

**UNIVERSITY
OF HARTFORD**
COLLEGE OF EDUCATION,
NURSING AND HEALTH PROFESSIONS

DISSERTATION DEFENSE PRESENTATION

**Experienced Faculty and the Incorporation of Adult Learning Practices
that Foster Student Belonging in the Asynchronous Online Classroom:
A Community College Perspective**

**Presented by Carla Adams, Doctoral Candidate
Education Leadership for Social Justice Program**

**Monday, November 25
10:00-11:30 a.m. via Microsoft Teams**

Submit response for link to attend here:



In the years following the SARS-CoV-2 global pandemic, the nature of teaching and learning at the community college has dramatically changed. Many students juggle work, family, and competing obligations and have found the asynchronous, not in real-time, online modality to be the most flexible format for pursuing their college education. Experienced community college faculty who have adapted to this new teaching environment served as a rich source of information as they sought to improve a student's sense of belonging in a classroom without face-to-face communication.

Using an exploratory hermeneutical phenomenological research design, Carla Adams's study examined what experienced community college faculty reported regarding how they incorporated adult learning practices to foster belonging in the asynchronous online space. Three major themes emerged in the data: instructor-to-learner communication, learner-to-learner communication, and Instructional design.

The findings of this research contributed to a greater understanding of the asynchronous space and provided best practices to other faculty to improve their instructional techniques.