Nudging in Online Education: Interventions on Undergraduate Students' Level of Engagement, Sri Lanka

RMMP Rathnayaka[1]* and HMISK Herath[2]

[1]Department of Agricultural Extension, Faculty of Agriculture, University of Peradeniya, Sri Lanka
[2]University of Vocational Technology, Rathmalana, Sri Lanka
*menakarathnayaka93@gmail.com

Due to covid-19, the transition from traditional education to online education had a significant influence on both students and instructors, despite the fact that it came all of a sudden and there was not enough time to adapt. As a result, many students abandon their studies or engage in little interaction in online education rather than attending actual courses, where it created a necessity to study and implement sustainable strategic plans through a socio-cognitive perspective in the education sector. Prior to that, this research looked at the idea of employing nudge interventions to enhance student engagement in online education. First, using a psychometric scale, this study aims to determine the amount of student involvement in online education. Second, using the study population as a case study, the study looked at how students' levels of involvement differed depending on their demographic factors. Finally, as a choice experiment, framing nudge interventions were delivered to the research population in order to determine the effectiveness of nudge in predicting students' degree of involvement in online education. Data were collected from 97 second and third-year undergraduate students who are currently enrolled in one of the three-degree programs offered by a public university and receive their lectures via the Zoom platform. The causal link between framing nudges and students' degree of involvement in online education was estimated. The research sample exhibited a modest level of online education involvement, which is insufficient and may be improved. In terms of some demographic factors, students' levels of participation in online education differed ($P < 0.05$). This study found that informative framing was a significant and positive predictor of the students' degree of participation in online education in the study group. Implementing these behavioral insights will result in a significant long-term investment in the education business, notably in online learning.

Keywords: Framing, Level of Engagement, Nudge, Online Education, Undergraduates