

# Designing Educational Programs for Older Adults

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Carolyn S. Wilken, Ph.D., M.P.H.

Associate Professor

Extension Specialist, Gerontology

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## Keys to successful programming

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- Marketing
- Location
- Timing
- Presenting
- Educational Materials



## Marketing

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- Media
- Information Centers
- Community Partners



## Media

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- Television
- Radio
- Newspapers



## Information Centers

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- Church bulletins
- Community center bulletin boards and newsletters
- Be your own information center!



## Community Partners

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- Civic offices
  - **Cooperative extension**
  - **Library**
  - **Senior centers**
  - **Area agency on aging**
- Health care professionals
- Service providers



## Location, Location, Location

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- Where does your target audience live
  - **Consider transportation**
  - **What is near by**
- Accessibility



## Accessibility –More than just getting in the door!

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How accessible is the site?

- Into the building
- Inside the building
- Parking
- Rest room facilities



## Room Arrangement

Is the room conducive to:

- **Sitting for a while?**
- **Working in groups?**
- **Using tables?**
- **V<sup>2</sup> *Verbal and Visual***



## Timing is everything!

- **Avoid early mornings**
- **Coordinate with other programs**
- **Identify potential conflicts**
  - **Ongoing**
  - **Specific**
- **Getting out at night**



## *V<sup>2</sup> Verbal*

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- Control background noise
- Arrange chairs in slightly curved rows
- Keep the group 'close'
- Use carpet to deaden extraneous noises



## Choose your words carefully.

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- Speak clearly, slowly and directly to audience
- Rephrase important points
- Consider vocabulary and technical terms
- Repeat audience questions and comments

## Use Humor



## *V<sup>2</sup> Visual*

- Simple
- Clear
- Contrasting



## 80% of what they see and hear


- Use visuals to supplement verbal communications
- Use slides/pp with as much light as possible
- Consider bold faced type
- Label charts and graphs clearly
- Keep information on slide to a minimum
- Use clean and as large as possible charts
- Use uncomplicated typeface
- Provide plenty of white space
- Keep it simple
- Don't use it and you won't lose it!



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- Use visuals to supplement verbal communications
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## 80% of what they see and hear (continued)

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## 80% of what they see and hear (continued)

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- Use uncomplicated typeface
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# Graphics

## ■ ABCX Stress Model

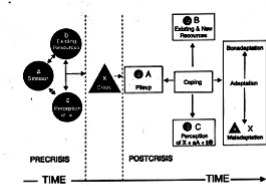
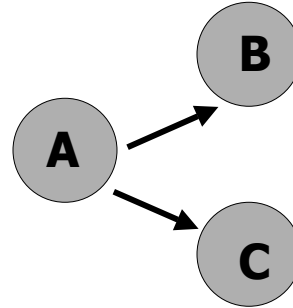


Figure 1.2. Double ABC-X Model  
SOCHE, From McCubbin, R. C. & Patterson, J. M. (1983). Family Process, Coping, and Social Support.  
Reprinted by courtesy of Charles C Thomas, Publisher, Springfield, Illinois.

## Stress Model



# FONTS: You Choose!

■ **Aging in the 21<sup>st</sup> Century**

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■ *Aging in the 21<sup>st</sup> Century*

■ **AGING IN THE 21<sup>ST</sup> CENTURY**

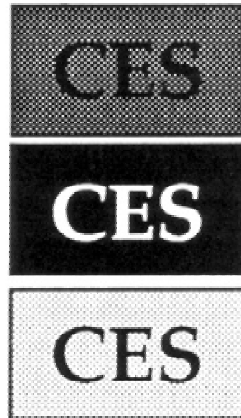
■ Aging in the 21<sup>st</sup> Century

■ **Aging in the 21<sup>st</sup> Century**



## Publications- Contrast

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## Contrast -Light on Dark

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- Use *light on dark when projecting*
- Reduces glare of stark background



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## Contrast -Dark on Light

- Some say use *dark on light* in print, but not when projecting



## Publications: White Space

There is a wide range of troublesome behavior in college classrooms today. Here is a list of the most common disruptive behaviors: Monopolizing class discussion. Talking when someone else – a peer or a teacher – is speaking. Exhibiting a challenging, arrogant, or insolent manner.

Difficult behaviors:

- Talking
- Arguing
- Criticizing



## Publications: Page Design

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- Standardized formatting
- Limit use of all CAPS
- Short lines –5 to 6 inches
- Columns provide more white space
- Justify left side



## Publications: Paper

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- Maximize contrast between paper and ink
- Avoid slick papers –hard to turn pages
- Avoid shiny papers –reflections hard to read
- Consider 'handling' factors

## Follow-up Returning Learners



- Announce next program
- Take-away message and materials – variety of formats
- One or two week check up (more than evaluation)

## Reference



Wilken, C. S. (1992). To be seen and heard by all. *Journal of Extension*, 30 (2).

Can be retrieved at:

<http://www.joe.org/joe/1992summer/a5.html>