



Stairs or Escalator?



You're looking up a subway tunnel. Do you take the stairs or the escalator upwards?



You have a FastPass for another ride that expires in 60 minutes. Would you get in this line?



You're at Disney World's Magic Kingdom, walking by the Tomorrowland Speedway on your way to Space Mountain. You have a special FastPass for Space Mountain that expires in 60 minutes. You notice a large line at the Speedway, but you'd like to ride it, but you're afraid that it might make you miss your FastPass. Would you hop in this line?

SAINT LEO UNIVERSITY

Am I doing okay?

Advanced Forensic Science CRJ-546

Content Discussions Grades Classlist Whiteboard Activities More Tools

Quiz List > Submissions

Quiz Submissions - Final Exam

D. [redacted] (username: d. [redacted])

Individual Attempts	Score
Attempt 1	80 / 100 - 80 %
Overall Grade (first attempt):	80 / 100 - 80 %

You're a student, and you've just finished your assessment. This is the screen that your instructor has configured to be shown to you after completing your assessment. Am I doing an "okay" job on this assessment?



Stairs or Escalator?



You're looking up a subway tunnel. Do you take the stairs or the escalator upwards?
(Stairs are musical, look like a piano)



You have a FastPass for another ride that ends in 60 minutes. Would you get in this line?



You're at Disney World's Magic Kingdom, walking by the Tomorrowland Speedway on your way to Space Mountain. You have a special FastPass for Space Mountain that expires in 60 minutes. You notice a large line at the Speedway, AND YOU NOTICE A TIMER ON THE SIGN; you'd like to ride it, but you're afraid that it might make you miss your FastPass. Would you hop in this line, now that you know the wait time via the sign?



Am I doing okay?

Advanced Forensic Science CRJ-546

Content Discussions Grades Classlist Whiteboard Activities More Tools

Quiz List > Submissions

Quiz Submissions - Final Exam

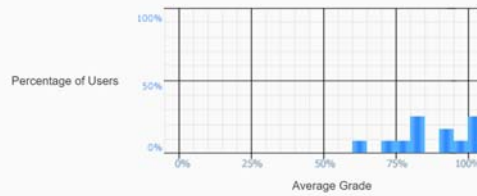
D [username: d...]

Individual Attempts	Score
Attempt 1	80 / 100 - 80 %
Overall Grade (first attempt): 80 / 100 - 80 %	

Class Statistics

Class Average:	85 / 100 - 85 %
Your Score:	80 / 100 - 80 %

Score Distribution



You're a student, and you've just finished your assessment. This is the screen that your instructor has configured to be shown to you after completing your assessment. Am I doing an "okay" job on this assessment, now that I can see that the average is 85% and I've earned 80%?

Become a Learning Architect



Classroom Management

...

Education Technology

...

Instructional Presence



Nudging

... Behavior Change

When we assume ourselves as learning architects, we are more attuned to our students' needs.

We are in a better position to be aware of engagement metrics readily available and to propose actions that might increase the possibility that our learners persist.



TODAY, YOU WILL:

1. Identify characteristics of at-risk & on-track learners
2. Identify key habits of at-risk & on-track learners
3. Relate nudging actions that you can take to key student habits
4. Craft a “nudge” campaign
5. Strategize on campaign deployment



NUDGES

A nudge is designed to **change someone's BEHAVIOR.**

(not attitude / opinion)

The change in behavior:

- Is **predictable**
- Is **easy to avoid**
- Is not monetarily rewarded
- Does not involve punishment
- Is in the **best interest of the person** being nudged
- Is in the **best interest of society**

Explain what a nudge is.

Changing BEHAVIOR, not opinion/attitude.

The change in behavior:

Must be predictable

Must be easy to avoid

Must not be monetarily rewarded

Must not involve punishment

Must be in the best interest of the person being nudged

Must be in the best interest of the society / community

EXPLAIN WHAT A NUDGE IS NOT (eg, marketing, monetary incentive, rule/regulation, attitude / opinion change)



Student Privacy Disclaimer

- ⚠ Each university area at which we look today should have a designee who is knowledgeable about how privacy impacts information sharing from their particular area.**

This is just a reminder about student privacy and FERPA compliance.

SAINT LEO UNIVERSITY

eLion Student Acad History

eLion > Faculty Information > Student Educational Planning

Staff Online Resources

- Colleague UI
- eLion**
- eTime
- eTime (HTML Version)
- Honor Code
- ICUBA
- Intranet
- iPay
- Performance and Development
- Valic Retirement Manager

SAINT LEO UNIVERSITY

Log Out | Main Menu | Faculty Menu | Help

FACULTY Welcome Darcy!

Transcript

Course/Section and Title	Grade	Credits	CEUs	Repeat	Term
MBA-515 MBOL1 Global Business Management					2019FA1
MBA-510 MBOL1 Decision Support Systems					2019SU2
MBA-500 MBOL2 Legal Environment of Business	A-	3.00			2019SU1
MBA-533 MBOL3 Human Resource in Management	A-	3.00			2019SU2
MBA-530 MBOL3 Organizational Behavior	A-	3.00			2019SP1
MBA-563 MBOL2 Marketing	A-	3.00			2019FA1
MBA-560 MBOL3 Financial & Managerial Accounting	A-	3.00			2019SP2
MBA-540 MBOL3 Managerial Economics	A-	3.00			2019SP1
MBA-525 MBOL3 Professional Development	A-	3.00			2019FA2
MBA-CH1 MBOL3 Orientation	F	0.00			2019FA2
THY-600 NCTW1 St. Leo and Letters of Paul	A-	3.00			2019SU1
THY-600 NCTW1 St. Leo and Letters of Paul	A-	3.00			2019SU1
PHI-602 NCTW1 Philosophical Found Theology	A-	3.00			2014FA1
THY-621 NCTW2 Christian Ethics I: Foundation	A-	3.00			2014SU1
THY-600 NCTW1 History of Christianity	A-	3.00			2014SP1
THY-665 NCTW1 Ecclesiology	A-	3.00			2013FA1
THY-615 NCTW1 Christology	A-	3.00			2013SU1
THY-601 NCTW101 Hebrew Scriptures	A-	3.00			2013SP1
THY-613 NCTW101 Hebrew Scriptures, Sacraments, and Litur	A-	3.00			2012FA1
THY-602 THOL1 Christian Scriptures	A-	3.00			2012SU1
THY-610 NCTW1 Christian Spirituality: History	A-	3.00			2012SP1
THY-606 THOL101 History: Then Sp1: Graduate	A-	3.00			2011FA1

Total Earned Credits: 57.00
Total Grade Points: 225.03
Cumulative GPA: 3.948

OK

Log Out | Main Menu | Faculty Menu | Help

WebAdvisor 3.1

In eLion, in the Faculty Information section, access the Student Educational Planning area to access student academic histories.

SAINT LEO UNIVERSITY

Lions SHARE Social Profile

Lions SHARE > search for student

Lions SHARE Connecting Experiences

Search

Online Services

- eForm
- Course Schedule Master List
- Change Of Residency
- Information Change
- Library
- Career/Employment Resources
- Help Desk
- New Portal Highlights
- Raise Your Hand
- My Class Evaluations
- Courses
- LionsSHARE**
- Messages
- Calendar (Coming Spring '17)

Master of Business Admin

Graduate Studies Business 2015-2016 1183 points

ABOUT SUBJECTS CONNECTIONS GROUPS

Education

Universidad Central de Venezuela, 2000
Saint Leo University, 2015

Places

Hometown: Caracas, Venezuela
Current Town/Suburb: Cheraw, SC
Nationality: USA

Languages

English
Spanish

Interests

Theology Servant Leadership Mentoring And Coaching Management Skills
Photography Reading

Skills

Internal Auditor Emotional Intelligence Coaching/Mentoring Inspiring Leadership
Quality Management

Support

In Lions SHARE Social, search for a student name and access their Social profile.

SAINT LEO UNIVERSITY

Lions SHARE Courses Class Progress

Lions SHARE > Courses > Class Progress

Prod Educational Media EDU-541

Class Progress

Name	Content	Discussions	Logins	Grades
[Avatar]	76% Visted 37 / 49	27 read 7 threads 4 replies	Logins 104	64.31%
[Avatar]	63% Visted 31 / 49	55 read 11 threads 17 replies	Logins 25	85.88%
[Avatar]	86% Visted 42 / 49	101 read 9 threads 35 replies	Logins 122	92.16%
[Avatar]	84% Visted 41 / 49	141 read 9 threads 23 replies	Logins 38	93.14%
[Avatar]	78% Visted 38 / 49	109 read 9 threads 19 replies	Logins 38	95.67%
[Avatar]	67% Visted 33 / 49	216 read 9 threads 40 replies	Logins 75	91.18%
[Avatar]	84% Visted 41 / 49	126 read 9 threads 32 replies	Logins 70	100%
[Avatar]	86% Visted 42 / 49	89 read 11 threads 37 replies	Logins 89	97.65%

Color Indicators

On Track
70 % and Above [Blue]

Some Concerns
60 % and Above [Yellow]

At Risk
0 % and Above [Red]

In Lions SHARE Courses, access the Class Progress tool and look at this useful data. Notice that LOGINS column is displaying SYSTEM LOGINS, not necessarily your specific course access. Notice the colors correspond to specific types of students, and that you can adjust the values of the colors.



In-Class Polling

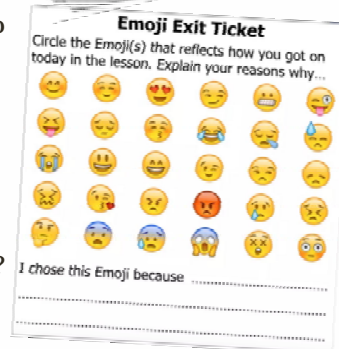
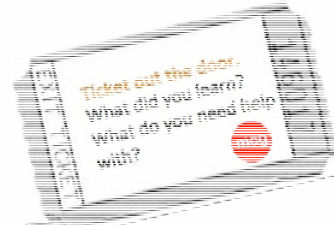


In a F2F class, you can gather feedback and data via in-class polling.



Exit Ticket questions

- ❖ Name one important thing you learned in class today.
- ❖ What did you think was accomplished by the small group activity we did today?
- ❖ Write/ask one question about today's content - something that has left you puzzled.
- ❖ One of the goals of this class is to have all participants contribute to the seminar. How well do you think this was achieved today?
- ❖ Do you have any suggestions for how today's class could have been improved?
- ❖ I used the whiteboard extensively today. Was its organization and content helpful to you in learning? Why or why not?
- ❖ Which of the readings you did for class today was most helpful in preparing you for the lesson? Why?
- ❖ We did a concept map activity in class today. Was this a useful learning activity for you? Why or why not?



Exit Tickets (or Ticket Out the Door) is a good strategy for collecting data from students. Distribute slips of paper during class, and tell students that they need to give you their ticket to leave. Sample prompts/questions are provided here. See the emoji ticket example for a fun way of using exit tickets.



Data Gathering: Check Your Perceptions

Are these the traits of an

on-track student?

at-risk student?



Reminder: All of these data sources allow you to check your perceptions (and sometimes misconceptions) about student behavior.

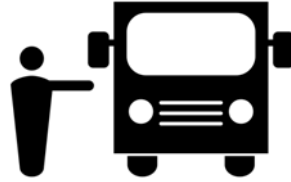


NUDGES

iNcentives



1. Who uses it?
2. Who chooses?
3. Who pays?
4. Who profits?

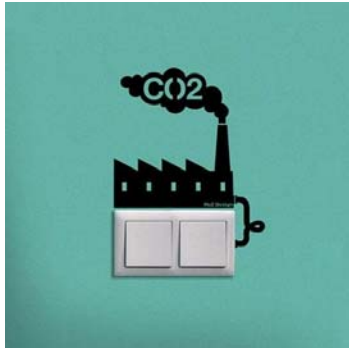


MELISSA - buying a car compared to paying for the bus; and free late/homework/low grade pass; mention immediate v long term



NUDGES

Understand mapping



To Understand Mapping is to connect specific behaviors with specific results. Sometimes it's difficult to connect what you do on a day-to-day basis with results of your behaviors, because sometimes systems are complex. In the case of the lightswitch, it's mapping your usage of the lightswitch with carbon dioxide emissions from power plants. In the other example, it's connecting a misbehavior (public drunkenness and urination) to possible humiliation or embarrassment on Youtube.



NUDGES

Understand mapping

The screenshot shows a 'Quiz Submissions - Final Exam' page. A table of 'Individual Attempts' shows a score of 60 / 100 - 60%. A red circle highlights this score, with an arrow pointing to a 'Reflect On Your Learning' assignment. The assignment title is 'Reflect On Your Learning' and it is marked as 'Published'. The assignment description includes a condition: 'All conditions must be met' and 'Receives less than or equal to 60 % on grade item: Final Exam'. Below this, the text reads: 'Based on your exam score, it appears that you haven't learned to master the topics in this module. But don't get discouraged, Darcy; let's learn from this challenge and perform better on the next attempt.' The final instruction is 'Complete this self-reflection before moving on to the next module.'

In this example, a student who receives a 60% or less automatically sees a new Assignment wherein they need to write a reflection about their poor performance on the assessment. It's hidden from the rest of the class.



NUDGES

Defaults

[unsubscribe from this list](#)



MELISSA - Defaults – automatically subscribed to lists; in education – optional assignments or study groups



Give Feedback

Would these experiences or behaviors be the same without the frequent feedback?

amazon prime

Close

Nice job, Melissa. In the past year, with Amazon Prime you've saved more than **\$100** on two-day shipping and more than 15 trips to the store.

Participant	Steps	Time
John-george N	53,172	11 m
Erica H	44,119	6 m
Kate S	39,496	31 m
You	29,818	16 m

2 days 5 hr 3 min left

John-george N crushed it! That step goal didn't even see it coming
Cheer

17:06

Chalk up 997 more for steps John-george N
Cheer

Jim M's leading Erica H by 6,205 steps now
Cheer

An example of giving feedback is the FitBit app's "Workweek Hustle" challenge, which not only allows you to compete with your friends, but even gives you realtime (or near-realtime) feedback messages whenever your competitors do better or worse than you, which adds more nudging to the experience. In the Amazon Prime example, Melissa logged in to cancel her Prime Account, and was nudged with feedback about how much money and time Prime has saved her.

NUDGES

Sex and Gender SOC-334-OL99

Content Discussions Grades Classlist Whiteboard **Course Tools**

Activities More Tools

Course Administration

Category Name

Communication

Chat Discussions

Intelligent Agents News

Give feedback

03 - Welcome to the Course ▾ ⛔
This IA will be sent to each student upon their first entry to the course. * Update details every term about office hours and teaching assistants.

04 - No Course Access During the First Week ▾ ⛔
This IA will send an email to the student (CC Instructor) to remind them that the semester has started and that they will fall behind if they don't get started. * Update details every term about office hours and teaching assistants.

05 - Successful Completion of 1st Week Activities ▾
This IA will send an email to the student (CC Instructor) to assure them that they have completed all the required first week activities for the course. *Edit this agent if the required activities change in a future term.

In Courses, the Intelligent Agents tool (NOTE: This is only unlocked for Teaching in Courses Sage level instructors, so complete your Teaching in Courses enrichment!) can automatically send email messages to student based on conditions. In this way, you can pre-schedule automatic feedback to students based on criteria that you set, such as accessing a course for the first time, not accessing the course during the first week fo class, and successfully completing all of the activities in a particular module.




NUDGES

Expect Errors



Attempts

Attempts Allowed 

2

Optional Advanced Attempt Conditions

Overall Grade Calculation

Highest Attempt



MELISSA - gas caps have plastic piece so you don't forget it; Paris metro takes cards from any direction; in your classes, consider the benefits of the multiple attempts



NUDGES

Structure choices



Structuring Choices means breaking down complex decisions that students need to make into more manageable, easier choices. For instance, this huge, maze-like library placed color-coded, labeled directional paths on the floor to lead students to different hidden parts of the complex. In the other example, they've nudged someone with green footprints toward a rubbish bin, hoping to change the lazy, default behavior of just throwing your rubbish on the ground.

The image is a screenshot of the Saint Leo University LMS interface. At the top, the university logo and name are on the left, and a lion logo is on the right. Below the header, the word "NUDGES" is written in large green letters, and "Structure choices" is written in smaller green letters to its right. The main content area shows two overlapping windows. The background window is titled "Sex and Gender SOC-334-OL99" and "Edit Quiz - Midterm Exam". It has tabs for Properties, Restrictions, Assessment, Objectives, and Submission Views. The "Submission Views" tab is active, and the "Default View" option is selected and highlighted with a red box. A red arrow points from this box to the foreground window. The foreground window is titled "Quiz Submissions - Midterm Exam" and shows a submission for "Darcy Goshorn (username: darcy.goshorn)" on "Attempt 1", written on "Aug 12, 2017 12:07 AM - Aug 12, 2017 12:08 AM". At the bottom of this window, a red box highlights the text: "Now that you've finished your Midterm Exam, review your scores and decide if you need to review the material, or if you have mastered it. Your next step is to read the introduction to Module 5." There is also a "Done" button at the bottom of the foreground window.

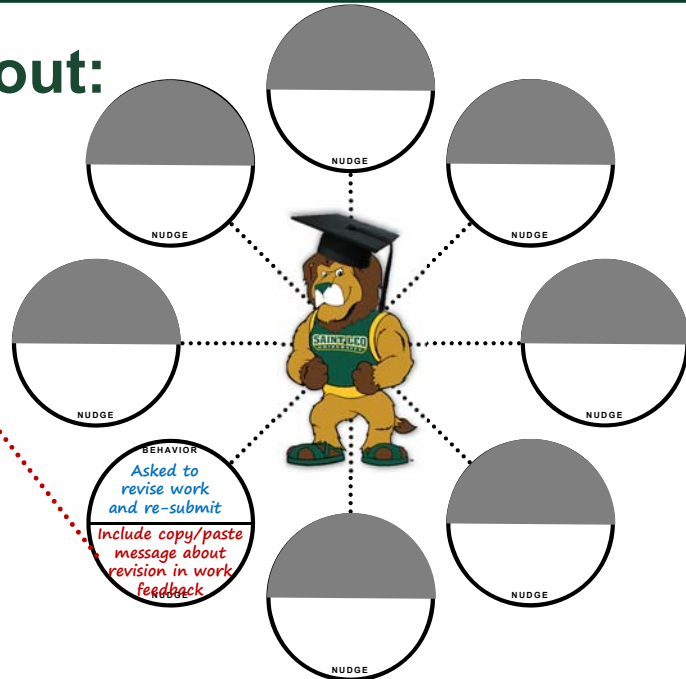
In Courses, you can easily type “NEXT STEPS” statements at the bottom or conclusion to each assignment or activity. In this example, an instructor has configured the Submission View on a Quiz to guide a student who finishes the quiz toward review and toward the next Module. Instead of the student needing to make a complex choice of whether to review or move on, the instructor provides explicit directions.



Think About:

What are the **NUDGES** you can do to your students to promote the behaviors?

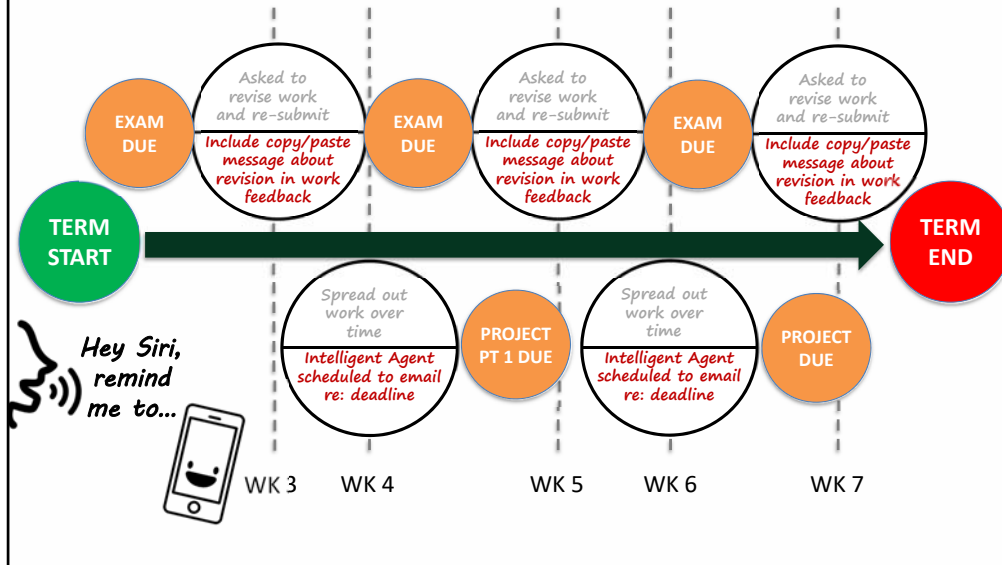
Write a **NUDGE** in the bottom half of each circle that promotes the respective behavior.



Now that you've seen examples of nudges for behavior change, write nudges that would nudge the student toward each of the success behaviors that you've identified on the "circles" sheet. Take a few minutes to do this on your own, and then pair with a partner and compare nudges.



Build a Nudge Campaign



Now, let's take nudging to the next level. To really make a tangible impact on a student, it's important to concretely plan out a CAMPAIGN of nudges for a term. In this example, I've plotted out a campaign of two different nudges over the course of 8 weeks, corresponding to exam and project due dates. Notice that I've asked Siri on my iPhone to remind me at these specific dates to complete the nudges, so that I don't forget, since it's long time between now and week 7!



What would be the observable BEHAVIORS?

- ❶ **ENG-210CL-CA01**
- ❷ **Various majors, mostly first-year students with little prior knowledge about subject**
- ❸ **Student(s) began semester with average motivation but decreased as semester progressed**



MELISSA

Explain scenario.

We ask them the question.



What would the NUDGE be?

- i** ENG-210CL-CA01
- i** Various majors, mostly first-year students with little prior knowledge about subject
- !** Student(s) began semester with average motivation but decreased as semester progressed
- ✓** Pattern: Students often scored lower than expected on their final projects and exams, which resulted in a lower letter grade than they were carrying prior to the final weeks of the course.

MELISSA

Explain pattern noticed. Ask them the question.



Creating the Campaign

Nudge Campaign

Course: _____

I. Characteristics and Student Profile

Student Target: On-Track At-Risk

II. Analysis of Observed Behavior

III. Nudge Campaigns

Activity 1	Purpose	Possible Result
Activity 2	Purpose	Possible Result

IV. Deployment of Nudge Campaigns



**Try building
1 F2F or
1 online
campaign.**

MELISSA – Highlight the details of the worksheet and that they will leave FD Day with an plan that can be implemented directly into their classes – go over the sample English student example



Nudge Campaign Reflection

- 1. Why did you select this specific nudge campaign?**
- 2. Who will be impacted?**
- 3. How will it address the needs of the identified students?**
- 4. What are the expected benefits? Complications?**
- 5. When will it be implemented?**
- 6. What resources are needed?**
- 7. How will I measure the success of the nudges?**

MELISSA

Think, pair, share or talk at tables.



In Your Group, Decide Upon the Most Effective Nudge Campaign

Take a vote. Be ready to share the winner.

In your groups, decide upon the most effective nudge campaign.
Take a vote, and be ready to share the winner.







Today, We Have:

1. Identified characteristics of at-risk & on-track learners
2. Identified key habits of at-risk & on-track learners
3. Related nudging actions that you can take to key student habits
4. Crafted a “nudge” campaign
5. Strategized on campaign deployment

Summarize what we've done today.



What Can I Do with this Right Now?

-  **Mindfully plan 1 or 2 nudge campaigns for this term, using observations of behavior.**
-  **Post the campaigns somewhere visible throughout the term.**
-  **Set up recurring reminders in your calendar or ask Siri / Google / Alexa to remind you at intervals throughout the term.**
-  **Our FDE team will nudge you with follow-up emails during the term. These will remind you and perhaps spark some self-reflection.**



tali.saintleo.edu/nudge

So what can you do RIGHT NOW?

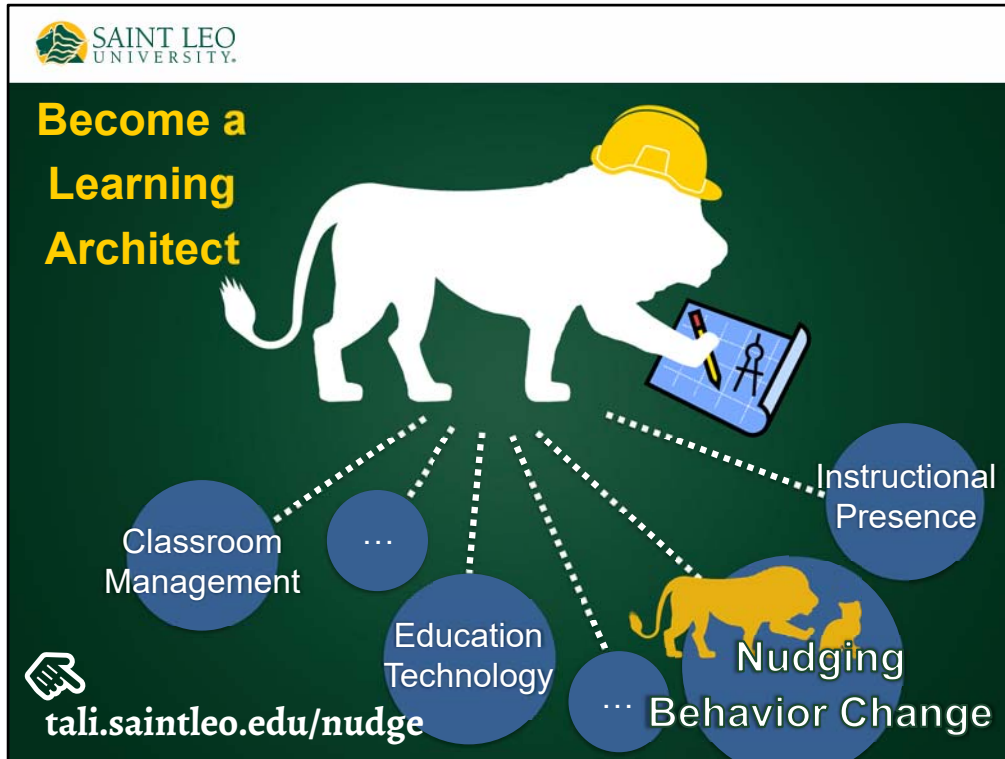
Mindfully plan 1 or 2 nudge campaigns AFTER you examine the data from your students. Don't just imagine successful students; really see what their behaviors are through observation and data collection with tools we've shown you today.

Post your campaigns somewhere you'll see them as a reminders.

Create reminders for yourself in Outlook, your calendar, or ask Siri, Google, or Alexa to remind you on specific intervals. DO IT NOW!

We'll even nudge you by sending follow-up emails during this term.

VISIT OUR WEBSITE FOR OUR MATERIALS FROM TODAY



When we assume ourselves as learning architects, we are more attuned to our students' needs.

We are in a better position to be aware of engagement metrics readily available and to propose actions that might increase the possibility that our learners persist.

VISIT OUR WEBSITE FOR TODAY'S MATERIALS.