

VikingGo App Canvas Orientation

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Literature Review

The rising number of nontraditional students at community colleges reflects broader demographic and economic shifts. While traditional students typically enroll full-time immediately after high school, nontraditional students either delay enrollment or attend part-time. These students often have dependents, work full-time, or are financially independent from parents. Their motivations for pursuing higher education vary some seek career advancement and/or higher earning potential. While others return to school after major life changes like starting a family or experiencing job displacement. The growth of online courses has made higher education more accessible to this diverse student population. This proposal recommends that Del Mar College create microlearning modules for first-time online students located on the VikingGo app to help them navigate Canvas, the college's learning management system.

For non-traditional students starting their college career can bring on many emotions such as excitement, fear, and anxiety. The stress of navigating technology is one of the reasons adult students feel some degree of anxiety (Smith 2003). El Mansour and Mupinga (2007) added that training faculty and familiarizing students with online course environments are recommended to improve the feeling of lost in Cyberspace. Beyond Canvas navigation, students need tutorials on essential online course tasks like uploading documents and participating in discussion boards (Zweig et al., 2021). Levy (2017) noted that community colleges must prioritize student success in online learning by improving accessibility, enhancing teaching methods, maintaining strong faculty engagement, and expanding support systems for both students and instructors.

As the legendary musician John Lennon said, “there are no problems, only solutions’.” One solution is microlearning modules that can be educational and can be accessed on-the-go through the DMC VikingGO mobile app (Yao & Ho., 2024). Adult online learners require

aspects of andragogy which complement the content in an adult online experience. For example, adult learners need to know the reason for learning something; adult learners bring life experiences to the classroom; and finally, the adult learner needs to be responsible for their decisions on education (Schultz, 2012). Majeski, et al. (2017) noted that learning tasks encourages the development of cognitive self-appraisals and facilitates the management of challenging emotions as they relate to learning. The institutions attention to modifications can impact a student's confidence and encourage retention (Wladis et al., 2015).

According to James et al., (2016) taking online courses is indeed beneficial for students. The convenience of online courses is a contributing factor for non-traditional students to enroll in college (Travers, 2016). McDougall (2015) noted it is worthwhile to create tools that provides students with authenticity in their learning to foster understanding and critical thinking abilities. Neves et al., (2020) proposed an approach to using digital learning platforms to develop transversal competences in all contexts of life.

In conclusion, Del Mar College has seen an increase in non-traditional students enrolling in online courses. The non-traditional student are single parents, work full-time, and are financially independent of their parents. The convenience of online courses works for them. To prepare non-traditional students for success in the classroom I propose that Del Mar College Office of eLearning create microlearning modules for first-time online students located on the VikingGo app. The modules will help students navigate Canvas, the college's learning management system. Non-traditional students' preparation and motivation contribute directly to their academic success.

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