Training Course Cover Letter:

      As a graduate assistant at the Center for Academic Innovation, my day to day tasks involve answering technology service request tickets and attending deep dives and workshops to support instructors in the design of their course. During these sessions, I provide recommendations and insight through a student lens, as well as an instructional designer lens so instructors get feedback and guidance on what designs would help to enhance their course, help it to become more organized and efficient, and increase student engagement. Prior to my time actively attending these workshops and completing technical support requests, I received an approximate two to three week training to prepare me for the responsibilities I'd have as a graduate assistant.

      During this training, I gained a bit of background on my day to day responsibilities as a graduate assistant. Much of this training was delivered through a handful of live links that redirected me to training courses hosted on a number of different Canvas pages. Outside of this asynchronous and self paced style of receiving instructional content for the onboarding process, graduate assistants were given a series of live demos that directed them through sample tasks they'd be responsible for completing during their hours. While this blended style of learning gave me, as a graduate assistant, more of a personalized experience within the onboarding process, this method left me without many resources to look back on and support me throughout the workday. The lack of supplemental resources left me with so many questions where I did not have the correct tools to solve my problems on my own, but that being said, my questions were handled in a timely and collaborative manner through the active communication of my supervisor.

      Seeing this active attentiveness by my supervisor and their time and efforts made to ensure that I would succeed in handling my duties independently, I began a discussion to brainstorm a way for the onboarding process to be more organized and combine it with the active support and communication given by my supervisor. During this collaboration, my advisor and I realized the potential benefits of an onboarding training course that housed all graduate assistant responsibilities as well as any resources that student workers could utilize during their work hours to support them in successfully handling their workload and keep them on track.

      I had begun building the course with these goals and objectives in mind. Within the training course itself, within the first module, I compiled all the different required training courses into one home base to ensure all training is easily accessible, are within an organized space, and all accounted for. In addition to completing the training course, I appended a few accountability assignments to ensure that graduate assistants complete the training and can be checked off by their supervisor. After completing the training courses, the following module is focused on the different graduate assistant responsibilities, both clerical and daily, within background on each application with documentation on how to utilize each software. This module also has a compilation of scripts and other documentation that could support graduate

assistants during their dedicated work hours. Outside of the work related content, I created a staff page and an onboarding/ offboarding form for graduate assistants to be able to share more personal "getting to know you" content to be added to the community page as a way to connect them to the networks they're establishing within the department. Utilizing the community page, graduate assistants can spit faces to names and have more insight on the different staff members they're collaborating with, the roles of each team member, and insight on the Center for Academic Innovation's daily duties. Similarly, graduate assistants using this communal page have more perspective in the focus of each team member to gain a better understanding of how to seek support depending on the skills of each staff member when student workers run into certain support tickets that need more support from these specialized skills that members of the team have.

This on-boarding training docket now lives in the hands of the Center for Academic Innovation and is being updated on a need to be basis by myself and will be a task for future graduate assistants to append and edit over time. The course lives as a training course and a live supplementary documentation for graduate assistants. Coupled with the active support from the staff at the Center for Academic Innovation, this onboarding docket gives scaffolds more of a formalized routine that instills methodological consistency in the onboarding process and sets graduate students up for success throughout their time working within the Center for Academic Innovation.

Reading List Cover Letter:

This reading list introduces several articles that help designers to understand the definition of user interface and user experience, as well as highlighting the different principles and guidelines that revolve around how to create content specifically designed with the user in mind. This list of resources not only gives an introduction to all of these moving pieces that are involved in design, but also provides resources while diving deeper into certain topics that content creators should focus on to reach organizational goals.

This shortened variation of a reading list goes into further depth about the plethora of recommended strategies for content creators to consider when developing courses and dockets to ensure there is more intentionality in user aligned decisions. Having intentionality in designing contents helps to give users a more authentic learning experience that motivates them to press forward. As opposed to a more simplified description of each resource and solely listing the key ideas of each resource, I went into further detail about strategies, frameworks, and best practices. This reading list would be best utilizable for teachers creating content for learners within a classroom and any designer creating outward facing content to educate learners of all ages.

Persuasive Piece Cover Letter:

This persuasive piece explores the concept of artificial intelligence and how we as a society have yet to scaffold education and progress that lead artificial intelligence towards success. Much research has yet to be done to not only resolve issues in artificial intelligence, but also to help the world become more at ease with the capabilities AI has to offer. Recent literature has been reviewed to develop concepts discussed in this write up to help expand upon this idea, as well as brainstorm possible solutions to help society as a whole move towards supporting AI. This deep dive into artificial intelligence is meant to give insight on the distortion of artificial intelligence and how we as a society are not actively pushing more awareness on what artificial intelligence really is and how it can be utilized as a tool within education.

Throughout the discussion, there is a primary focus in educating the reader about the downfalls of the curriculum not having an up to date lens on artificial intelligence and how the lack of proper adjustments to consider these innovations may impact our future and how we are able to further develop the technology we have to properly serve us with more strength in the future. The paper is a great resource to give those who're newly within the field of technology an introduction on the history of these innovative developments, where we are as a society, and how we should move forward. This discussion not only has the potential to jumpstart an educator or an individual within the technology world a starting point to understand the controversial arguments that are occuring within the industry, but also give them a direction towards some of the avenues of artificial intelligence that can be dug into a bit deeper.