

Artificial Intelligence (AI) Design Assistant in Blackboard Learn Ultra Course View (UCV)

Table of Contents

Quick Tips for Writing Effective AI Prompts.....	2
What is an AI Prompt?.....	2
Learning Modules.....	2
Example Prompt: Learning Module.....	2
Assessments (Assignments, Journals, Tests).....	3
Example Prompts: Tests, Journals, and Assignments.....	3
Rubrics.....	3
Example Prompt: Rubrics	3
Discussions	4
Example Prompts: Discussions	4
Generating Learning Modules with AI Design Assistant.....	4
Generating Test Questions with AI Design Assistant	6
Generate Journals with AI Design Assistant.....	9
Generating Rubrics with AI Design Assistant	9
Generating Discussions using the AI Design Assistant.....	12
Additional Resources and Support.....	13
Trainings	13
Consultations.....	13
Resources and Tutorials	13



Quick Tips for Writing Effective AI Prompts

- **Clarity:** Use clear and concise language.
- **Context:** Provide sufficient context.
- **Specificity:** Be as specific as possible.
- **Keywords:** Incorporate important keywords.
- **Examples:** Use examples.
- **Chunk:** Breakdown complex tasks into smaller steps.
- **Iterate and Refine:** Test and refine the prompt based on the AI output.

What is an AI Prompt?

An AI prompt is a question, statement, or task that guides an AI model to generate specific responses. Effective prompts provide clear and concise instructions to yield accurate and relevant outputs. When writing AI prompts, consider the following:

1. **Identify the Objective:** Determine what you want AI to achieve. This could be creating an exam, generating discussion questions, creating a journal prompt, or designing a rubric.
2. **Be Specific:** Provide detailed instructions. The more precise the prompt, the better AI can understand and deliver the desired output.
3. **Use Examples:** Incorporate examples to clarify what you are asking AI to produce.

Learning Modules

By generating titles, descriptions, and content suggestions based on your course title and description, the AI Design Assistant streamlines the creation of learning modules. You have the option to customize the content to fit your specific teaching goals.

To get the best results when using the AI Assistant to create learning modules, follow these tips:

- **Specify course objectives:** Provide clear learning goals to ensure the modules align with your teaching needs.
- **Use key course content:** Include important topics, themes, documents, or chapters so the AI Design Assistant generates relevant suggestions.
- **Refine and customize:** Review the AI-generated modules and adjust them to fit your course structure and pacing.

Example Prompt: Learning Module

Create learning modules that align with the following objectives: examine journalistic ethics, analyze news reporting techniques, and develop skills in investigative journalism. Ensure to include key topics such as media bias, fact-checking, and investigative reporting.



Assessments (Assignments, Journals, Tests)

The AI Design Assistant generates assessments, such as assignment prompts, journal prompts, and test questions based on your course content, simplifying the creation process. You can easily modify the generated information to reflect your course outcomes or assessment goals.

Example Prompts: Exams, Journals, and Assignments

Below are examples of prompts for tests, journals, and assignments.

- Create a multiple-choice exam on the American Revolution. Focus on the role of women, the causes and aftermath of the Revolution, and how Americans' lives changed after breaking ties with the British Crown. Create five easy, ten intermediate, and five difficult questions, but do not be ambiguous. Include four answer choices and indicate the correct one.
- Generate a 10-question multiple-choice quiz for the module on cellular respiration. Ensure the questions cover glycolysis, the Krebs cycle, and the electron transport chain.
- Create a journal prompt for my marketing course that encourages students to reflect on the theme of digital marketing strategies. The prompt should ask students to analyze how different social media platforms impact consumer engagement and to provide examples of successful campaigns. Ensure the question is open-ended to facilitate deep reflection and allow for personal insights based on class discussions.
- Create an assignment prompt for introduction to chemical engineering course that asks students to design a process for synthesizing a specified chemical compound. The prompt should require students to include essential components such as reaction pathways, material and energy balances, and safety considerations. Encourage students to utilize relevant engineering principles and recent research to support their design. The assignment should allow for creativity while ensuring that students demonstrate their understanding of key chemical engineering concepts covered in class.

Rubrics

A rubric is a scoring guide used to evaluate the quality of students' constructed responses. It outlines criteria and performance levels. When building a prompt to create a rubric, include these steps:

1. **Define Criteria:** Specify the aspects of student performance you are assessing.
2. **Establish Performance Levels:** Describe what performance looks like at each level (e.g., Proficient, Benchmark, Developing, Unsuccessful).
3. **Provide Descriptors:** Offer detailed descriptions for each criterion at every performance level.

Example Prompt: Rubrics

Create a detailed rubric for evaluating a persuasive essay in an undergraduate American history course.



The rubric should include the following criteria:

1. **Thesis Statement:** Clarity and strength of the thesis statement
2. **Argument Development:** Logical flow and support of arguments with evidence.
3. **Organization:** Structure and coherence of the essay.
4. **Language and Style:** Use of appropriate language, tone, and style.
5. **Grammar and Mechanics:** Correctness of grammar, punctuation, and spelling.

Each criterion should be rated on a scale of 1 to 4, with one being “Unsuccessful” and four being “Proficient”. Provide detailed descriptors for each level of performance for every criterion.

Discussions

When creating discussion prompts, consider the following:

1. **Open-Ended Questions:** Encourage critical thinking and in-depth discussion.
2. **Relevance:** Ensure prompts are relevant to the course material.
3. **Clarify:** Be clear and concise to avoid confusion.
4. **Engagement:** Use prompts that are interesting and engaging to students.

Example Prompts: Discussions

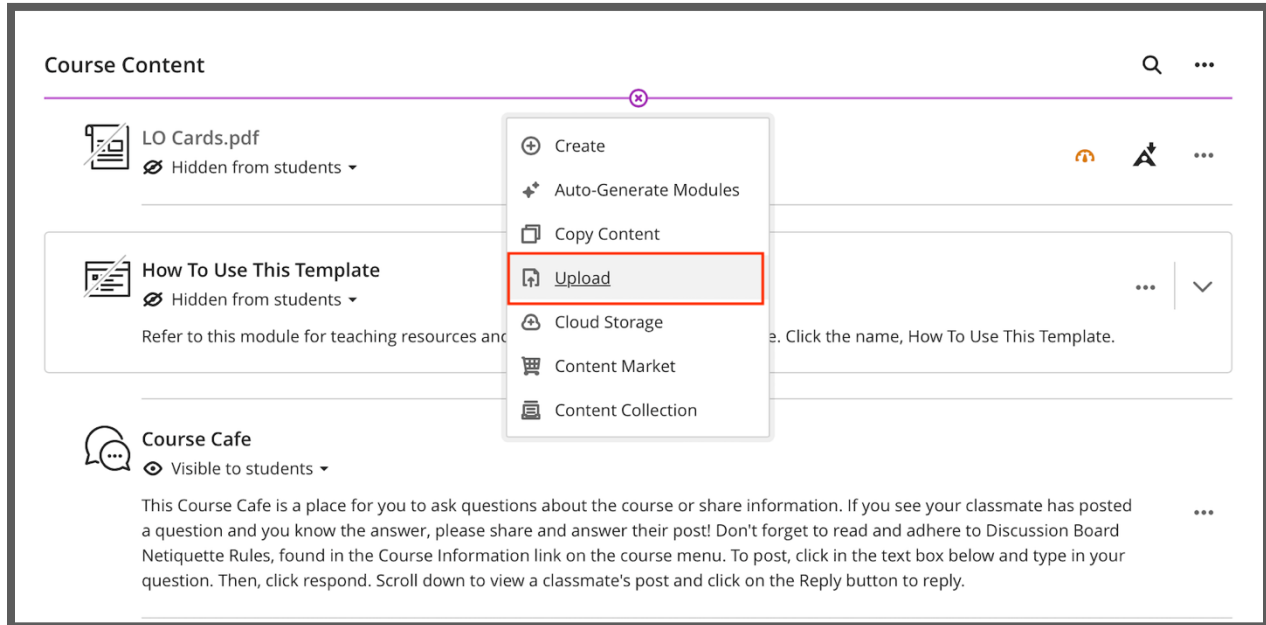
- Generate a discussion prompt for the sport and entertainment management in South Korea module. Ensure the prompt encourages students to explore the impact of digital media on audience engagement, analyze case studies of successful adaptations by organizations, and reflect on how emerging technologies might shape future management strategies.
- Generate two discussion prompts on climate change in environmental science. Ensure the prompts encourage students to analyze the effects of climate change on polar ice caps, evaluate the effectiveness of international climate agreements, and reflect on innovative solutions for reducing carbon footprints in daily life.

Generating Learning Modules with AI Design Assistant

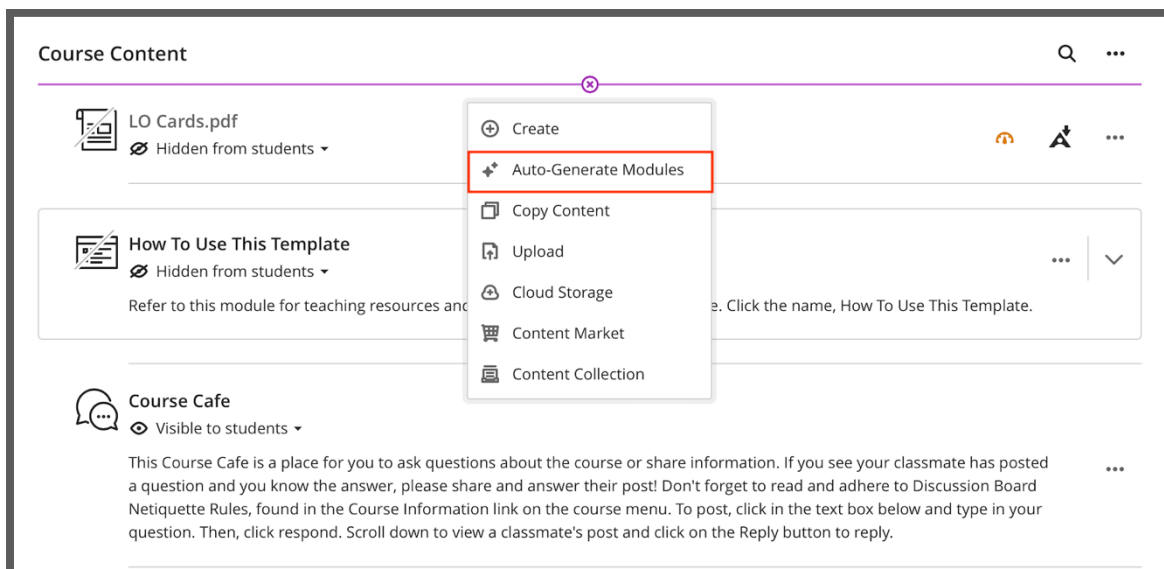
Generating learning modules with the AI Design Assistant can be beneficial in organizing your content based on a document that you provide to it. The AI Design Assistant can assist in providing descriptions, titles, and display images that can chunk or separate out your course content based on themes and trends. While you can build learning modules using an AI prompt, this feature works best if you provide a document that it can use while building content. To use the AI Design Assistant to generate your modules:

1. Login to Blackboard.
2. Navigate to the course where you want to create your learning modules.

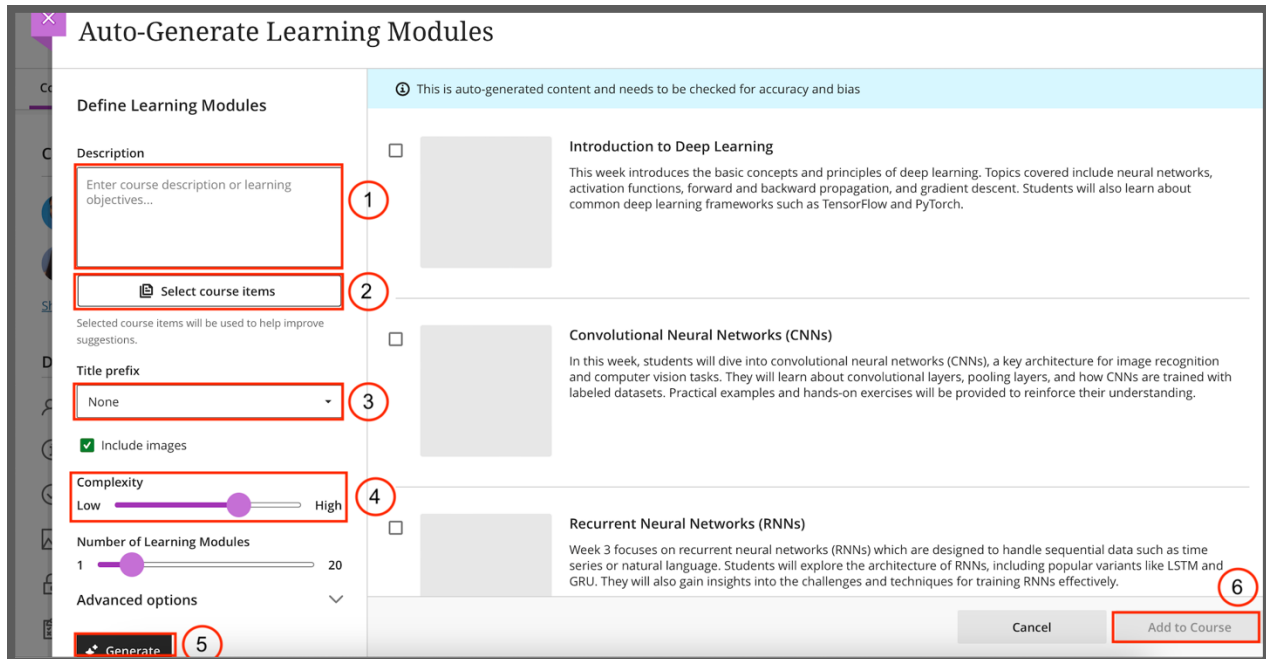
3. Click (+) on the Course Content page where you would like to upload the document that the AI Design Assistant should use to build your learning modules. Select “Upload” and choose the document (PDF, Word, etc.) you wish to use as a basis for creating content. Then, confirm the upload.



4. When you have a document that the AI Design Assistant can use to generate learning modules, click (+) where you want the modules to be created. From the menu that appears, select “Auto-Generate Modules.” Note: Learning modules cannot be nested or placed within other modules or folders.



- At this stage, you can choose course items for the AI Design Assistant to use in creating the learning module. If you're not using course documents, you can provide a prompt in the "Description" field. This field can also be used to add additional information to supplement the documents you provide to the AI Design Assistant.
- Ensure that the "Title Prefix" is used to keep the learning modules consistent. You can also adjust the complexity of the module description using the "Complexity" scale. Once you're satisfied, check the boxes next to the modules you want to add and then click "Add to Course".

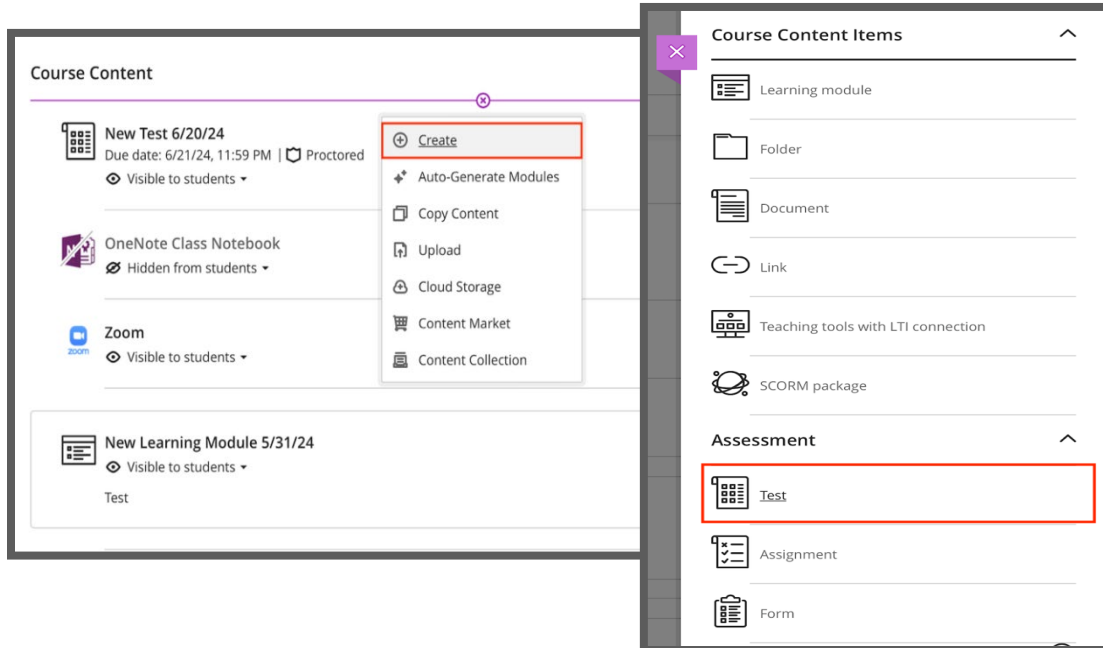


- Review and revise the modules for accuracy.

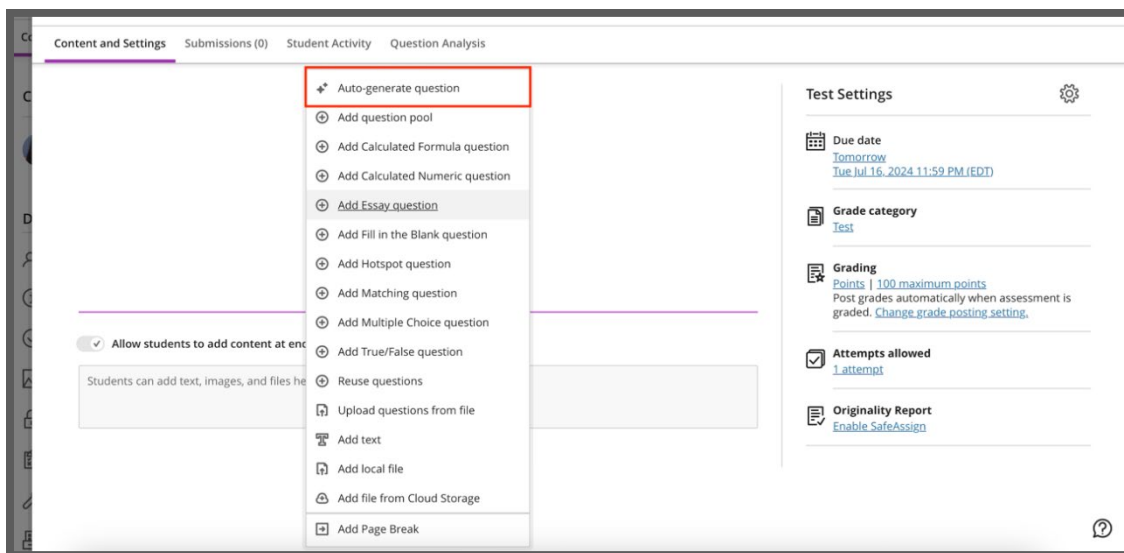
Generating Test Questions with AI Design Assistant

Given a prompt or course learning materials, the AI Design Assistant can generate assessments. You do not necessarily need to upload a document to auto-generate content, tests, quizzes, discussions, journals, or rubrics. It can be helpful to upload a document if you already have learning materials that could assist the AI Design Assistant. You can follow the steps below and try different prompts in the description box without uploading a document.

- Log into Blackboard.
- Navigate to the course where you want to create the assessment.
- Click (+) on the Course Content page where you want to add the assessment. Select "Create". Choose the type of assessment you wish to create. For this example, we will select "Test".



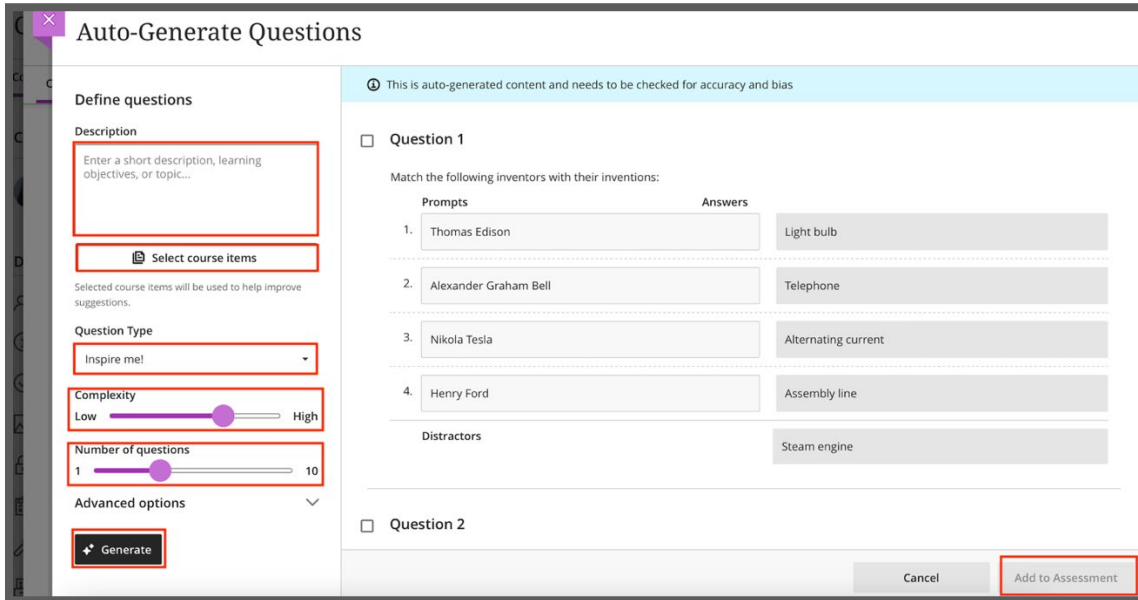
4. Name the test.
5. Click the (+) and then select “Auto-generate question” from the list that appears.



The “Auto-generate question” feature allows you to select a question type in addition to providing a description, complexity, and number of questions. In the “Description” textbox, you may select course items from your course content to assist the AI Design Assistant in generating your questions. The AI Design Assistant can read documents in your course, like PDF files you've

uploaded or Ultra documents you've created, but it cannot directly access third-party publisher materials or video content.

- You may use the tips provided in this guide to create a prompt you can provide the AI Design Assistant in the description box.



- After setting your preferences, click "Generate" in the bottom-left corner of the window.
- Review the generated questions and choose the ones you want to include by checking the box next to each question. Once you've made your selections, click "Add to Assessment" to load the questions into your test.
- Review and revise the questions for accuracy after adding the questions to your test.



Generate Journals with AI Design Assistant

The AI Design Assistant generates journal topics based on your course content. You can modify these journal topics to ensure they align with your course objectives or assessment strategies.

To create a journal using the AI Design Assistant:

1. Log into Blackboard.
2. Navigate to the course where you want to create the journal.
3. On the Course Content page, click the (+) where you wish to add the assessment, then select “Create”.
4. Choose “Journal” from the Participation and Engagement section.
5. Click “Auto-Generate Journal”.
6. Enter a description, select any relevant course items, choose the desired cognitive level, and indicate the complexity before clicking “Generate”.
7. Review the generated journal prompts and select the one you wish to include.
8. Click “Add” at the bottom right of the screen to complete the process.

Auto-Generate Journal

Define the journal

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 journal title

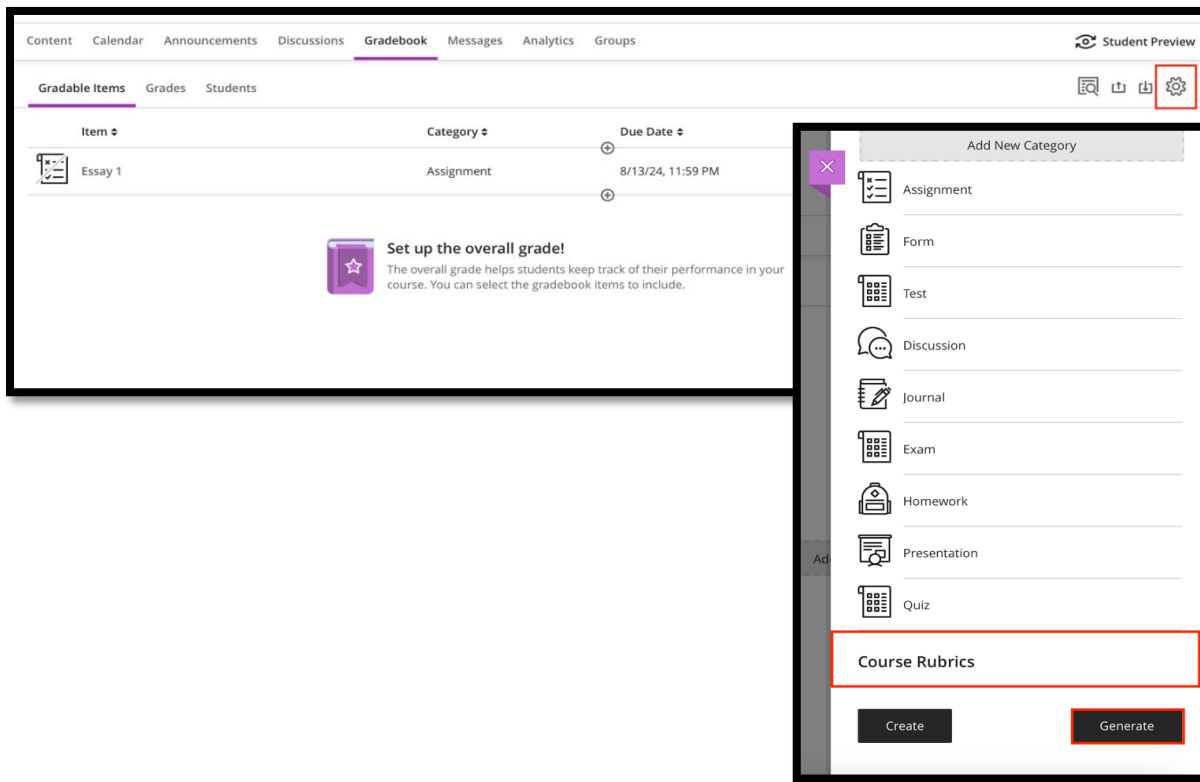
Advanced options

Generate

Generating Rubrics with AI Design Assistant

Rubrics can be attached to graded items to assist you with grading and communicating expectations to learners. Blackboard can generate rubrics based on content that you provide it. To create a rubric using the AI Design Assistant:

1. Navigate to the “Gradebook” and click the “settings” icon on the far right.
2. Scroll down until you see the option “Course Rubrics”.
3. Select “Generate”.



4. Complete the “Description” field with detailed information, following the best practices outlined earlier in this guide. Clearly communicate your grading criteria, the key points for assessment, and any other relevant details that the AI Design Assistant should consider when setting up the rubric.
5. Use the “Rubric Type” option to select the type of rubric you would like created, either points or percentages.
6. The “Complexity” option will determine the language and academic rigor used in the rubric.
7. You can adjust the “Columns” and “Rows” scales while building the rubric to meet your needs and preferences.
8. When you are satisfied with the rubric, select “Continue”.



Generate Rubric

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

Define rubric

Description

Generate a rubric to an Essay assignment. I would like to focus on argument creation and critical thinking, how students used sources into their research and if writing & grammar are clear and sentences are cohesive. Make sure to take into account the content of the essay as well, along with clear intro, body paragraphs and conclusion. **1**

Rubric Type

Points **2**

Complexity

Low High

Columns

2 5 **3**

Rows

2 7

Advanced options

Generate **4**

Rubric preview

This can be edited in the existing rubrics panel

Criteria	Exceptional	Proficient	Competent	Developing
Argument Creation 4 possible points	4 points The argument is clear, compelling, and effectively supports the thesis throughout the essay.	3 points The argument is well-developed and mostly supports the thesis throughout the essay.	2 points The argument is present but lacks depth, and may not consistently support the thesis.	1 points The argume or does not the thesis.
Critical Thinking 4 possible points	4 points Demonstrates exceptional critical thinking skills, providing strong and logical analysis throughout the essay.	3 points Demonstrates proficient critical thinking skills, with mostly logical analysis throughout the essay.	2 points Demonstrates competent critical thinking skills, but analysis may lack depth or logical coherence.	1 points Demonstrat critical think limited anal coherence.
Use of Sources	4 points	3 points	2 points	1 points 5

Cancel **Continue**

9. After generating the rubric, rename it by editing the title and verify that the setup meets your specifications. If your course has “goals” in Blackboard, you can align them from this interface. You can also adjust the points for each criterion. When you’re satisfied with the rubric, click “Save”.

Essay 1 Rubric

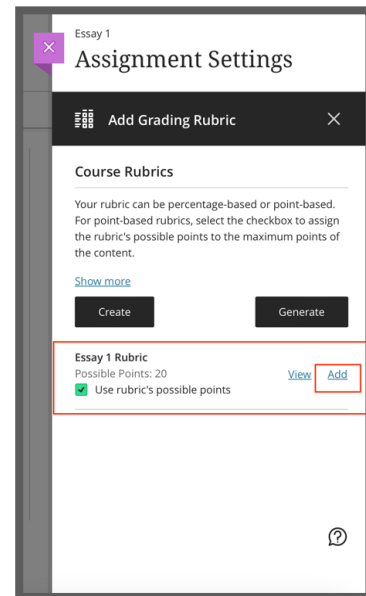
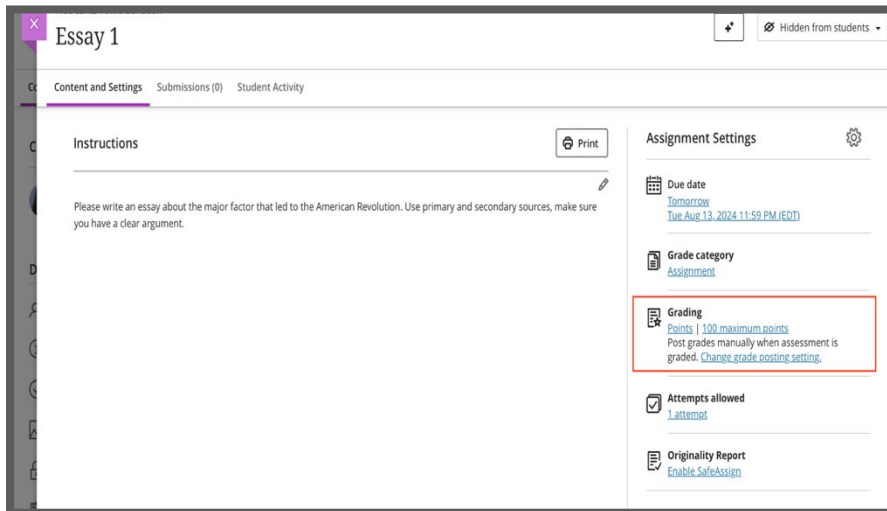
Rubric Type: Points

Criteria	Exceptional	Proficient	Competent	Developing
Argument Creation 4 possible points Align with goals	4 points The argument is clear, compelling, and effectively supports the thesis throughout the essay.	3 points The argument is well-developed and mostly supports the thesis throughout the essay.	2 points The argument is present but lacks depth, and may not consistently support the thesis.	1 points The argument is weak, unclear, or does not effectively support the thesis.
Critical Thinking 4 possible points Align with goals	4 points Demonstrates exceptional critical thinking skills, providing strong and logical analysis throughout the essay.	3 points Demonstrates proficient critical thinking skills, with mostly logical analysis throughout the essay.	2 points Demonstrates competent critical thinking skills, but analysis may lack depth or logical coherence.	1 points Demonstrates developing critical thinking skills, with limited analysis or logical coherence.
Use of Sources 4 possible points	4 points Integrates sources seamlessly, effectively supporting arguments and providing strong evidence.	3 points Integrates sources appropriately, providing sufficient support and evidence for arguments made.	2 points Incorporates sources, but the integration may be inconsistent or lacking in support for arguments.	1 points Sources are poorly integrated or do not effectively support the arguments made.

Total Possible Points: 20

Cancel **Save**

10. To add the rubric to the assignment, navigate to the assignment, select “Change grade posting settings,” then choose “Add Rubric,” followed by “Use rubric’s possible points,” and finish by selecting “Add”.

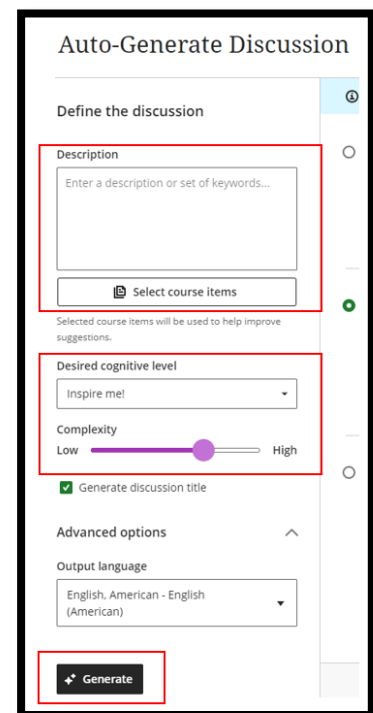


Generating Discussions using the AI Design Assistant

The AI Design Assistant generates a discussion prompt based on your course content. You can modify these discussion prompts to ensure they align with your course objectives or assessment strategies.

To create a discussion prompt using the AI Design Assistant:

1. Log into Blackboard.
2. Navigate to the course where you want to create the discussion.
3. On the Course Content page, click the (+) where you wish to add the assessment, then select “Create”.
4. Choose “Discussion” from the Participation and Engagement section.
5. Select “Auto-Generate discussion”.
6. Enter a description, select any relevant course items, choose the desired cognitive level, and indicate the complexity before clicking “Generate”.
7. Review the generated discussion prompts and select the one you wish to include.
8. Click “Add” at the bottom right of the screen to complete the process.





Additional Resources and Support

Trainings

Attend [webinars and presentations](#) facilitated by Center for Teaching Excellence (CTE) Instructional Designers and eLearning Services (eLS) Consultants.

Consultations

If you need individual assistance, consult with a [CTE Instructional Designer](#) or a member of the [eLS staff](#).

Resources and Tutorials

Explore the [Blackboard UCV resource page](#) for guidance and tutorials on various Blackboard topics.