Deconstructing Technological Overload for Adult Learners with Disabilities and Enabling New Pathways for Utilizing Artificial Intelligence (AI) for Learning Success

ABSTRACT:

As more governing bodies have passed legislation to help enable policies and funding for people with disabilities, especially in higher education, there are still barriers found in all types of entities. For example, in higher education, there has been a surge of technological changes, especially during and after the Covid-19 pandemic, however, very little has been done to focus on removing some of the technological barriers still confronting learners with disabilities. Juxtaposed to this challenge and changes in technology, the introduction of many different formats and applications of artificial intelligence has presented yet more barriers for this learning population. Consequently, these barriers can be either removed, rearranged or constructed into more meaningful events and learning opportunities for all learners, especially people with disabilities. This paper will focus on how to deconstruct the potential technological overload presented to adult learners with disabilities and discuss how to help build new pathways for learning, strengthening one’s skill, as well as helping to build a stronger and diverse workforce, especially with multigenerational workers. It should be noted that the author of this paper has spent several decades working in the plight of eradicating barriers for learners with disabilities, but there is still much more that needs to be done. Finally, this paper will help to give the reader a chance to learn more about these current barriers and how they can be changed with the use of good technological skills, such as artificial intelligence applications.

Keywords: Artificial intelligence, workforce, disability, multigenerational workforce