Intersectionality of Disability and Mental Health and Career Development among Transition Youth with Disabilities in an Era of AI Technology: A Scoping Review

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Background

Undergraduate students with disabilities are affected by their educational environment. With artificial intelligence (AI), students can mimic cognitive functions such as learning, problem-solving, and decision-making. AI can benefit students with disabilities in the workforce, academia, mental health, and the social domain. By using Arksey and O'Malley's methodological framework, # articles were identified. The results predicted that AI is a beneficial tool for students with disabilities because it improves their cognitive function and shows strong support for using devices to manage time for students with ADHD. By using software such as Pomodoro Timer and Discord, which allows for peer review. AI can assist post-secondary students with academic success, facilitating social interactions and transition into the workforce. The aims of the research focus on considering the benefits and limitations of AI technology for college students with disabilities, a comprehensive scoping review is warranted. We aim to understand the needs of college students with disabilities in relation to academic success, social interactions, and career readiness under the technology, as well as past interventions and their effectiveness. The review will aid in guiding the trajectory of future research and interventions by gathering insights into strengths, weaknesses, and gaps.

Research Questions

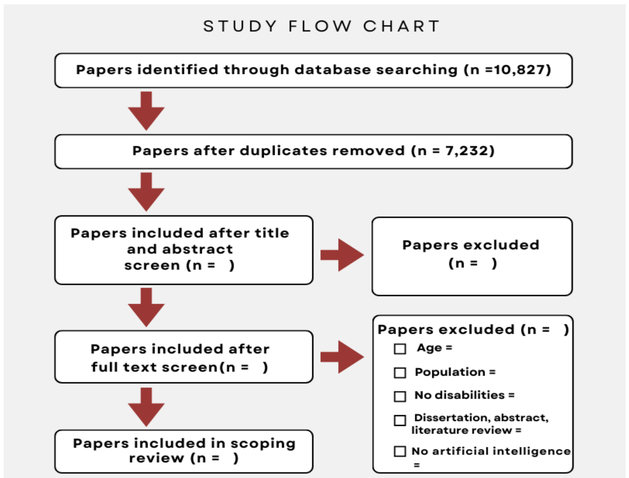
- How do college students with disabilities navigate the intersection of artificial intelligence (AI) and their academic, social, and career experiences?
- •How does AI impact the lives of post-secondary students with disabilities in terms of educational experiences, career preparation/readiness, and mental health?

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 search questions and criteria

Methodology

- Stage 1: Clarify purpose, research question, and parameters
- Stage 2: Identify relevant studies
- Stage 3: Selecting studies
  - Software used: Social Science Premium Collective/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, encyclopedias and reference works, government and official publications, scholarly journals, reports, trade journals, review articles, and working papers.
- Stage 4: Mapping/Cha
- rting data
- Stage 5: Collating, summarizing, and reporting the result



Results

- Scopus total articles: 3,774
- SciTech Premium Collection 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 post-secondary institutions provide the finest accommodation in the new era of AI.
- Potentially helpful for future practices and research.

Conclusion

- This study is ongoing.
- The results of the current study have potential implications for practitioners in the field.

References