Case Study #1
St. Johns University

FRAMING and DEFAULT
“The Office of Global Studies worked closely with the Freshman Advising Center to change the structure and content of the advising conversation in such a way that it frames the question of whether to study abroad as an opt-out rather than an opt-in. They changed the language from “have you thought about study abroad” to “when you study abroad at some point in the next 4 years…”

Case Study #2
Chapman University

PRIMING
“In our advising questionnaire, we asked if they want to do a homestay first, then residence hall, to plant the idea of a homestay because we never asked that before. We also asked "In what language do you want your classes taught?" rather than "Do you want to learn a language". In our First Steps session we talk about "benefits of a non-traditional location" to get them thinking outside of Western Europe. We ask them "how will you challenge yourself and get out of your comfort zone?" In the application, one essay question is “How do you plan to incorporate this international experience into your academic and extracurricular life upon your return to campus and in your future career?”

Case Study #3
Case Western Reserve University

MAPPING and ELIMINATION BY ASPECT
“These are your options, but they vary in the following ways: support/student services, number of US students vs. international vs. domestic, excursions offered, cost, etc. So, academics being the same, what are you looking for/not looking for in your study abroad?”

FRAMING
“Homestays are wonderful for language acquisition, cultural familiarity, and eating great food. Also, it is like living with a favorite aunt or uncle vs. living with your parents all over again.”

Case Study #4
Colleges of the Fenway

FOLLOWING THE HERD
“When students are searching in studio abroad, one of the search parameters is “COF students from X major have successfully studied in and transferred credit back from the following programs in these search results.”

Case Study #5
Methodist University

AVAILABILITY BIAS
“When it comes to assessing risk on off-campus programs, both in our messaging to students and to parents, we talk about risks that are less common, but create more fear among prospective students, participants, and parents, such as terrorism vs. traffic accidents.”
Case Study #6

Anchoring and Adjustment
Barcelona SAE and Illinois Wesleyan University

“When we talk to students about the semester-long (16 week) faculty-led option in Barcelona and tell them there is a $5000 fee on top of tuition, we then quickly remind them that a 3 week long May term option often costs the same amount.”

Case study #7

Default

UW – Milwaukee

While students can study on any program that they choose, we only promote programs that are part of our portfolio of our preferred programs. If they want to go on a different program, there is a modified (more difficult) application process.”

Unrealistic Optimism

Case Study #7

Carthage College

“Our students often expectation to develop "fluency" during the course of a semester (or even a year) abroad. While I try to disabuse them of these ideas in my conversations with them, I also ask returned study abroad students to tell future students the efforts they went to to increase their fluency and manage expectations.”

Terminology

Following the herd: We tend to do what others are doing.

Availability bias: people assess the likelihood of risk by how readily an image comes to mind.

Anchoring and adjustment: relying on personal frame of reference; start with what you know and adjust in the direction deemed appropriate.

Unrealistic optimism: “this happens to others but not to me” i.e. 0% of newlyweds think that their marriage will end in divorce.

Elimination by aspect: Knowing what aspects of a choice you are NOT looking for. ex. I don’t want a program where I have to speak a foreign language.

Priming: asking people if they are intending to do something increases the odds that they will do it. i.e. “How many times will you floss this week?”

Default: We tend to prefer the status quo and not make changes from the default.

Mapping: Transparency in laying out choices.

Framing: Choices will depend on, in part, how the problems are stated. i.e if you have heart problems and the dr says you can have an operation but 10 in every 100 die vs. 90 of 100 survive.

FOR SMALL GROUP DISCUSSION

1. How would YOU implement this specifically at your institution? How could you make this even more effective?
2. Have you already implemented a Nudge? How did it work?
3. Are there any challenges and obstacles might exist that restrict you from making this happen (PROBLEMUNITIES)?
a. What are potential solutions to get around those obstacles?