Student designers have similar perceptions of sustainability problems despite framing them with variations in psychological distance and empathy-invoking nature.

Research Questions

- RQ1: How do the variations in the formulation of sustainable design problems relate to their perceived psychological distance?
- RQ2: How do the variations in the formulation of sustainable design problems relate to their perceived empathy-invoking nature?

Problem Variants & Hypotheses

Collaborators

Dr. Elizabeth Starkey (Penn State University)
Dr. Mohammad Alsager Alzayed (Kuwait University)

Liu, Q., Zhang, X., Huang, S., Zhang, L., and Zhao, Y., 2020, "Exploring Consumers' Buying Behavior in a Large Online Promotion Activity: The Role of Psychological Distance and Involvement."


Assessing Students’ Perceptions

Psychological Distance
- Temporal Distance
- Spatial Distance
- Social Distance
- Hypothetical Distance

Empathy
- Personal Distress
- Empathic Concern
- Personal Distress
- Fantasy

Why could students perceive these problems to be similar?

- Aggregated assessment instead of component-wise assessment
- Only varied socio-spatial distance and not other components of psychological distance
- Focused on one issue related to environmental sustainability
- Relationship between the perceptions of empathy-invoking nature and psychological distance