

 <p>ISSN NO. 2320-5407</p>	<p>Journal Homepage: -www.journalijar.com</p> <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)</p> <p>Article DOI:10.21474/IJAR01/21535 DOI URL: http://dx.doi.org/10.21474/IJAR01/21535</p>	
---	--	---

RESEARCH ARTICLE

VALUABLE LESSONS LEARNED WITH ADULT LEARNERS OF COLOR IN IMMERSIVE TECHNOLOGY

Annette D. Miles

1. Assistant Professor of Adult Education, University of the District of Columbia.

Manuscript Info

Manuscript History

Received: 09 June 2025

Final Accepted: 11 July 2025

Published: August 2025

Key words:-

andragogy, adult learners of color, online learning, feedback, and life experiences

Abstract

The article focuses on research that explains how the integration of life experiences and talents of adult learners (aged 25 and above), into learning activities increases learner engagement. Research has shown that adult learners have talents that can enhance their learning experiences (Park University, 2025). This study will highlight the impact of incorporating the talents of adult learners of color in the learning process. Key insights include the critical importance of rapport building, understanding learners' specific needs, and tailoring instructional approaches to align with andragogical principles. The research argues that dynamic course design incorporates varied instructional materials, leverages technology for "edutainment," and fosters environments where learners can contribute their rich experiences. Emphasized strategies involve moving beyond traditional lecture formats, regular student check-ins, and embracing all forms of feedback to ensure engaging and relevant learning experiences that support adult learners in achieving their career and personal goals.

"© 2025 by the Author(s). Published by IJAR under CC BY 4.0. Unrestricted use allowed with credit to the author."

Introduction:-

Adult learners engage in formal, informal, and experiential learning experiences that are intentional and self-directed during their lifetime. Traditionally, they enter the classroom, listen to lectures, participate in learning activities, and complete assignments. Learning is one-way, from instructors to learners. Instructors are experts in content they teach, and they decide how they want to deliver the instruction to learners. Young learners are passive participants in the learning process. Instructors are the drivers of the contents delivered to young learners.

Adult learners, unlike younger learners, are self-directed in the learning process. They have life experiences, careers, and hold positions in leadership, training, teaching, and other positions. Their life experiences and skills allow them to contribute to the class. Adult learners bring their lived experiences, previous knowledge, and skills to the classroom. This combination enriches their learning experience in the classroom setting. In response, instructors must be prepared to effectively incorporate these experiences and talents into the course.

Corresponding Author:-Annette D. Miles

Address:-Assistant Professor of Adult Education, University of the District of Columbia.

Background:

The historical background of education in the United States is embedded in the teacher-centered method. Schools engaged in the practice of Pedagogical methods. Students often lacked a voice in their education. Andragogy, developed by Malcolm Knowles, is a student-centered approach that challenges traditional, teacher-centered educational models. Adult learners are self-directed and active participants in their education.

Much of the research shows instructors-to-learner instruction. There was little research on instructors integrating adult learners' life experiences into the learning process to enhance engagement. There are research studies that maintain that institutions are not designed to serve adult learners, and particularly not adult learners of color. There was a time when postsecondary educational systems primarily served upper-class White males. Women and people of color were excluded from most institutions by both law and practice (Garcia, 2019; Harris, 2021). Serving adult learners, particularly, adult learners of color, require educators and instructors to expand their approaches to fully engage the adult learner.

The field has an incomplete understanding of the full experiences of adult learners of color. A key concept that is underexplored is the decision-making process of adult learners of color who may, or do, consider enrolling in postsecondary education. Understanding the decisions, including when, why, and how they happen, might help the field better recruit, and serve adult learners of color (American Institutes for Research, 2023).

Problem Statement:

Adults, 25 and above, make the decision to return to higher education. Ross-Gordon, Rose, and Kasworm (2017) define adult students as "those students who are twenty-five years and older, an age that for some years has been used to distinguish the adult student population in higher education for statistical and research purposes" (p. 329). Adult learners come from all occupations and often engage in educational opportunities when the time is right. Some adults begin educational pursuits later in life for many reasons. Leggins (2021) noted that some reasons for adults postponing their education might be military service, job change, or money issues.

Learner engagement in online courses can be just as challenging as in face-to-face settings. Although they have a physical presence in face-to-face classes, engagement can wane just as much when learners do not have a voice. Kebritchi, Lipschuetz, & Santiago (2017) noted that engagement, readiness, and expectation could impact learner achievement and are important to consider when building online courses.

To meet the needs of adult learners of color in an online learning environment, a multifaceted approach is needed. Some learners become an invisible presence behind a black screen. Instructors must consider and employ culturally responsive strategies, build a relationship with the student, and be supportive and flexible.

Research Objectives:-

To examine the impact of instructors' flexibility to include adult learners' contributions in learning activities on engagement. The purpose of this article is to discuss how instructors' flexibility to incorporate adult learners of color contributions and life experiences in the teaching process increases engagement. This research is based upon a review of adult learners of color, by the researcher, over 25 classes during a 5-year period.

As best practice, technology, reading materials, instructional resources, textbooks, learning activities, memoirs, and other resources are continuously updated, and student feedback remains key to an instructor's continuous learning process. The feedback from adult learners throughout the semester, along with comments from course evaluations, provides essential information to inform any necessary revisions to the syllabus and to prepare for the next course.

Literature Review:-

Online courses are guided by Quality Matters' (QM) 7th ed. Rubric of eight general standards and forty-four specific review standards. The standards guide the design of the course to ensure that learning activities, instructional materials and tools align with course goals and objectives. Courses are peer-reviewed by faculty throughout the United States. This research draws from student experiences in three Quality Matters (QM) certified courses. This certification provides course designers with tools to improve courses.

For example, in a Quality Matters certified course, students can easily navigate the course, and research has shown that a well-designed course yield improved student outcomes. Student feedback and comments from course evaluations provide essential information to make revisions during the semester and prepare for the next course.

Adult learners seek to understand how learning activities relate to their lives. Adult learners of color, more often, want to know the bottom line and do not want to waste their time or money. To maintain the engagement, instructors must build a rapport with adult learners of color to determine their needs. An instructor cannot assume what an adult learner needs; the instructor must ask the student questions and determine how to best support them. Facilitating adult learners is a rewarding experience.

Quality in online learning, particularly for adult learners, is important to a learner's success. To focus on quality in the class, especially online, means that the online course is well designed. A well-designed course is accessible and aligns with the specific needs of the adult learners in the class.

Since the pandemic, many instructors have learned to develop online courses with clear learning outcomes. Many faculty have transitioned from face-to-face courses to an online format to accommodate adult learners.

The Quality Matters certification provides course designers with tools for a better course design. Students can easily navigate the course, and research has shown that a well-designed course yields improved student outcomes. In the researcher's online courses, there were robust group discussions, engaging activities, assessments, sharing strategies, and networking. Students were able to remotely access the course content, at any time, through the Blackboard Learning Management System.

The researcher built their first online course in 2018. Twenty-five students enrolled in the class. Although students requested online courses to accommodate their schedules, some did not realize the amount of time required to navigate the course and meet assignment deadlines during the semester. For many students, this was their first online course. There is a significant time commitment required to building a course to ensure a "culture of quality."

Methodology:-

This qualitative study centers on a retrospective reflection and literature review to synthesize existing research on lessons learned with adult learners of color in an immersive learning environment. This study aims to identify, evaluate, and interpret the existing body of knowledge on integrating the life experiences and talents of adult learners aged 25 and above into learning activities that can enhance engagement.

The article will provide a comprehensive overview of current research, identify key themes, offer vignettes of learners in the classroom, and offer recommendations. This research employed a systematic review of the current research on the integration of life experiences of Brown and Black adult learners in the classroom. The existing research bases focus on adult learners' motivations for enrolling in postsecondary education, barriers, and their differences from matriculating directly after high school.

The current research examines andragogy and classroom instruction to support adult learners. For example, adult learners have diverse motivations for enrollment that include intrinsic (family, personal goals, and aspirations) and extrinsic (financial advancement and career advancement) factors (Gardner et al., 2022; Ross-Gordon, 2005). Recurring themes in the existing research highlight barriers such as how adult learners do not always understand the benefit of earning a degree, lack of financial resources, and scheduling conflicts (Hunte et al. 2020; Patterson, 2018).

Other research focuses on the talents of adult learners. This includes their attentiveness and participation in the classroom. Specifically, adult learners are mature and persistent because of their lived experiences (Kasworm, 2005, 2010).

The research is scant when it relates to adult learners of color and the program models that best fit them. There is less research focused on the integration of the lived experiences and talents in the curriculum for adult learners of color. Little research has been written in this area though much practice has been performed. This study seeks to expand the research in this area and fill some of these critical gaps in the literature.

Student Experience 1 –Help:

On the third week of class, a student telephoned the instructor at 10:30 pm in a panic over the course shell. An assignment was due that evening, and the student was unable to post the assignment. The student, an adult learner of color, stated that they were considering dropping the class because they felt it was too much for them to be successful in the course.

The student, a digital immigrant, admitted they were afraid and overwhelmed by technology. The student was embarrassed to share their difficulty in navigating the course content. A digital immigrant is defined as a person who was born or grew up before the use of digital technology became common.

In response, the course link was emailed to the student to walk them through the process of posting an assignment. The student was in such a panic. Later that evening, the student revealed that they had not reviewed the information on navigating the course shell. The student's fear of using the online format was so overwhelming. This prompted the instructor to review the navigation system and demonstrated how to post assignments.

The instructor began practicing how to post three mock assignments to ensure that they understood the process. Then, the instructor reviewed the entire course shell again. When asked why they did not speak up sooner, the student shared that they were embarrassed. The fear was quite apparent on their face that evening. Edouard (2019) notes that many learners fear failure and when instructors become aware of their fear, show them how to "dance" with it (p. 16).

One of the key components of the instructor's classes is to conduct check-ins with students periodically. For this student, the check-ins helped them to successfully complete the online course and enroll in other online courses. In future online classes, the student asked questions and spoke up when they needed support. Check-ins with students continue today.

The experience with that student revealed how one can hide behind the screen and avoid seeking support from the instructor until they encounter an issue. In response, students with strong digital literacy skills were identified and requested to serve as peer support for other students for extra points. When students formed work groups, they were encouraged to identify with and include a student who was amazingly comfortable with technology as much as possible.

Adult learners are digital natives or digital immigrants. The term digital native is one coined by Mark Prensky. The Oxford Learner's online dictionary defines a digital native as a person who was born, or has grown up, since the use of digital technology became common and so is familiar and comfortable with computers and the internet.

They spend time engaging in social media to communicate with family and friends, classmates, shopping, searching for employment opportunities, or find out what is happening in the community. Adult learners may prefer a blended or hybrid learning approach, which is a combination of online and face-to-face instruction. In the event of an absence, job obligations, or emergencies, they can access a recording of the class.

A face-to-face class is a traditional method of instruction where the instructor and students meet in person at a specific physical location, like a classroom, at regularly scheduled times, De Freitas (2023). Merriam-Webster defines online learning as a type of distance learning that uses the internet as a medium. Course materials, lectures, and assignments are accessed through a digital platform, and communication with the instructor and students is done remotely.

Students can complete coursework at their own pace (asynchronously) or participate in live virtual sessions (synchronously). A blended course, also known as a hybrid course, combines elements of both face-to-face and online courses. It integrates in-person classroom instruction with online learning activities. The class meets in a physical space and online.

The COVID-19 pandemic changed how learners engaged in technology and courses. Learners became accustomed to the online format. They could stay at home and not worry about childcare, traffic, waiting for a late parent, or parking issues. Munoz, Anderson Welsh, & Chaseley (2018) shared the experience of an adult learner named Alicia who arrived late to class due to work obligations and navigating traffic.

Alicia's experience is one of many situations that can be a common occurrence for adult learners in the classroom. Several of the learners are teachers. Sometimes, they have parent or faculty meetings after school, which can run over, and make them late for class. The online format allows learners to follow along with the class until they arrive.

Student Experience2 -Safe Place:

HyFlex is another learning format. Beatty (2019) developed the design. HyFlex classes offer learners the flexibility to participate in class either in-person or remotely. The student may live in the vicinity of the institution, another area of the country, or the world.

In one of the instructor's Hyflex classes, a student who is a digital immigrant chose to maintain an in-person presence, while the other students opted for a virtual presence. Their reason for having an in-person presence during the semester was that they felt that they were in a safe space to ask questions and seek support before and after class.

Saltan (2017) noted that students preferred face-to-face classes because of the community feel but often enrolled in online courses for convenience. Adult students of color, in previous courses, continued to maintain relationships with the instructor long after the class ended.

Over the years, the instructor learned valuable lessons about facilitating adult face-to-face, online, and hybrid formats. Enhancing your skills is essential. Learners can tell when an instructor is unprepared. It is imperative to continue to augment the course design, locating engaging instructional materials (videos, articles, textbooks, resources, technology, and supplementary materials).

Given the availability of online resources, many universities and colleges utilize Open Educational Resources (OER). Instructors must continue to learn and integrate the latest immersive technologies in their courses. This helps to enhance student learning experiences. Furthermore, the OER reduces educational costs and burdens. This can be the case with some adult learners of color.

Andragogical Principles:

- Core Principles of Andragogy
- Facilitating adult learners

Unlike children who are mandated to participate in education, adult learners voluntarily engage in learning activities. What distinguishes adults from children is that adults are eligible to vote but, due to the age of majority, are not required to participate in K-12 education (Ross-Gordon, Rose, and Kasworm (2017). Below are the six core principles of Andragogy that guide adult learners. Each one plays a relevant role in their learning.

1. The need to know.
2. Self-directed learning.
3. Prior experiences.
4. Readiness to know.
5. Orientation to learning and problem-solving.
6. Motivation to learn (Knowles, Holton, III, and Swanson, 1998, p. 165)

Adult learners need to know the relevance of learning something. At the beginning of any class, face-to-face or online, students should receive a syllabus. The syllabus provides an outline of the course assignments and their due dates, class expectations, instructor's office hours, course meeting times, and learning outcomes.

In an online course, instructors include a course map to guide students through assignments, competencies, and the assessment process. In an online course, there are weekly modules to guide students on readings and assignments. Coursework is derived through discussion boards, readings, video links, individual and small group activities, and a final assessment. Learners are encouraged to ask questions and share their expectations and concerns by completing a data sheet on the first day of class. Learners will share resources when they know that someone is in need. They demonstrate their knowledge and skills when solving a problem, or are motivated to learn something new..

Student Experience 3 – Technology:

The first day of class was spent reviewing the syllabus discussing assessments dates, group assignments, and any concerns learners may have at this point. Learners were also polled on their technological skills. This helped the instructor to assess each student's familiarity and comfort level with different types of technology.

The syllabus was reviewed each week to show how assignments, readings, videos, small and large discussions, and other instructional materials build on one another. Lang (2021) refers to the syllabus as a living document much like the United States constitution it can change to meet learner's needs as the semester progresses. The syllabus includes the statement, (Instructor reserves the right to rearrange order of topics to accommodate availability of presenters or for reasons that may better facilitate student learning and their delivery of assignments.)

During a class discussion, a student mentioned a book that she was interested in purchasing. One of their classmates, a digital native, located a free copy of the book in PDF format and emailed the link to the class. That act of kindness created a relationship between the two adult learners of color. It is important for adult students of color to build relationships with one another to provide a support system in class and throughout the program.

Learners need to have three (3) dimensions of learning. They include:

1. How learning will be conducted.
2. What learning will occur?
3. Why is it important? (Knowles, Holton, III, and Swanson, 1998, p. 167)

Class sessions began with a warm-up question or scenario. Many of the students were educators. The classroom scenarios were reflective of experiences in their daytime jobs as in the classroom or school community. The scenario topics focused on behavior management, teaching strategies, attendance, or school-related issues, play, parent support and networking.

The adult learners were free to introduce a situation they were experiencing on the job to receive feedback and strategies from their classmates. These warm-up sessions provided opportunities for students to share their talents and contribute to the class.

Students engaged in discussion topics and provided responses to reflect their knowledge, skills, and talents. It was important to know if the discussion content was useful for the adult learners of color. More importantly, it was critical to know whether the attainment of the certificate or degree would expand career opportunities. Students shared career goals and articulated how they can transfer skills and resources from theory to practice. This was helpful for students in closing the loop with their class expectations.

Adult Learners Know a Thing or Two:

In the classroom, the actual and virtual "podium" was utilized as a safe place where everyone acquired the latest information and felt free to share. Every student brought individual talents and abilities that included jewelry making, yoga, creating visionary boards, goal setting, cooking, and baking about which they were enthusiastic to contribute to the class. Munoz, et al (2018) noted that the more you get to know about your learners, the better the learning experience will be for the adult learner and the educator.

Today's learners like to be entertained while learning. Learners engage in "edutainment." Meriam-Webster (n.d.) defined edutainment as using games, films, or shows as a combination of education and entertainment to increase engagement and get to know more about one another. It is important to consider the diverse background of learners when designing courses to ensure that learning activities and resources reflect their presence and voices.

To engage learners, many faculty use gamification, virtual reality experiences, One Button Studios, Mentimeter, Wheel of Names, and other tools that engage learners in robust learning activities and discussions. The Center for the Advancement of Learning at the University of the District of Columbia provides faculty with a variety of resources and training opportunities to enhance learners' experiences that feed their quest for knowledge and support their needs.

One class participated in a virtual reality experience that simulated being blind. Experiences like this allow students to walk in the shoes of a person who is blind. Learners engaged in a virtual reality experience on providing effective

feedback. The Resource Librarians provide resources for your discipline and are available to visit classes. Librarians email journals, books, videos, websites, and other discipline-related resources during the semester for students to use.

Munoz, et al (2018) stressed that adults want to make their own decisions about their learning and options about how and where the learning will occur. For example, during advising sessions, learners expressed an interest in online or hybrid courses due to family or job responsibility. Experience has revealed that fewer learners prefer face-to-face courses.

It is important to determine their motivation (intrinsic or extrinsic) for enrolling in the class. Is their enrollment tied to employment or personal? Learners were asked how they plan to utilize the certificate or degree upon completing the program, ensuring they have a resource toolkit to support their career journey. Some learners were savvy with immersive technology and demonstrated their competence during class presentations, and shared discipline-related resources, news updates, and/or employment opportunities.

Student Experience – 4 Theory of Margin:

During a large group discussion on the Theory of Margin by McClusky, a learner who is a digital native, mentioned that they made a presentation on the Theory of Margin and asked if they could share the graphic that described the theory in detail. They contributed to the class by explaining the theory. The learners gained a better understanding of the concept to be able to speak and write about the theory moving forward.

Determine what is important to learners:

Many adult learners relocate to the Washington, D.C. area for personal or professional reasons, such as employment, military service, higher education institutions, or family obligations. There are many higher education institutions from which learners can select. Some of these institutions are within walking distance of each other. Therefore, it is important to know learners' expectations of the programs of interest.

For adult learners of color, the metropolitan Washington, D.C. area offers both historically black colleges and universities (HBCUs), predominantly white institutions (PWIs), and community colleges. For some adult learners of color, the selection of an institution may be narrowed down to cost, diverse representation of faculty, travel time from their employer, student demographics, student retention, and graduation rates. The average amount of student debt is also a consideration.

During the semester, adult learners must be able to access University resources and technologies to provide extra support during the semester to mitigate any uneasiness. Adult learners may need guidance to navigate the university website, access services or support services. Adult learners appreciate ongoing support that follows them to graduation. This requires flexibility from the instructor. This means offering flexible office hours throughout the semester and duration of the program.

In the University of the District of Columbia's Adult Learning, Development and Motivation course, adult learners create a motivation cloud. The one-page collage depicts what motivates them. The collages revealed their motivation, which included family, education, career, travel, friends, religion, and other interests. It is vital to know what motivates learners to keep them engaged. Classes may range in size from 8 to 30 adult learners. Providing timely and consistent feedback on assignments is key. When learners submit assignments on time, they expect to receive feedback promptly.

Body Language:

Body language can convey many messages and can be open to interpretation by the observer from diverse cultures. Patil, Patil, and Katre (2024) note that culture should be taken into consideration to alleviate misconceptions in the classroom. Instructors use a variety of body language to communicate their point across in class and engage with students.

Like instructors, learners' body language is revealing as well. Watch and listen to what their body communicates during learning activities. Are they using non-verbal cues like eye contact, preoccupied scrolling on their cell phone, doodling, fidgeting in their chair, or not engaged in the activities? At this point, the instructor finds a place to stop

during the activity and poll learners to determine if it is best to pivot to another topic or not. Patil, Patil, and Katre (2024) mention that body language is key to establishing trust between learners and instructors.

For this reason, learners are encouraged to express their honest opinions about the class activities and assignments. When learners share their opinions about class activities, assignments, and assessments, you exercise active listening and make the necessary adjustments in real-time.

Less PowerPoints Please:

PowerPoint has been the go-to tool for presenting information. Many instructors have used PowerPoints during their teaching careers. Sometimes, textbooks are selected based on whether PowerPoint presentations are available in the instructional materials. Learners used the slides, and it was evident that they were not reading the text; this reflected in their course assignments and assessments.

Assigning learners essay questions and takeaways about the chapter became a small group activity. Learners discussed the chapter and shared answers to questions with their classmates. This minor modification increased student engagement and fostered a sense of camaraderie among students. A variety of instructional materials and technology tools were used to encourage learners to share technology tools that can contribute to our class.

Continue to Check-in:

The COVID-19 pandemic conditioned the nation to check in on our family, friends, and colleagues to make sure they were healthy, not feeling isolated, and had access to support. During that time, some adults decided to change careers, begin a trade, or enter or return to higher education. Engaging in day-to-day activities and work demands can become overwhelming, which can cause some responsibilities to go undone.

Since adult learners juggle professional and personal obligations daily, it is imperative to build space during class for adult learners to take a breath. At the beginning of class, learners complete a warm-up activity to orient them to the weekly objective and activities. The activity is short, fun, and every student can contribute to the discussion or scenario. It gives them a chance to settle down from the traffic or the situations they encountered during the workday. Warm-up activities promote engagement and a much-needed pulse before we begin the learning activities. Students can share a segment of their day with classmates. At the end of class, students complete a reflection about a new skill learned and what they want to explore more from the class.

Wickard, Miller-Whitworth, and Lindt (2023) recommend using six check-in strategies to build community. With rising depression and anxiety among university students, it is crucial to foster a sense of community among students. Regular classroom check-ins can build community, strengthen student-teacher relationships, and improve mental health.

The six check-in strategies are reflective exercises, humor, mindful movement, emotional intelligence activities, positive affirmations, and goal setting. These initiatives enhance student well-being, engagement, and retention. These strategies are not time-consuming, and faculty can integrate them at the beginning, middle, or end of the class. Providing opportunities for learners to lead a mindful activity or reflection topic often keeps them engaged.

Embrace Feedback - Good, Bad, or Indifferent:

Looking back on student comments from course evaluations, after reflection, a decision was made to embrace the feedback, whether it was good, bad, or indifferent. Evaluations are a way to make changes such as in the selecting of textbooks, assignments, exams, and instructional materials. Some changes are institutionally mandated, such as the dates of semesters, midterm, and final dates, and are beyond the researcher's control.

Complaints can be substituted with solutions when possible. If learners offer indifferent feedback, ask them, What would you do differently? On the first day of class, learners are asked to provide honest feedback throughout the semester regarding the learning activities and materials used in the course, which will help make modifications to maintain student engagement. Sometimes, learner feedback and needs lead to changes or adjustments in assignments during the semester, as noted by Lang (2021).

Feedback is two moves in two directions, from learner to instructor and instructor to learner. Shi (2024) notes that regular feedback enables learners to identify areas for improvement. When learners submit assignments, they want

feedback within a reasonable amount of time. William (2024), stated, “students also become frustrated with inaccessible, poorly constructed or ambiguous feedback....” (p. 477). When assignments are returned, learners can schedule an in-person or virtual meeting to discuss the feedback. Assignments are usually graded within seven to ten days of submission.

Conclusion:-

Incorporating the skills and experiences of adult learners of color into learning activities increases engagement in the class. More students are enrolling in online courses. Over the years of working with adult learners in higher education, instructors can learn valuable lessons from these learners. Adult learners share talents, experiences, challenges, successes, and future goals. When they can contribute to class activities, engagement increases. It is essential to network with colleagues from all disciplines, including staff from the library, technology, reproduction center, and support services. In doing so, you discover shared commonalities and opportunities to work on future projects across disciplines. My goal is to continually enhance my skills to provide engaging and rigorous learning experiences in my courses that help learners progress toward their career goals. During the researcher’s journey, they learned five valuable lessons to enhance my teaching.

1. Practice the core principles of andragogy with adult learners.
2. Adult learners have diverse and rich life experiences to share.
3. It is important to know what motivates adult learners.
4. Adult learners want a variety of instructional materials.
5. Embrace the talents of adult learners and provide opportunities for them to contribute to the class.

Recommendations:-

Learners are willing to share their skills with the instructor and classmates.

1. Not all adult learners are the same: each has their own unique set of talents, skills, and needs.
2. Continue to build relationships throughout the course, semester, and program with adult learners of color.
3. Assess learners' skills on the first day to facilitate collaboration on learning activities.
4. Provide extra points for “immersive strong adult learners” to become mentors to “immersive shy adult learners.”
5. Perform continuous check-ins with adult learners.
6. Continue to evaluate instructional materials and tools to ensure their effectiveness and relevance.
7. Ensure that teaching strategies, formats, and materials are culturally inclusive of the adult learner population.
8. Be flexible in adjusting the course content, format, and teaching delivery.
9. Identify and utilize online resources for course materials to reduce costs for adult learners.
10. Demonstrate how adult learners can apply course content to real-world situations and/or career opportunities.

References:-

1. Beatty, B. J. (2019). Hybrid-Flexible Course Design: Implementing student-directed hybrid classes. <https://Edtechbooks.org/Hyflex>
2. DeFreitas, G. (2023). A quantitative study on students’ perception of online versus face-to-face education. *International Journal of Higher Education Management*, 9(2), 22-37. <https://doi.org/DOI:10.24052/IJHEM/V09N02/ART-2>
3. Digital immigrant. 2025. In *Oxford Learner’s Dictionary.com*. Retrieved August 11, 2025, from <https://www.oxfordlearnersdictionaries.com/digital/immigrant>
4. Digital native. 2025. In *Oxford Learner’s Dictionary.com*. Retrieved August 11, 2025, from <https://www.oxfordlearnersdictionaries.com/digital/native>
5. Edouard, T. (2019). How to achieve better student retention in adult education. *Coaching for Better Learning*.
6. Garcia, G. A. (2019). *Becoming Hispanic-serving institutions: Opportunities for colleges and universities*. Johns Hopkins University Press.
7. Gardner, A. C., Maietta, H. N., Gardner, P. D., & Perkins, N. (2022). Postsecondary adult learner motivation: An analysis of credentialing patterns and decision making within higher education programs. *Adult Learning*, 33(1), 15–31. <https://doi.org/10.1177/1045159520988361>
8. Harris, A. (2021). The state must provide: Why America’s colleges have always been unequal—and how to set them right. *Ecco*.
9. Henrikson, R., & Baliram, N. (2023). Examining voice and choice in online learning. *International Journal of Educational Technology in Higher Education*, 20(31), 1-19. <https://doi.org/10.1186/s41239-23-00401-w>

10. Hunte, R., Mehrotra, G. R., Mosier, M., Skuratowicz, E., Sanders, K., Cherry, K., & Gooding, A. (2020). Exploring experiences of postsecondary education for adult learners from communities of color in Oregon. Higher Education Coordinating Commission, State of Oregon. <https://www.oregon.gov/highered/research/Documents/Reports/HECCAdult-Learner-report-2020.pdf>
11. Kasworm, C. (2005). Adult student identity in an intergenerational community college classroom. *Adult Education Quarterly*, 56(1), 3–20. <https://doi.org/10.1177/0741713605280148>
12. Kasworm, C. E. (2010). Adult learners in a research university: Negotiating undergraduate student identity. *Adult Education Quarterly*, 60(2), 143–160. <https://doi.org/10.1177/0741713609336110>
13. Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and Challenges for Teaching Successful Online Courses in Higher Education: A Literature Review. *Journal of Educational Technology Systems*, 46(1), 4-29. <https://doi.org/DOI: 10.1177/004723%16661713>
14. Knowles, M.S., Holton, III, E. F., Swanson, R. A., and Robinson, P. A. (1998). *The adult learner: The definitive classic in adult education and human resource development* (ninth ed.). New York, Routledge.
15. Lang, J.M. (2021). *Small Teaching – Everyday Lessons from the Science of Learning*, 2nd ed. Wiley.
16. Leggins, Shanell. “The new nontraditional students.” *The Journal of College Admissions*, 2021, pp. 36–39. Summer.
17. Merriam-Webster. (n.d.). Distance learning. In Merriam-Webster.com dictionary. Retrieved August 13, 2025, from <https://www.merriamwebster.com/dictionary/distance%20learning>
18. Merriam-Webster. (n.d.). Edutainment. In Merriam-Webster.com dictionary. Retrieved August 13, 2025, from <https://www.merriam-webster.com/dictionary/edutainment>
19. Merriam-Webster. (n.d.). Edutainment. In Merriam-Webster.com dictionary. Retrieved August 13, 2025, from <https://www.merriam-webster.com/dictionary/edutainment>
20. Munoz, M., Anderson Welsh, L., & Chaseley, T. L. (2018). Developmentally Appropriately Practice for Adult Learners. *Young Children*, 73(4), 70-76. <https://www.naeyc.org/resources/pubs/yc/sep2018>
21. Park University. (2025, February 14). *Adult Learning Theory: How Adults Learn Differently* | Park University. <https://www.park.edu/blog/adult-learning-theory-how-adults-learn-differently/>
22. Patil, M., Patil, V., & Katre, U. (2024). Unspoken science: Exploring the significance of body language in science and academia. *European Heart Journal*, 45, 250-252. <https://doi.org/10.1093/eurheartj/ehad598>
23. Patterson, M. B. (2018). The forgotten 90%: Adult nonparticipation in education. *Adult Education Quarterly*, 68(1), 41–62. <https://doi.org/10.1177/0741713617731810>
24. QM Higher Education Rubric, Seventh Edition, 2023.
25. Ross Gordon, J.M. (2005). The Adult Learner of Color: An Overlooked College Student Population. *The Journal of Continuing Higher Education*, 53(2), 2–11. <https://doi.org/10.1080/07377366.2005.10400064>
26. Ross-Gordon, J. M., Rose, A.O., & Kasworm, C. (2017). *Foundations of adult and continuing education* (1sted.). Jossey-Bass.
27. Saltan, F. (2017). Blended learning experience of students participating pedagogical formation program: Advantages and limitations of blended education. *The International Journal of Higher Education*, 6(1), 63–73. <https://doi.org/10.5430/ijhe.v6n1p63>
28. Xiaolong Shi. (2024). Effective Strategies and Teaching Methods for Developing Practical English Skills. *The Educational Review, USA*, 8(4), 531-535.
29. Wickard, C. J., Miller Whitworth, S., & Lindt, S. F. (2023, November 15). Six Check-in Ideas to Build Community in College Classrooms. Retrieved July 12, 2025, from www.facultyfocus.com
30. Williams, A. (2024). Delivering effective student feedback in higher education: An evaluation of the challenges and best practice. *International Journal of Research in Education and Science (IJRES)*, 10(2), 473-501. <https://doi.org/10.46328/ijres.3404>
31. Wood, A., Symons, K., Falisse, J., Gray, H., & Mkony, A. (2020). Lecture capture in online learning: A community of inquiry perspective. *SocArXiv Papers*. Advanced online publication. <https://osf.io/preprints/socarxiv/wy9da/>
32. Xiaolong Shi. (2024). Effective Strategies and Teaching Methods for Developing Practical English Skills. *The Educational Review, USA*, 8(4), 531-535. DOI:10.26855/er.2024.04.006