

# Blackboard's Ethical AI: Empowering educators through Human-centred innovation



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# Collaborating with Institutions to Shape Best Practices

- A detailed and actionable Strategy Guide, outlining how institutions can balance the risks and opportunities that generative AI presents.
- Includes tips and best practices from experts at MIT Sloan School of Management, the University of Michigan, Arizona State University, Emory University, Texas A&M, Microsoft, and Anthology.



Download today



# 5 Core Considerations for Responsible AI Adoption

1

User oversight  
is essential

2

Focus on  
development  
over time, not  
immediate  
shortcuts

3

Build AI literacy  
among all  
stakeholders

4

Consider  
opportunities to  
increase  
accessibility

5

Be flexible  
and respond  
to change

# Building Trust: Our Trustworthy AI Framework



**The institution  
decides when  
to opt in**



**A human is  
always in  
control**



**Addressing  
copyright and  
data privacy  
concerns**

[www.anthology.com/trust-center](http://www.anthology.com/trust-center)

# Pedagogy at the Heart of Innovation



**Pedagogically  
Sound**

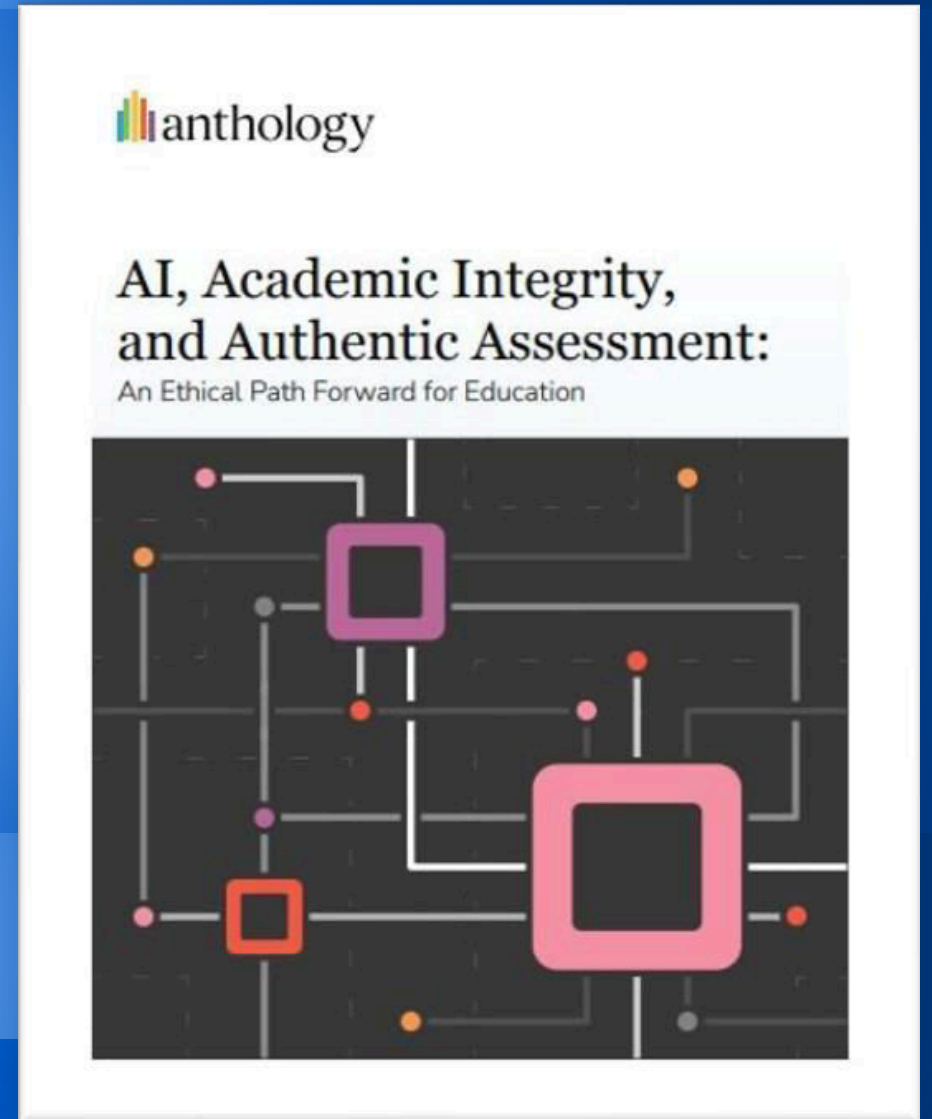
**Empowering  
Instructors**

**Data  
Security**

# We have identified areas where AI isn't appropriate

We did comprehensive testing and found that AI plagiarism checking is currently not fit for purpose in education.

We have published our results in a detailed whitepaper, available now for download.



# AI features available in Blackboard

## Core - AI Design Assistant

- Learning Modules
- Test Questions
- Question Banks
- Course Images
- Badge Images
- Rubrics
- Document Layouts
- Assignment topics
- Discussion topics
- Journal topics

## Blackboard

## Core - AI in Ally

- Image descriptions
- Can also be used for written and complex images such as graphs

## Core - AI Conversations

- Socratic Questioning
- Roleplay Conversations
- Suggested Conversation topics
- Persona
- Reflection question

## Core - Illuminate Reports

- AI Assistant Adoption report
- Data Q&A – generate reports in human language

## Premium - AVA Anthology Virtual Assistant

- Rubric Feedback Summary
- AI Feedback Rewrite
- Roadmap: AVA Responses to student messages
- Roadmap: AVA AI Playground

# AIDA

## 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

Include descriptions

#### Complexity

Low  High

#### Number of Learning Modules

1  20

#### Advanced options

 Generate

  
Generating...

Cancel

Add to Course

# Generate Modules


al\_paris01

## Gastronomy of the world

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups Achievements

### Course Content

Search



This course is ready for content.  
Use this space to build your course.

[Add Content](#) [Auto-Generate Modules](#)

### Gastronomy of the world

## Auto-Generate Learning Modules

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

#### 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

None

Topic

Unit





Week

Chapter

Module

Advanced options

[Generate](#)

-  **Introduction to Gastronomy**  
In this week, students will explore the definition of gastronomy and its significance across cultures. We will examine the intersections of food, history, geography, and cultural identity. Students will engage with various culinary traditions and understand how gastronomy reflects social values and customs. Through readings and discussions, we will set a foundation for appreciating the diversity of global cuisines, while also considering ethical and sustainable practices in food production and consumption. This week will encourage students to think critically about their own food habits.
-  **Regional Cuisines: Europe and the Mediterranean**  
This week focuses on the rich and varied cuisines of Europe and the Mediterranean region. Students will study key ingredients, traditional dishes, and cooking techniques from countries such as Italy, France, Spain, and Greece. Through case studies, we will highlight how regional ingredients influence flavour profiles and culinary practices. Additionally, students will learn about the historical context of these cuisines, including trade routes and migration, which have shaped what we eat today. Students will also be encouraged to try cooking a dish from this region to apply their learning.
-  **Communal Eating: Asia and the Pacific**  
In this week, we will dive into the communal dining traditions of Asia and the Pacific islands. Students will explore the concept of sharing food as a cultural practice, looking at cuisines from countries like Japan, China, India, and several Pacific island nations. We will discuss how communal meals foster relationships and community bonding. The significance of rice, noodles, and shared platters in various cultures will be examined. The week will also feature a cooking workshop where students will prepare a dish that embodies the spirit of communal dining.
-  **Flavours of the Americas: North and South**  
This week provides an overview of culinary traditions in North and South America, including Indigenous influences and contemporary fusion cuisines. Students will explore ingredients unique to these regions, such as corn, beans, and various spices, and how they shape local dishes. We will discuss the impact of colonisation and migration on these cuisines, focusing on the blending of Indigenous and immigrant cooking styles. Students will be encouraged to analyse the cultural stories behind iconic dishes and may participate in a cooking challenge to showcase their understanding of these flavours.

Cancel [Add to Course](#)

# Generate Document Layouts

Contents → Week 5: Thai Cuisine Next >

**Define the layout**

**Layout options**

Include relevant images


Use stock images from Unsplash  Generate images

---

Include Knowledge Check

---

## History of Thai cuisine



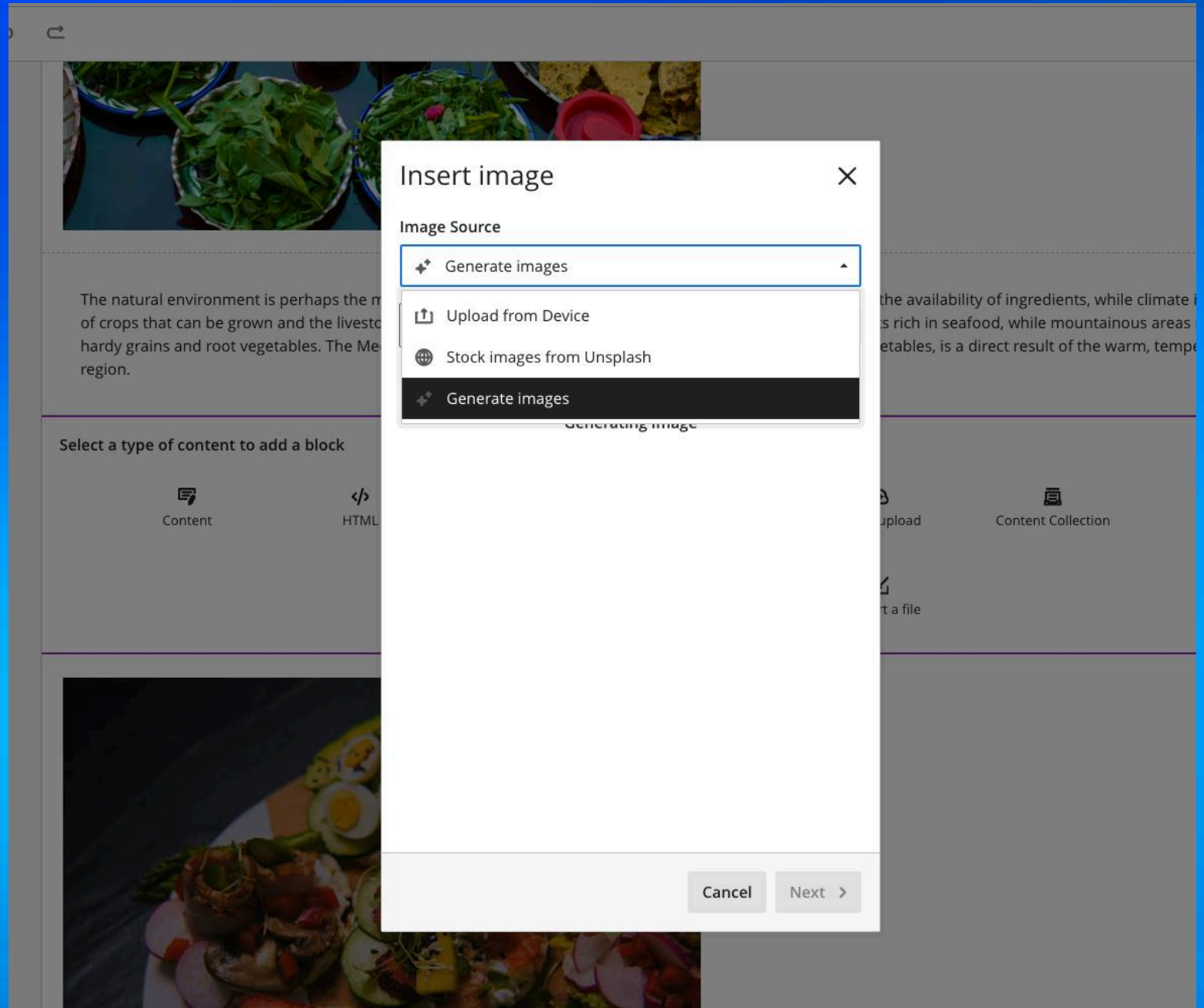
The evolution of Thai cuisine is deeply influenced by the country's geography, culture, and interactions with neighboring nations. Thailand's location in Southeast Asia positioned it as a crossroads for trade routes, where goods, spices, and cooking techniques from India, China, and even European traders were exchanged. This created a culinary fusion, blending local ingredients with international influences.

Chinese immigrants introduced techniques like stir-frying and the use of noodles, while Indian traders brought curry spices and the concept of coconut milk-based dishes. Portuguese and other European influences in the 16th century introduced chillies, which have since become an integral part of Thai cuisine. Despite these external influences, Thai food has retained its own distinct identity, emphasizing fresh, seasonal ingredients and balancing complex flavors.

What significant influences shaped the evolution of Thai cuisine?

- A Only local Thai ingredients and traditional recipes
- B Correct answer  
Trading with European countries and local ingredients
- C North American culinary practices
- D European baking techniques and spices
- E Correct answer  
Coconut milk dishes and stir-frying methods
- F Correct answer  
Chinese cooking techniques and Indian spices

# Generate Images



# Generate Test Questions

## Auto-Generate Questions

### Define questions

#### Description

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

Select course items 1

Selected course items will be used to help improve suggestions.

#### Question Type

Inspire me!

Inspire me!

Essay

Fill in the blank

Jumbled sentence

Matching

Multiple choice

True/False

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

#### Question 1

Discuss the impact of geography on the development of a specific cuisine you studied in this course. How do local ingredients and climate shape cooking techniques and dish flavours?

#### Example of a correct response

Geography plays a crucial role in shaping any cuisine as it influences the availability of ingredients, cooking techniques, and regional flavours. For instance, in Italian cuisine, the Mediterranean climate allows for the abundant growth of tomatoes, olives, and herbs like basil and oregano. These ingredients are staples in many Italian dishes, contributing to their unique flavours and culinary identity. The coastal regions also encourage seafood-based dishes, showcasing the importance of local geography in developing traditional recipes. Additionally, mountains and valleys may lead to variations in cooking styles between different regions, illustrating how geography directly impacts culinary practices.

#### Question 2

What is a key characteristic of Japanese cuisine that differentiates it from Western cuisines?

(A) Focus on meat-based dishes

(B) Emphasis on seasonal ingredients and presentation

Correct answer

(C) Use of heavy sauces

(D) Preference for deep frying methods

# Context Picker

Gastronomy Galore: Culinary Creations from Around the World

## Auto-Generate Questions

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

### Define questions

Description

Enter a short description, learning objectives or a 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  20

Advanced options

Generate

### Question 1

What is the main spice used in the Indian dish 'Butter Chicken'?

- A Cumin
- B Cinnamon
- C Paprika
- D Garam Masala Correct answer

### Question 2

Discuss how culture influences food preferences in three different regions.

Example of a correct answer:

Culinary traditions are shaped by climate, and history. In the Mediterranean, tomatoes, wheat, and olive oil are staples. In the coastal regions of India, the extensive use of spices reflects its inland location. In the Americas, the incorporation of native ingredients into European practices can be seen in dishes like tamales.

## Select Items

Gastronomy Galore: Culinary Creations from Around the World

[Gastronomy Galore: Culinary Creations from Around the World](#) > [Content](#) >

Week 1: Introduction to Global Gastronomy

- Overview
- Influential factors on Global Gastronomy Influential factors on Global Gastronomy
- Introduce yourself using a traditional dish
- Module 1: Global Gastronomy

# Generate Rubrics

Gastronomy Galore: Culinary Creations from Around the World

## Generate Rubric

**Define rubric**

**Description**

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

**Rubric Type**

Percentage

Percentage

Percentage range

Points

Points range

No points

**Advanced options**

Generate

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

**Rubric preview**

This can be edited in the existing rubrics panel

Criteria	Outstanding	Proficient	Satisfactory	Needs Improvement
<b>Culinary Skills</b> 40% of total mark	<b>100%</b> The dish is expertly prepared with exceptional technique, showcasing a mastery of the relevant cooking methods and skills. Flavours are perfectly balanced, and the outcome exceeds expectations.	<b>75%</b> The dish is well-prepared with proficient technique, demonstrating solid understanding and execution of the required cooking methods and skills. Flavours are well-balanced.	<b>50%</b> The dish is satisfactorily prepared, with some basic technique demonstrated. The flavours are adequate but may lack depth or balance in some areas.	<b>25%</b> The dish is poorly prepared with minimal technique demonstrated. Flavours are not balanced, and there are significant issues with presentation.
<b>Cultural Understanding</b> 30% of total mark	<b>100%</b> The student demonstrates a deep understanding of the cultural significance of the dish, effectively linking it to its historical and social contexts. Insights are well articulated.	<b>75%</b> The student shows a good understanding of the culinary culture, making relevant connections to its history and social contexts, with clear explanations.	<b>50%</b> The student displays basic understanding of cultural aspects but may miss some important connections to the history and significance of the dish.	<b>25%</b> The student shows minimal understanding of cultural significance of relevant content to its history.
<b>Creativity and Innovation</b> 20% of total mark	<b>100%</b> The dish presents a highly creative and innovative twist on traditional recipes, incorporating unique elements whilst respecting the essence of the cuisines studied.	<b>75%</b> The dish demonstrates good creativity and originality, merging different culinary traditions in an interesting manner that adds personal flair.	<b>50%</b> The dish shows some creativity but sticks closely to traditional recipes without much innovation or personal touch.	<b>25%</b> The dish lacks originality, adhering strictly to traditional recipes without any personal input or elements.
<b>Presentation and Organisation</b>	<b>100%</b> The presentation is exceptional, with great attention to detail in plating and garnishing.	<b>75%</b> The presentation is good, with a clear effort made in plating and garnishing.	<b>50%</b> The presentation is acceptable, but could benefit from more creative garnishes and plating.	<b>25%</b> The presentation is lacking organisation and creativity, appearing messy and unappealing.

Cancel Continue

# Authentic Assessment

Gastronomy Galore: Culinary Creations from Around the World

## 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!

Inspire me!

Apply

Analyse

Evaluate

Create

Generate

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

#### Culinary Cultures and Their Influence

Reflect on a specific global cuisine that we've explored in this course. Write a detailed essay evaluating how the historical and cultural contexts of this cuisine shape its key ingredients and cooking techniques. Your essay should include personal insights and any real-life experiences you may have had with this cuisine. Additionally, create an infographic that visually represents your findings, highlighting significant factors such as geographical influences, essential spices, and typical dishes. Make sure to include a reference list of sources that informed your evaluation.

Cognitive level: Evaluate

#### Imagining Culinary Futures

Imagine that you are a chef tasked with creating a new dish that embodies the flavours and techniques from three different global cuisines we studied. Develop a mock scenario where you pitch this dish to a panel of food critics. Write a script for your pitch, explaining the dish's ingredients, preparation methods, and cultural inspirations. Accompany your script with a video or a presentation that showcases a visual representation of your dish—this could be a drawing, a digitally created image, or even a photograph of the finished product. Ensure that your scenario also addresses potential challenges you might encounter in combining these culinary traditions.

Cognitive level: Create

#### The Role of Food in Social Change

Choose a dish from one of the cuisines studied in class and analyse its sociocultural significance within the community it originates from. Write a report discussing how this dish has been used as a tool for social change or to express cultural identity. Consider interviewing a person from that culture or a chef who specialises in that cuisine, and include their perspectives in your report. Additionally, create a presentation that summarises your findings, supplemented with a diagram that illustrates the key elements of the dish and its connections to cultural practices. Remember to provide a reference list of all sources and materials used.

Cognitive level: Analyse

# AI Conversation

## 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

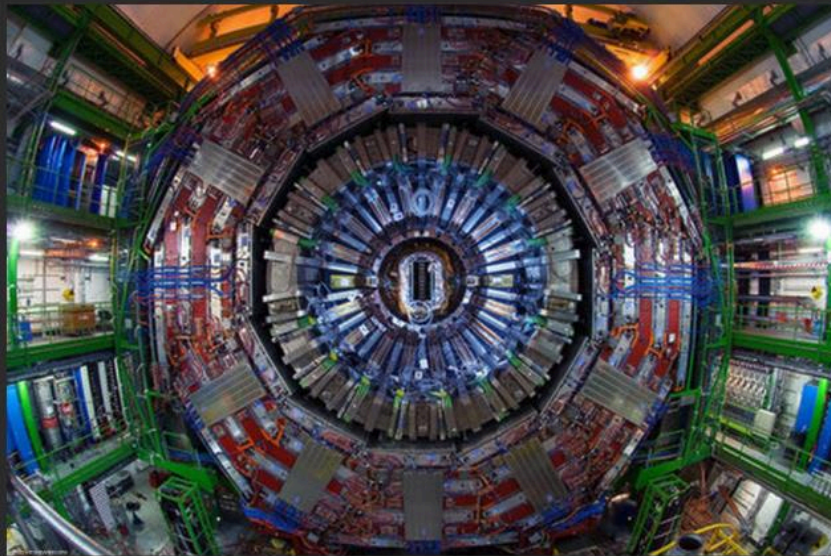
### Reflection Question

1 point

In what ways did the conversation advance your understanding of the topic?

Students can use the editor to answer

# ALT text suggestions



Accessibility score for:  
Cern higgs boson.jpg



This image is missing a description

What this means

How to write a good description

Add image description

Enter a brief description

Add

Auto-generate description

Or

Indicate image is decorative

This image is used for decoration only and a description is not needed

[Help](#)

# AVA – Virtual Assistant for instructors and Students

## Assisted Feedback

- Rewrite existing feedback to improve spelling, grammar, and readability
- Summarise overall feedback suggestions based on completed rubric evaluations

The screenshot displays a document editor interface for a document titled "The Solar System.docx". The document content includes a title "The Solar System" and a paragraph describing the formation and composition of the solar system. Below the text is a diagram of the solar system showing the Sun and the orbits of the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. The interface also shows a sidebar with a user profile for "Nathalie Williams" and a score of "88.75 / 100". On the right side, there is a feedback panel titled "Overall Feedback" with a "Rewrite" button and a "Save Changes" button.

Nathalie Williams  
ID: aistudent2

SUBMITTED 6/24/25, 11:29 AM  
RECEIPT: 6AE272277E52460494030A35DD2A00BD

88.75 / 100

The Solar System.docx

1 / 2

The Solar System

The Solar System is the gravitationally bound system of the Sun and the objects that orbit it. The Solar System formed 4.6 billion years ago from the gravitational collapse of a giant interstellar molecular cloud. The vast majority (99.86%) of the system's mass is in the Sun, with most of the remaining mass contained in the planet Jupiter. The four inner system planets—Mercury, Venus, Earth and Mars—are terrestrial planets, being composed primarily of rock and metal. The four giant planets of the outer system are substantially larger and more massive than the terrestrials. The two largest, Jupiter and Saturn, are gas giants, being composed mainly of hydrogen and helium; the next two, Uranus and Neptune, are ice giants, being composed mostly of volatile substances with relatively high melting points compared with hydrogen and helium, such as water, ammonia, and methane. All eight planets have nearly circular orbits that lie near the plane of Earth's orbit, called the ecliptic.

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

Overall Feedback

thanks, sam, for sharing your work You touch on several fascinating ideas about planetary formation and exoplanet detection. However, the deliverable lacks clear connections between the three core concepts: **accretion, orbital dynamics, and observational methods**.for now, here are some suggestions to strengthen your analysis: while you provide a solid overview of how accretion leads to planet formation, the links to how orbital dynamics influence planet stability, and how current observation techniques(like transit photometry or radial velocity help us detect these systems, could be more clearly articulated. thank you for all your hard work in this

Rewrite

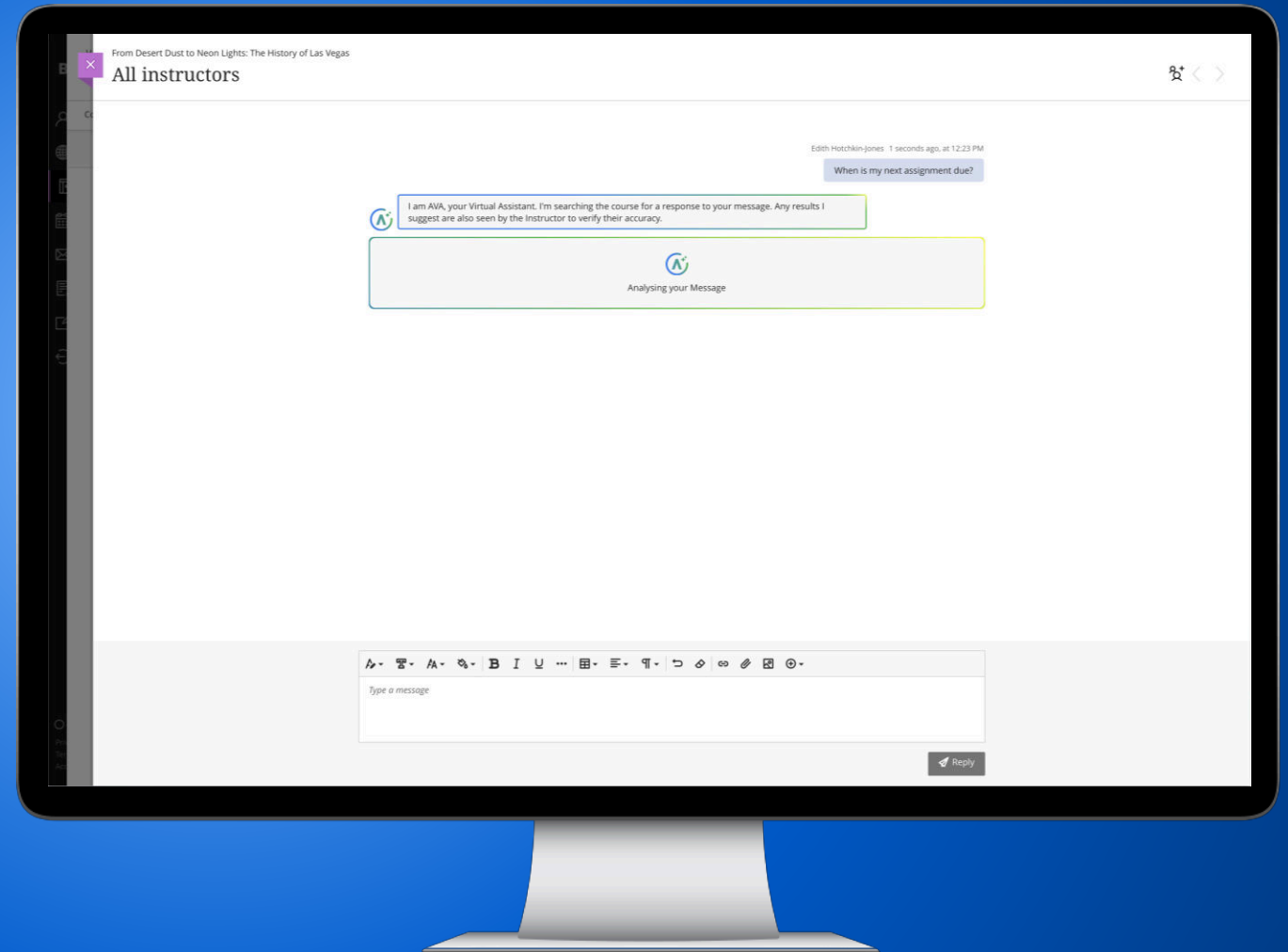
AI Writing tools

Cancel Save Changes

Grading Rubric

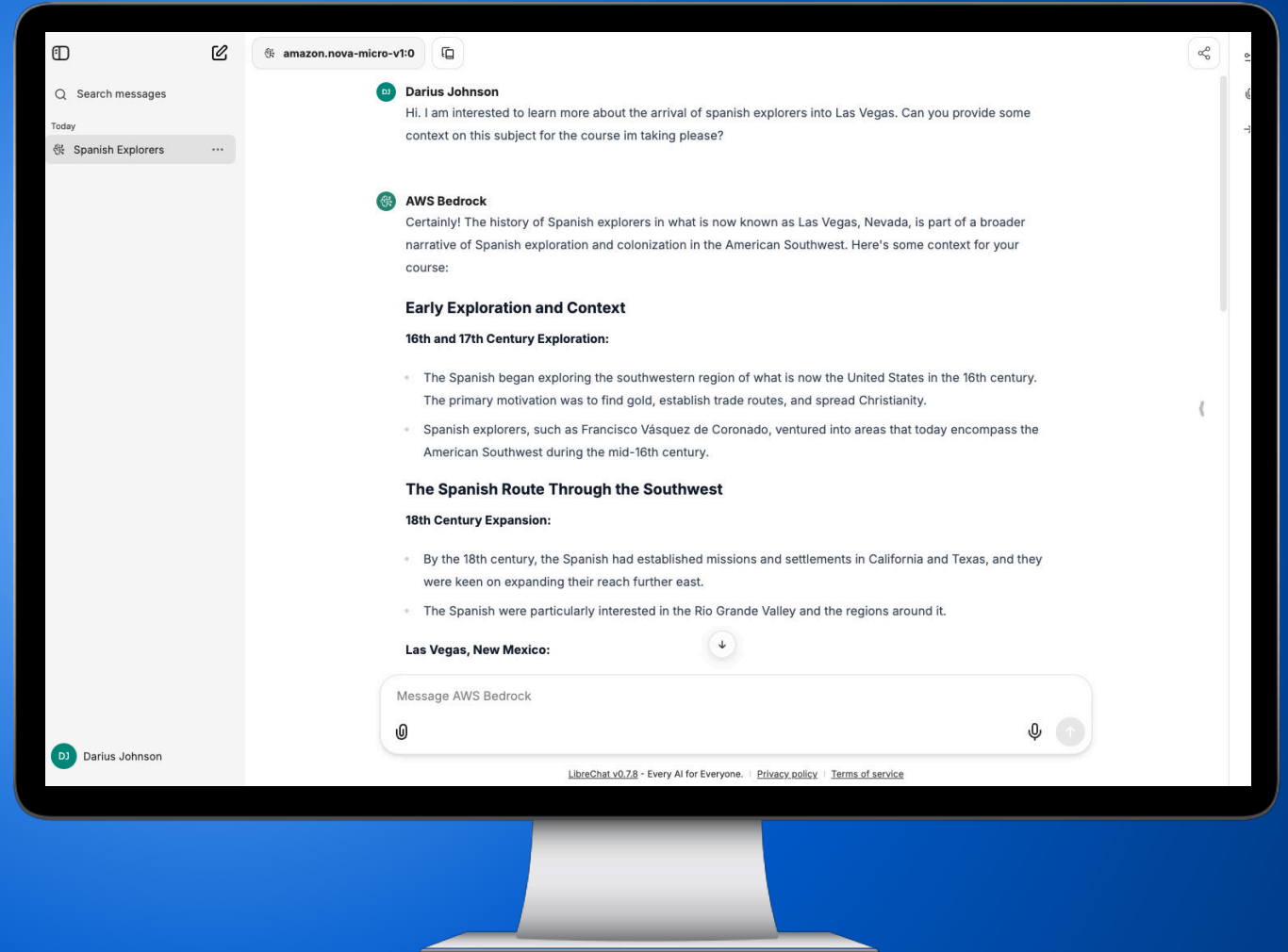
# AVA Responses to Student Messages

- Respond to messages from students
- With AI, check course content and respond to students in real time
- Instructors can review the message and intervene with additional information



# Student AI Literacy and Equity – AI Playground

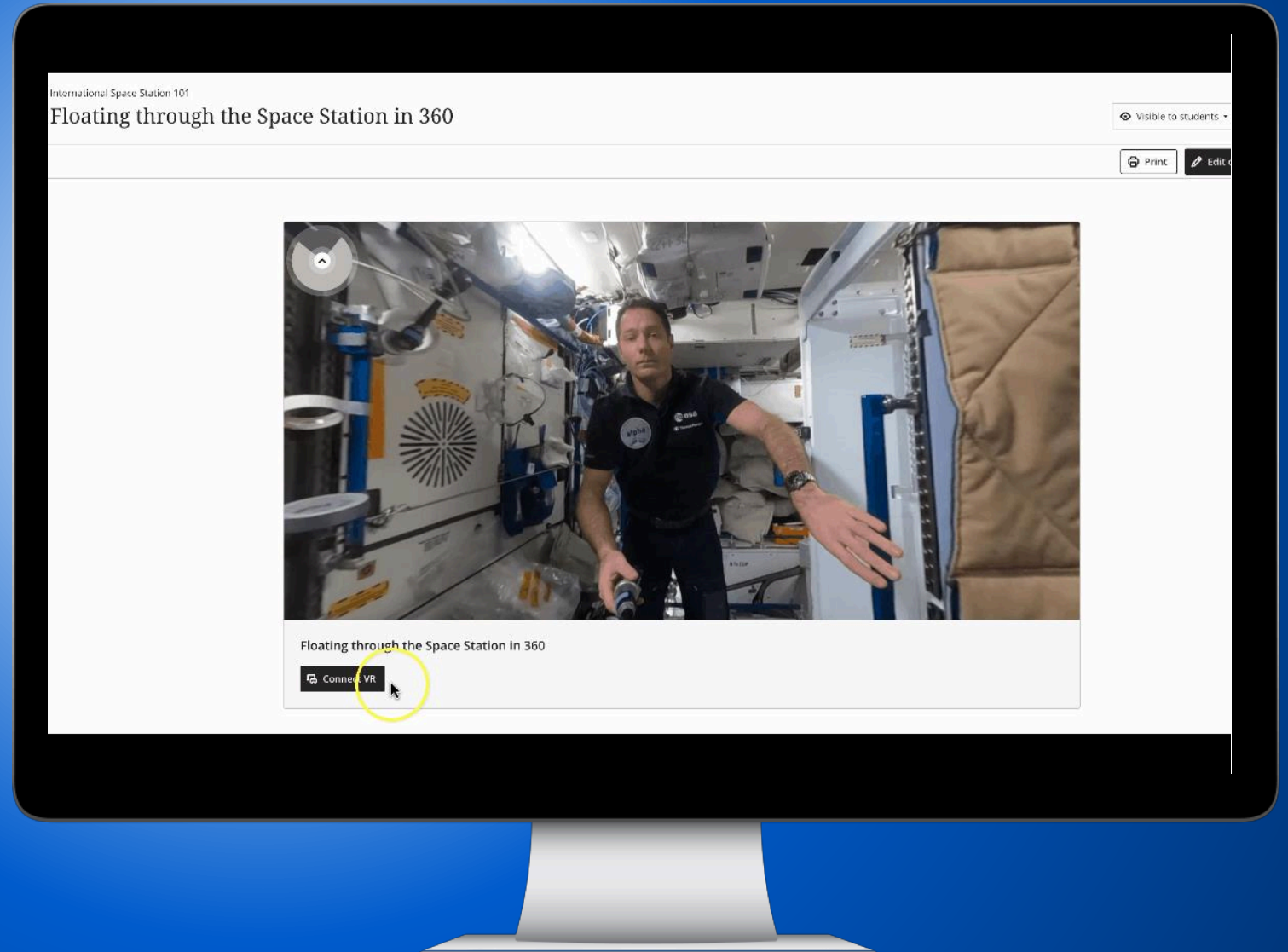
- Equitable access to AI tools for students can be challenging for institutions to provide
- The new AI Playground provides a place within a course for students to interact with AI models
- AI Playground access is managed through institution and instructor controls



In partnership with 

# Video Studio – Immersive/Virtual Reality Experiences

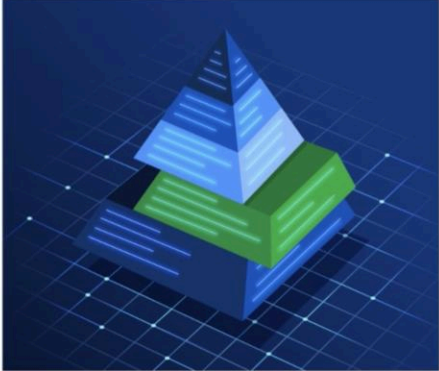
- Providing the option of an immersive experience when devices are available
- Simple handover workflow to a VR headset
- Works across mobile, desktop and VR headsets
- Use the headset to truly experience a scenario



**Anthology**  
power of together

**Reframing Bloom's for the Age of AI: A White Paper for Future-Ready Educators**


By Lisa A. Clark, EdD, Associate Vice President, Academic Transformation at Anthology  
August 22, 2025



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Whitepaper

**Anthology**  
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**The Accessibility Gap:  
Why Faculty Struggle and  
How Institutions Can Help**



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Whitepaper

[josephine.kinsley@anthology.com](mailto:josephine.kinsley@anthology.com)