Career readiness and the wellbeing for college students with disabilities in the era of artificial intelligence

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Abstract

This scoping review aims to investigate challenges faced by college students with disabilities during postsecondary education and their job market transition, especially under the era of artificial intelligence. The scoping specifically examines how artificial intelligence (AI) impacts their academic success, social interactions, and workforce entry. AI applications, including tailored learning materials and job matching platforms, are highlighted (Martiniello, 2020). However, barriers such as misinterpretation and potential exclusion of candidates with diverse workplace needs emerge in the literature (Trewin, 2018). The study stresses the significance of a comprehensive review to understand nuanced needs, evaluate interventions, and guide future research and practice, emphasizing a balanced consideration of AI's potential in supporting college students with disabilities.

Research Questions

- How do college students with disabilities navigate the intersection of artificial intelligence (AI) and their academic, social, and career experiences?
- How does artificial intelligence (AI) impact the lives of post-secondary students with disabilities in terms of academic experiences, career preparation/readiness, and mental health?
- How do disability and coinciding mental health dilemmas impact the career development of post-secondary students with disabilities?
- What are interventions on the career readiness relating to the mental health, social, and academic experiences of post-secondary students with disabilities?

Research Design

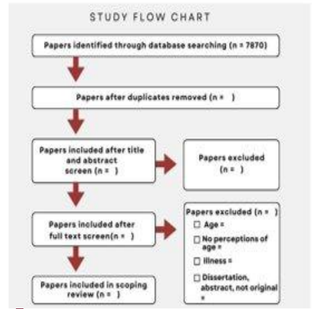
- Scoping review: Systematic method for synthesizing literature
- Comprehensive search strategy
- Study selection based on predefined criteria
- Data extraction and charting to identify patterns and themes
- Generates a visual map of literature for a broad overview
- Involvement of collaborators and iterative nature refine research questions and criteria

Methods

- Stage 1: Clarify purpose, research question, and parameters
- Stage 2: Identify relevant studies
- Stage 3: Selecting studies
- Software used: Social Science Premium Collection/ERIC, Scopus, Science Direct, SciTech Premium Collection
- Inclusion of articles from all fields or anywhere depending on the software and relevancy of the results
- Timeframe: Within 15 years (1/1/2008) - (12/31/2023)
- Results limited to: Conference papers and proceedings, dissertations and theses, encyclopedias and reference works, government and official publications, scholarly journals, reports, trade journals, review articles, and working papers
- Stage 4: Mapping/Charting data
- Stage 5: Collating, summarizing and reporting the results

Results

- Scopus total articles: 3,774
- SciTech Premium Collection total articles: 1,812
- Social Science Premium Collection total articles: 2,284



Discussion

- This research will help to determine the extent of the current literature on this topic as well as determine gaps in the literature.
- We will hopefully find insight into the experience of college students with disabilities, regarding AI, social experiences, academic achievements, career preparation, and their mental health.
- This review can help with post-secondary institutions providing the finest accommodation in the new era of AI.
- Potentially helpful for future practices and research.
- This study is ongoing
- The results of the current study have potential implications for practitioners in the field

Key References

- Martiniello, N., Asuncion, J., Fichten, C., Jorgensen, M., Havel, A.,
Harvison, M., Legault, A., Lussier, A., & Vo, C. (2020). Artificial intelligence for students in postsecondary education: A world of opportunity. AI Matters, 6(3), 17-29. https://doi.org/10.1145/3446243.3446250
- Trewin, S. (2018). AI fairness for people with disabilities: Point of view. ArXiv.Org. https://doi.org/10.48550/Arxiv.1811.10670