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All right, this second lesson is really going to focus on my journey through learning, restarting my coding journey, and what I've done in the past year that's really been impactful in my work using coding through AI.

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So I used coding back when I was in grad school. Many of us probably in undergrad or graduate school, that may be the last time we actually touched any type of coding or any thought, thought about maybe coding a script. Some of us, that may not be the case. But in general, that may be the last time you did. That's okay.

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For me, it was 20 years in 2005, my last programming experience, major programming experience. And so I was facing that in 2019. And I really challenged myself in 2019 to take a look at how I can utilize programming there. So I started using Coursera and took the University of Michigan's Python for Everyone taught by Mr.— Dr. Chuck, Dr. Charles Severance. And I really started stretching and developing my mindset on how I really could utilize programming.

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And so the little, little scripts, the little programs that I was writing in Python through their program of about 3 or 4 online classes really helped me better understand how I could make improvements and make a better, uh, make a better way, or I guess I should say a better time management skill for myself, or better manage my time so that, you know, this pro— this programming and technology could increase my rate of, of, you know, delivering, uh, on timelines and things like that. So after the Python for Everyone series, I did get my certification from Coursera. I took the course, the course series. I felt secure, but didn't really feel confident in my programming skills. I felt like I had done a good job.

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I felt like I was learning and understanding, But the level of confidence was not something that, you know, I'd go out and say, "Yeah, I can just write a program right now." So I said to myself, "I got to find a way to challenge myself to do something." And so in my previous role, I was given the opportunity to do an enrollment with student, a situation where we had over 200+ student mentors that were added into courses. In Blackboard. These student mentor enrollments would happen, and they happen semi-regularly during the start of the semester, maybe at various times through the semester. And so what I did is I created a Python script that took a CSV file that came out of a Google Sheets document and then processed it using the REST API to enroll users into specific courses. So just basically enrollment script.

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Didn't do that through the SIS because the SIS was kind of more permanent. Um, it was more managed through our, uh, student information system. This was not something that would be that case. So the need to kind of maybe keep it a little bit separate was really the reason why I went through this solution. It took about 1 week to write the initial code, and then I had to do initial continuous rewrites.

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And this was all done without AI. And you can learn more about my journey through that by checking out docs.terripatterson.net, where I'll show you how I coded that and what process I used. For that. So that was my first real coding experience. But in my current position, I really was given kind of a wake-up call when in the fall term, just a couple of weeks before the start of the fall term, we had an outage of our PeopleSoft or SIS environment.

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Our SIS went offline. Before the fall term. And basically, students couldn't go in, faculty couldn't go in, nobody could access it. It's a nightmare scenario when you're starting a fall term. So one of the situations that we had, no faculty member or student could really know where their meeting room

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So what time were they meeting? What room were they meeting in? They couldn't see that information from PeopleSoft. So I went in utilizing the Blackboard REST API and created a series of, of data items in the course description that would allow the students and the instructors to see where they're meeting and what times they were meeting. So here you can see an example for the Parks of Houston, Texas.

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In the course description, it shows Mondays and Wednesdays from 11 to 12:20 in Mallory 254. So this helped alleviate some of the real genuine concerns that a lot of people were having about why, you know, they couldn't find their information. Now they knew how to do it. We were able to disperse this information across all of our faculty and staff so that they were able to communicate this with students and students were able to utilize that. I used Google Gemini to take some of the code that I had previously built in the enrollment script and apply it to work with this situation.

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So AI coding in this situation enabled a rapid emergency response. And that's one of the benefits of being able to have and leverage AI. When you've got a situation when you need— when time is of the essence, you're able to utilize and a Google Gemini or an AI assistant to be able to help you code. Now, granted, this doesn't remove the need to validate and the need to test and anything like that, but it lessens the timeline that anybody's going to face if they're utilizing AI because AI does the actual coding. You're spending your time mostly developing the prompt, developing the steps and reviewing the code and reviewing the testing and any remediation that may have to happen after AI coding, after the coding review from AI.

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So that's what you would do there. So moving on, I did take on two different things as well, which was course copy automation. And I'll tell you a little bit about that in a bit. And then I also worked with Illuminate and Snowflake to create SQL queries, gather Ally and student engagement instructor activity, and pull all the data out of that so we could create dashboards and that. So the basics of here that we started with, which was just a simple enrolling 200 people, then facing an outage of our SIS, then saying, okay, well, this worked.

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I started looking at other situations that we needed to deal with and then started utilizing more and more of AI coding to find ways to better be able to deliver items. So it's been a step-by-step process that I think any of you can take on. So I want to stop here real quick and just ask you to pause for a moment, and we'll— and then I'll get to the next lesson. But what projects or ideas could you use coding and Blackboard REST APIs Think about things that you have, issues that you might have, or, or situations or problems or time, uh, very time-heavy systems. What could you do?

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Also, what processes which you currently do, do you wish you could automate because they take so long? What things do you do in Blackboard that you really need to be able to jump across. So think about those and then join me on the other side in Lesson 3.