

Developing Adult Learners' AI Competency in Higher Education

November 11, 2025

Link	Description
Presenter Contacts:	Dr. Jennifer Parker drjenniferparker@gmail.com Dr. Madeline Craig mfcraigconsulting@gmail.com Dr. Stefani Boutelier sboutelier@gmail.com
Today's Presentation	Presentation Link Link to recording Digital Note Catcher: https://tinyurl.com/AI-Mac2 Survey: https://forms.gle/P3N8izmTHcHvKYTq9
<u>Publications around EMP and the 4 C's</u>	Boutelier, S., Craig, M., & Parker, J. (2025). Contemporary Andragogy: Modern Adult Learners. The Teaching Professor. Boutelier, S., Craig, M., & Parker, J. (September 11, 2025). Four C's for Emerging Adult Learners (Zoomers) in AI Learning Spaces. Thought Leadership Online Learning Consortium.
Emerging	Typical Roles: Traditional Undergrads; Continuing Ed. Characteristics: ● Beginning of their academic or professional journey ● Actively building foundational knowledge, skills, and confidence ● returners to the Adult and Continuing Ed ● Often representing Generation Z (1997-2012) ● Limited content or career-specific expertise (or company culture) ● Opportunities for experiential learning that connect theory to real-world application
Mentee	Typical Roles: Grad Assistants, Assistant Professor, Content Expert Characteristics: ● Mid-career individuals who possess established foundational knowledge and skills ● Continue to seek growth through mentorship, collaboration, and advanced professional development ● Five to fifteen years of workplace experience ● Usually representing Millennials (1981-1996) and sometimes Generation X (1965-1980) ● Some knowledge but need support
Peer	Typical Roles:

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	Associate/full professor, Content Expert, Faculty Developer, Directors, Chairs Characteristics: • Experienced professionals (16+ years) • Confident leadership as mentors, coaches, administrators, tenured faculty or teachers, veteran staff, department heads, supervisors, directors, corporate training managers, or workforce developers. • Usually Generation X (1965-1980), Baby Boomers (1946-1964), or the Silent Generation (1928-1945) • Thrive in collaborative spaces where their knowledge is valued, their insights can shape collective practice. • Grow through reciprocal learning and reflective dialogue.
AI Ready and AI Resistant	
AI Ready and AI Resistant Model: Craig, M. (2025). AI-Resistant, AI-Ready: Project-Based Learning as an Authentic Assessment Strategy. [Unpublished Manuscript]. School of Education and Human Services, Molloy University Craig, M. (2025). AI Ready and AI Resistant. https://bit.ly/AIReadyandResistant AI Policy: AI Ecosystem Framework for HIED and AI Campus Exchange Agentic AI (ChatGPT Atlas)	
Co-Learning	
	AI Literacy Station Rotation
 TO SHARE...	• Explore: AI definitions, AI matrix framework, AI Scope & Sequence • Explain the difference: AI literacy and AI fluency • Extend: NotebookLM (add, create multimodal resources around topic) • SideKick w/ schoolai.com; • Extend: Book Creator: AI app Smash
	• Complete and discuss: Academic honesty & AI continuum, • Preview and discuss: AI gone wrong or right? • Play: AI Analog Inspiration card deck • Extend: AI Roadmap
Creation Centered	
Design-A-School	PBLWorks (2019). Gold Standard PBL: Essential Project Design Elements.

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Project Based Learning (PBL)	Buck Institute for Education. https://www.pblworks.org/what-is-pbl/gold-standard-project-design Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). AI Assessment Scale (AIAS). https://aiassessmentscale.com/ AI Trust You. https://workspace.google.com/marketplace/app/ai_trust_you/288237066270 PlayLab - Custom AI Chatbot - https://www.playlab.ai/ 3-2-1 Activity - https://www.facinghistory.org/resource-library/3-2-1 Choice Board Options: NapkinAI: https://www.napkin.ai/; Canva Code: https://www.canva.com/ai-code-generator/; Sora: https://sora.com/; Gamma: https://gamma.app/ Canva Code Sample: "Create an interactive activity for teachers that explains the SAMR (Substitution, Augmentation, Modification, Redefinition) model by Ruben Puentedura, and shows them through examples how they might use the various levels in their K12 classrooms." Related Publications: Craig, M., Eckardt, P.N. & Kraemer, L. (2023). Recursive redesign: Project based learning for teacher candidates. In Zimmerman, A.S. (Ed.) <i>Research, Practice, and Innovations in Teacher Education During a Virtual Age</i>. IGI Global. Eckardt, P.N. & Craig, M. (2023, spring). From the field: The impact of intentional social and emotional learning instruction while engaged in a semester-long project based activity for pre-service teachers. <i>Journal for Leadership and Instruction: A SCOPE Education Services Research Publication</i>, 22 (1). Eckardt, P., Craig, M. & Kraemer, L. (2020, Spring). The impact of project-based learning on student content knowledge in an undergraduate, teacher preparation, Foundations of Education Course. <i>Journal for Leadership and Instruction</i>, (19)1, 38–42.
Critical Critique	
FLUF Test Website	Prompt building and critical evaluation of GenAI content for things like hallucinations • FLUF(F) Test Template • FLUF(F) Website for videos, handouts, and templates • Sample: FLUF(F) Guided Practice and FLUF(F) Assignment • Completed FLUF(F) Tests ○ College of Law Example ○ Humanities Example ○ 8th Grade Science Teacher Lesson Plan Example

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Career Centered	
iSearch	iSearch Template iSearch Student Checklist iSearch Rubric Soup to Nuts: iSearch, CRAAP, FLUF(F) Test Templates Sample iSearch Paper Sample iSearch Feedback  TO SHARE_GEN100_I-Search_Human v. Machine Brainsto...  EXAMPLE_AI_I-SearchEssay_GEN100
Sample iSearch Questions: Man vs. Machine	Human vs. Machine: The Future of Work in [Your Industry] - What I Know / Want to Know - What do I know about automation or AI in my field? - What do I want to learn about its impact on jobs and ethics? - The Story of My Search - Which keywords, databases, or AI models did I use? - Did I consult experts or case studies? - Search Results - How are machines replacing or complementing human roles? - What predictions exist for the next 10 years? - How will it impact my career field? - My Growth as a Researcher - How did my view on technology and human work evolve? - What new research skills did I gain? - Works Cited - Cite all articles, interviews, AI use, and reports.
Additional Resources	
Perplexity	Prompt: <i>"I am writing a report (or blog or whatever) about [insert topic]. Give me a list of key facts and statistics I should include in the report."</i>
Consensus	Prompt: <i>"Find me papers about [insert topic] and the connection to [insert topic] published between [year] and [year]."</i> Sample: <i>"Find me papers on the MMR vaccine and its connection to autism. I only want papers from prestigious journals that are meta analysis' or RCTs"</i>

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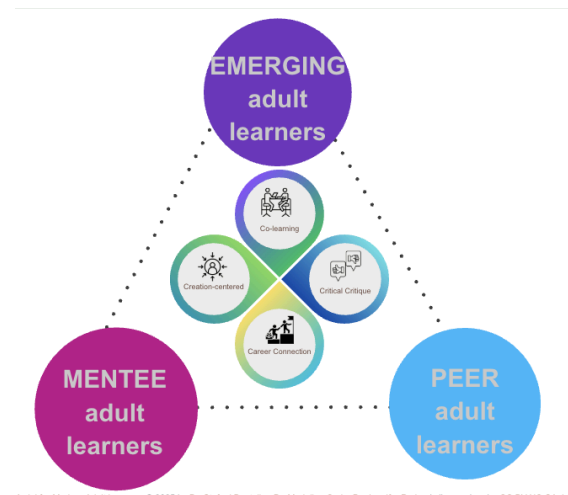
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<u>Quillbot</u>	Prompt: (Example of Paraphrase & Translate) "The study of meteorology dates back to ancient civilizations, but it was not until the 17th century that it emerged as a science. Pioneers like Galileo Galilei and Evangelista Torricelli contributed to its development by inventing instruments like the thermometer and barometer. "
<u>Jenni.ai</u>	Prompts: • <i>"Write the introduction to a literature review on the effects of particulate air pollution on the economy"</i> • <i>"Write a blog for a health website on the benefits of Zone 2 cardio exercise for longevity"</i> • <i>"Create 5 different cases that would test vet med students' ability to create a treatment plan for a dog with tachycardia."</i>

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EMP Model for Modern Adult Learners
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Higher Education Example

Emerging Adults	Mentee Adults	Peer Adults
Traditional Undergrads; Continuing Ed.	Grad Assistants, Assistant Professor, Content Expert	Associate/full professor Content Expert, Faculty Developer, Directors, Chairs
- Beginning of their academic or professional journey - Actively building foundational knowledge, skills, and confidence - Returns to the Adult and Community Ed Often representing Generation Z (1997-2012) - Limited content or career-specific expertise (or company culture) - Opportunities for experiential learning that connect theory to real-world application	- Mid-career individuals who possess established foundational knowledge and skills - Continue to seek growth through mentorship, collaboration, and advanced professional development - Five to fifteen years of workplace experience Usually representing Millennials (1981-1996) and sometimes Generation X (1965-1980) - Some knowledge but need support	Experienced professionals (16+ years) - Confident leadership as mentors, coaches, administrators, tenured faculty or teachers, veteran staff, department heads, supervisors, directors, corporate training managers, or workforce developers. Usually Generation X (1965-1980), Baby Boomers (1946-1964), or the Silent Generation (1928-1945) - Thrive in collaborative spaces where their knowledge is valued, their insights can shape collective practice. - Grow through reciprocal learning and reflective dialogue.

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