

The background is white with various colorful elements: a purple star at the top left, a yellow star at the top center, a red star at the top right, a purple circle on the left, a purple circle on the right, a red and yellow wavy line on the right, and a rainbow at the bottom center. On the left, a cartoon boy with black hair, large eyes, and a white shirt with red shorts is looking surprised with his hands near his mouth. On the right, a cartoon girl with black hair in a bun, large eyes, and a yellow shirt with black shorts is smiling and waving.

Human Skills:

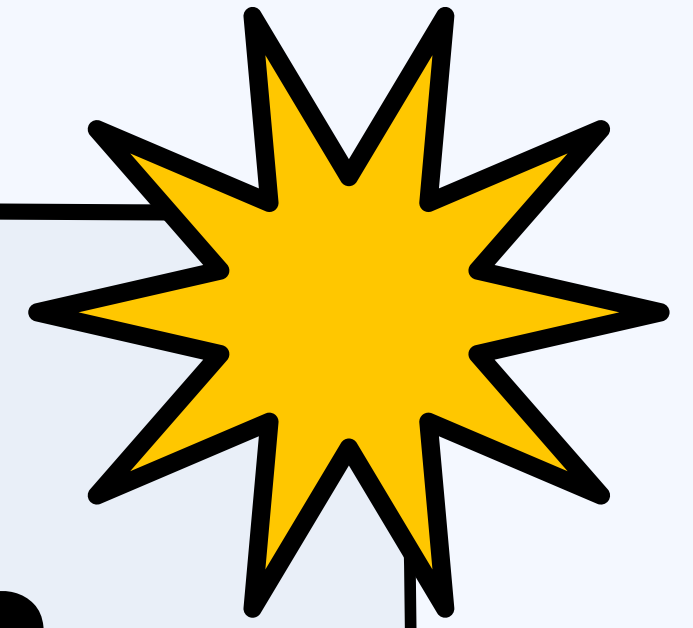
**PREPARING STUDENT SOFT
SKILLS IN AN AI WORLD**

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HELLO!



OVERVIEW

1 Introduction

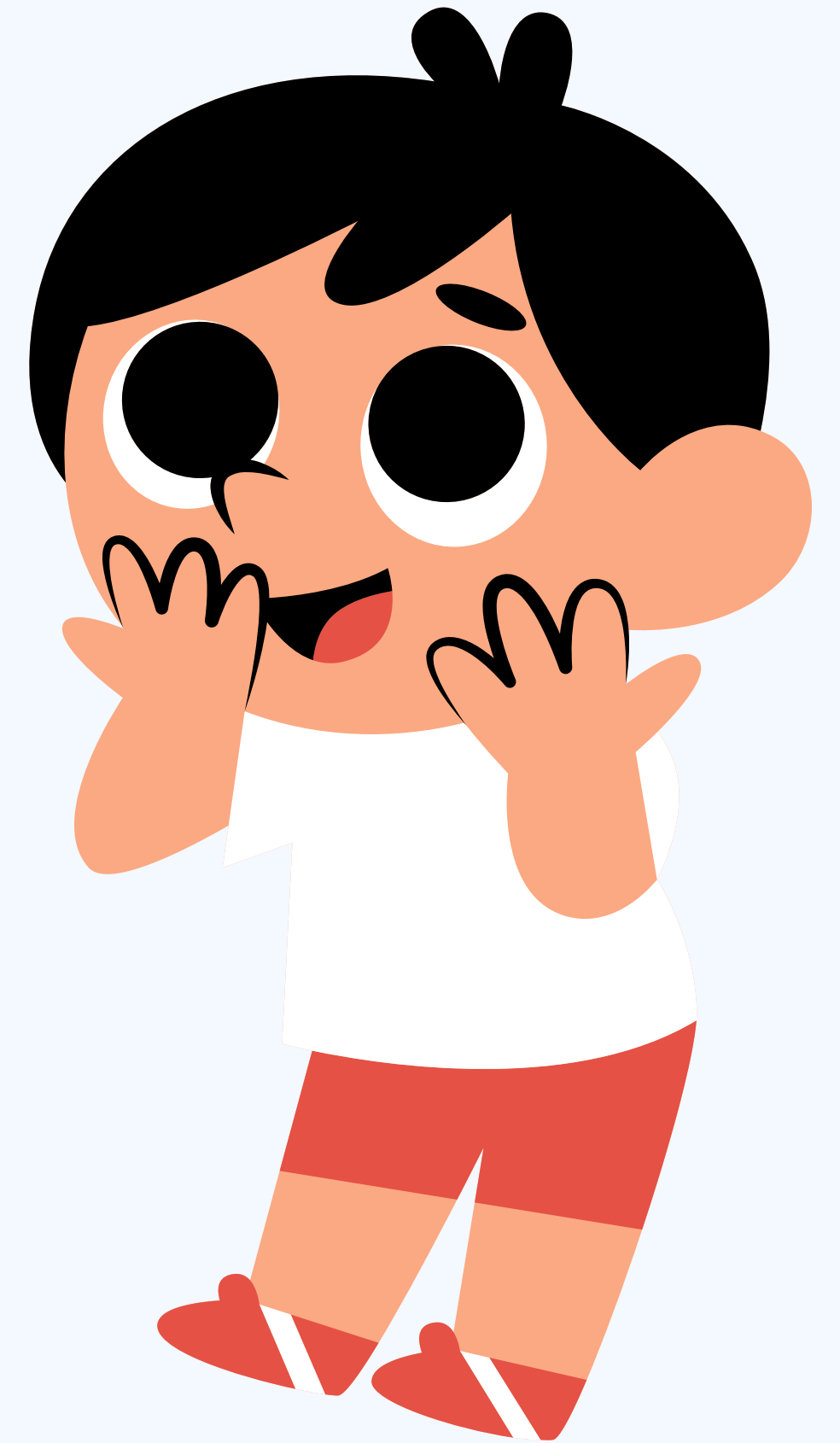
2 Objectives

3 Research

4 Skill Development

5 Next Steps

6 Reach Out



INTRODUCTION

“Instructors at all levels are navigating a fast-evolving landscape, and the University has a duty of care to ensure that the education offered to you is responsive to these technological developments by teaching you how to think with machines, how to think without them, and how to think about them.”

-Paul Alivisatos, President at University of Chicago

<https://president.uchicago.edu/from-the-president/announcements/ai-tools-at-uchicago>



OBJECTIVES

FIRST

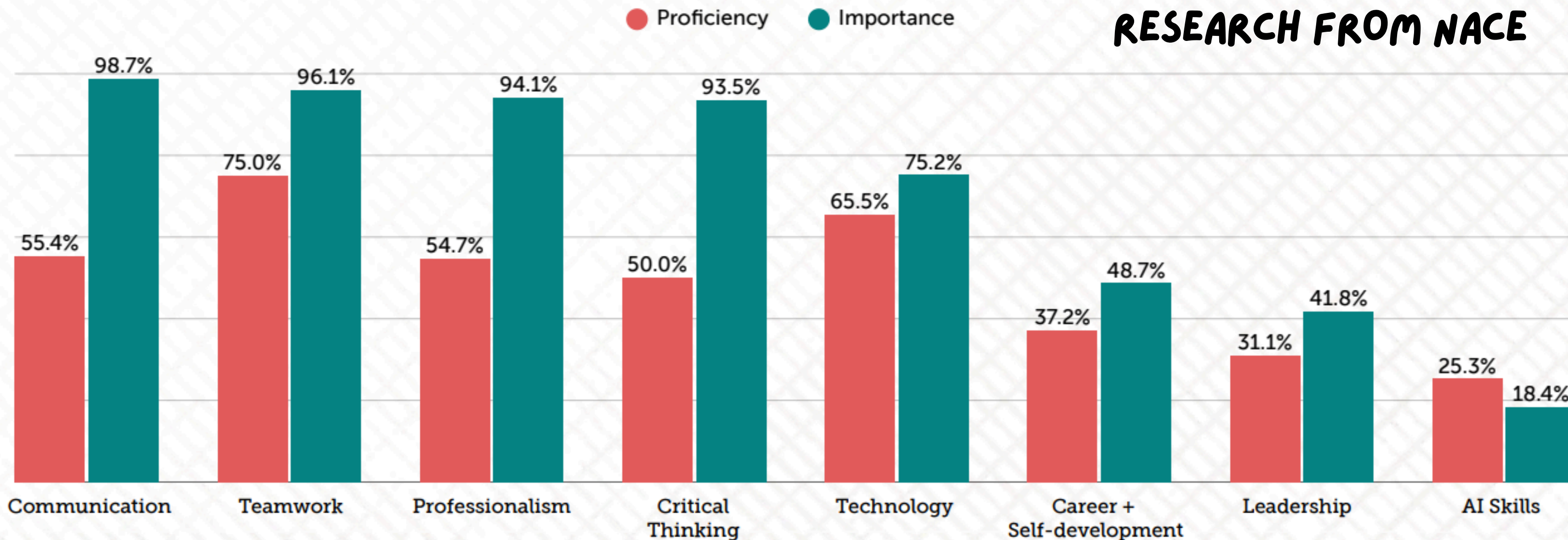
Describe student readiness trends from employer perspectives.

SECOND

Construct potential assignments that leverage human skill development and AI tools

Importance vs. Proficiency in career readiness competencies, by percent of respondents*

RESEARCH FROM NACE



*The percentages corresponding to "importance" represent, among all responding employers, the percentage that on a 5-point scale, indicated that the respective competency was either "very important" (4) or "extremely important" (5) for college graduates to have to enter their workforce. The percentages corresponding to "proficiency" represent, among all responding employers, the percentage that, on a 5-point scale, rated recent graduates either "very proficient" (4) or "extremely proficient" (5) in the respective competency.

WHY IT MATTERS

The gap between importance and proficiency may not be surprising, but it may impact how we prepare students.



ACTIVITY

I've listed some ideas where AI could be integrated into potential existing assignments.

- 1) Pick a skill that employers are seeking.
- 2) Try and design a potential assignment that helps build that skill and leverages AI in some way.

CRITICAL THINKING

Critique a business plan that AI built for a locally-owned business in your community.

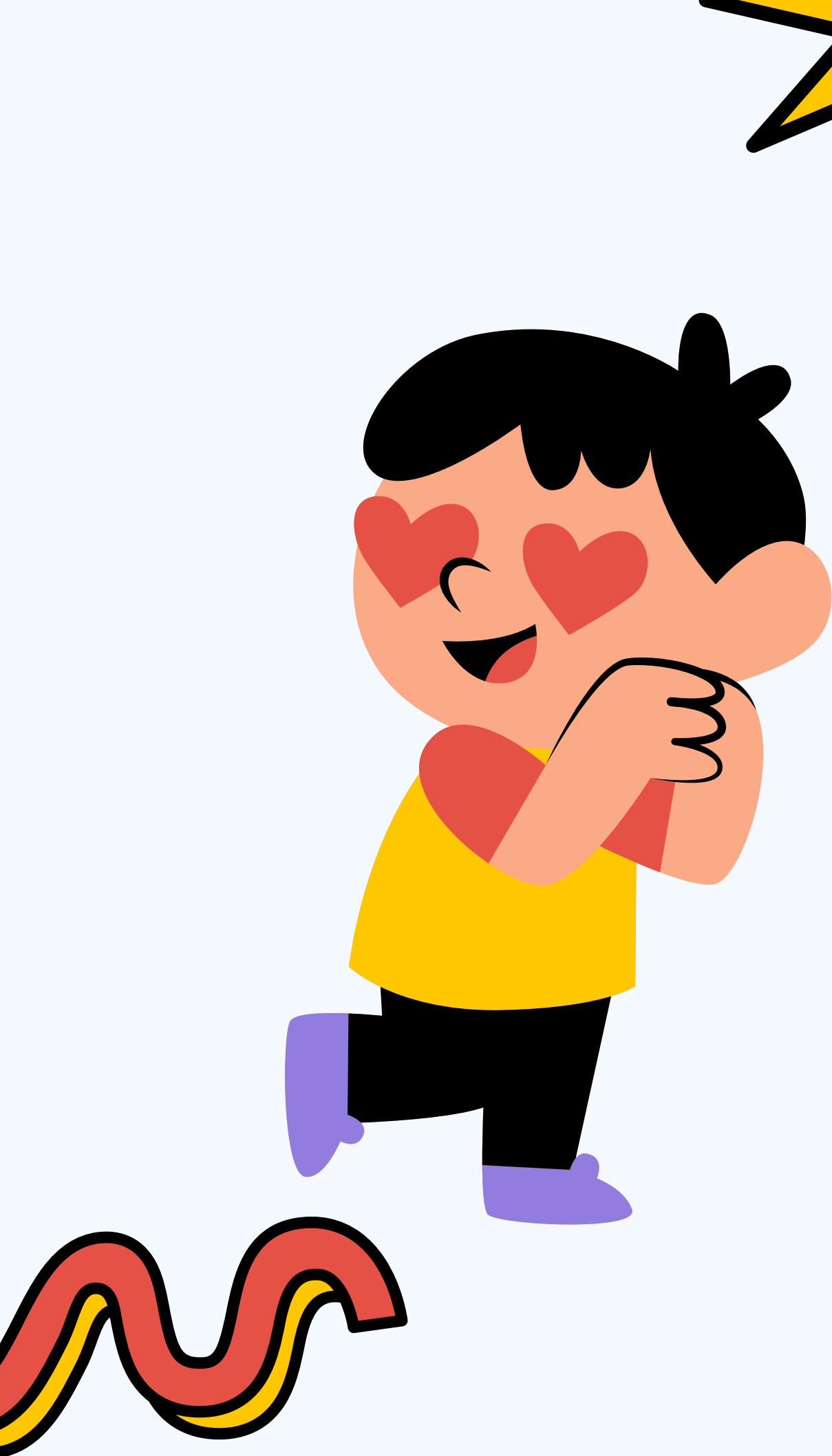
COMMUNICATION

Have students describe something (their classroom, a scene from a book, etc.) and see if AI can generate an image.

PROFESSIONALISM

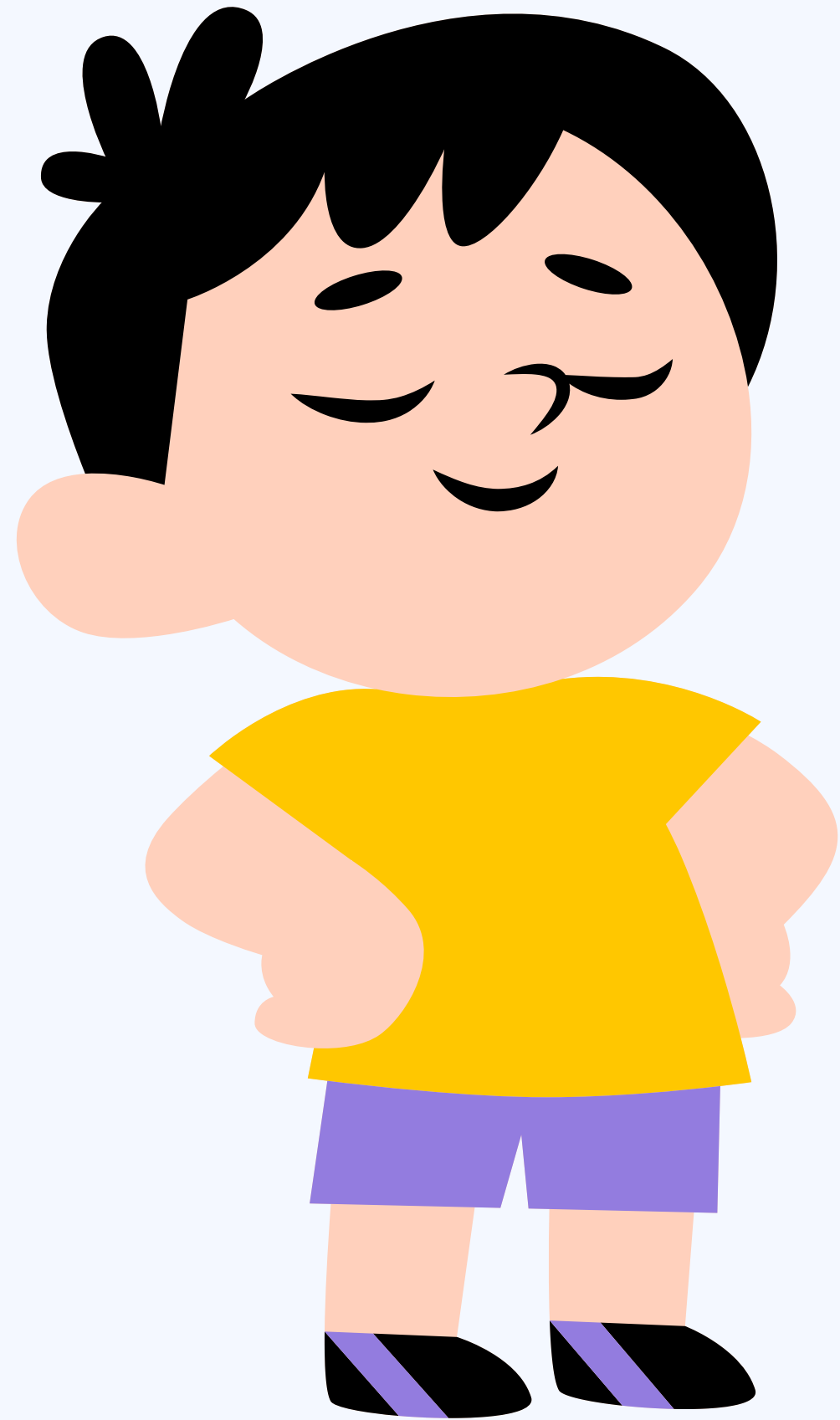
Create a resume for a celebrity that is applying for a job in a different role.

Ex: Keanu Reeves applying for a cashier job at McDonalds.



REFLECTION

Which assignment did you develop or hear about that was most exciting to you and why?



NEXT STEPS

What do you plan to do next?



QUESTIONS?



THANK YOU



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