# Individual Reflection
# Design for Behavior Change

My vision on design evolves around the idea of enriching learning experiences. In line with this vision I would like to use design (and design thinking) to innovate (secondary school) education. In order to do so I want to use design interventions to change the behaviour of both students and teachers. I chose this elective to gain more knowledge on how to design effective interventions and (more importantly) how to measure/ analyse this effect on both short-term and long-term behaviour.

Within this elective we conducted several activities in order to reach the predefined learning objectives. During the first phase we were introduced to several theories on behaviour change. I was already familiar to some of these theories, while others were completely new to me. What I really liked about getting to know these theories is that it enabled me to add the terminology and theoretical framework to the things I already knew/did intuitively. For instance, it makes sense that the concept of time plays an important role in changing behaviour. But thanks to the Transtheoretical Model I am able to distinguish and name the different phases a person can be in/go through and, more importantly, how to adjust my approach accordingly. In a similar way it is very logical that someone who is already positive towards a certain concept/ your behaviour objective needs a different approach than someone who never thought about the matter or is very negative about it. But before this course I had no idea that there was a model of reasoning, the elaboration likelihood model, for this approach.

During the second phase we were introduced to different frameworks of mechanisms and principles for exploiting persuasive influence in design. Personally, I was already familiar with several heuristic principles/ mechanisms. While I understand the added value of this topic and the relation between interaction and intervention I would have preferred to go more into depth on the 'Fogg Behavior Model' and the 'Change Objective Matrixes'. Right now, there were so many different frameworks that I feel like we did not reach depth on any of the frameworks.

On the other hand, I am currently working on applying the interaction-intervention distinction in both the design and the planned evaluation of my current design research project. I think it is very easy to fall into the pitfall of focussing on intervention only, from a behaviour change perspective, or the interaction, from a design perspective. After this elective I realize that these two concepts are intertwined, and one should always evaluate both simultaneously.

In line with this intervention-interaction distinction we thought about setting up an empirical evaluation plan. What I gained from this experience is the insight that because you can measure/ observe something, does not necessarily mean that you should. When setting up an evaluation plan it is very important to constantly be aware of your (behavior) objectives and evaluate accordingly. This sounds very straightforward, but when setting up our own plan I realized that I do not do this consistently yet. Based on this plan (and the feedback we will receive) I plan to create a similar (improved) evaluation plan for the evaluation of my current master project during the three week intervention period I planned.

During the last phase of the elective we focused on the ethics of influencing behavior. I was already familiar with most of the topics but did learn some new principles. However, there was one insight which was really valuable and eye-opening to me. Even if your end-goals is morally right, your design can be immoral simply because it is used differently because of the approach you take. In a way this sounds very logical, but so far, I often taught about ethics from an intention perspective rather than on consequence level.

In general, I feel like I got some grip on many theories and frameworks regarding behaviour change and gained some handles for the future. However, I do not think I reached a full (in-depth) understanding about all the different elements we discussed. If I look back at my PDP goal I believe this elective gave me enough handles to reach these goals within my current project, but there are definitely some more steps to take outside the scope of this elective.