Using the iPad to save the world

{ ....or to save some paper, anyway

Kristine Ehrich
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- Email program
- Stylus
  - Targus or Boxwave
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UNIVERSITY OF SAN DIEGO

MKTG 420: Consumer Behavior

SUMMER 2011 9:00-12:00 (on campus) AND 10:10-1:00 (ROME) OH 130

Professor: Dr. Kristine Ehrich
Office: Olin Hld 221
Office hours: By appointment. All appointments should be scheduled via email.
Phone: 619-260-7628 (o), 509-434-4313 (cell - emergency only, please)
Email: ehrich@sandiego.edu

The best way to contact me is through email. I will check it regularly and get back to you as soon as possible.

Course Prerequisites – MKTG 300

Catalog Course Description – Analysis of consumer behavior and motivation, principles of learning, personality, perception, and group influence, with emphasis upon mass communications effects.

Course Materials

Required Texts: (all available on amazon.com)
Underhill, Paco (2008), Why We Buy: The Science of Shopping, Updated and Revised for the Internet, the Global Consumer and Beyond. Simon and Schuster: New York

Supplementary Readings: During the semester I may assign articles from recent magazines, newspapers, or journals to supplement the texts and the classroom discussions. Articles will either be handed out in class or made available online. It will be the student’s responsibility to obtain these materials if he or she misses a class session.

Class Website: We’ll use WebCT (Blackboard). http:// pope.sandiego.edu/webct/ entry/Pages/a dowebct Please make it a daily habit to check this website for announcements and homework assignments. Also, print the PowerPoint slides for the day from the website and bring them to class.
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of 33% from traditional buildings (Kats, 2006). The U.S. Green Building Council (USGBC) developed The Leadership in Energy and Environmental Design (LEED) Green Building Rating System and it has recently been modified to promote specific standards for the design and construction of green schools. Currently, there are 250 LEED-certified schools, which is 0.2% of school buildings in the United States (USGBC, 2010a).

For this research, we describe what we hope will be a method for schools, particularly universities in Southern California to decrease water consumption on campus. In an effort to change consumers’ behavior, we will be utilizing a device that is attached to the showerhead that measures the amount of time the shower is running and provides visual reminders of how long the water has been on and when it is time to shut it off.

**Method**

Our pre-test shows much potential for the full experiment. We will be collecting data at a small, private west coast university, using an innocuous looking device that is attached right behind the showerhead. The device has the capability to measure the length of the shower (in minutes and seconds), the water temperature and time the shower is on, and (when desired) to use a “stop light pattern” of green/yellow/red lights to assist the person showering in knowing how long they have been in the shower. From the time we are children we know the message associated with green/yellow/red lights. This data is captured on a microchip within the device and is then available to download for analysis at a later time. During the pre-collection phase of the experiment (2-3 weeks in length), we will install the covered devices which will measure the length of the showers taken prior to any intervention or treatment.

Our data collection will consist of 6 groups (2 control (1 male, 1 female), 2 treatment with a short literature pamphlet and shower head with lights/symbols (1 male, 1 female), and 2 treatment with literature only (1 male, 1 female)). Each of the groups will be in a separate dorm with little interaction with each other, thereby decreasing the chance of contamination of results. Apartment style and “group” style showers will also be explored in this study. Additionally, a diversity of students will be considered for this research, e.g. honors students, athletes from the sustainability-focused living/learning
Conserving Water Minute by Minute...

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of 33% from traditional behavioral interventions. The Leadership in Energy and Environmental Design (USGBC, 2010a). Currently, there are 250 LEED-certified schools.

For this research, we describe an intervention to decrease showers in Southern California to reduce water usage. We did not use a water-saving showerhead. The device has a timer (30 seconds), the water temperature, and a timer for the amount of cold water. We monitored the time the shower is running. When it is time to shut it off.

Method

Our pre-test shows that participants who were in the shower for more than 30 seconds, the water temperature, and the amount of water used were all recorded. This data is captured to allow for analysis at a later time. During the intervention, we will install the covered devices designed for intervention or treatment.

Our data collection will consist of 10 participants, 5 in each study arm: Ann, a literature pamphlet and showerhead. Literature only (1 male, 1 female) was used in the study.

Interaction with each other, thereby decreasing the chance of contamination of results. Apartment style and "group" style showers will also be explored in this study. Additionally, a diversity of students will be considered for this research, e.g., honors students, athletes from the sustainability-focused living/learning community, and students who are not involved in such activities.

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Questions?

{ ehrich@sandiego.edu }