

 **Audencia****Blackboard** **AI Conversation  
Tool**

## Auto-Generate AI Conversation in Role Play Mode in Blackboard

This method is interesting because it can allow you to develop activities automatically, which you can then adapt or from which you can draw inspiration.

1. Identify course data for which you want to automatically develop a chatbot for students.
2. Integrate them into a space in your course in Blackboard.
3. Prepare the chatbot description elements or get inspired at the time of creation.
4. Select what you want to create during this auto-generation (title, AI persona, reflection question), point to your course data, add your description if you have defined one, and determine the level of complexity.
5. Auto-generate and discover proposals.
6. Choose your assistant and do 2 tests in Preview chat.
7. Define the parameters of this activity (publication, number of attempts, ratings...)

## Develop an AI Conversation in Role Play Mode in Blackboard from scratch step by step

### 1) Educational purpose and framework of use

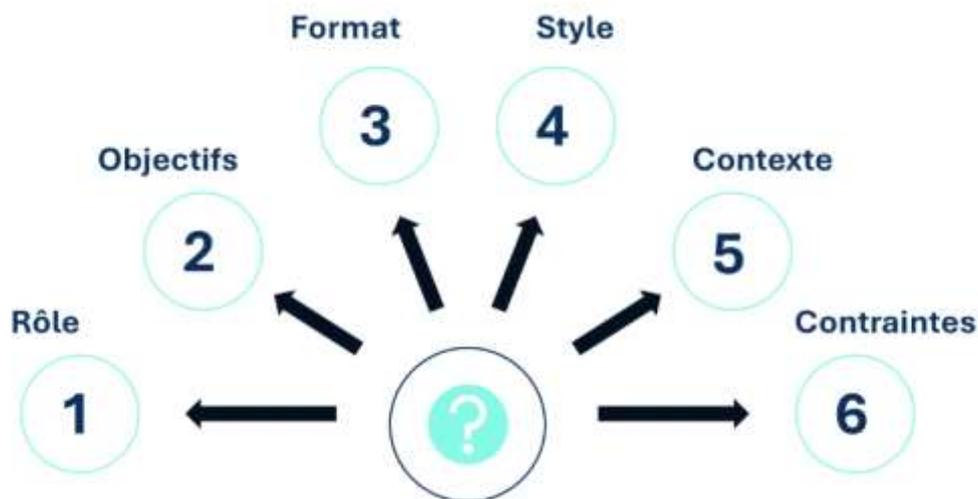
A role-play conversational assistant in Blackboard Learn Ultra is a formative activity where the student interacts with a **persona** (a role) in a simulated situation. The objective is to train skills (reasoning, argumentation, problem solving, professional posture) thanks to:

- **guiding questions** rather than a "final answer",
- progressiveness (from simple to complex),
- **metacognition** via a final reflection question.

**Good reflex** : position the activity as a **training** (revision, tutorial preparation, training in a situation), not as a certifying evaluation.

### 2) Quick Prerequisites

Before starting, it is necessary to determine the nature of the activity proposed to the student to design the learning assistant. You can rely on the 6 ingredients necessary for a successful prompt:



### 1. THE ROLE

#### Who should answer?

Giving AI a role allows you to frame your point of view and adapt the tone or depth.

▶▶ Example: "You are a learning assistant for a Microeconomics course for students in *the 1st, 2nd, 3rd year of higher education.*"

### 2. THE OBJECTIVE

#### Why do you offer this assistant to students?

The clearer the objective, the more targeted and useful the response will be.

▶▶ Example: "You help the student to learn and revise the course of which I share with you the documents as attachments and only on these documents. You ask the student about his or her level of study, his or her achievements and his or her needs. You answer these questions but you also ask him about his understanding of your answers. You bring in deepening if necessary."

### 3. THE FORMAT

#### In what form is the response formulated?

The answer can be a short answer, a detailed answer, summary bullet points, a plan or a guide checklist (the wizard only formulates textual answers).

▶▶ Example: "The format of your answer depends on the need and request of the student you have to question."

### 4. STYLE

#### What tone or level of language?

The AI can tailor its response to your preferred level or register.

▶▶ Example: "Use simple, clear, friendly and encouraging language."

### 5. THE CONTEXT/TARGET

#### To which framework (personal, professional, etc.) does this apply?

Giving your profile or your specific need makes the answer more personalized.

▶▶ Example: "The student is in *the 1st, 2nd, 3rd year of higher education in a business school and he can be at a beginner or an advanced level. It's up to you to adapt to his level.*"

### 6. CONSTRAINTS

#### Are there any limits or specifications to be respected?

Setting a duration, a level or a short format allows you to better target the response.

▶▶ Example: "After 5 interactions with the student, offer him an application quiz of *3 questions on the subject at hand. Guide the student to the answer but don't give him the answer directly.*"

### 3) Prepare your resources

You must now prepare the supporting information you will need: for example, information relating to the case study or the statement of an exercise and its answer key (example: microeconomics course materials). It is important to note that you can use documents in **PDF, Word, PowerPoint, text, RTF, HTML format, Excel format is not recommended and should be converted to PDF format.**

### 4) Create the AI Conversation activity in role-play mode

In your Blackboard Ultra course:

1. Open the *Course Content* area.
2. Click **Create**.
3. Choose **AI Conversation** (often in *Participation & Engagement*).
4. Select the **Role-Play type** (Step 1/3).

You will now configure (Step 2/3):

- the title of the activity in the title (top left)
- the **scenario** (the situation),
- the **role of the student**,
- the **role of AI (persona)**,
- The **objective to be achieved**
- => inspired by the **first 2 ingredients** previously mentioned.

Adaptation to the profile is mainly done via **explicit rules** in the role of the AI and a **diagnostic phase** at the beginning of the exchange.

NB: this is where you associate your **documents as attachments** (in Read-Only mode if you want to hide them from the student).

You can take inspiration from this model (to be adapted):

#### A. Scenario (Situation)

- Describe a realistic and contextualized situation (case, problem, mission, interview, study).
- Avoid overly broad scenarios: **one situation = one main goal**.

**Generic example:**

"You are a student who is training on chapter X of the courses shared with the agent. You exchange with a conversational agent to revise your Microeconomics course. The conversational agent guides you, questions you, and helps you review the main concepts."

*B. Role of the student*

- Indicate what the student should do (propose an answer, justify, ask for clues, rephrase).
- Add a useful constraint: "always try to answer before asking for help".

**Generic example:**

"I start by specifying my level (beginner/intermediate/advanced) and my goal (understand / train / revise). I offer an attempt before asking for help."

*C. Role of AI (persona) — This is where adaptation comes into play*

Define a clear **persona** (learning assistant, tutor, client, manager, formative examiner, etc.), then add rules:

**Generic example:**

"You are a learning assistant for a Microeconomics course for students in the 1st, 2nd, 3rd year of higher education. You base your answers on the shared documents."

*D. Goal*

Define an observable outcome: what the student will be able to do at the end.

**Generic examples:**

"At the end of the conversation, you must be able to:"

- "Explain the concept + give an example"
- "Solve the problem in steps + check the result"
- "Arguing a recommendation in 3 points"

*You will now configure (Step 3/3):*

- *AI persona*
- *his name*
- *personality traits*
- => *inspired by the last 4 ingredients previously mentioned.*

### *E. Persona, tone, and complexity*

Set up the persona (name, description, possibly avatar) and choose a consistent tone:

#### **Generic examples:**

"You are a benevolent and demanding learning assistant, oriented towards reasoning"

1. **Initial diagnosis** of the student's level:

"What is his level? What has he already understood? What is his goal today?"

2. **Adapts the level of help :**

- Beginner: simple explanations, short steps, definitions, concrete examples
- Intermediate: more structured reasoning, justification, links between concepts
- Advanced: in-depth, edge cases, argumentation, more demanding method

3. **Promotes student activity :**

- first question,
- gives progressive clues,
- ask for an attempt before helping.

4. **Refuses non-formative requests:**

If the student asks "give the answer", respond: "I can guide you step by step, start by trying."

## 5) Preview, adjust, and publish

Before making visible:

1. **Preview** the activity as a student.
  2. Take 2 rapid tests:
    - a. a "beginner" test (simple request),
    - b. an "advanced" test (more demanding request).
  3. Adjust the role of AI if necessary:
    - a. too direct → reinforce "clues first"
    - b. not adaptive enough → reinforce "diagnosis + rules by level"
    - c. too long → ask for short answers + numbered steps
- Then, set up visibility, possibly a date, and publish.

NB: you can view the conversations that students have had by opening the conversational activity through the gradebook.