

# 'Design for Behavioural Change'



[www.design-behaviour.co.uk](http://www.design-behaviour.co.uk)

**An Engineering Subject Centre Mini project Award 2008  
End of Project report**

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Dr Vicky Lofthouse & Dr Debra Lilley  
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## **Abstract**

A development project which builds on the doctoral output of Dr Lilley by supporting the development of a website to centralise and disseminate knowledge in “*Design for Behavioural Change*” a new field of enquiry within Sustainable Design. It explores how design (in the broadest sense) can influence user behaviour to reduce the social and environmental impacts of products during use. The website, aimed at students and academics in Engineering Design, Human Sciences, Industrial Design, and Product Design, compliments functional issues in design and builds on the impending requirements of the European Energy using Product directive (EuP). The output of the project provides design-led approaches for behavioural change and demonstrates how to apply these approaches in practice through inspirational case studies.

## **1 Aims and Objectives**

The aim of this project was to develop a website to facilitate an understanding of “Design for Behavioural Change” by centralising and disseminating knowledge that will contribute to learning in design, engineering and humanities disciplines. For the purposes of this proposal ‘design’ encompasses engineering design, industrial design and product design.

The aim of the project was achieved by completing six objectives:

1. Collating and identifying appropriate material to demonstrate why Design for Behavioural Change is important and how it can be successfully applied to reduce the social and environmental impacts of product use illustrating its benefit to Sustainable Design.
2. Creating and developing a web structure to present the relevant information.
3. Drawing together and presenting information on user centred research techniques and examples of their application so engineers and designers can implement this approach.
4. Drawing together and presenting information on a range of design-led approaches for behavioural change.
5. Collating inspirational and informative case studies drawn from Lilley’s doctoral research [1].
6. Evaluating other research in the field to provide links to key resources in the field.

## **2 Methodology**

The project took place over a 6 month period across four phases devised to develop and test the resource. The day to day work was carried out by Dr Lilley and the project was managed by Dr Lofthouse.

The first phase involved collating and evaluating material generated during Lilley’s PhD study. The appropriateness of the material was guided by the empirical findings which emerged from face-to-face interviews with eight design and engineering professionals as part of the PhD [1]. These interviews focused on understanding (amongst other things) what kinds of information would be needed to enable practising designers to apply this thinking in their design processes and the most appropriate way to present this information.

The second phase centred on developing a FrontPage website. FrontPage was selected for its ease of use and the ready availability of the software. Key objectives included; identifying potential audiences, identifying their needs (through interviews where possible), and developing the structure for the content. During this stage existing design, engineering and education websites supporting sustainable design were also identified and evaluated. Particular emphasis was placed on evaluating the effectiveness of those sites which aim to educate and inform a multi-disciplinary audience, to help the project team to develop an appropriate language and level of detail for conveying information to different disciplines.

The third phase of the project focused on populating the website and in the final phase the project team designed a short electronic questionnaire (see Appendix 1) and distributed it via e-mail to members of the Sustainable Design Network<sup>1</sup> who had previously indicated an interest in the work, the eight design professionals who had participated in Lilley’s PhD research and the MSc Industrial

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<sup>1</sup> The Sustainable Design Network is a multidisciplinary group of about 180 of academics, industrialists and public sector workers working in product, packaging, graphic & textiles design, engineering, architecture, construction etc. It is run by Dr Lofthouse and administered by Dr Lilley.

Design students at Loughborough University. The aim of this stage was to evaluate the content, layout and navigation of the website; identifying areas for improvement; and new content for inclusion. The questionnaire comprised of twelve questions arranged in four sections. It asked respondents to comment on the content and navigation of the website, provide general perceptions on its quality, clarity, and relevance and, for classification purposes, indicate their profession or discipline. In total 44 participants were targeted (32 participants who attended first Design for Behavioural Change conference in April 2006, 4 masters students and 8 design professionals interviewed as part of the PhD study). 12 questionnaires were completed and returned. The results of the questionnaire were analysed using a coding and clustering methodology [2], and key lessons were drawn out. These are presented in Section 5.

### **3 Rationale**

As recognised by the forthcoming EuP directive, the greatest environment impact of electrical and electronic products often occurs during their use. This impact can be heavily influenced by consumer behaviour [3,4]. However, to date design-led research into behavioural change is limited and any knowledge available resides across several disciplinary areas [5, 6, 7], making it difficult to access. The majority of product examples identified in the literature are conceptual [8, 9]; few have entered mass production [10, 11]. Even fewer concepts provide information on the research and development (R&D) processes undertaken, but focus only on the end result, which limits their usefulness from an educational perspective.

The importance of understanding the complex set of values underlying consumer behaviour should not be underestimated. Understanding how user behaviour can and does, influence and override technological solutions is critical for engineers and designers wishing to effectively tackle problems such as increasing energy consumption. It is only through understanding these factors that effective strategies be devised to change behaviour [12]. Those working in design and development professions have potential to play a key role in reducing the impacts of product use [13] given appropriate information and tools. Based on these findings it was believed that a centralised resource of case studies which detail R&D processes would facilitate learning in, and raise awareness of, this new design field. This would in turn enable UK Higher Education Institutions to teach designers, engineers, marketers, and ergonomists how to understand and influence user behaviour to reduce the impacts of product use.

The internet was selected as the communication mechanism as the effectiveness of using it to convey information, inspire design practice and support students and academic staff has been demonstrated by the success of tools such as '[Information/Inspiration](#)' developed by Dr Lofthouse.

### **4 Support for the project**

This exciting new perspective on design has received a lot of interest from the National Consumer Council, Design Council, Nokia, and Kingston University. In 2006 material on the subject was delivered to the departmental MA/MSc Industrial Design course which generated some exciting concepts. In addition, the design resources produced as part of the PhD have been endorsed by design professionals from organisations such as Forum for the Future, Ecodesign Wales and DCA Design. Results have been disseminated at national and international conferences and at a workshop held at the Design Council.

### **5 Introducing 'Design-Behaviour'**

This section describes how the resource was developed and presents screenshots from the final output.

#### **5.1 'Design-Behaviour': Structure and layout**

##### **5.1.1 Building on existing theory**

The collaboration by Drs Lofthouse and Lilley provided an opportunity to draw on theory in the development of ecodesign tools generated by Lofthouse [14] to guide the development of "design-behaviour". Through the 3-year empirical research project 'Information/Inspiration', Lofthouse developed a detailed understanding of the service, content, visual requirement, language and mode of access required to help make ecodesign tools more appropriate to industrial designers. These

findings were combined in a framework which presents all of the elements which need to be embodied in tools of this nature (see Figure 1) [15].

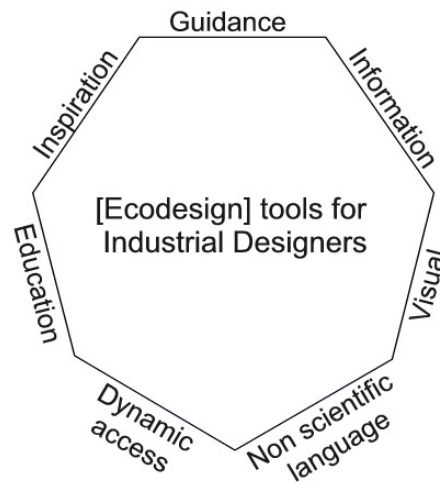


Figure 1 A holistic framework for Industrial Design focused ecodesign tools [15]

The 'Information/Inspiration' project identified that simple guidance, information and education each have an important role to play in the service delivered by ecodesign tools, but that combining these elements provides a more holistic service and greater benefits than those afforded by the individual constituent parts. The provision of information is the key to a successful tool, but this can not be successfully achieved unless guidance and education are included. Guidance provision ensures that the most relevant information can be identified and found. Education provision has a supportive role and ensures that the designers have the opportunity to build up an understanding of the main principles of ecodesign in a “hands on” way [15]. 'Information/Inspiration' also “identified that ecodesign tools need to contain two different types of content; information and stimuli and that though both are useful in their own right, there are greater benefits to be had from combining the two elements [as] this allows designers to benefit from information that is relevant and examples which are based in reality” [15]. It was recognised that case study examples bring ecodesign information ‘alive’ by illustrating how it can be applied, whilst providing specific information helps to make the examples more credible [15]. Tools also need look as though they have been designed for industrial designers. This means displaying information visually, rather than in a written format [15] and using images wherever possible. In addition to this, in order to compliment the culture of Industrial Design, the content provided in ecodesign tools needs to be presented in the form of ‘nuggets’ of information rather than large quantities of text, and be presented in an appropriate language for industrial designers, avoiding technical/scientific jargon and an academic framework. Finally the framework developed through 'Information/Inspiration' addresses the nature of the access which designers require. Through the empirical research it was clear that ecodesign is not a priority issue and is therefore subject to time constraints. It was also repeatedly demonstrated that designers have a dynamic way of working that is not suited to planned, workshop based programmes, but more suited to an integrated approach. It was found that a web site that users could access as and when they needed to was sympathetic to designers’ time constraints and as such it was well received. The web based approach allowed them to use the tool as and when they wanted to or needed to and allowed them the opportunity to refer back to it for more detail as and when required [15].

The theory developed through 'Information/Inspiration' provided a useful basis for the development of the service, content, visual requirement, language and mode of access to “design-behaviour”. To provide a more specific steer on the content, however, the authors drew on the findings of one-to-one interviews with eight design professionals (see Table 1) carried as part of Lilley's PhD [1].

Participant Descriptions
A Freelance Eco-Fashion Designer
A Product Design Lecturer & owner of a small product design consultancy
Four individuals working in a large design consultancy whose roles include; <ul style="list-style-type: none"> <li>▪ Packaging,</li> <li>▪ User Centered Research,</li> <li>▪ Product Engineering</li> <li>▪ Industrial Design.</li> </ul>
The founder of an Eco-Design Centre working to integrate eco-design in SMEs
A Consultant working as part of the Business Innovation team for sustainability focused NGO.

Table 1 Design Professionals: by Type

The findings of the interviews revealed that resources to support the implementation of design for behavioural change should be; explorative not prescriptive, assist in problem identification, provide inspiration for problem-solving, ideally be applied in the early “ideation” stages of the design process and raise questions but not necessarily provide answers. In terms of how to present the information, informal checklists, in the form of prompt questions, appeared to be more valuable than prescriptive sequential “steps” to follow. Specific case studies, supported by evidence which validates the outcome, were seen as particularly useful in providing inspiration for problem-solving. Case studies were also valued as a “vehicle” to prompt the discussion of wider issues inherent in applying a Design for Behavioural Change approach. Finally, scenarios of use were seen as useful for exploring product use in a specific context, particularly when presented as short films or photographs depicting actual user behaviour and providing powerful visual stimulus.

### 5.1.2 Audience requirements

At the outset of the development project the team identified a number of key audiences for the design-behaviour resource and, using prior research findings, compiled a list of the types of information they might be looking for (see Table 2).

	Identified needs
<b>Students</b>	Case studies, user centred research techniques, interesting snippets, references
<b>Industrialists</b>	Case studies, user centred research techniques
<b>Academics</b>	Case studies, user centred research techniques, background research
<b>Researchers</b>	Case studies, user centred research techniques, background research, references, publications, contact details.

Table 2 Key audiences and their needs

Carrying out this mapping activity provided the team with the opportunity to map potential ‘clients’ with their ‘needs’ – a common activity in the traditional design process.

### 5.1.3 Structure

To ease navigation, following on from the welcome page which introduces the resource (see section 4.1) the website consists of five main sections which aim to answer the key questions that potential visitors to the site might wish to see answered;

1. what is it?
2. doing it
3. understanding the user
4. how others have done it
5. about us

These sections are then divided into sub sections as appropriate (see Figure 2).

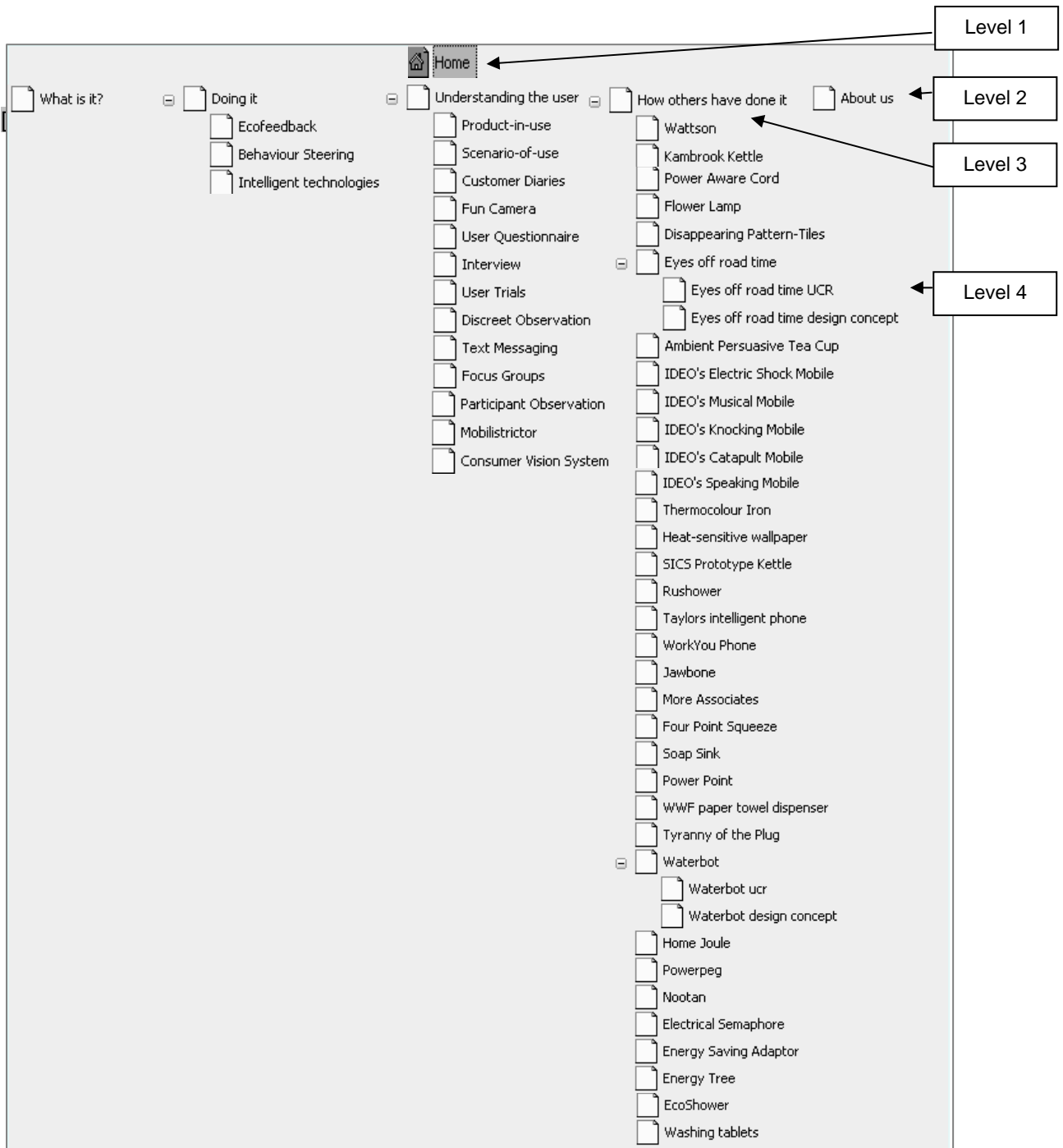


Figure 2 Site map for 'design-behaviour' website

#### 5.1.4 Layout

The presentation style of 'design-behaviour' was influenced by the 'Information/Inspiration' site which drew on Bakker's [16] findings which both recognised that ecodesign information should be presented visually using case studies and examples.

The layout is based on a standard grid system. As illustrated in Figure 3 each webpage features a vertical menu on the left hand side with links to the six main sections. Once the user gets to a Level 3

page they are also provided with a horizontal navigation path known as ‘breadcrumbs’<sup>2</sup>, just below the banner, which aims to help them place themselves more easily within the website as well as providing a link to the previous webpage (see Figure 5). To assist lecturers and students in correctly referencing the website, the update date is clearly shown at the foot of each webpage.

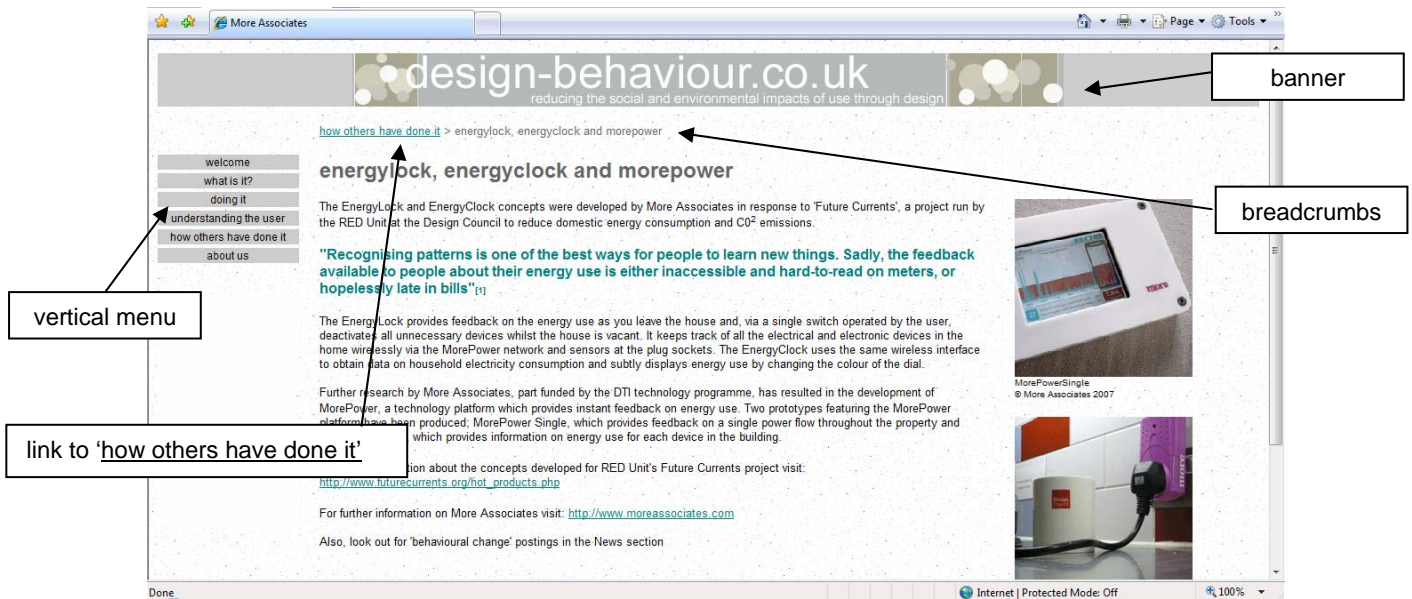


Figure 3 Key navigational aids

## 5.2 ‘Design-Behaviour’: Sections and Content

The following section introduces the welcome page and the five main sections of the resource.

### 5.2.1 Homepage

The homepage or index presents a brief introduction to the website and how to use it. The navigation menu to the left provides links to the other Level 2 sections e.g. what is it?, doing it, understanding the user, how others have done it and about us.

### 5.2.2 What is it?

The ‘what is it?’ section gives a brief introduction to the concept of Design for Behavioural Change (DfBC), outlines the intended audience for the website and provides a rationale as to why those working in design and engineering professions should apply DfBC approaches in practice. It provides a central portal for information and resources relevant to this field and recommends books, conference and journal papers, websites and blogs which may be of interest to the audience. It also provides a list of researchers who are actively researching and publishing in areas related to design for behavioural change which is regularly updated.

### 5.2.3 Doing it

The ‘doing it’ section (see Figure 4) lists the three DfBC approaches identified by Lilley [1]. Each approach is depicted with a thumbnail image, title, brief description and link to the corresponding Level 3 webpage which provides a more detailed description and further resources. In addition, a framework of promising attributes which could increase the effectiveness of “behaviour changing” devices in modifying user behaviour, drawn from Lilley’s research, is presented as a checklist.

<sup>2</sup> Location breadcrumb trail – “The location breadcrumb trail is a textual representation of a site’s structure, e.g. [Home > Furniture > Chairs > Leather Chairs](#). This representation of information allows users to link to major categories of information along a continuum of sequential order. Regardless of how users arrive at Leather Chairs, the breadcrumb trail displayed is the same.” <http://psychology.wichita.edu/surl/usabilitynews/52/breadcrumb.htm>

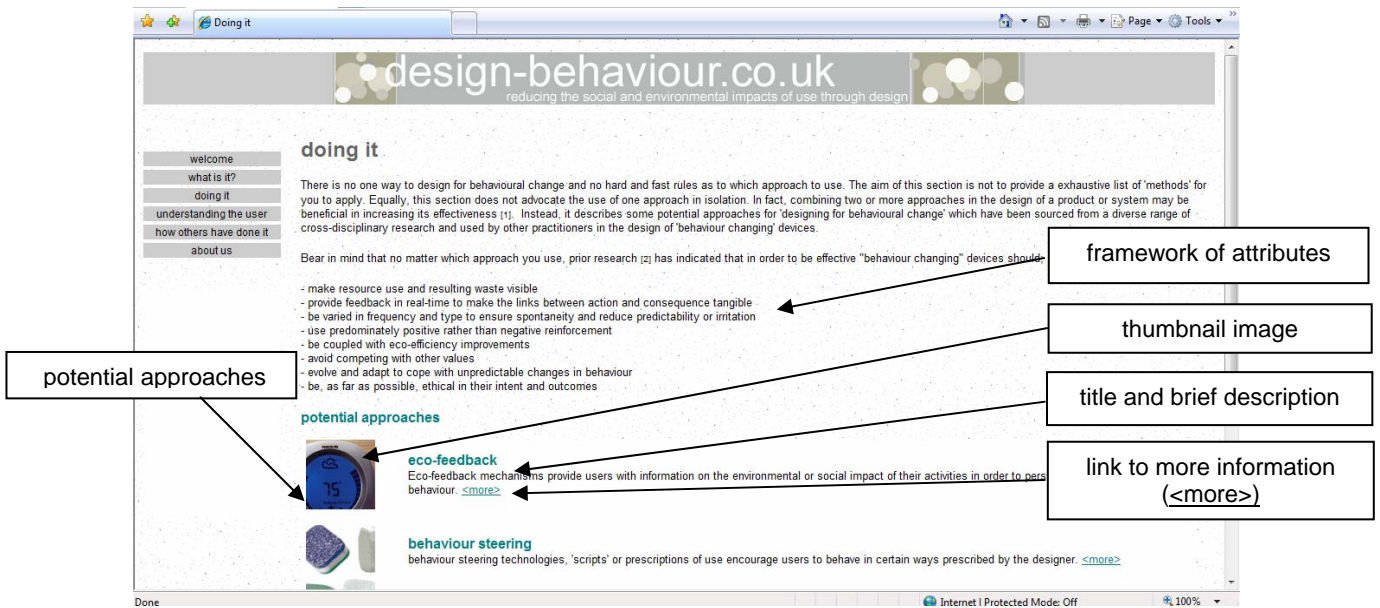


Figure 4 'doing it' Level 2 webpage



Figure 5 'doing it -eco-feedback' Level 3 webpage

The information provided in this section is informative but not prescriptive, emphasising that there is no one way to design for behavioural change and no hard and fast rules as to which approach to use. This section does not advocate the use of one approach in isolation but, in line with previous findings, encourages the use of two or more approaches in tandem.

### 5.2.4 Understanding the User

The importance of understanding the complex set of values underlying consumer behaviour can not be underestimated as it is only through understanding these factors that effective strategies can be devised to change behaviour. This section presents a range of user centred research (UCR) techniques drawn from the literature to assist practitioners in gathering user perceptions and observing "real" behaviours in "real" contexts. As with the previous section ('doing it') each technique is displayed with a thumbnail image, title, brief description and link to the corresponding Level 3 webpage, an example of which is seen in Figure 6.

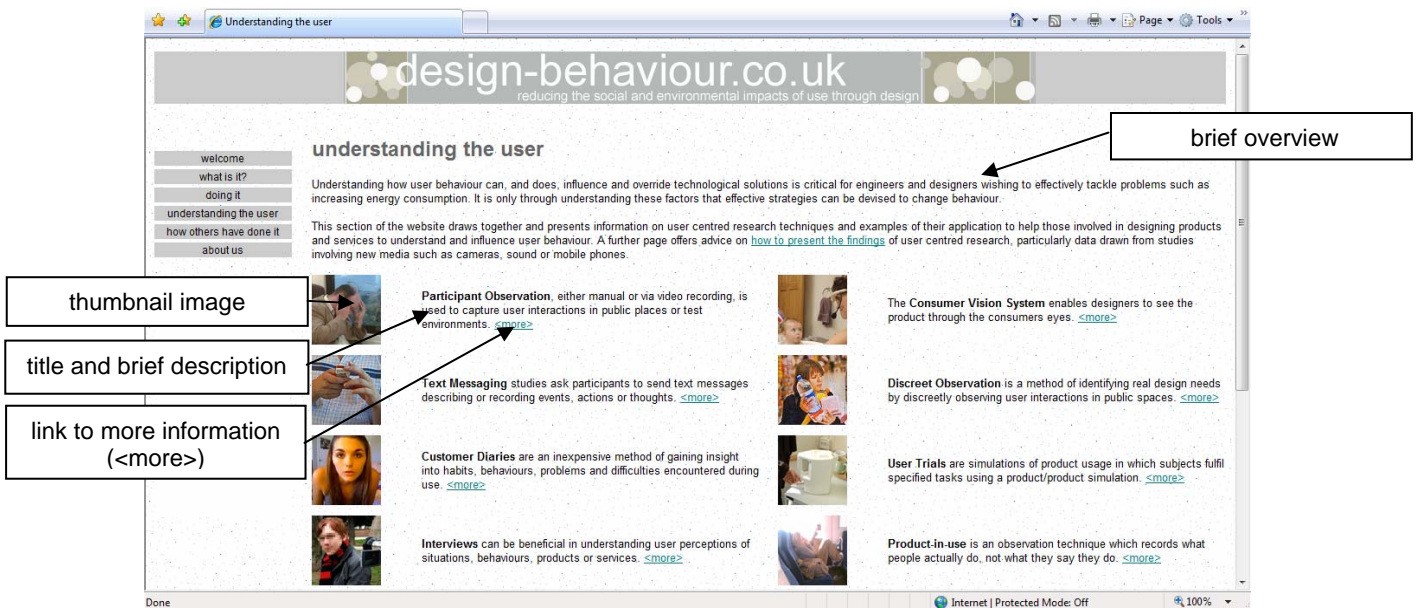


Figure 6 'understanding the user' Level 2 webpage

The corresponding Level 3 webpage gives the user a more detailed description of the technique, references to further information and, where possible, examples of how the technique has been applied in practice. For example, the Focus Group webpage, shown in Figure 7, draws on Lilley's experience of delivering a focus group exploring luxury car owners perceptions of sustainability in conjunction with National Opinion Poll Automotive [17].

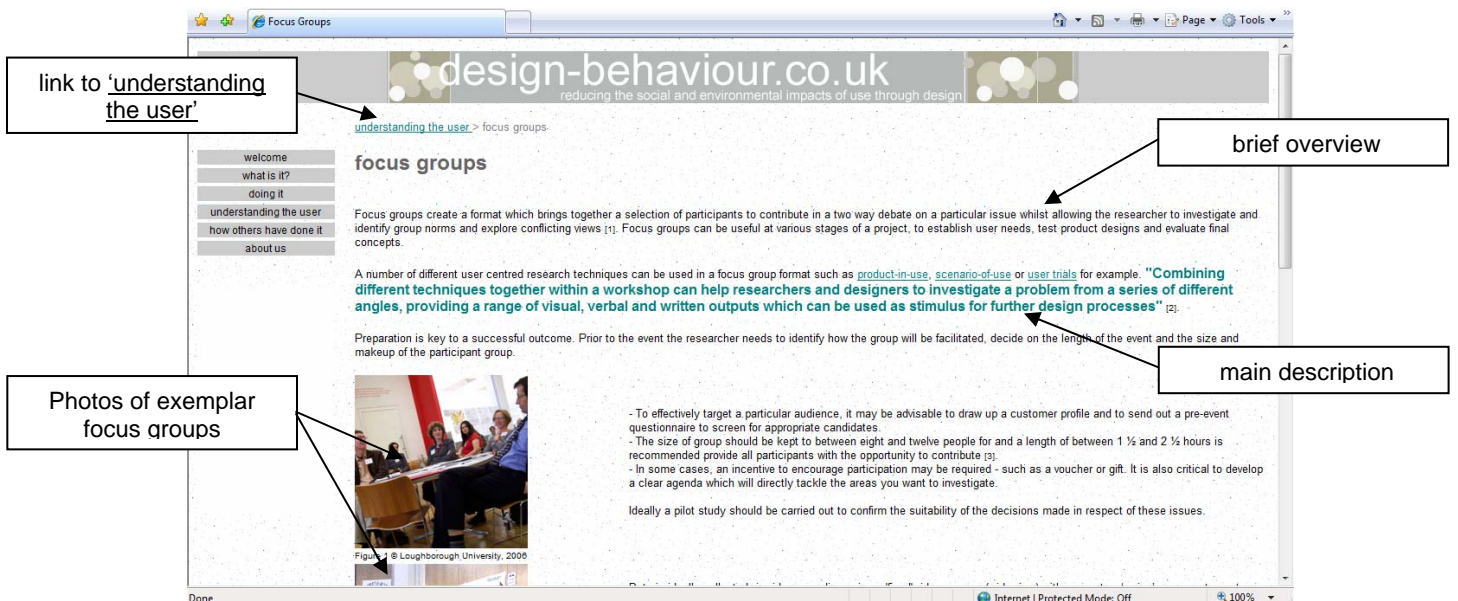


Figure 7 'understanding the user: focus groups' Level 3 webpage

References are included at the foot of the webpage to enable the viewer to access further reading materials.

### 5.2.5 How others have done it

This section provides the viewer with a broad range of case studies, drawn from Lilley's primary research and the literature, which demonstrate how others have approached designing for behavioural change.

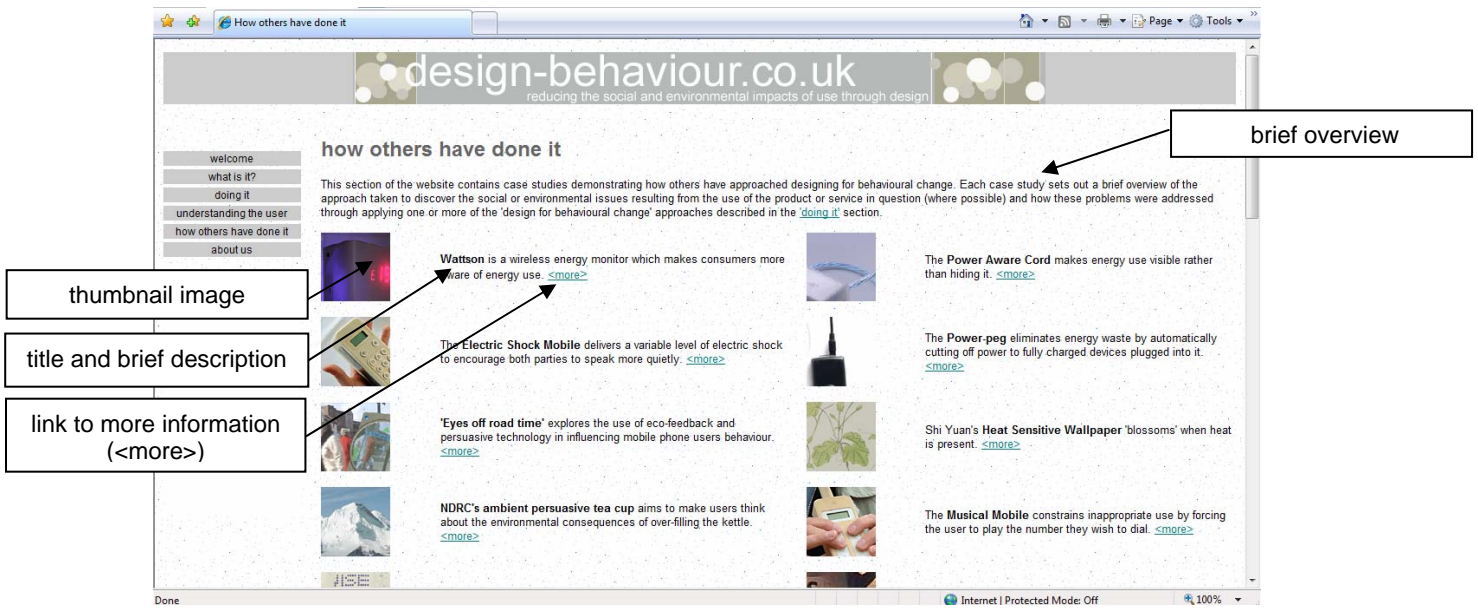


Figure 8 'how others have done it' Level 2 webpage

In line with the previous two sections, each case study is displayed with a thumbnail image, title, brief description and link to the corresponding Level 3 webpage. This webpage sets out a brief overview of the approach taken to discover the social or environmental issues resulting from the use of the product or service in question (where possible) and how these problems were addressed through applying one or more of the 'design for behavioural change' approaches described in the 'doing it' section. Images of the concept are shown on the right of each webpage and links to references for further information provided at the bottom. The layout of the case study web pages is based on a simple template. This is deliberately maintained throughout all of the case study web pages to increase usability and clarity and ensure the style, font and positioning is consistent.



Figure 9 'how others have done it: wattson' Level 3 webpage

### 5.2.6 About Us

This webpage places the “Design-Behaviour” website within the context of Lilley’s research and charts the progression of its development. It outlines further areas of intended research to be carried out by the authors and provides a list of associated publications.

## 6 Seeking feedback

As outlined in the methodology section. Feedback on the suitability of the tool was sought via a web based survey to members of the Sustainable Design Network and previous participants. 12 responses have been received to date. Feedback was received from a range of different disciplines, including industrial designers, engineers, design managers, researchers, and lecturers. The majority of respondents considered themselves to be of an intermediate level of understanding in the subject, 2 felt they were intermediate to expert, 1 was an expert and 1 was a beginner.

Further feedback will be sought via the dissemination event (set for September/ October 2008), highlighted in section 7. However some of the key findings to date are discussed below.

### 6.1 Comments on content

Feedback from the respondents widely complimented the informative content within the site and the useful links and references [e, k, l] which connect this content to the broader picture.

#### 6.1.1 Who it is most useful for?

All of the respondents who were beginners or intermediates felt that the website was most suited to their respective level of expertise, some considered it to be suitable for all levels of expertise. The expert felt that it was most suitable for an intermediate level of expertise. This is inline with the authors’ opinion, the site would be most likely to support a beginner or intermediate level of familiarity and expertise in this field as an expert would be likely to be engaged in research of their own.

#### 6.1.2 Most useful section

When asked to rate the most useful section, the majority of respondents voted for ‘how other have done it’ (see Figure 8). They all liked the wide range of good case study examples which help to ‘*make it real*’ [a, d, f, k] and ‘*aid understanding*’ [a, d] much better than theory alone [i]. The fact that they were visual and wide ranging was also recognised and commended. Two specific services that this section provides could be interpreted from the feedback; education / awareness raising and inspiration.

A few respondents liked the ‘Doing it’ pages – with their general consensus being that the framework helps to lay things out clearly. However one respondent did not feel this section was detailed enough and another felt that it was too detailed. This contradictory finding suggests that it would be worth investigating the suitability of this section in more detail.

The Homepage was also recognised as being useful as it introduces the subject well [a]. Understanding the user was also recognised as very useful [j].

### 6.2 Interfacing with the user (layout and navigation)

All respondents stated that they found the site either easy or very easy to navigate around and technically the website appears to be working well as no one had any problems viewing the content of the site. The respondents also commented favourably on the simple layout and structure of the site. One participant (a researcher) commented that they would value more cross linking between the sections [d], this is also an issue which could be investigated.

All the respondents stated that they felt the language used was clear and easy to understand. One participant warned against ‘*very occasionally*’ [sounding]... *slightly too academic*’ [e]. With this in mind it would be worth scanning through the site with a mind to and ensuring that everything is in laymans terms. One participant also commented on sections being ‘*a bit text heavy*’ [a], again a quick check of this would help to streamline the resource and make it even more accessible.

### 6.3 Usefulness of site

All the respondents said that they would use the website as part of their design process. 'How others have done it' was seen as a key section to support this role. Sections 'What is it?', 'Doing it' and 'Understanding the User' all scored similarly and proved to be relatively popular second choices. The home page and 'about us' page were not considered to be very valuable, but as they have the useful function of introducing the purpose of the site and placing it with in an academic context, both sections will be retained.

One respondent outlined how he could see the material supporting his engineering teaching (see Figure 11).

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"I basically thought of using the website in two ways.

The first is simply as a prompt to inspire themes for final year design projects, leaving
it to the students to define the precise brief.

The second - slightly more structured - would be for use in a workshop where we might
divide students into teams, each to be assigned a design task. This could be done by
creating a matrix say with each column corresponding to one of the methodologies referred
to by the website (eco-feedback, tunnelling etc.) while each row could refer to a market
segment or product area (e.g. transport, office, home etc). We would then attempt to look
for design solutions that fill the 'idea space' created by the matrix.

My interest is mainly from the teaching point of view at the moment...

Best regards

[XXXXXX XXXXXX]
Lecturer"
```

Figure 10 Example of respondent feedback

Feedback of this nature suggests that 'Design | Behaviour' will help build the capacity of staff in Higher Education Institutions raise awareness about design for behavioural change as was suggested in the briefing document.

### 6.4 New content for inclusion

Through the design, development and testing process new ideas for content emerged. A summary is listed below:

- Add piece on 'How to use this resource in your teaching'.
- Addition of 'positive quotes' into the website.
- Having the ability for people to enter in comments about case studies – using wiki principles – arose from comments on Interaction Design Association's list.
- Seek funding / technical support to appending a repository system to the site to enable interested parties to upload related papers and case studies. This technology would also have useful implications for 'Information/Inspiration'.
- Look into potential for uploading video etc. (audio of events) – space requirements on server.
- Adding a news and events page to keep track of things that might be relevant.
- Integrating the ethics and sustainability material currently being developed as part of an on-going Academic Practice Award.

## 7 Dissemination

Though the plan is to disseminate the 'Design for Behavioural Change' website to a wider audience, via the 13<sup>th</sup> Sustainable Design Network Seminar in September/October 2008, along with the latest findings of a sister project on Ethics and Sustainability, a respectable degree a dissemination has already begun.

The website has been referenced on a range of relevant and prestigious websites:

- The Interaction Design Association's list - <http://www.ixda.org/discuss.php?post=28577>
- The FLOOV website (FLOOV News page May 27, 2008) <http://www.floov.net/>
- Positive review on Architectures of Control blog - <http://architectures.danlockton.co.uk/2008/04/30/design-behaviour-website-launched/>

The launch of the website has also led to direct contact from a range of other interested parties internationally, these include:

- A Visual Communication Design student at the University of Technology, Sydney.
- An Assistant Professor in the Industrial Design program at Auburn University, USA.
- An Industrial Designer/Lecturer/PhD Researcher at the School of Design, Victoria University of Wellington, New Zealand.
- An MAA Design Candidate from the Emily Carr Institute of Art + Design + Media in Vancouver, Canada.
- The director of an Experience Design and Research Consultancy based in California, USA.
- An Interaction Designer employed in a Sustainable Design Consultancy in Amsterdam.

A journal paper entitled 'Design-Behaviour': A web-based resource to support the integration of 'Design for Behavioural Change' in practice by Dr Debra Lilley and Dr Vicky Lofthouse is in the final stages of preparation. The intention is to submit it to International Journal of Design<sup>3</sup>.

## **8 Conclusions**

The initial feedback from the site has generally been positive. In general the respondents found the site to be 'very clear and useful introduction to this field of research/ practice' [k]. They liked the simple layout and structure, recognised and appreciated the useful links and references [e, k, l] and all appreciated and valued the case studies which were recognised as being '...great, varied and clearly explained' [l] with a useful practical focus [k]. Where the feedback has not been positive it has been constructive, allowing the team to respond to the small changes suggested (e.g. ensuring academic speak is avoided). Further feedback will be elicited at the dissemination event in autumn 2008.

At this stage, feedback from participants working in a wide range of subject suggests that this website will act a valuable resource for students and academics in Engineering design, Human Sciences, Industrial Design and Product Design wishing to understand and influence user behaviour to reduce the impacts of product use.

The project team hopes that by acting on the feedback from a small number of respondents, the site will continue to provide a 'very useful contribution to an emerging field of design' [g].

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<sup>3</sup> The original intention was to target the Design Studies Journal however this was deemed more suitable for a paper which covered all of the theory to emerge from Dr Lilley's PhD, to spread the dissemination wider the International Journal of Design was selected.

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## APPENDIX 1



### Design-Behaviour Website Evaluation

Please visit the website (<http://www.design-behaviour.co.uk>) and then complete this short questionnaire.

#### Section A: Content of the website

<b>1.</b>	<b>Where did you start?</b>	
a.	Homepage	
b.	What is it?	
c.	Doing it	
d.	Understanding the User	
e.	How others have done it	
f.	About us	
<b>Why did you start there?</b>		

<b>2.</b>	<b>What was the most useful section?</b>	
a.	Homepage	
b.	What is it?	
c.	Doing it	
d.	Understanding the User	
e.	How others have done it	
f.	About us	
<b>Why was this most useful?</b>		

<b>3.</b>	<b>In general, was the level of information provided;</b>	
a.	Too detailed	
b.	Fairly detailed	
c.	Adequate	
d.	Not detailed enough	
<b>Please provide examples of sections which were a. too detailed or d. not detailed enough.</b>		

<b>4.</b>	<b>In general, was the language used in the website;</b>	
a.	Clear and easy to understand	
b.	Complex	

<b>5.</b>	<b>In terms of knowledge about this subject - would you consider yourself;</b>	
a.	Beginner – i.e. little or no knowledge about this subject	
b.	Intermediate – i.e. some knowledge, looking to expand your understanding	
c.	Expert – detailed knowledge of this area	

<b>6.</b>	<b>Which of the following user groups is this website most suited to?</b>	
a.	Beginners – i.e. little or no knowledge about this subject	
b.	Intermediates – i.e. some knowledge, looking to expand their understanding	

c.	Experts – detailed knowledge of this area	
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**Section B: Navigation**

<b>7.</b>	<b>Did you have any problems viewing the content of the website?</b>	
a.	No	
b.	Yes	
<b>If yes, please provide details of the problem(s) encountered</b>		

<b>8.</b>	<b>How easy was it to navigate around the site?</b>	
a.	Very easy	
b.	Quite easy	
c.	Adequate	
d.	Quite difficult	
e.	Very difficult	
<b>If you answered d. quite difficult or e. very difficult - Where did you have problems?</b>		

**Section C: General Perceptions**

<b>9.</b>	<b>Would you use refer to this website as part of your design process?</b>	
a.	No	
b.	Yes	

<b>If Yes, which sections would you most likely refer to? (tick all that apply)</b>		
bi.	Homepage	
bii.	What is it?	
biii.	Doing it	
biv.	Understanding the User	
bv.	How others have done it	
bvi.	About us	

<b>10.</b>	<b>What did you think about the website overall?</b>	

<b>11.</b>	<b>Do you have any suggestions for websites that should be linked to 'Design-Behaviour'?</b>	

**Section D: About You**

<b>12.</b>	<b>Please tick the box which best describes your profession</b>	
a.	Industrial Designer	
b.	Engineer	
c.	Ergonomist	
d.	Researcher	
e.	Other (please specify)	

Thank you for your time. Please e-mail the completed questionnaire to: [d.lilley@lboro.ac.uk](mailto:d.lilley@lboro.ac.uk)

