, or generate an image for the persona's avatar. Enter a name for the persona and briefly describe the persona occupation, personality, or mood. You can also adjust the complexity of the persona's responses.

The personality traits significantly shape the interactions. Choose traits carefully and preview the conversation to avoid bias or otherwise inappropriate content.

AI Conversation

☐ Extra Credit
 0 points

STEP 1 OF 3: Role Play

STEP 2 OF 3: You are a teacher explaining to a student why creative wri...

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**

*** Personality trait**

Briefly describe the persona's occupation, personality or mood

Complexity of responses

Low

High

Cancel

Save

Tip:

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

Select **Save** when you're finished. You can preview the AI Conversation as a student and interact with the AI persona by selecting **Preview chat**.

You should always preview an AI conversation before releasing the activity to students. AI tools can hallucinate and introduce bias. It's important to make sure that your instructions are clear and that the AI persona responds in an expected and appropriate way.

Wild Florida: Ecology and Adventure in the Sunshine State

✕

Impact of Climate Change on Florida's Ecosystem

🕒 10 minutes remaining

1 OF 2 QUESTIONS REMAINING

AI Conversation

0 Points

Sarah Rayney

What is your current understanding of the impact of climate change on Florida's Ecosystem?

Hi, my name is Sarah Rayney. My responses are generated by AI and therefore may have bias or not be accurate. Please share your initial thoughts...

A key problem for Florida is the low lying coastline. With an expected rise in sea levels over the coming decades, it's anticipated that this will have a huge impact on coastal communities and habitats. I am particularly concerned with the Everglades region.

How do you think the changing climate will specifically affect the flora and fauna in the Everglades region?

Write a response

Send

Reflection Question

1 Point

Questions Filter (2) ▾

Save and Close

Submit Late

Details & Information

📅 Assessment due date

Past due | 7/19/24, 5:00 PM (UTC+1)

• Any new attempts will be marked as late.

⌚ Time limit

10 minutes | Automatic submission

✅ Attempts

1 attempt left

★ Formative Assessment

Grading

| | |
|-----------------------------|---------|
| <div>📋 Maximum points</div> | 1 point |
|-----------------------------|---------|

Description

Let's explore your understanding of the Floridian ecosystem. In this activity, you will think critically about climate change and its local and national impact on wildlife and the ecosystem.

You can edit the reflection question to guide your students on how best to reflect on the activity.

Review student interactions

On submission, you can review the AI conversation transcript and your students' reflections. The AI Conversation is a formative assessment by default, but you're not restricted to this option.

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Impact of Climate Change on Florida's Ecosystem

Students Questions

Grading Status
All Grading Statuses

Richard Gibbons

Darius Johnson 1/1 OVERRIDE

SUBMITTED 7/12/24, 1:36 PM
SUBMISSION RECEIPT: BBB31ED98D3D44E390131C775532967F

1/1 Posted

← Previous Student Next Student →

1 AI CONVERSATION

What is your current understanding of the impact of climate change on Florida's Ecosystem?

Hi, my name is Sarah Rayney. My responses are generated by AI and therefore may have bias or not be accurate. Please share your initial thoughts...

A key problem for Florida is the low lying coastline. With an expected rise in sea levels over the coming decades, it's anticipated that this will have a huge impact on coastal communities and habitats. I am particularly concerned with the everglade region.

Considering the impact on coastal communities, how could local policies mitigate the effects of rising sea levels on Florida's unique habitats?

If low lying ground in the everglades is permanently flooded, this will provide less habitable spaces for wildlife to live. Efforts to create more natural water flows might help protect the everglades, even in the short term.

How do you think human activities outside of policy changes, like daily choices or community actions, might play a role in addressing climate change impacts on Florida's ecosystems?

I do believe communities can have a positive impact on the ecosystem of the everglades and the wider Florida region. A few things spring to mind. Education, awareness, conservation, sustainable practices, collaboration and networking to name a few.

Post Grades

You have the option of reviewing general student activity for the assessment by selecting the Student Activity tab. [Visit the "Student Activity Details for Assessments" topic to learn more about this feature.](#)

AI Design Assistant: Auto-generate AI Conversations – 3900.116

The AI Design Assistant can now auto-generate AI Conversations. AI Conversations are conversations between students and an AI persona.

- **Socratic Questioning:** Conversations that encourage students to think critically through continuous questioning.
- **Role-play:** Conversations that allow students to play out scenarios with the AI persona, enhancing their learning experience.

Creating personas and topics for an AI Conversation can take a lot of time. To streamline this process, the AI Design Assistant can generate three suggestions at once. You can select what the AI Design Assistant generates. You can choose to generate:

- AI Conversation title
- AI persona
- Reflection question

These suggestions provide inspiration for an AI Conversation. Instructors can refine the AI Design Assistant's suggestions in several ways:

- Provide additional context
- Adjust the complexity of the question
- Select context from the course
- Manually revise the question

The time saved by auto-generating AI Conversations allows instructors to focus more on embedding AI Conversations into their courses.

The auto-generate feature is now available in AI Conversations.

The screenshot shows the 'New AI Conversation' interface. At the top, there's a header with 'Introduction to Humanities' and a 'New AI Conversation' title. A blue box highlights the 'Auto-generate conversation' button. Below the header, there are tabs for 'Content and Settings', 'Submissions (0)', and 'Student Activity'. The main content area is divided into two sections: 'AI Conversation Content' and 'AI Conversation Settings'. The 'AI Conversation Content' section has a 'STEP 1 OF 3: Conversation Type' step, where users can select between 'Socratic Questioning' (highlighted with a purple box) and 'Role-play'. The 'AI Conversation Settings' section on the right includes options for 'Due date', 'Formative Assessment', 'Grade category', 'Grading', 'Attempts allowed', 'Accommodations', and 'Originality Report'. A 'Reflection Question' section at the bottom shows a '1 point' value.

There are several ways to customize AI Conversations.

The screenshot shows the 'Auto-Generate Conversation' interface. It features a 'Define the Conversation' section on the left with a 'Description' field, a 'Select course items' button, and a 'Conversation type' dropdown menu. Below this, there are checkboxes for 'Generate conversation title', 'Generate AI persona', and 'Generate reflection question'. A 'Complexity' slider is also present. The main area displays two conversation scenarios: 'Role-play' and 'Socratic Questioning'. Each scenario includes an 'AI persona' section with a name, profile picture, and personality trait. The 'Role-play' scenario features a character named Liam, a museum curator, with a personality trait of being passionate about making art accessible. The 'Socratic Questioning' scenario features a character named Sarah, a philosophy professor, with a personality trait of having a focus on moral values. A 'Generate' button is at the bottom left, and 'Cancel' and 'Add' buttons are at the bottom right.