



# LD1008 Applied Behavioral Science and Learning: Nudging and Decision Making 4.0 credits

Tillämpad beteendevetenskap och lärande: Nudging och beslutsfattande

This is a translation of the Swedish, legally binding, course syllabus.

## Establishment

The official course syllabus is valid from the autumn semester 2023 in accordance with the decision by the Head of the ITM School: M-20230168. Date of decision: 30/01/2023

## Grading scale

P, F

## Education cycle

First cycle

## Main field of study

Technology and Learning

## Specific prerequisites

General entry requirements only

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

After passing the course, the student should be able to:

1. Give an account of the strategies for decision and nudging brought up in the course.
2. Identify methods and tools that can be used to achieve behavioural changes and be able to design environments that influence the end user's behaviour.
3. Describe and analyse common thought traps and cognitive bias that may influence decision making, and present how these can be avoided.
4. Give an account of the dual process theory and how cognitive limitations influence people's decision making.

## Course contents

The purpose of the course is to develop knowledge and skills to understand, analyse, plan and implement strategies for decision and nudging. Course content:

- Central aspects of nudging and decision making based on current research in social psychology, behavioural finance and cognition.
- Exercises in designing nudging strategies and environments for influencing decisions, based on the materials presented in the course and the course literature.
- Exercises in planning one's own decision making and writing an action plan to avoid common thought traps and cognitive bias.

## Examination

- LEXA - Continuous Assessment, 4.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

Continuous assessment. The examination components include e.g. multiple-choice questions, open questions and a final assignment, in which the students design a study plan. Final grade is given after a Pass on all examination components .

## **Ethical approach**

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.

## **Additional regulations**

- In group projects, all members are responsible for the group's work.
- In examinations, each student must honestly report any help that has been received and sources that have been used.
- In oral examinations, each student must be able to give an account of the whole assignment and the whole solution.