



Inspiring case – Nudging

Inspiring Nudges used to foster digital competences of HEI
professors in KU Leuven

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Table of Contents

1. Executive Summary.....	2
2. Background information	2
2.1. Methodology of case selection	2
2.2. Nudge rationale and implementation	3
2.3. Success factor of the nudge	5
3. Future outlook and conclusion	6
3.1. Policy and practice (national/federal, regional, local)	6
3.2. Conclusion	6
4. References	6

1. Executive Summary

KU Leuven, in line with its "Going Digital, staying human" Strategic Plan, has introduced the Learning Lab - a network aimed at promoting a future-oriented approach to education. The initiative focuses on digital transformation and innovation in education, targeting staff and students as key stakeholders. The Lab comprises a support portal, an academy with online modules, and university-wide services to facilitate blended learning.

The Learning Lab utilizes nudges to boost digital skills with a focus on all educators at KU Leuven. The website is designed to guide visitors through. The primary goal is to inform and train them in adopting future-oriented teaching methods. The ultimate goal is to increase the use of blended learning at the university.

2. Background information

2.1. Methodology of case selection

Explain the background information. Where the nudging took place, who were the main stakeholders/authors of the nudge. What was underlying strategy if any?

KU Leuven has launched a Learning Lab, a network designed to encourage educators to review their courses and align them with a more future-oriented approach. They want to inform educators about blended learning and encourage them to implement this.

This initiative, fostering the digital transformation of educational innovation, is part of KU Leuven's overarching Strategic Plan, named "Going Digital, staying human."

<https://www.kuleuven.be/english/education/leuvenlearninglab>

There are three major components

1. A support portal on blended and future-oriented education with didactic formats, roadmaps for educational tools, inspirational cases ...
-> INFORM
2. An academy with online modules, training sessions and workshops to follow
-> EDUCATE
3. University-wide services, like blended course design, educational multimedia, moocs or online support, for shaping teaching practices
-> GUIDE TO RESULTS

KU Leuven Learning Lab's main stakeholders are the staff members and students that shape education together. Based on KU Leuven's educational vision, they strive for excellence in education across study programmes, where innovation and quality assurance are mutually reinforcing. You can read the full mission on the page below.

<https://www.kuleuven.be/english/education/leuvenlearninglab/about/mission>

KU Leuven Learning Lab has one central objective: excelling in education together.

2.2. Nudge rationale and implementation

Guidelines: Describe in detail the nudge and how it was implemented. Who was the target group and how were DIGITAL SKILLS meant to be improved by this nudge

Nudge 1: Buttons

Let educators stay in the loop, raise interest with 2 simple buttons.

Expected behaviour button 1: Subscribe to the newsletter

- **Action:** Click the button to subscribe to our newsletter and stay connected
- **Intention:**
 - Send timely reminders to update course material and share testimonials
 - Keep subscribers informed about the latest developments in the field
 - Promote a future-oriented approach in teaching
- **Primary Goals:**
 - Motivate educators to revisit the Learning Lab and inspire them to innovate
 - Encourage professors to adapt and modify their course materials
 - Keep contact with the target group

Expected behaviour button 2: Newsflash

- **Action:** Click the button and start reading the content immediately
- **Intention:**
 - Offer valuable insights into the upcoming newsletter's content
 - Provide interesting content about blended learning
 - Retain visitors on the website longer and let them engage with the content
- **Primary Goals:**
 - Inspire professors to innovate in future-oriented education
 - Encourage professors to adapt and modify their course materials
 - Get more subscribers for the newsletter and keep contact with the target group

Nudge 2: Quick online guide

It's about the blended design of your course, asking yourself where technology can support your students in achieving their learning objectives.

<https://www.kuleuven.be/english/education/leuvenlearninglab/support/quick-guide-blended-course-design/quick-guide-blended-course-design>

Expected Behavior for the Quick Online Guide:

- **Action:** Navigate to the support portal to find a blended learning guide
- **Intention:**
 - Make professors think about their courses and what they want to achieve
 - Show how technology can support students in achieving learning objectives
 - Offer a step-by-step guide to blended education
- **Primary goal:**
 - Encourage and help more professors to start with blended learning

Nudge 3: Step-by-step pathway + personal assistance

BEST is a program to shape your blended education at your own pace and according to your needs together with your faculty teaching assistant. For those who want assistance.

<https://www.kuleuven.be/onderwijs/learninglab/in-de-kijker/best-traject-blended>

- **Action:** On the Quick Online Guide page you can click on the link to the Best programme
- **Intention:**
 - Guide insecure professors on their path to blended learning
 - Assist educators in adapting at their own speed
 - Provide individual support to those who request it
- **Primary goal:**
 - Encourage and help more professors to start with blended learning

Nudge 4: Tool Guide

Tool guide with an overview of all supported tools for blended education in KU Leuven, including information on tool options, applications and references to additional resources.

<https://www.kuleuven.be/english/education/leuvenlearninglab/support/toolguide/tool-guide>

<https://icts.kuleuven.be/toledopedia/index.php/Hoofdpagina> (wikipedia)

Expected Behavior for the Tool Guide:

- **Action:** Navigate to the support portal to access the tool guide
- **Intention:**
 - Offer a comprehensive overview of available tools
 - Let professors discover new tools they may not be familiar with
 - Give easy access to courses of the visitor's choice
- **Primary goals:**
 - Inspire professors to explore the full potential of online tools
 - Empower educators to effectively enhance their courses using digital tools

Nudge 5: Drop-down list with didactic formats

For each didactic format, e.g. 'Flipped Classroom', 'Podcast' or 'Role Play', you can open a webpage with explanations, links to online tools, courses, and peer educator examples.

<https://www.kuleuven.be/english/education/leuvenlearninglab/support/didactic-formats/flipped-classroom>

- **Action:** Navigate to the support portal to access the didactic formats and choose one
- **Intention:**
 - Offer an overview of interesting didactic formats
 - Let professors discover which tools they can use for a particular format
 - Give easy access to courses regarding that format
- **Primary goals:**
 - Motivate professors to use online tools when working with one of the formats
 - Inspire educators to rethink their lessons

Nudge 6: A reflection tool

Discover various blended learning forms, spanning from limited on-campus to almost entirely online approaches. Educators can use the reflection tool as a starting point for themselves.

<https://www.kuleuven.be/english/education/leuvenlearninglab/support/blended-learning-in-your-programme> (powerpoint presentation)

- **Action:** Navigate to the support portal to access the reflection tool
- **Intention:**
 - Show a visual overview of the aspects that play a role in blended learning
 - Help educators determine their priorities
 - Provide teaching staff with some guidelines to give their course a blended format
- **Primary goal:**
 - Encourage professors to evaluate their needs and initiate a blended learning journey

Nudge 7: Quality characteristics

On each webpage, they refer to one of the quality characteristics depending on the topic.

KU Leuven itself is responsible for the quality assurance of its education

<https://www.kuleuven.be/english/education/quality/quality-characteristics-at-kuleuven/quality-characteristics>

- **Action:** Discover an image with the quality characteristics the page contributes to
- **Intention:**
 - You can follow the link to learn more about the quality characteristics
 - Confirm that all content is qualitative, following the educational policy
- **Primary goal:**
 - Persuade educators to provide qualitative future-proof courses for their students

Target group: all educators teaching at KU Leuven

How digital skills were meant to be improved:

To enhance digital skills, the Learning Lab was designed to inform educators about the latest technological advancements and provide training on the use of relevant tools and techniques, all aimed at empowering them to apply these skills practically in their courses.

2.3. Success factor of the nudge

Guidelines: Reflect on what makes this nudge successful. Put as much concrete data and testimonials as possible

KU Leuven employs various nudges, all aimed at increasing the adoption of blended learning throughout the university. The inspiration board features numerous examples of peer educators effectively implementing blended learning. You can explore instances of using specific tools or didactic formats.

Judging from the numerous testimonials, it seems that these efforts have been successful.

<https://www.kuleuven.be/onderwijs/learninglab/ondersteuning/inspiratie>

- **Thomas Cocolios** of the Faculty of Science built a connection from a collaborative learning space to actively involve both students in Leuven and their colleagues from Kortrijk in the contact moments and group sessions of his course. He used the concept of a flipped-classroom, by having students review his textbook and learning modules in advance.
- **Kristina Van Der Stock** and her colleagues at the Faculty of Arts, transformed their PAL study coach course into a blended learning path that many generations of students will enjoy for years to come.
- Lecturer **Vera van Noort** is responsible for the course "Programming for Bio-engineers. Given the diverse prior knowledge around programming among the first-year students, Vera decided to design her course in a blended way.

3. Future outlook and conclusion

3.1. Policy and practice (national/federal, regional, local)

Guidelines: Reflect on future directions and suggestions for further steps

This platform is realized through the collaborative efforts of a network of individuals from KU Leuven, including both educators and students who actively contribute to and benefit from the platform. The inclusive nature of the platform allows for valuable insights from both teaching professionals and learners, fostering a dynamic exchange of knowledge.

Furthermore, all content on the platform is designed to be reusable and adaptable, ensuring continuous improvement over time. This commitment to flexibility and evolution positions the platform as a dynamic resource that can grow and evolve in response to the changing needs of the academic community.

3.2. Conclusion

Guidelines: Conclude and summarise the entire case. What can we learn from it?

As a component of KU Leuven's "Going Digital, staying human" Strategic Plan, the Learning Lab aims to enhance the digital skills of educators.

- Effective collaboration led to the platform's realization
- Diversification is highlighted as a crucial aspect, recognizing that individuals vary in their ability to keep pace with today's technology
- Educators acquire the skills to create courses sustainably by integrating reusable sections for blended learning and emphasizing thoughtful planning before implementation
- The learning lab showcases sustainability, adaptability, and continuous growth, while also ensuring the quality of the courses

KU Leuven uses Toledo as virtual learning environment. Toledo started in September 2001 as a university wide e-learning project. Toledo offers several communication channels between students and staff members, e.g. announcements, email, discussion boards, chat rooms, workflows, ... It is also used by other higher education institutes like Vives and Odisee.

- This learning environment, used by all professors, is the perfect place to nudge educators to use the learning lab, by prompting courses or workshops for example, emailing, ...
I am sure they already use this
- There might have been posters offline with a QR-code to link to the website of the Learning Lab

• References

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<https://www.kuleuven.be/english/education/leuvenlearninglab/support/quick-guide-blended-course-design/quick-guide-blended-course-design>

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<https://www.kuleuven.be/onderwijs/learninglab/ondersteuning/inspiratie>



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