



Generata con AI

Nudging ^{360°}

Camerino Tuesday, **15th October, 2024** 14.45 - 17.30

Polo informatico 'Lodovici' - Edificio A - Aula Team Lab - via Madonna delle Carceri 7

Nudging for digital transformation in Higher Education



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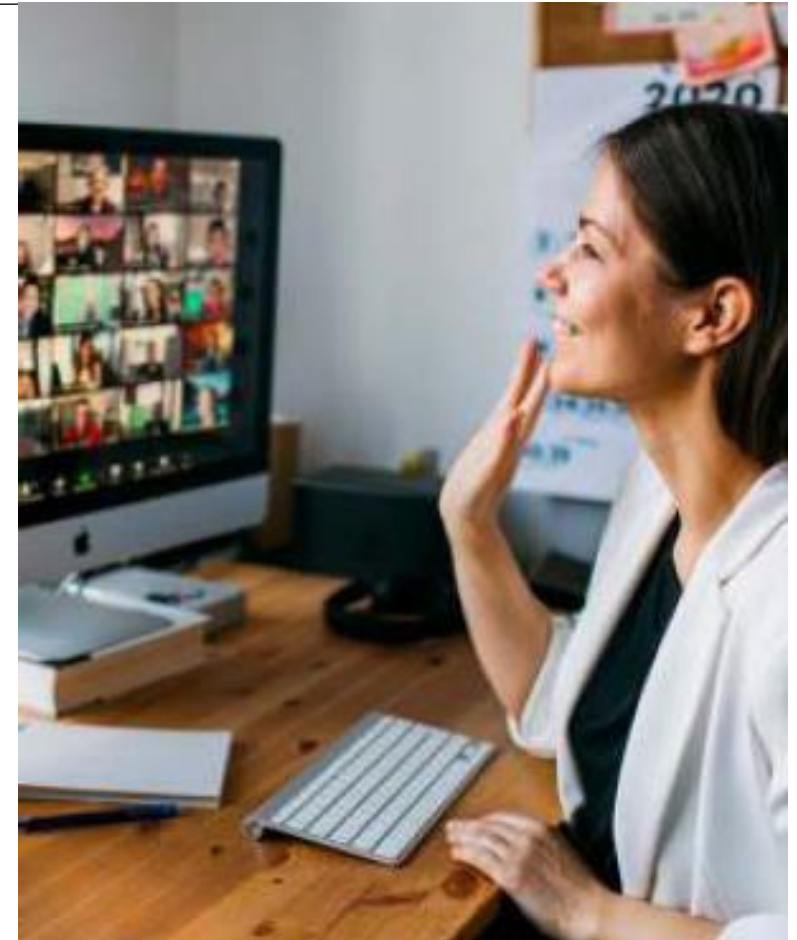
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Findings and evidence from field research

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AGENDA

1. Nudging360 Field Research: Overview
2. Main Findings: Students
3. Main Findings: HE Educators
4. Main Findings: Synthesis of Findings
5. Conclusion



1. Nudging360 Field Research: Overview

Main objective:

- To make informed decisions when implementing nudging tools to enhance digital education



Methods:

1. Desk research (scientific literature, (inter-)national reports and policies)
2. Interviewing Stakeholders (fully structured interviews)
3. Nudging360 Survey for HE Educators and HE students





Level of analysis



Individual

Study HE Educators and Administers Motivaton to use digital tools, AI

Group

Study HE Educators and Administers motivaton within each target group

Organizational

Study the existence of different different sub-cultures within the same organization

Organization-environment relationships

To study how, depending on the country, organizations present certain types of digital culture.



Maslow's hierarchy of needs



Data collection techniques

1. Observational

- Simple observation or systematic observation
- Participant observation
- Use of documentary archives

2. Using questionnaires, developed based on desktop research or taken validated instruments in diverse cultures

- Questionnaires or inventories
- Tests
- Diaries and records of experience

3. Interviews:

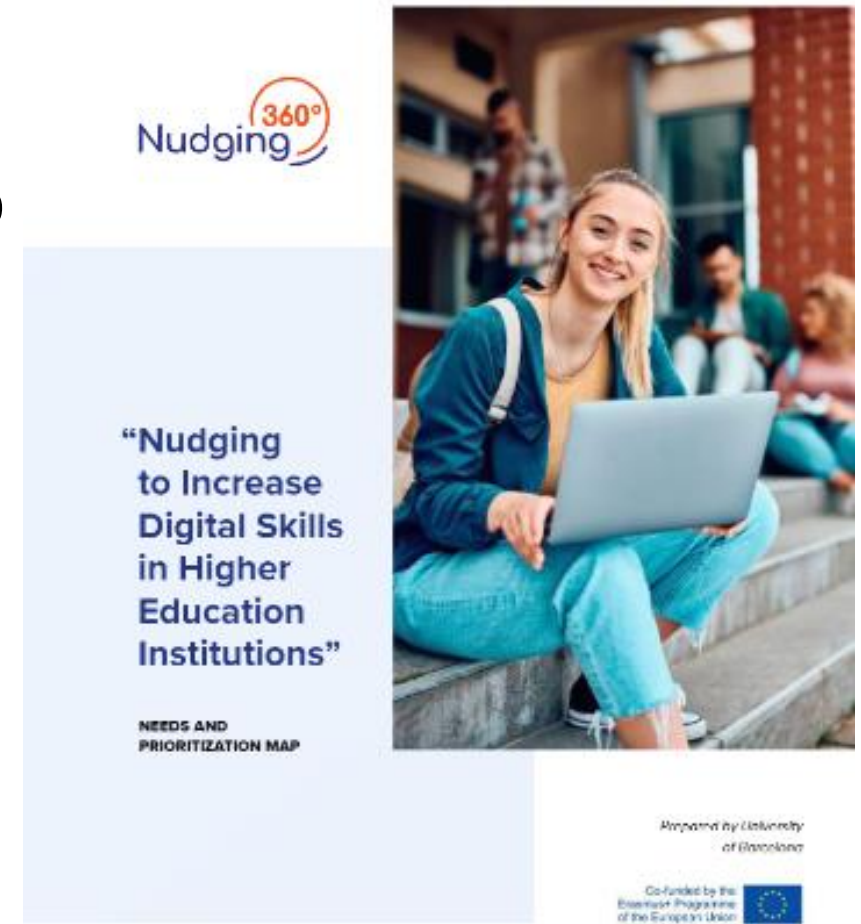
- Structured, semi-structured or open-ended
- Groups



1. Nudging360 Field Research: Overview

Main output:

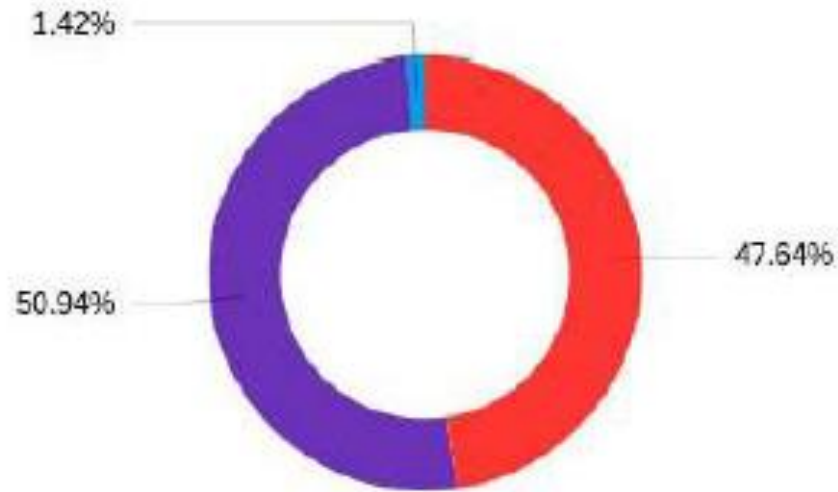
- The Nudging360 Needs and Prioritization Map



Source: <https://nudging360.eu/result/>

2. Main Findings: HE Students (N = 424)

Figure 1: Gender



Male Female Non-binary / third gender Prefer not to say

Figure 2: Age



18-20 21-23 24-26 27 and older

2. Main Findings: HE Students

2 simple questions:

1. Which of the following digital teaching tools do you prefer?
2. In your opinion, to which extent are the following digital teaching tools essential?



2. Main Findings: HE Educators

The Basics First:

Preferences for Live classes and clear communication (moodle, email) show the need for direct human interaction

Inclusiveness and Asynchronous Learning:

Preference for recorded classes

No one-size-fits-all approach:

Overreliance on technology poses a risk of dividing attention and lessening the immersive nature of face-to-face learning



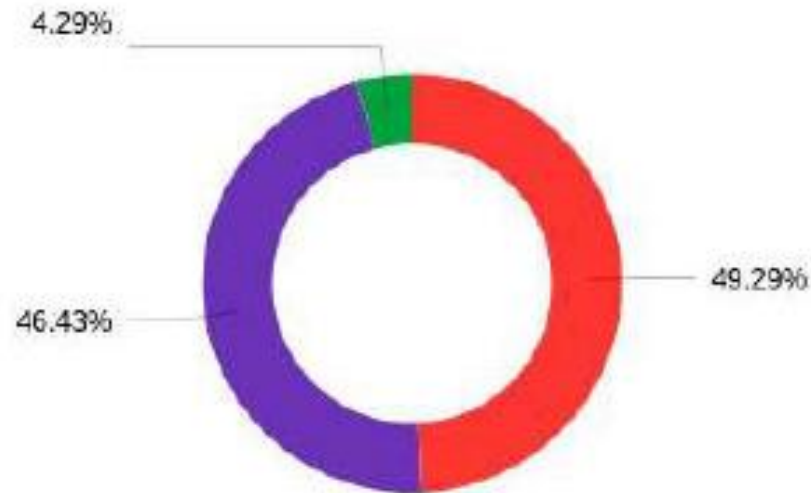
3. Main Findings: HE Educators

- Survey participants ($N = 140$) stemmed from a wide range of Higher Education faculties, demonstrating a diverse representation across social sciences (particularly psychology and education) and natural sciences (including computer engineering, mathematics, and biology, among others).



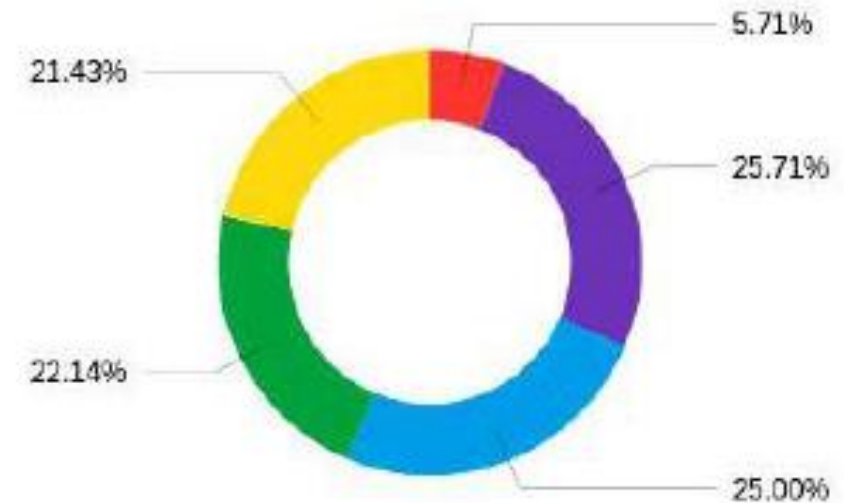
3. Main Findings: HE Educators

Figure 1: Gender



Male Female Non-binary / third gender Prefer not to say

Figure 2: Age



24-30 31-40 41-50 51-60 61-70

3. Main Findings: HE Educators

3 simple questions:

- 1. Do you know these types of tools?**
- 2. For the tools you use, for which purpose do you use it?**
- 3. Which of the above digital tools would you like to use more often?**



3. Main Findings: HE Educators

The Basics First:

Teachers seem focused on getting the *fundamental digital teaching tools right* (presentations, videos, platforms) before experimenting heavily in face-to-face settings.

Integration vs. Distraction:

The focus on *collaboration and engagement* suggests in-class digital tech should facilitate these goals, not become an end in itself.

Individualization Potential:

The desire to individualize learning indicates that digital tools might have a *strong offline role*, preparing students for class or offering follow-up work after.



4. Synthesis of Findings: Key Takeaways

Digital Competence is Paramount: need for developing digital skills for both HE students and teachers

Varying Adoption Levels: Nudges need to account for differences

Content Creation Needs: Nudging for repositories likely welcomed



4. Synthesis of Findings: Key Takeaways

Motivation & Incentives: System changes first, then nudging initiatives?

"Engagement" Needs Nuance: Potential backlash when overusing digital teaching tools?

Nudge only preferred behavior: Nudging means changing people's behavior in a predictable way without forbidding any other options



5. Conclusion:

- Field research using mixed methods (desk research, interviews, questionnaires) provides a well-rounded view of digital transformation challenges in education.
- Use of desk research to frame findings from questionnaires and interviews.
- Interviews provided context to understand survey responses—e.g., why certain digital tools are underused despite high availability.
- Inquiring digital adoption level and preferences is critical to inform (ethical) nudging initiatives

THANK YOU!



In case of questions or
comments,
please reach out to us!

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