

Georgia Southern University

Digital Commons@Georgia Southern

Library Faculty Presentations

University Libraries Faculty Research and
Publications

10-9-2019

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

Coates, Kay, Dylitchrous Thompson. 2019. "Successful User Experience Active Listening + Creative Solutions = Building Relationships, Engaging Older Adult Patrons." *Library Faculty Presentations*. Presentation 126. source: <https://glc2019.sched.com/event/UwNu/successful-user-experience-active-listening-creative-solutions-building-relationships-engaging-older-adult-patrons>
<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

=

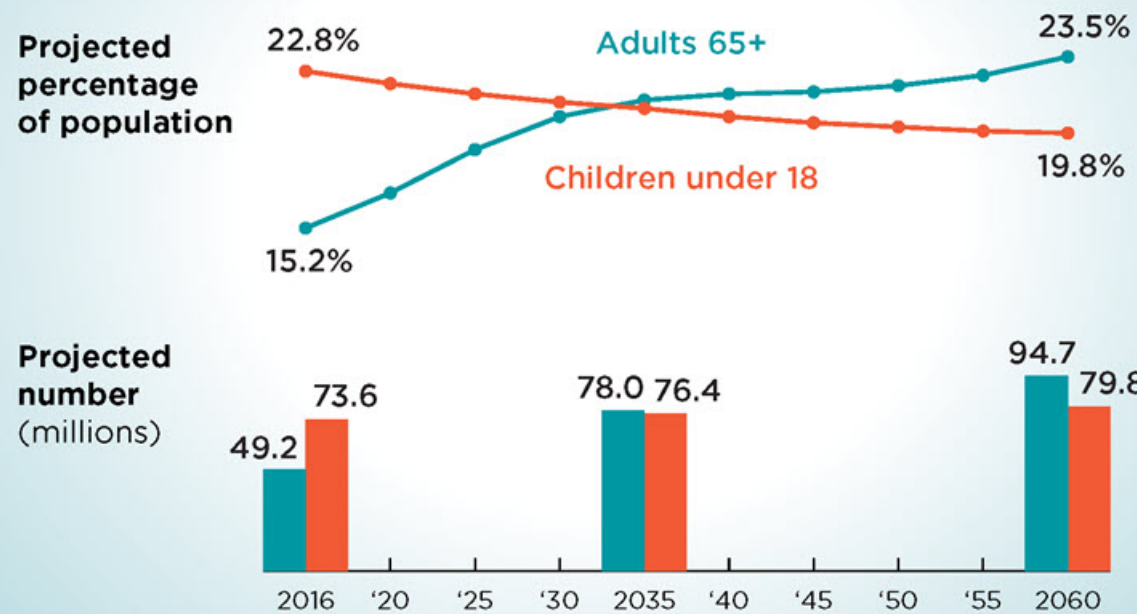
Building Relationships, Engaging Older Adult Patrons



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



Note: 2016 data are estimates not projections.

United States™
Census
Bureau


U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
[census.gov](https://www.census.gov)

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

A dark grey arrow points to the right from the top left corner. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

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+



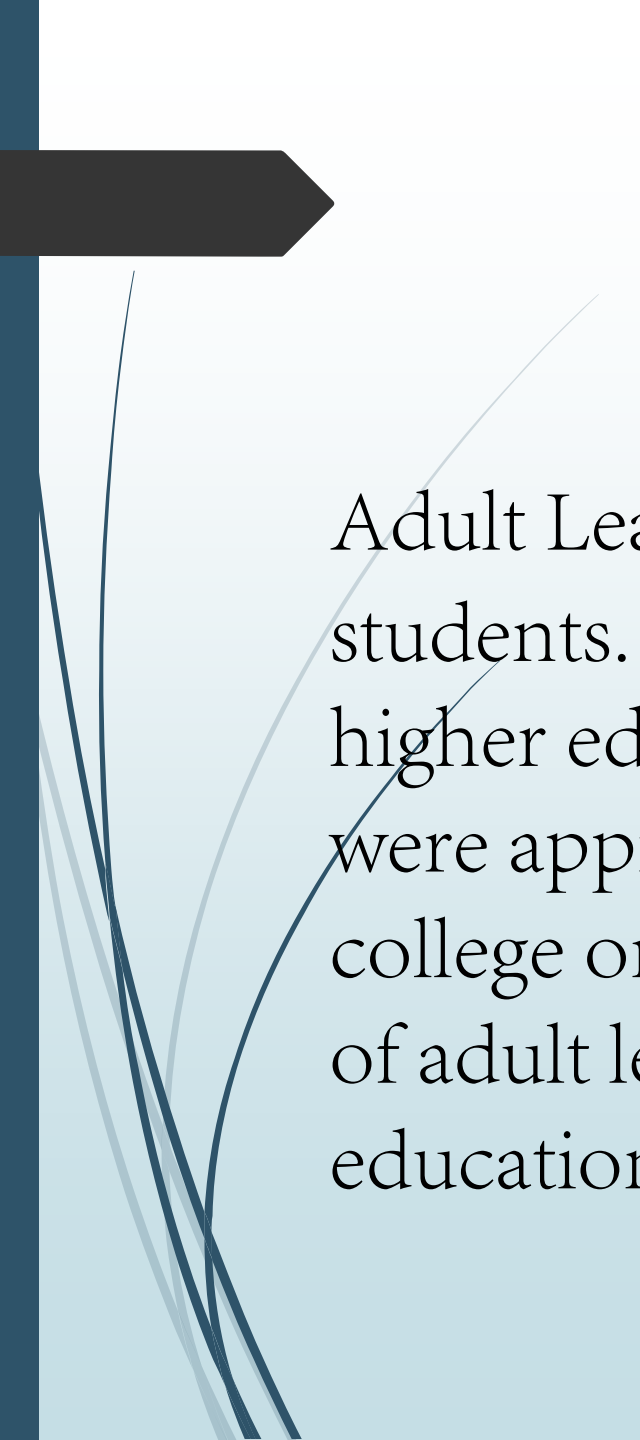
The National Center for Education Statistics reported that during the 2011-12 academic year, at least **70%** of undergraduate students were **non-traditional students**.



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

A dark grey arrow points to the right from the left edge of the slide. Below it, several thin, light blue lines curve downwards and to the right, creating a decorative border on the left side of the text area.

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

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.ideo.com/blogs/inspiration/what-is-design-thinking>)

A dark blue arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

Understanding by Design

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

A dark blue arrow points to the right from the left edge of the slide. Several thin, curved lines in shades of blue and grey originate from the left side and sweep across the slide towards the text.

Perspective Ply

- Non-judgement stance
- Change agent tactics
- Sales agent persona

A Cycle of Intent

- Appraise

Note-take mentally

- Acquire

Repeat intentionally

- Ask

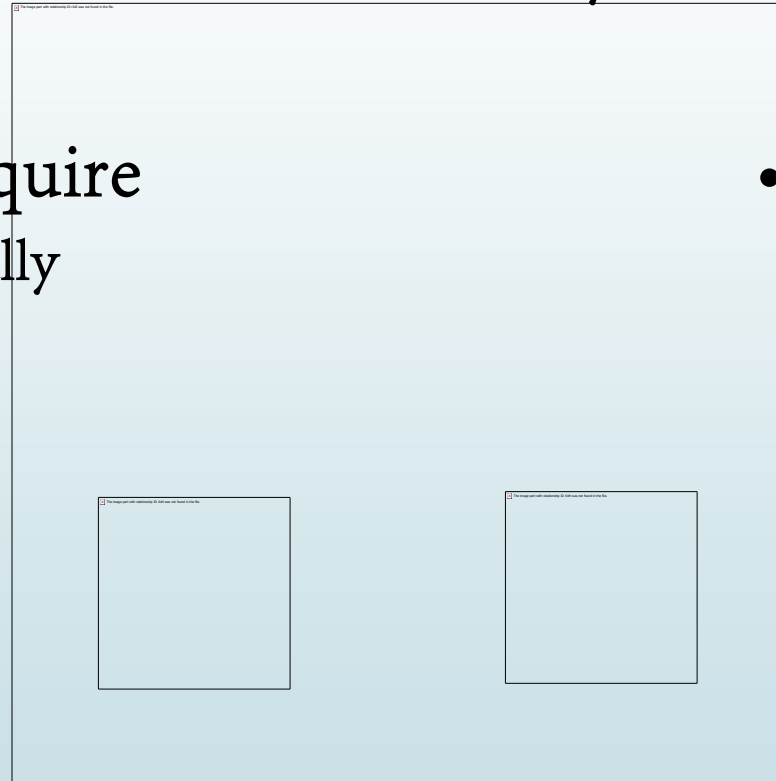
Listen actively

- Act

Respond positively

- Apply

Present deliberately



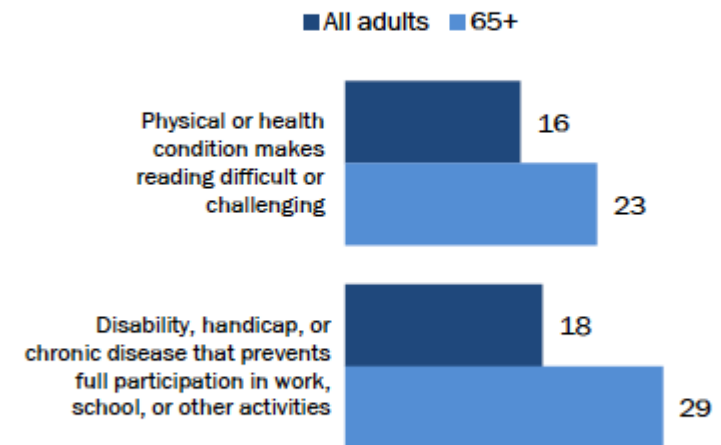
Problem Solving

“I know what I do not know” - Socrates

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

Older adults more likely to have physical or health conditions that make tech use challenging

% of adults in each age group who have ...



Pew Research Center's Internet Project July 18-September 30, 2013 tracking survey.

PEW RESEARCH CENTER

A dark blue arrow points to the right at the top left. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

Shape & Show

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

References

Cross, K. P. (1991). *Adults as learners: increasing participation and facilitating learning*. San Francisco : Jossey-Bass, [1991], ©1981. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=cat06429a&AN=gso.995382293802950>

McCall, R.C., Padron, K., & Andrews, C. (2018). Evidenced-Based instructional strategies for adult learners: A review of the literature. *Codex: the Journal of the Louisiana Chapter of the ACRL*, 4(4), 29-47.

Palasesi, L. M., & Bower, B. L. (2006). Self-Identity Modification and Intent to Return. *Community College Review*, 34(1), 44 – 67. <https://doi.org/10.1177/0091552106289763>

Parks, R., Evans, B., & Getch, Y. (2013). Motivations and Enculturation of Older Students Returning to a Traditional University. *New Horizons in Adult Education & Human Resource Development*, 25(3), 62 – 75. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1014834>

Pressman, Andy. (2019). *Design thinking: A guide to creative problem solving for everyone*. London, New York: Routledge, Taylor & Francis Group.

Reference and User Services Association. (2017). *Guidelines for library services with 60+ audience: Best practices*. Retrieved from <http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/60plusGuidelines2017.pdf>

Rogers, K. S. (2018), Retaining adult learners: What academic leaders and faculty need to know. *Recruiting & Retaining Adult Learners*, 20: 6-7. doi:[10.1002/nsr.30318](https://doi.org/10.1002/nsr.30318)

Segal, Elizabeth. (2018). *Social empathy: The art of understanding others*. New York: Columbia University Press.

Smith, Aaron. (2016, January 25). *Older Adults and Technology Use*. Washington, DC. : Pew Research Center, April 2014. Retrieved October 2, 2019, from <https://www.pewinternet.org/2014/04/03/older-adults-and-technology-use/>.

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