



Course syllabus

Faculty of Arts and Humanities
Department of Design

4DI931 Förändring och innovation: beteendeinsikter, 15
högskolepoäng
Change and Innovation: Behavioural Insights, 15 credits

Main field of study

Design

Subject

Design

Level

Second cycle

Progression

A1F

Date of Ratification

Approved 2025-09-10.

Revised 2026-03-10. The prerequisite requirement has been supplemented with subjects according to GY25.

The course syllabus is valid from autumn semester 2026.

Prerequisites

At least 45 higher education credits on second-cycle level, or the equivalent.

You also need:

Approved portfolio and English 6

Or:

Approved portfolio and English level 2

Or:

the equivalent.

Objectives

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

Knowledge and understanding

- critically understand and explain theories of change,
- critically explain and compare key behavioural insights frameworks, theories, and models and their application to innovation processes,
- demonstrate understanding of the ethical, societal, and systemic implications of behavioural change interventions in diverse innovation contexts.

Skills and abilities

- apply behavioural diagnostics to identify barriers, enablers, and opportunities for innovation,
- design, prototype, and test innovative solutions using Behavioural Design, Persuasive Technology, and Nudging principles,
- plan and execute experimental or quasi-experimental evaluations, integrating both behavioural and innovation success metrics,
- communicate design rationales, evaluation results, and ethical considerations effectively to diverse audiences.

Values and approach

- critically assess the potential benefits, risks, and unintended consequences of behavioural insights interventions in innovation projects,
- integrate principles of sustainability, inclusion, and fairness into behavioural design decision-making,
- reflect on and evaluate one's own professional practice in the context of behavioural innovation, maintaining ethical integrity.

Content

This course examines how behavioural insights can be integrated into innovation processes to design interventions that are effective, ethical, and sustainable. The student will learn to identify, understand, and influence human behaviour by combining theories and frameworks from behavioural science with practical design methodologies. The course covers behavioural insights frameworks, Nudging, Persuasive Technology, and participatory design approaches, applied to both digital and physical contexts. Through a combination of lectures, workshops, field experiments, and collaboration with real or simulated stakeholders, the student will design, prototype, and evaluate behavioural interventions in real-world settings.

The content is organised in two parts:

A: Behavioural Insights Frameworks for Innovation

- Overview of behavioural insights frameworks, theories of change, and models.
- Behavioural diagnostics: identifying barriers and enablers.
- Systemic and ethical perspectives in behavioural change.
- International case studies from public policy, health, sustainability, and service design.

B: Behavioural Design, Nudging, and Innovation Prototyping

- Applying behavioural design principles to product, service, and/or system innovation.
- Nudging and Persuasive Technology in physical-digital contexts.

- Prototyping and iterative testing of behavioural interventions.
- Co-creation with stakeholders and participatory design approaches.
- Evaluation frameworks combining behavioural metrics and innovation outcomes.

Type of Instruction

The course combines theory-based lectures, literature seminars, hands-on workshops, studio work, and field activities. The student will work individually and in multidisciplinary teams, collaborating with real or simulated “problem owners” (e.g., companies, municipalities, NGOs). Peer review and opposition sessions form an integral part of the learning process.

Examination

The course is assessed with the grades A, B, C, D, E or F.

The course is assessed with the grades A highest, E Minimum, F Fail. Assessment criteria for the A-F scale are communicated to the students in a separate document. The students are informed about the assessment criteria when the course starts, at the latest. Assessment of student performance is made through:

- 30% a written individual analysis of a behavioural insights case, including theoretical comparison and ethical reflection.
- 40% a group project report, prototype demonstration, and documentation of behavioural diagnostics and intervention design.
- 30% an oral presentation with visual aids, peer review, and an individual reflective paper on process and ethical considerations.

For a grade of E, the course objectives must be achieved. For grade of A, the student must have achieved a grade of A on at least 70% of the course assignments. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University. If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

Other Information

Any costs for material and printouts are covered by the student.

Required Reading and Additional Study Material

Behavioural Insights Team, 2014. \EAST: Four Simple Ways to Apply Behavioural Insights\. Behavioural Insights Ltd., United Kingdom.

Fogg, Brian Jeffrey, 2009. A behavior model for persuasive design. In *Proceedings of the 4th International Conference on Persuasive Technology (Persuasive '09)*. Association for Computing Machinery, New York, NY, USA, Article 40, 1–7. <https://doi.org/10.1145/1541948.1541999>

Fogg, Brian Jeffrey, 2020. *Tiny Habits: The Small Changes That Change Everything*. Houghton Mifflin Harcourt, Boston, MA, USA.

Grill, Kalle, 2014. “*Expanding the Nudge: Designing Choice Contexts and Choice Contents*.” *Rationality, Markets and Morals* 5, 139–162. Umeå Universitet, Institutionen för Idé- och Samhällsstudier.

Michie, Susan, Atkins, Lou, and West, Robert, 2014. *The Behaviour Change Wheel: A Guide to Designing Interventions*. Silverback Publishing, London. Print ISBN 978-1-912141-00-5; E-book ISBN 978-1-912141-04-3; PDF ISBN 978-1-912141-08-1.

OECD, 2019. *Tools and Ethics for Applied Behavioural Insights: The BASIC Toolkit*. OECD Publishing, Paris. Print ISBN 978-92-64-93555-6; Electronic ISBN 978-92-64-34794-6. <https://doi.org/10.1787/9ea76a8f-en>

Required reading and additional study material

Approx. 350 pages of relevant literature selected by the course coordinator.