



## Report of the 8th meeting

08-03-2024

### Location:

online

### Attendees

University of Barcelona

*Jan Philipp Czakert - philippczakert@ub.edu*

*Rita Berger - ritaberger@ub.edu*

ACEEU - Münster, Germany

*Adisa Ejubovic - ejubovic@aceeu.org*

Trendhuis - Mechelen, Belgium

*Nathalie Bekx - nathalie.bekx@trendhuis.be*

*Véronique Verbraeken - veronique.verbraeken@trendhuis.be*

University of Camerino, Italy

*Fabrizio Fornari - fabrizio.fornari@unicam.it*

*Andrea Marconi - andrea.marconi@unicam.it*

Momentum, Leitrim, Ireland

*Laurence Cole - laurence@momentumconsulting.ie*

## Website and Socials

### Website:

Trendhuis made some changes to the website:

- > The homepage and menu are changed
- > The former result page is now progression page.
- > There is a new result page with flipbooks.
- > More info about the partners has been added.

----- **TO DO** -----

*Send adjustments to Trendhuis, if you want to change your partner text. Do not make the text too long.*

### Social media:

Thanks to the University of Barcelona and Momentum for taking care of our social media.

----- **TO DO** -----

Next in line for *managing our social media* are the *University of Camerino in March* and *ACEEU in April*. If you have trouble accessing LinkedIn, Facebook or X (twitter), contact Trendhuis by email.

### Blog:

You can read the interesting blog articles submitted by Momentum and the University of Barcelona recently, as well as the ones previously published by Trendhuis on the Nudging 360° website.

----- **TO DO** -----

*For the University of Camerino and ACEEU:*

*Write an interesting blog article about a subject of your choice, Provide your blog article in English and ready to publish. Please send the text to Trendhuis in a wordfile, no later than Monday 15th of April.*

*For all partners:*

*Everyone, look in your archive for articles we can use, related to our project, provide the link to the original article and send the text to Trendhuis in a wordfile. Do not forget to check if we are allowed to publish it.*

*For all partners:*

*Start thinking about new articles we can publish later.*

## Follow-up Work Packages

### WP3: Survey conclusions

You can read all conclusions about the surveys in the [Needs and prioritization Map](#) prepared by the University of Barcelona on our website. Here is a short recap:

#### About the student survey

Highly Valuated Tools:

- Recorded classes (Moodle / learning platform)
- Live online classes (Zoom, Teams, ...)
- Sending reading material (learning platform)
- Announcements on Moodle / learning platform
- Email communication with professors

Note: educators are already using those tools

Moderately Popular tools:

- Providing video content for learning
- Interactive apps
- AI tools (Chat GPT)

Less popular tools:

- Announcements via whatsapp (invasion life)
- Online exams

Key insights:

- A combo of live and recorded lessons
- Clear communication channels and Multiple learning formats for an inclusive learning environment
- Direct interaction and human connection

#### About the staff survey

There were less answers in the educators survey.

The results were balanced in terms of gender and age between 31 and 61. Differences by discipline or country couldn't be measured properly.

Main conclusions:

- Tools with pedagogical purposes are favored
- Collaboration: interactive learning environment
- ChatGPT: not widely used, but increased interest
- More basic tools, quality content and resources

There is an individualization potential: Preparing students for class and follow-up work after class.

#### Comparing results

Both value basic tools and are in favour of interaction. Students are more open to emerging tech. Both parties desire more quality visual content, infographics and video's.

#### Notes:

- UB used Gemini for the comprehensive wrap up of the desk report, interviews and survey results.
- We can use the survey as a social proof nudge.
- We can design our toolkits based on preferences.
- We have to elaborate the mission of nudging

## Follow-up Work Packages

### WP2: Progress Ethical Council

The Ethical Council has been set up and every partner has chosen a representative. There is an **Ethics Council Road Map** available on our website. In short: The council will check if the created nudges are ethical using a checklist, which does not exist yet.

#### TO DO

The **checklist for the ethical council** has to be compiled by **all partners**, while the council can not have too much work. Trendhuis suggested to make a template for the checklist **after preparing a Nudging Plan or Road Map**.

### WP4: Nudging toolkits

#### TO DO

**All partners** have to fill in the template ACEEU provided and send their Nudging examples to Trendhuis **no later than Monday 25th of March**.

**Trendhuis** will study all examples, as well as the Needs and Priorization Map. They will prepare a roadmap for creating the nudges using good examples and send it to all partners **two days before our next meeting in April**.

**All partners** can start creating nudges **before summer**.

## Nudging examples and ideas

### by ACEEU

#### University of Arizona - chatbot

Chatbot to facilitate interaction with students. These days autonomy is becoming increasingly important and students need to learn to self-manage.

**Interview** planned with a university about nudging

### by Momentum

#### TUS-centre - support and training

- Just-in-Time Training: Providing staff with access to training and resources exactly when they needed it.
- Digital Mentoring: Offering peer mentoring for digital skills and teaching techniques.
- Softly-Softly Approach: Encouraging the gradual adoption of inclusive teaching practices.

#### Amarillo Collage - email nudging

Seven monthly, personalised email nudges were sent to a targeted group of 1,000 students, addressing perceived barriers such as ineligibility for services and concerns about resource scarcity.

#### FAFSA Free Application for Federal Student Aid

Tailored email nudges effectively doubled the engagement of college students with campus support resources and notably improved their success rates in developmental classes.

### by The University of Barcelona

UB started an inclusive translation project. Spanish lessons were translated in Catalan and English. This way, Erasmus students could better follow the lesson.

#### Suggestions UB

- Compare two nudges with the same intended result and then decide which one is best.
- Ask ourselves what objectives we want to achieve: Close the gap between students and professors. Interpersonal collaboration is important.

### by The University of Camerino

Unicam is working on a platform that can be useful for our nudging project. Ideally it is for collecting nudging examples in a collaborative way. But they would like to integrate digital nudges in there so to affect the user experience. It is an activity they are conducting with students and it could be one of the results of the project. They will present it in April.

#### Suggestion Unicam

- The University of Camerino suggested using the desired behavior as a guideline for creating the nudges, rather than a specific type of nudge.

### by Trendhuis

You can find the example (KU Leuven Learning Lab) from our meeting in January [here](#).

**ACEEU will send a Doodle for our next online meeting end of April.**