Successful User Experience Active Listening + Creative Solutions = Building Relationships, Engaging Older Adult Patrons

Kay Coates  
*Georgia Southern University*, kcoates@georgiasouthern.edu

Dylitchrous Thompson  
*Georgia Southern University*, dthompson@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/lib-facpresent

Part of the Library and Information Science Commons

**Recommended Citation**

https://digitalcommons.georgiasouthern.edu/lib-facpresent/126

This presentation is brought to you for free and open access by the University Libraries Faculty Research and Publications at Digital Commons@Georgia Southern. It has been accepted for inclusion in Library Faculty Presentations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Successful User Experience

Active Listening + Creative Solutions

= 

Building Relationships, Engaging Older Adult Patrons
An Aging Nation
Projected Number of Children and Older Adults

For the First Time in U.S. History Older Adults Are Projected to Outnumber Children by 2035

Projected percentage of population

- Adults 65+: 22.8% to 23.5%
- Children under 18: 15.2% to 19.8%

Projected number (millions)

- 2016: 49.2
- 2020: ~73.6
- 2025: ~78.0
- 2030: ~76.4
- 2035: ~94.7
- 2040: ~79.8
- 2050: ~
- 2060: ~

Note: 2016 data are estimates not projections.

Source: National Population Projections, 2017
www.census.gov/programs-surveys/pophproj.html

Adult Learners

Adult learners are students who pursue degrees or other forms of education but do not meet the definition of traditional students. Traditional students are typically between the ages of 18 – 25. Older adults are those 60+
The National Center for Education Statistics reported that during the 2011-12 academic year, at least 70% of undergraduate students were non-traditional students.
Non-traditional Students

Non-traditional students have one or more of the following characteristics:

- Over age 25
- Independent for financial aid purposes
- Has one or more dependents
- Is a single caregiver
- Lacks a traditional high school diploma
- Delayed postsecondary enrollment
- Attends school part time
- Is employed full time
The Trend

Adult Learners are the fastest growing group of students. It is projected that by 2024 \( \frac{1}{2} \) of the students in higher education will be adult learners. As of 2013, there were approximately “2 million Baby Boomers taking college or university level coursework; accounting for 56% of adult learners and 20% of all students in higher education” (Palazesi & Bower, 2006).
3 Forms of Adult Learning

- Self-directed
- Organized Instruction
- Degree-seeking
3 Motivations for Adult Learning

• Activity Oriented
• Goal Oriented
• Learning Oriented
Topics of Interests

Personal Interests or Academic Research

- Career Change or Enhancement
- Census Data
- Continuing Education
- Computer Literacy
- Elections / Voting
- Family Services
- Genealogy / History
- Social Media
- Health Information
- Historical Newspapers
- Politics / Politicians
- Social Media
- Special Collections
- Taxes
- Undergraduate or Graduate work
- Wills, Estate Planning
Opportunities for librarians

**Design Thinking.** A process for creative problem solving.

- Learn the information seeking behavior of older adults.
- Increase skills in searching databases for older adult issues.
- Develop cultural humility.
Design thinking has a human-centered core. It encourages organizations to focus on the people they’re creating for, which leads to better products, services, and internal processes. (https://www.ideou.com/blogs/inspiration/what-is-design-thinking)
Understanding by Design

• Soft Skills
  • Empathy
  • Pliable artistry
  • User-centric
  • Interaction-motivated
  • Relation-configured
Perspective Ply

- Non-judgement stance
- Change agent tactics
- Sales agent persona
A Cycle of Intent

• Ask
  Listen actively

• Acquire
  Repeat intentionally

• Appraise
  Note-take mentally

• Act
  Respond positively

• Apply
  Present deliberately
Problem Solving

“I know what I do not know” - Socrates

• Issues vs. Needs
  • Recognize the issues
  • Practice patience
  • Self-regulate
  • Be mindful
  • Communicate to connect
Shape & Show

• Authenticity
• Socratic method of questioning
• Inter-cultural competence
• Emotional Intelligence
• Goal-directed behavior
• Repeat, Reword, Retrieve and Review


Images licensed under CC BY 2.0 or otherwise cited.
Questions

Building Relationships, Engaging Older Adult Patrons
Contact Us

Kay Coates, PMC, MILS
Assistant Professor
Librarian Knowledge Architect
Zach S. Henderson Library
Georgia Southern University
(912) 478-5661

Dylitchrous Thompson, MLIS, MA.Ed.
Information Analyst, Associate
Learning Commons Supervisor
Zach S. Henderson Library
Georgia Southern University
(912) 478-7534