



## Minutes of the 10th meeting

11-06-2024

### Location:

online

### Attendees

University of Barcelona

*Jan Philipp Czakert - philippczakert@ub.edu*

*Rita Berger - ritaberger@ub.edu*

ACEEU - Münster, Germany

*Thorsten Kliewe - chair@aceeu.org*

*in place of Adisa Ejubovic and Almaz Mirzayeva*

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*

## About the nudging roadmap and manual

### Overview of the nudging roadmap

This document is a guide for crafting nudges to enhance teachers' digital skills, outlining straightforward steps for creating effective nudges. Everyone was satisfied with the nudging roadmap. We consider this concluded.

### Development of 2 digital nudging manuals

Next, we will develop a Digital Nudging Manual for HE administrators and another for HE educators. Our goal is to outline a methodology for creating impactful digital nudges, complemented by comprehensive toolkits. Additionally, we will create an attractive playbook filled with high-quality examples of digital nudges.

Trendhuis: There exists a playbook about circularity using only pictures and graphics. We will show it during our next online meeting.

Trendhuis has outlined initial ideas for structuring the manuals in the roadmap. Please provide your input on what else you think should be included. Afterwards Trendhuis will adapt the table of content.

-----**TO DO: give feedback**-----  
**Every partner** sends suggestions about the target goals and the structure of the manuals to Trendhuis by the end of July. What do you see as the most important goal of each manual? What do we need to tell in this manual, what content do we need?  
 We agree that the language has to be simple. Something that people want to read.

UB: How will the two manuals be related. We want administrators and educators to cooperate. Educators feel sandwiched between administrators and students. The institution needs to invest in a nudging strategy and provide a supporting environment.

Trendhuis:

- The toolkit for administrators will be about the importance of a support structure for nudging.
- The toolkit for educators is about self-nudging and the importance of digital nudging / tools when developing courses.
- The playbook is an annexe for both manuals, full of attractive examples.

UB: Educators will only self-nudge if the institution provides the right support.

Unicam: Our students have developed a collaborative platform. We want them to demonstrate it to you in October in Camerino.

### Examples of digital nudging

Unicam provided an interesting visual example of an online framework from the university of Aberdeen:

<https://www.abdn.ac.uk/toolkit/>

The Toolkit was created to help students and staff at the University of Aberdeen learn new digital skills, understand how to use University software, discover useful apps and explore University services. This University Support Portal includes walkthroughs, tutorials, course overviews, introductions, software and much more!

UB: Do you know who is the provider of this framework? Whom is providing it for the students? I wonder which area could be responsible for this in our university?

*Answer on the website: The Toolkit was conceived by the University's Assistive Technology and Training and Documentation teams. The toolkit is part of the Directorate of Digital and Information Services, comprising two full-time digital designers. They also collaborate with contributors and content creators across the campus.*

<https://www.abdn.ac.uk/it/services/toolkit-team.php>

### Nudging 4 our academic journey

Camerino emphasized the importance of life-long learning and change management, noting that stimulating educators to use more digital tools is an ongoing process that needs continuous adjustment.

Trendhuis: We talked about a similar framework earlier. KU Leuven Learning Lab is a learning network that bundles educational expertise in several faculties and central services. Policy themes are Future-oriented Education and Going Digital. <https://www.kuleuven.be/english/education/leuvenlearninglab>

UB: We did not find many examples of digital nudging for educators, only for students.

ACEEU: We want to discuss the creation of the nudges in team within ACEEU. Should we split the problems we want to address, to avoid duplicate nudges?

UB: Administrators need to facilitate the use of digital tools and reduce barriers. It is a challenge to convince them to create the right conditions for digital nudging.

**Idea: We can brainstorm starting from the barriers.**