

Canvas AI Features

Instructure.

Purpose: Summary of AI tools available in Canvas



Discussion Summary & Insights



AI Translate



Smart Search



Rubric Generator



Question Authoring for Quizzes

Guiding Principles

- Promote responsible AI use
 - Our colleges must comply with federal accessibility regulations outlined in [Section 508, Title II of the Americans with Disabilities Act \(ADA\)](#), and maintain standards of data privacy the Gramm-Leach-Bliley Act (GLBA) and FERPA, and 4CD Business Procedures [10.06 Acceptable Technology Use](#) and [22.22 Data Classification Standards](#). See draft of [4CD Data Resource](#) for an explainer of these policies and FERPA guidelines.
- Create access to digital literacies, while ensuring knowledge to navigate ethically, responsibly, and thoughtfully.
- Ensure that new technologies align with and empower strong pedagogies, preserve agency of students and employees, and uphold community centered practices (e.g. culturally responsive and transformational pedagogies)
- Within instruction and broader college work, provide clear information to encourage individual choice-making around AI use to students, faculty, classified professionals, etc.



Discussion Summaries & Insights

Discussion Summaries

- [Discussion Summaries](#): Discussion Summarization uses a Generative AI model to give instructors summaries of the main points, questions, and ideas in a discussion thread.
- [Discussion Summaries AI "Nutrition Facts"](#)
 - [How to read/interpret Canvas' AI Nutrition Facts](#)

6 Replies, 2 Unread



Grammar Pet Peeves

What are your grammar pet peeves? What is the correct usage?

Example: People say "could care less." The correct phrase is "couldn't care less." *Could* care less implies that you still have room to care. A lot of people don't know they're saying it incorrectly but don't bother to fix it. Does that bother anyone else?

Time to share!

Oh and just for fun, [Grammar Pet Peeves from the Huffington Post](#) ↗

Reply

★ Open Summary

This summary is generated by AI and reflects the latest contributions to the discussion. Please note that the output may not always be accurate. Summaries are only visible to instructors.

1 Topics to focus on (optional)

grammar

★ Summarize

2 Generated Summary

The discussion focused on common grammar pet peeves that students have encountered. The main issue raised was the incorrect usage of the phrase "could care less" instead of the proper "couldn't care less," which implies the opposite of what the speaker intends to convey. Other grammar pet peeves mentioned included the use of "irregardless" and unnecessary apostrophes. Overall, the students expressed agreement and frustration with these common grammatical mistakes.

3 Do you like this summary?

Discussion Summaries

Discussion Summary



This summary is generated by AI and reflects the latest contributions to the discussion. Please note that the output may not always be accurate. Summaries are only visible to instructors.

Topics to focus on (optional)

What will help us with online teaching

 Summarize

Generated Summary 2 / 25

The discussion board practice was helpful for students to become comfortable with the technical aspects of online discussions. Students were able to greet each other and introduce themselves, which can foster a sense of community in an online learning environment. The practice allowed students to gain experience posting and replying on a discussion board, a skill that may be valuable for future online courses and discussions.

Do you like this summary?  

Discussion Insights

- [Discussion Insights](#): Discussion Insights Dashboard uses an AI-powered tool to help instructors quickly evaluate the relevance and quality of student replies. They are not visible to students. Rubrics are not taken into account when generating insights. Insights do not impact a student's grade.
- [Discussion Insights AI Nutrition Facts](#)

Grammar Pet Peeves

6 Replies, 2 Unread   

What are your grammar pet peeves? What is the correct usage?

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Reply

 Go to Insights

Discussion Insights

Insights are generated by AI and reflect contributions to the discussion. Please note that the output may not always be accurate. Insights are only visible to instructors.

1 2 All Generate Insights

3 Results

3 Relevance	4 Student Name	5 Evaluation Notes	6 Time Posted	7 Actions
Relevant ✓	Emily Boone	Reply directly addresses the topic and indicates understanding of the correct phrase.	Sep 5, 5:09 AM	
Irrelevant ✗	Max Johnson	Reply discusses the incorrect usage of 'irregardless' instead of the requested grammar pet peeves.	Sep 5, 5:10 AM	
Relevant ✓	Bruce Jones	Reply directly addresses the topic by mentioning apostrophes used incorrectly as a grammar pet peeve.	Sep 5, 5:12 AM	



Smart Search

Smart Search

- [Smart Search](#) allows you to search canvas course content leveraging semantic algorithms and AI.
- [Smart Search Nutrition Facts](#)

The screenshot displays the Canvas Smart Search interface. On the left, a navigation menu lists various course content types, with 'Smart Search' highlighted by a red box and a circled '1'. The main search area features a search bar containing the text 'grammar' (with a circled '2') and a 'Search' button. To the right of the search bar is a 'Filters' button (with a circled '3') and a 'Feedback' section with thumbs up and thumbs down icons (with a circled '4'). The search results show '25 results' and list two items, both titled 'Grammar Pet Peeves'. The first item is a 'Discussion Topic' due on Sep 4, and the second is an 'Assignment' also due on Sep 4. Both items have a preview text: 'What are your grammar pet peeves? What is the correct usage? Example: People say "could care less." The correct phrase is "couldn't care less." Could care...it incorrectly but don't bother to fix it. Does that bother anyone else? Time to share! Oh and just for fun, [Grammar Pet Peeves from the Huffington...]

Smart Search

 Joy Harjo 

 Search

 Filters

5 results

Feedback  

[Week 11 - Check-In](#)

 Announcement

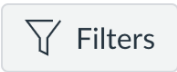
Hi All, I wanted to do a quick check-in as we move towards the end of Ceremony, by Leslie Marmon Silko, and the end of this...

Reading Selection 2 - Contemporary Voices

 Page

...we have studied in this course. As you are reading - take pleasure in and **enjoy** the beauty of the poems and their language. And, consider...- Mojave American poet, language activist, former professional basketball player * "[Remember] (<https://poets.org/poem/remember-0>)" by **Joy Harjo** - poet, musician, playwright and is a member of the...

 Module 4: A Woman Speaks



2 results

Feedback

Office Hours

Announcement

I look forward to meeting with you all this semester! Please stop by for **office hours** if you have questions. **Office hours** are held each Monday and Wednesday from 10-11 in my **office**.

About the Course

Page

Lectures: MWF 2:00PM-3:00PM Room 101. **Office Hours**: MW 10:00AM-11:00AM my **office**.

You may also be interested in

From, [UNC Chapel Hill](#)

Instructor Resources (keep hidden from students)

Page Unpublished

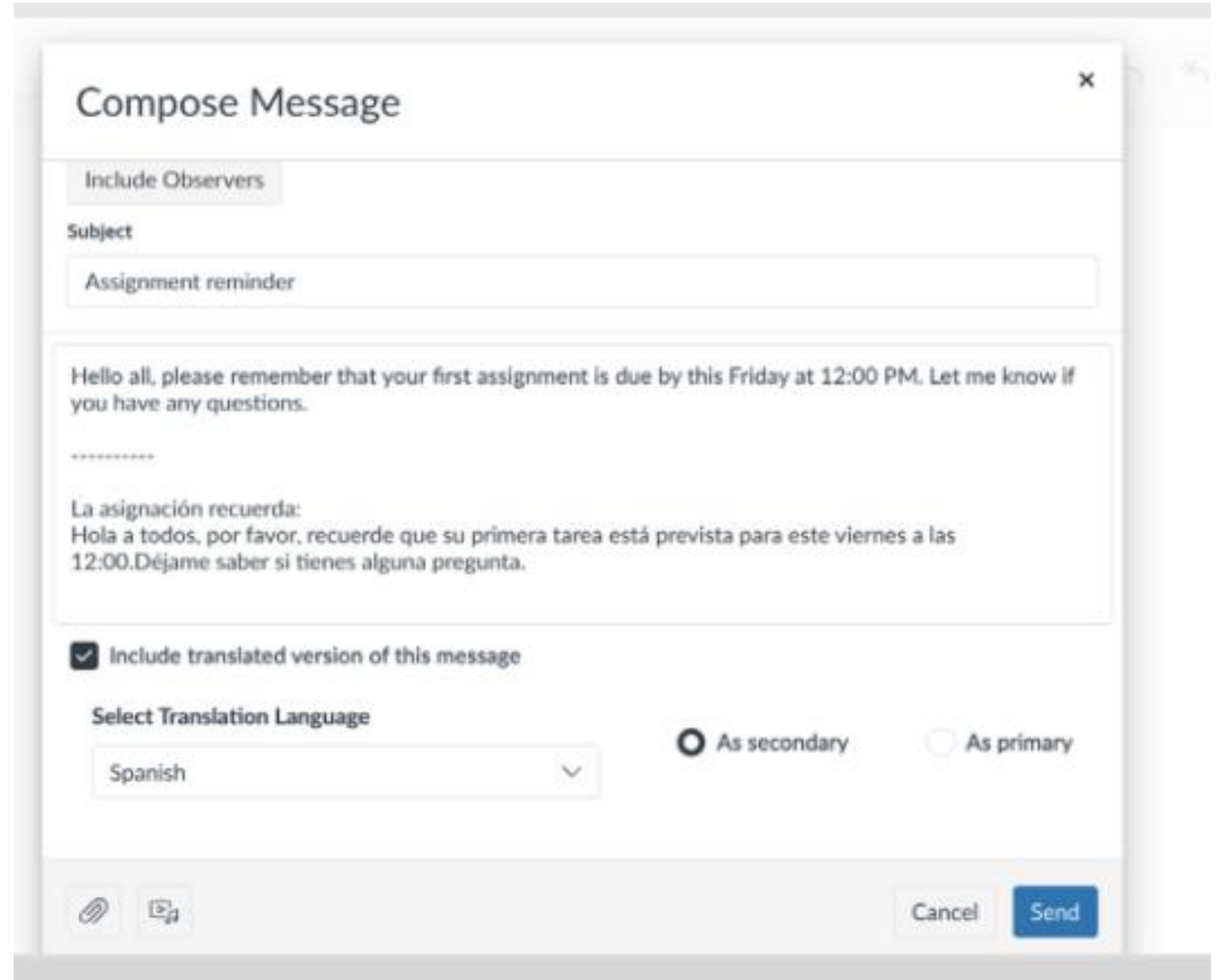
----- Get Help ----- Click Help in the global menu for 24/7 chat and phone support. View [help guides] (<https://community.canvaslms.com/t5/Instructor-Guide/tkb-p/Instructor>) and [overview videos] (<https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#instructor-videos>). ----- Give Students and TAs Access ----- Students...must be accessible to all users. The University's [Digital Accessibility **Office** (DAO)] (<https://digitalaccessibility.unc.edu/>) offers accessibility assessments for course content, guidance on fixing issues, and resources...



AI Translate

AI Translate

- [AI Translate FAQ](#): students can leverage real-time, context-sensitive translation of content across 10 languages (with plans for to roll out 100 languages in near future)
- [Canvas Inbox Translations Nutrition Facts](#) and [Canvas Discussion Translations](#)



The screenshot shows the 'Compose Message' window in Canvas. At the top, there is a title bar with 'Compose Message' and a close button. Below the title bar, there is a section for 'Include Observers'. The 'Subject' field contains the text 'Assignment reminder'. The main body of the message contains the following text: 'Hello all, please remember that your first assignment is due by this Friday at 12:00 PM. Let me know if you have any questions.' followed by a separator line and the Spanish translation: 'La asignación recuerda: Hola a todos, por favor, recuerde que su primera tarea está prevista para este viernes a las 12:00. Déjame saber si tienes alguna pregunta.' Below the message body, there is a checkbox labeled 'Include translated version of this message' which is checked. Underneath, there is a 'Select Translation Language' dropdown menu currently set to 'Spanish'. To the right of the dropdown are two radio buttons: 'As secondary' (which is selected) and 'As primary'. At the bottom of the window, there are icons for attachments and a video call, and buttons for 'Cancel' and 'Send'.

(Crédito adicional) Serie de conferencias sobre justicia social y equidad - 19 de septiembre y 20 de septiembre

19 de septiembre - La injusticia suprema O 20 de septiembre - Ayudando a los estudiantes a enfocarse en su resiliencia

Trabajo extra con fecha de entrega: martes 26 de septiembre, 11:59 p.m., 5 puntos

Serie de oradores sobre justicia social y equidad

¿Te gustaría participar más profundamente en la discusión sobre la justicia social y la equidad en nuestro colegio y en nuestra comunidad más amplia? Esta semana hay dos eventos disponibles para asistir como parte de [la Serie de Oradores sobre Justicia Social y Equidad de DVC](#) ➔.

- 19 de septiembre - "La injusticia suprema - Justicia social y la Corte Suprema" de 12:45 a 2:00 p.m., Salón Diablo y a través de Zoom. [Utilice el enlace para acceder a Zoom](#) ➔
- 20 de septiembre - "Dee Hankins: Ayudando a los estudiantes a enfocarse en su resiliencia" de 1:00 a 2:30 p.m., Salón Diablo y a través de Zoom. [Debes registrarte para Zoom](#) ➔

Ensayo de crédito extra

En una breve reflexión de 150 palabras (mínimo) a un máximo de 400 (máximo), ¿qué conexiones específicas podrías hacer entre la discusión y el texto *Borderlands* de Gloria Anzaldúa? Puedes explicar el grado de la conexión: donde los oradores puedan relacionarse o donde puedan diferir del texto d

- Some major element of the project is missing or needs revision
-

Click Next .

✦ Translated to Spanish

! Couldn't translate because the text is too long.

Reply

✦ Open Summary

Wrapping Up Check-In for the Course

Hi All,

I wanted to just send a quick check-in on finalizing the course. You have been amazing - and you each have contributed something really amazing to the course community. I so look forward to reading your final work - and hearing more of your interests, voice, and reflection.

1. A reminder that all work must be submitted by Dec. 12. Final project : <https://dvc.instructure.com/courses/92893/modules/items/6102609>
2. Because we are at the end of the term, I am available by appointment (only) this week - please feel free to reach out and let me know available times if you would like to meet and we can find overlap via email or zoom
3. I will send a final message, reflection, and thanks/gratefulness for your time this semester on Wednesday as I wrap up and submit grades

If you are struggling, have questions, or need to discuss - please don't hesitate to reach out.

Take Care,

Anne & Kat

✧ *Translated to French*

Récapitulation de l'enregistrement pour le cours

Bonjour à tous,

Je voulais juste vous envoyer un rapide message pour finaliser le cours. Vous avez été incroyables - et chacun d'entre vous a apporté quelque chose de vraiment remarquable à la communauté du cours. J'ai hâte de lire vos travaux finaux - et d'en apprendre davantage sur vos intérêts, votre voix et vos réflexions.

1. Un rappel que tous les travaux doivent être soumis avant le 12 décembre. Projet final : <https://dvc.instructure.com/courses/92893/modules/items/6102609>
2. Comme nous sommes à la fin du semestre, je suis disponible sur rendez-vous (uniquement) cette semaine - n'hésitez pas à me contacter et à me faire savoir vos disponibilités si vous souhaitez me rencontrer et nous pourrions trouver un créneau par e-mail ou par zoom
3. J'enverrai un message final, une réflexion et des remerciements/reconnaissance pour votre temps ce semestre mercredi, alors que je termine et soumetts les notes

Rubric Generator

Rubric Generator

- [Rubric Generator](#): IgniteAI Generator for Rubrics allows you to generate editable rubrics with AI-suggested criteria, point values, and performance levels based on the assignment name and description.
- [Rubric Generator Nutrition Facts](#)

A Closer Look: The United States Constitution Written Response 1

Published

Assign To

Edit



Using this [DocsTeach activity](#), answer the following three questions.

1. What is the difference between the opening of the draft and the final version?
2. What is the significance of changing the wording?
3. How does this change reflect the thinking of the Founders during the Constitutional Convention?

Your answer should include at least 3-5 well-developed paragraphs that fully answer all three questions. After the due date, you will be assigned to peer review two other submissions.

Points 20

Submitting a text entry box, a website url, a media recording, or a file upload

Due	For	Available from	Until
Aug 28 at 12:59am	Everyone	-	-

+ Create Rubric

Find Rubric

Create Rubric



- Don't post to Learning Mastery Gradebook Use this rubric for assignment grading Hide rubric score total from students

Rubric Generator

0 Points Possible

1 Auto-Generate Criteria

Grade Level	Number of Criteria	Number of Ratings	Total points	<input type="checkbox"/> Enable Range
Higher Education	5	4	20	<input type="checkbox"/>

Standard / Outcome Information

Optional. Place standard or outcome here. For example, "Students will analyze primary sources".

Additional Prompt Information

Optional. For example, "Target a college-level seminar." or "Focus on argument substance." or "Be lenient."

2 Generate Criteria



1.

Draft New Criterion

Create From Outcome

Cancel

Create Rubric

Preview Rubric

View Criteria Builder Options

Rubric Name *	Type	Rating Display	Rating Order	Scoring
History	Scale	Level	High < Low	Scored

Don't post to Learning Mastery Gradebook Use this rubric for assignment grading Hide rubric score total from students

Rubric Generator

20 Points Possible

Criteria Auto-Generated [Give Feedback](#) [Regenerate](#)

1

2

3

1. [+](#) Understanding of the Changes in Wording 4 pts

Demonstrates comprehension of the differences between the draft and final version of the Constitution.

Rating Scale: 4

3	Excellent	Provides a thorough and insightful analysis of the changes in wording, clearly explaining the significance and how it reflects the Founders' thinking.	4 pts
2	Proficient	Explains the changes in wording and their significance, showing a good understanding of the Founders' perspectives.	2.67 pts
1	Developing	Identifies some changes in wording but lacks depth in explaining their significance or the Founders' perspectives.	1.33 pts
0	Unsatisfactory	Fails to identify or explain the changes in wording and their significance.	0 pts

Question Authoring for Quizzes

Question Authoring for Quizzes

- [Question Authoring: In New Quizzes](#), you can use IgniteAI Question Authoring for Quizzes to create questions based on course content.
- [Question Authoring AI Nutrition Facts](#)

The screenshot shows the 'Build' interface for a quiz. The title is 'The American Revolution'. Under the 'Instructions' section, there is a red circle highlighting the 'Generate with AI' button. An 'Insert Content' modal is open, displaying a grid of question types: Categorization, Essay, File Upload, Fill in the Blank, Formula, Hot Spot, Matching, Multiple Answer, Multiple Choice, Numeric, Ordering, True or False, Stimulus, and Text Block.

Build

Item Banks Outcomes (0) Preview

Title
The American Revolution

Instructions
Add Instructions...

Insert Content

+ Generate with AI

+ Categorization	+ Essay
+ File Upload	+ Fill in the Blank
+ Formula	+ Hot Spot
+ Matching	+ Multiple Answer
+ Multiple Choice	+ Numeric
+ Ordering	+ True or False
+ Stimulus	+ Text Block

Question Authoring



Source Material *

1 Course Content

+ Select Content from Course

2 Text Input

Add source material to cover...

0/20000 character limit

3 File Input

Upload File

4 Topic Focus

What topic should the questions focus on? (eg. Photosynthesis, Fractions, Weather Patterns.)

0/500 character limit

5 > More Options

6 Item Type

Multiple Choice Question

Number of Items

1

Point Value

1

Generate Items

< Back



You can select multiple course pages, but only one file at a time (including uploads).

Select Course Content

Class Information



Class Reading

Bill of Rights



Bill of Rights Introduction



Bill of Rights

2



Bill of Rights Wrapup

3



History Reading Assignment.pdf

Revolution



Revolution Introduction

4

Select

▼ More Options

Learning Outcomes

1 Select Outcomes

Depth of knowledge

3 None

Level of Bloom's taxonomy

2 None

Language

4 English (United States)

How to enable/disable features in Canvas

Enabling/Disabling Feature Options

- Canvas AI tools can be enabled/disabled on a course by course basis
- The default state for all AI tools is OFF
- Instructions for [enabling feature options in a course](#)
- Test first in our [beta instance](#) of Canvas
 - The beta environment resets weekly, making it a safe space to explore features without affecting live courses or student data.
- Check out for [4CD AI Resource Guide](#) for more support!



Questions?

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