Reworking the Workshop: Incorporating behavioral change models into workshop design

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INTRODUCTION

Workshops remain one of the primary tools for outreach and education on library tools services, but **data management workshops differ from tool oriented workshops by attempting to promote long-term behavior change rather than tool instruction**. Inspired by listening to the desires of and feedback from previous workshop attendees, this project represents efforts to research a **framework for designing data management workshop content and instructional approaches that sit in alignment with established evidence-based approaches** of increasing behavioral impact.

The psychology of behavioral change has been investigated for many decades and is an active research domain, particularly around health behaviors. There are a wide variety of models for health behavior change, but while the individual models are open for debate, there is increasing evidence that **using stage theory models to target and specialize interventions promote increased positive change in a variety of quantifiable health behaviors** (Schwarzer, 2008).

DESIGN

These models have been tested outside of health behaviors, but mostly in environmental behavior change related to energy conservation with thermostats (Nachreiner, et al., 2015) and promoting public transit use (Bamberg, 2013). **This project aimed to explore the feasibility of extending these methodologies to data management behaviors.** The first phase of this project was simply to examine how the existing workshop content could be updated and standardized to align with these stages. **An adaptation of the stage placement inventory from Bamberg (2013) is reproduced on the right, and modified to speak to data management and organizational activities**.

RESULTS

Adapting this scale gave us critical perspective on the learning objectives within our workshop materials. We found that much of our content mapped to the initial predecision phase, while (anecdotally) many participants' reported reasons for attendance could be classified at preaction or later. **In other words, very few people came to data management workshops without believing that they needed to manage their data better.** Clearing out much of the predecisional content from the workshop time opened up space for the inclusion of tasks related to practicing many core skills and a positive discussion of maintaining new organizational strategies.

The next phase of this project involves formalizing assessment strategies to evaluate the impact of these redesigned workshops. Given the human subjects sensitivity, we deliberately avoided creating surveys of attendees or collecting any formal metrics aside the normal data collected on registration and attendance.

ACKNOWLEDGEMENTS

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CITATIONS

Bamberg, S. (2013). "Applying the stage model of self-regulated behavioral change in a car use reduction intervention." Journal of Environmental Psychology 33(March). doi: 10.1016/j.jenvp.2012.10.001

Nachreiner, M., Mack, B., Matthies, E., & Tampe-Mai, K. (2015). "An analysis of smart metering information systems: A psychological model of self-regulated behavioural change." Energy Research & Social Science 9. doi: 10.1016/j.erss.2015.08.016

Schwarzer, R. (2008). "Modeling health behavior change: How to predict and modify the adoption and maintenance of health behaviors." Applied Psychology 57(1). doi: 10.1111/j.1464-0597.2007.00325.x

Predecision	Preaction	Action	Postaction
"I don't manage my data." →	"I want to manage my data better." →	"I intend to name my files better." →	"I will determine naming rules for my files and follow them." →	"Now I always name my files consistently."
• Create awareness and perception of feasibility of overt data management in research. • **Inspire** intent to change.	• **Discuss** specific behaviors and approaches for managing data. • Stress the ease of data management activities.	• Active learning tasks to **experience** new behaviors in domain contexts. • Discuss and practice overcoming obstacles.	• Advertise consultation services and more topic-specific workshops. • Discuss strategies to **recover** from setbacks.
Advertisements	Workshop content (generally in this order)		

Data Management Stage Model Placement Inventory

Please choose which statement fits you the best and place a sticker in the corresponding box on the right.

1. At the moment, I don't actively manage my data. I'm happy with my current level of data organization and see no reason why I should increase it.
2. At the moment, I don't actively manage my data. I would like to increase my current level of data organization, but at the moment I feel it would be impossible for me to do so.
3. I am currently thinking about changing some or all of my data management strategies, but I'm not sure how to do so.
4. My aim at the moment is to increase my current level of data organization. I already know which data management strategies to use, but I have not yet put them into practice.
5. Because I am aware of many problems associated with poor data organization, I already try to use appropriate data management strategies. I will maintain or even increase these habits over the next few months.
6. Because I do not work with or have control over data, increasing my level of data organization is not a current issue for me.

1
2
3
4
5
6