Implementation Outline

Overview:

The surging enrollment of nontraditional students at community colleges mirrors fundamental shifts in American demographics and economic realities. These learners frequently balance multiple responsibilities: supporting dependents, maintaining full-time employment, and managing independent finances without parental support.

Their motivations for pursuing higher education are diverse. Many seek to increase their earning potential in an increasingly competitive job market. Others return to academia following significant life transitions, such as starting families or experiencing workforce displacement due to technological change or economic disruption (Kenner & Weinerman, 2011). The rapid expansion of online education has created unprecedented opportunities for this heterogeneous student population, offering flexibility that accommodates complex schedules and responsibilities.

To better serve the students of Del Mar College, this proposal recommends developing targeted microlearning modules within the VikingGo mobile application. These compact, focused learning units would specifically support first-time online students in mastering Canvas, the college's learning management system. The modules would provide just-in-time training through brief, accessible lessons that students can complete during brief breaks in their demanding schedules. This solution directly addresses a critical pain point for nontraditional students: the need to quickly gain proficiency with online learning tools while managing multiple competing priorities.

Timeline:

Month 1-3	Planning and Platform Selection Committee
Month 4-7	Identify the Adult Learner
Month 8-16	Create the modules for the VikingGo Mobile Application
Month 17	Soft Launch of the Platform
Month 18-21	Revision, Evaluation, and Improvement
Month 22-24	Showcase and final assessment of VikingGo App

I. **Planning and Platform Selection (Month 1-3):**

- **Committee Selection:**
  - Project Leader/Coordinator: Oversee the initiative of the VikingGo app, ensuring that it aligns with the needs of the adult learner.
    - Drafts outline of module content

- Collect and analyze data submitted by other stakeholders
  - o Faculty: Represent the academic departments and ensure that the VikingGo app aligns with course objectives and learning outcomes.
    - Present and discuss the program goals at various faculty council meetings
    - Ensure students are aware of the modules on the VikingGo app
  - o IT/Technology Support: Provides technical expertise in ensuring its accessibility, user-friendliness, and expertise.
    - Train direct support specialists to assist students
  - o Advisors and Career Services: Analyze how the VikingGo app will be utilized by the students.
    - Ensure any relevant needs of the services are addressed during the apps development stage.
    - Ensure students are aware of the modules on the VikingGo app
  - o Student Representative: ensures that students' perspective are considered during the design and implementation process, providing valuable feedback regarding the needs of the students.
    - Advise developers of students evolving needs related to online learning
    - Create awareness of the VikingGo app

- **Identify the goals of the committee:**
  - o Goal 1: Identify the barriers of the adult learners to online learning by creating mobile apps on VikingGo with interactive modules that students can access at their convenience (Mavchan, 2025).
  - o Goal 2: Address funding and the department that will be responsible for creating the modules for the VikingGo App

II. Identify the Adult Learner (Month 4-7)

- **Characteristics:**
  - o **Self-directed**: Adults prefer to choose what and how they learn.
  - o **Goal-oriented**: Adults are focused on achieving their goals.

- o **Practical**: Adults learners are interested in learning what is useful and can be applied immediately.
- o **Life experience**: Adults use their life experiences to help them learn new information.

- **Learning Styles:**
  - o **Visual learners:** Prefer images, pictures, films, and videos
  - o **Auditory learners:** Learn best through listening and talking
  - o **Kinesthetic learners:** Learn by doing

- **Strategies for the Adult Learner**
  - o Frame modules in a way that allows adult learners to see the purpose
  - o Simplify modules into smaller components
  - o Present strategies and techniques in a way that competes with already ingrained strategy

III. **Create the modules for the VikingGo App (Month 8-16):**
- **Design:**
  - o How to set up account
  - o Where to find online classes
  - o Upload documents

IV. **Soft Launch of the VikingGo App (Month 17):**
- o Collect feedback from students
- o Asses the impact on student learning and engagement

V. **Revision, Evaluation, and Improvement (Month 18-16):**
- o Revise based on feedback

VI. **Showcase and final assessment of VikingGo App (Month 22-24):**
- o Meet with faculty, administration, student engagement for support to promote VikingGo App

References

Kenner, C., & Weinerman, J. (2011). Adult learning theory: Applications to non-traditional college students. *Journal of College Reading and Learning, 41*(2), 87-96.

Movchan, S., (2025). "Microlearning: the key to capturing modern learners' attention.*" Learning Guild*, 2025. https://www.learningguild.com/articles/microlearning-the-key-to-capturing-modern-learners-attention/