

# Nudging to Increase Digital Skills in Higher Education Institutions (Nudging 360)

## *General Overview*

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# 1 How it all started

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- HEI teachers lack competences/motivation/self-confidence to create engaging digital content
- Students are disengaged in online learning environments
- Nudging methodology used to help HEI teachers explore, nurture and engage in creative endeavours to design innovative digital content



## 2 What is “nudging”

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Thaler and Sunstein defined their concept as the following

**A nudge, as we will use the term, is any aspect of the choice architecture that alters people's behavior in a predictable way without forbidding any options or significantly changing their economic incentives.**

In this form, drawing on behavioral economics, the nudge is more generally applied in order to influence behaviour.



### Work Packages (WPs)

WP1: Project management (lead by Trendhuis)

WP2: Nudging Ethics Council (lead by ACEEU)

WP3: Needs and Prioritisation Map (lead by University of Barcelona)

WP4: Nudging and Self-Nudging Toolkits (lead by House of Trends)

WP5: Video Training for HEI Administrators and MOOC for Self-Nudging HE Educators (lead by Momentum)

### **Horizontal activities**

Quality Assurance, Sustainability and Impact (lead by ACEEU)\*

Dissemination and Promotion (lead by Trendhuis)\*

*\*All partners contribute*

## 4 Target groups

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Direct: HEI teachers and HEI administrators

Indirect: HEI Students

# Quality Assurance

## *Short Overview*

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# 1 Approach to QA

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- Drafting QA Plan
- Satisfaction Survey after each TPM
- Satisfaction Survey after each project year
- Satisfaction Survey after each event
- Quality Analysis of each WP

## 2 Quantitative indicators

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### QUANTITATIVE INDICATORS:

# of Ethics Council members (5)

# of valid Prioritisation Map survey responses from EU (approx. 500+)

# of HE educators accessing the MOOC (70)

# of HEI administrators accessing the video training (30)

# of HEI administrators and teachers who accessed the Nudging / Self-Nudging Toolkits (100)

% of HE educators and administrators rating the tools as effective (90%)

% of HE educators and administrators rating the video training and MOOC as effective (90%)

# of downloads of

- Ethics Council-Building Roadmap (40+)
- Needs and Prioritisation Map (50+)
- Nudging Toolkits (150+)

### 3 Qualitative indicators

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% HE educators reporting increased confidence, interest, motivation, and competence in utilizing digital education resources in teaching; and increased quality in teaching offerings (monitored via formal and informal feedback sessions) (75% each)

% project administrators reporting increased awareness, knowledge and interest attitude change of teachers' intrinsic motivation towards teacher's engagement in delivering digital education contents (monitored via a survey) (80%)

% project educators from sample reporting interest in improving digital skills at their HEIs (monitored via surveys) (70%)

% increased awareness and interest of other HEI stakeholders in topics of digital education, HE educators' motivation, and nudging (monitored via surveys) (70%)

# Nudging Ethics Council (WP2)

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# 1 The Purpose of the Council

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Nudging Ethics Council will ensure that the nudging is designed and implemented following ethical principles and values

## 2 WP structure

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- 1 Developing Methodology
- 2 Developing Council Framework
- 3 Selecting the members
- 4 Creating Council Building Roadmap
- 5 Meeting, Feedback and Possible Review

# 1 Methodology for the Council

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Establishing criteria for selecting council members:

- Ethics expertise
- Gender balance
- Absence of conflict of interest
- Able to make autonomous decisions
- Background in teaching
- Fluency in English

# Nudging Examples

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# 1 Empathic Discipline Cuts Suspension Rates in Half

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Stanford University researchers Jason Okonofua, David Paunesku, and Gregory Walton randomly assigned half the teachers at five middle schools to complete a short online activity designed to encourage them to **empathize** with and **respect** students while disciplining them.

Students of teachers who finished the activity were suspended **at half the rate** of other teachers' students over the course of the year, 4.8 percent versus 9.6 percent. Moreover, previously suspended students reported feeling significantly more respected when their teachers did the activity.

Parents were randomly assigned within children's classrooms to receive either: (a) a **language and literacy text messaging** program or (b) a **health and well-being text** messaging program.

Results indicated that the health and well-being text messaging program, when compared with the language and literacy text messaging program, resulted in greater gains in **children's literacy skills**

## Preventing Symptoms of Depression by Teaching Adolescents That People Can Change

The 9th-grade year is often rough for students, but University of Texas at Austin researchers found **a short writing assignment can help buffer students' mental health** during the transition to high school.

Adriana Sum Miu and David Yeager randomly assigned incoming freshmen to **read a text and write a short reflective essay** on evidence that people's social characteristics and **skills change** and improve over time.

Nine months later, the researchers found students who had not received the intervention reported 40 percent more symptoms of depression and anxiety than they had at the start of the study—about typical for the start of high school. But students who had taken part in the exercise showed no increase in negative symptoms during that time.

## 5 Planning first meeting in Belgium

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Thank you!

Q & A