Abstract

Historically, the adult learner was introduced to the concept of self-directed learning in their educational interests that simulates the concept of distance learning offered in modern times (Sumner, 2000; Long and Ashford, 1976; MacGregor, 2011). The adult student tends to thrive in educational environments that challenge them and provide the level of flexibility to accommodate their outside commitments. As Kasworm (1990) defined the traditional undergraduate student to fall between the ages of 17-22, with the adult learner in the age category of 25 years and older. The adult learner faces many barriers in pursuing their educational endeavors and higher educational institutions are attempting to provide support services, however, there are continued gaps in filling this essential need to the non-traditional student (O’Donnell and Tobell, 2007).

- Camtasia Software- Captures Lectures and Desktop Background
- Blackboard Collaborative- Distance Learning can mimic the traditional classroom
- Retain the Adult Learner who faces situational barriers

Distance learning is one method to retain the Adult learner because it provides flexibility, ease of access that will enable the student to pursue their degree while balancing outside commitments. Scholar practitioners can continue to research the success of distance learning formats and find more creative methods to ensure that the needs of the non-traditional learner is being met.

Conclusion

The literature addressed the concept of distance learning as an option for the adult learner in their pursuit for obtaining a degree, however, some students experience difficulty understanding the course assignments and other course expectations making it difficult to persist (Calvin and Freeburg, 2010; Pontes and Pontes, 2012; Sumner, 2000). Consequently, educators must invest time in technology such as Blackboard Collaborative, Camtasia Software that will sing the required technology, comprehension provide an innovative method to reach the students.

References


