

Title of the PEAK Position:

PEAK AI Learning Assistant

PEAK Position Summary:

The AI Learning Assistant will collaborate with the Center for the Advancement of Teaching and Learning (CATL) to explore, implement, and refine the application of generative AI in educational contexts. This role is pivotal in advancing AI literacy, fostering ethical engagement with AI tools, and enhancing the quality of teaching and learning through no-code AI solutions. The AI Learning Assistant will interact with both students and faculty to leverage AI for academic advancement.

Duties and Responsibilities of the PEAK Position:

- Collaboratively design and develop AI-enhanced teaching and learning resources with CATL staff, tailoring solutions to address educational challenges and opportunities.
- Provide mentorship to students on ethical AI engagement, offering insights into effective strategies, techniques, and attitudes conducive to academic success.
- Support CATL staff in knowledge-sharing sessions, workshops, or discussions to cultivate an informed and ethical AI user community within the academic setting.
- Engage in regular planning and review meetings with CATL to align efforts with the evolving needs of faculty and students.
- Document interactions and feedback from staff, faculty, and students to guide policy and practice improvement in AI integration.
- Uphold the highest standards of diversity, ethics, and confidentiality in all interactions and endeavors.

- Serve as a liaison to student support services, ensuring students have access to necessary resources and support for their academic and personal development.

Qualifications Necessary for this PEAK Position:

- Current enrollment with a minimum GPA of 3.0.
- Demonstrated passion for and engagement with large language models (LLMs) and no-code AI tools for academic and personal use.
- Exceptional communication skills, characterized by clarity, persuasiveness, and the ability to foster collaboration.
- A proactive, positive attitude that inspires confidence and teamwork.
- Strong commitment to ethical principles, particularly in the context of AI use and digital citizenship.

By addressing the distinctiveness and professional development criteria head-on, this position is designed to offer a unique employment experience. It not only distinguishes itself through its focus on innovative AI applications in education but also provides a structured pathway for professional growth. The AI Learning Assistant will gain invaluable skills in technology integration, pedagogical innovation, and leadership, preparing them for a successful career in any field where AI and education converge.

Opportunities for learning are changing as AI technology rapidly evolves. However, these are examples of the types of opportunities we would want to co-experience with our AI learning assistant once opportunities open for Fall and beyond. You can see the highlighted role of student voice and autonomy in these sessions

<https://events.educause.edu/symposiums/2024/teaching-and-learning/agenda>  
<https://events.educause.edu/learning-labs/2024/chatgpt-in-higher-education-exploring-use-cases-and-designing-prompts-2>

To support the development of teamwork, technology, and communication competencies in our PEAK worker, we will implement a multifaceted approach. Firstly, we'll facilitate participation in cross-functional projects, enabling the worker to collaborate with diverse teams, appreciating varied perspectives and shared goals. This hands-on experience will enhance their understanding and application of teamwork in achieving common objectives. Secondly, we'll provide access to the latest tools and platforms, coupled with mentorship on ethical technology use, ensuring the worker not only becomes proficient in contemporary technologies but also understands their responsible application. Finally, we'll encourage active engagement in internal and external communications, including presentations and workshops, to refine their ability to articulate ideas and perspectives clearly and effectively.

How will your PEAK student meet your top 3 PD competencies?

Technology: We'll provide access to the latest tools and platforms such as ChatGPT4, coupled with mentorship on ethical technology use, ensuring the worker not only becomes proficient in contemporary technologies but also understands their responsible application. Our worker will spend time each week engaged in learning about the newest technology and affordances in AI for education, reading texts, viewing recordings and participating in events, supported by scholarships as needed.

Teamwork: Our office has used Strengthsfinder to develop increased awareness and optimized workflows, and we will help our student worker to interpret and integrate results in relation to the subject matter and teamwork. Then we'll facilitate participation

in cross-functional projects, enabling the worker to collaborate with diverse teams, appreciating varied perspectives and shared goals

Communication: we'll encourage active engagement in internal and external communications, including reviewing and contributing to CATL presentations and workshops, to refine their ability to articulate ideas and perspectives clearly and effectively. Through feedback and reflective practices, we aim to foster growth in these competencies, preparing the PEAK worker for future professional challenges.

To ensure the student worker completes the program requirements associated with professional development in the areas of technology, teamwork, and communication, as a supervisor and with the support of our staff, we can implement the following strategies:

Structured Learning Plans: Develop a structured learning plan with specific milestones and goals. This plan should outline the technologies to be learned, and their potential use cases for teaching and learning. Regularly scheduled check-ins will ensure progress is monitored and support is provided as needed.

Coaching: We will assign a mentor or coach from our staff who excels in these competencies to guide the student worker. This mentorship will include weekly one-on-one sessions to discuss challenges, share insights, and provide feedback on the student's development and application of these skills in their work.

Reflective Exercises: Each month the student worker will engage in reflective exercises after completing key activities or milestones. This could involve writing reflective essays, keeping a journal or log, or reports of challenges, reactions, insights and actions.