NUDGE STRATEGY

	Encourage goal-setting	Prompt plan-making	Eliminate hassles	Manage attention
AT THE START OF THE COURSE	Ask students to **write down and submit a goal** they have for the course—e.g., "What do you want to get out of this course? How will this course help you achieve something you care about?"	Encourage students to make a schedule and **block off time** for class, homework, and other activities. For students living with a partner or children, suggest they make a **household schedule** to minimize interruptions during working hours.	Make sure that students know **how to use your school's learning management system (LMS)**. Send out an FAQ or spend some time in the first class going over how to ask questions, find and submit assignments, and take exams.	Offer tips on how to minimize distractions, such as **identifying a work space**. If this is an area like the kitchen table, suggest that students set up a work station at the beginning of their work period and put it away at the end.
DURING LECTURES OR CLASS TIME	**Connect lecture material to goals** that students have identified—e.g., "Today, we'll learn about physiology, which will interest those who want to go into sports medicine."	Suggest that students **stick to a routine** to signify that it's class time, like keeping this time as consistent as possible from week-to-week and/or telling others in the household that class is starting.	Consider setting aside time each class to go over student's questions or **holding virtual office hours**. Send reminders to students with a calendar link to make signing up easy.	Ask students to **write out their answers to a discussion prompt(s)** in a word doc, and then submit it after class to receive credit for participation (or within 48 hours of watching a lecture recording).
THROUGHOUT THE SEMESTER	**Send students reminders of their goal** periodically. Prompt them to reflect on their progress and to think about how good it will feel to achieve that goal.	**Break down assignments**, especially large ones, into smaller tasks and provide estimates of how long each task will take. Consider making these smaller tasks due throughout the course, rather than all at once.	Students may have limited internet access. Make sure that **course materials can be downloaded** simply and quickly.	**Identify tools students can use to limit distractions**, such as browser extensions that block websites or time management methods like the Pomodoro Technique. Build these tools directly into the LMS if possible.
BEFORE MAJOR ASSIGNMENTS OR EXAMS	Ask students to **set task-based goals** and to connect these to their goal for the course—e.g., "What tasks will you need to complete in order to write your essay? How will this essay help you achieve the goal you set for the course?"	Suggest that students 1) **create a plan** for how, when, and where they will complete each task; 2) **identify potential obstacles** to completion and how they might address them; and 3) **submit their plan** for extra credit or share it with others to strengthen their commitment.	Ensure that students have access to everything they need to complete assignments or study for exams. **House all course materials in a clear location** on the LMS. If this is not possible, provide students with clear instructions and assistance for accessing external materials.	Make sure due dates are clear, and **send reminders of upcoming deadlines** with links to relevant resources. These can be delivered via the LMS, email, and/or text.
AFTER MAJOR ASSIGNMENTS OR EXAMS	**Provide students with feedback** on their performance—i.e., how they did relative to their classmates, what they have accomplished so far, and/or what they are doing well and where they could improve.	Have students look back at their plan and **pinpoint any issues** with it. For example, did they not build in enough time to study chapter 1? How would they adjust this plan for a future assignment or exam?	Ask students to **reflect on what was challenging** about the assignment or exam, and what resources would be useful to have for the next one. **Incorporate these suggestions** into helping students prepare for the next course milestone.	Once an assignment or exam has been graded, **remind students to log on** to the LMS and see how they did. For those who did poorly, consider sending an additional reminder to schedule a time with their instructor to discuss results, including a calendar link.
AT THE END OF THE COURSE	Have students **reflect on their goal** for the course and identify what they could do next to further this goal (e.g., take a higher-level course, or gain more experience in the subject at work).	Send students reminders to **make a plan to register** for next term's classes, including when and where they will do so. Like the plans they created for coursework, remind them to identify potential obstacles to registration and how they might address them.	To help students continue their education, **recommend courses** that will build off of the current one and count toward their degree. Also, **provide a list of scholarships** they should look into.	**Capitalize on students' attention** while you have it: Set aside time during the last class for students to complete a feedback form or register for next term's classes.