NUDGE, SLUDGE, AND CHOICE ARCHITECTURE
APPLYING THE LESSONS OF BEHAVIORAL ECONOMICS TO INSTRUCTIONAL DESIGN

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>> PASSWORD: OLCinnovate22
SOMETHING TO WRITE ON & WITH

a sheet of paper, or a notes app on your phone - whatever is most convenient
YALE CAMPUS

1960s

Seniors

Tetanus shot

Instructions

YALE CAMPUS

1960s
Seniors
Tetanus shot
Instructions

Campus map

Schedule

YALE CAMPUS

1960s

Seniors

Tetanus shot
YALE CAMPUS
1960s
Seniors
Tetanus shot

3%
YALE CAMPUS

1960s
Seniors
Tetanus shot

A

3%

B

29%
tiny nudges can create surprisingly strong alterations in behavior
THINK OF THE LAST 3 DIGITS OF YOUR PHONE NUMBER...
NOW, IMAGINE THIS NUMBER IS A YEAR ...

WHAT YEAR DID ATILLA THE HUN SACK EUROPE?

WAS IT BEFORE OR AFTER THAT YEAR?
NOW, IMAGINE THIS NUMBER IS A YEAR ...

WHAT YEAR DID ATTLA THE HUN SACK EUROPE?

WAS IT BEFORE OR AFTER THAT YEAR?
NOW, IMAGINE
THIS NUMBER IS
A YEAR …

WHAT YEAR DID
ATTILA THE HUN
SACK EUROPE?

WAS IT BEFORE
OR AFTER THAT
YEAR?

ANCHORING EFFECT
ORGAN DONOR % BY COUNTRY
ORGAN DONOR
% BY COUNTRY
ORGAN DONOR % BY COUNTRY

OPT-IN VS -OUT!
SLUDGE

The opposite of NUDGE - a “nudge” that is focused on self-interest but NOT YOUR interest…

SUBSCRIPTION schemes that make it easy to subscribe but complex to unsubscribe!
CHOICE ARCHITECTURE

DESIGN that encourages a specific action using channel factor principles…

NUDGE for the good!

SLUDGE against your interest but supporting designer’s interests
DESIGN that encourages a specific action using channel factors…

NUDGE for the good!

SLUDGE against your interest but supporting designer’s interests
CHOICE ARCHITECTURE

DESIGN that encourages a specific action using channel factors…

NUDGE for the good!

SLUDGE against your interest but supporting designer’s interests
Nudge

Improve Decisions About Health, Wealth, and Happiness

“One of the few books . . . that fundamentally changes the way I think about the world.” —Steven D. Levitt, coauthor of FREAKONOMICS
Nudge

Improving Decisions About Health, Wealth, and Happiness

"One of the few books... that fundamentally changes the way I think about the world." —Steven D. Levitt, coauthor of FREAKONOMICS
## CHANNEL FACTORS*

Make it **EASY** to plan

Put it on the LMS calendar - use **LMS DUE DATES**

Use the same **DUE TIMES** if possible

Use the **COURSE RHYTHM** approach if possible.

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### RHYTHM OF A REGULAR WEEK

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### RHYTHM OF AN EXAM OR PAPER WEEK

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**P/D:** VERY DIFFICULT  
**SA:** VERY HIGH

BLOG POST >
CHANNEL FACTORS*
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Put it on the LMS calendar - use LMS DUE DATES
Use the same DUE TIMES if possible
Use the COURSE RHYTHM approach if possible.

P/D: VERY DIFFICULT
SA: VERY HIGH

BLOG POST>
CHANNEL FACTORS
Make it EASY to find things...

USE STANDARD COURSE NAVIGATION

P/D: VERY EASY
SA: VERY HIGH
ANCHORING EFFECT

Combine it with SOCIAL information…

If you have high numbers USE THEM:

90% students who come to office hours…

P/D: VERY DIFFICULT
SA: *POSSIBLY HIGH
ANCHORING EFFECT
WORKS ON CONCEPTS TOO!
Ask students to sign an HONOR CODE as one of the first things on a quiz or before submitting a paper!

P/D: VERY EASY
SA: HIGH
PLURALISTIC IGNORANCE

Doing something because one thinks that’s what others would probably do…
PLURALISTIC IGNORANCE

STUDY METHODS:
most students use rereading and underlining because that’s what they see others do...

SHARE info about effective study methods!
AVAILABILITY HEURISTIC

When you make something frequently easily available it becomes more frequently referred to.

MAKE PRACTICE QUIZZES AVAILABLE

If not possible, use the BRAIN DUMP method - have students write down in 100-150 words what they remembered from a video, a lecture, a reading assignment, etc.
CONFORMITY EFFECTS

ONLINE DISCUSSIONS - make students post BEFORE they see other posts; let students append but not edit!

See my (very opinionated) blog post: Never, never, never of online discussions

BLOG POST>
POSTCOMPLETION ERRORS & FORCING FUNCTION

Ever forgot your ATM card in the machine? Not if you HAVE TO take it out before you get the money/receipt!

Ask before-reading questions so that students are more focused…
SLUDGE

INFREQUENTLY INTENTIONAL

Classic example is a syllabus that is SO LONG no-one reads it!

Separate COURSE and PROGRAM information into 2 documents!
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