



Nudging Toolkit for Administrative Staff

The toolkit is designed to provide administrative staff with actionable strategies and digital tools to encourage faculty members to integrate more digital practices into their teaching routines. These nudges are subtle, timely reminders that promote digital engagement without overwhelming professors.

Key Outcomes

- Increase adoption of digital tools in teaching practices.
- Foster a data-driven approach to teaching refinement.
- Encourage timely material sharing, feedback, and student engagement.
- Provide personalized support for continuous professional development.

1. Nudging Framework by Domain

Each domain of teaching (e.g., lesson planning, student engagement, material sharing) would have its specific nudging techniques to address barriers and meet faculty needs.

Look at the **Nudging 360 FRAMEWORK**

Examples:

- Lesson Planning: A digital reminder system that nudges professors to update their lesson plans using templates or new educational tools.
- In-Class Engagement: Real-time nudges that prompt professors to incorporate interactive tools like polls or quizzes to boost student engagement.

2. Ready-Made Slogans & Visual Cues

Provide predefined slogans and visual cues for each aspect of teaching to make the nudges more relatable and motivating. These would serve as prompts or notifications sent through various digital platforms.

Examples:

- Slogan for Material Sharing: “Create once, share often!”
- Visual Cue: A pop-up notification reminding instructors to upload their materials 24 hours before class.

Visible Success Stories (Posters, Case Studies, Spotlights)

- **Purpose:** Share real-world success stories of educators who have effectively integrated digital tools.
- **Use:** Display physical posters or circulate printed case studies in staff lounges or department meetings. Highlight how digital tools improved student engagement or teaching efficiency. Educators seeing peer success can encourage them to try similar approaches.

“Analog” Office Reminders (Whiteboards, Signs)

- **Purpose:** Use non-digital prompts like whiteboards or bulletin boards in shared office spaces to remind or nudge educators to use digital tools.
- **Use:** Place whiteboard messages in common areas (e.g., “Have you shared your syllabus online this semester?”) or post short reminders in mailboxes, creating low-pressure nudges throughout the work environment.

“Digital Tool Cheat Sheets”

- **Purpose:** Create simple, printed cheat sheets with step-by-step instructions on using a digital tool.
- **Use:** Provide these guides in visible areas, like faculty rooms, offering a quick, no-pressure way to engage with new digital tools. A simple “How to upload a lecture in 3 steps” guide makes it easier for educators to take action.

Personalized Nudging Letters from Leadership

- **Purpose:** Provide personalized letters from deans, heads of department, or institutional leaders encouraging educators to adopt specific digital tools.
- **Use:** A letter expressing support and encouragement from a senior leader—along with specific examples of how digital tools can improve teaching—can create a strong social and professional nudge, especially when linked to institutional priorities.

3. Tailored Nudging Techniques

A variety of nudging techniques such as reminders, default templates, progress tracking, social proof, and gamification are integrated into the toolkit. Each nudging method is designed to gently encourage faculty members to adopt digital tools and update their teaching methods.

Examples:

- **Behavioral Alerts:** Notifications based on classroom data (e.g., student participation) that nudge instructors to adjust their teaching strategies.
- **Gamification:** Reward systems (e.g., badges for early material sharing) that promote digital participation.

"Try It For a Day" Challenges

- **Purpose:** Introduce a **one-day challenge** where educators are encouraged to integrate a digital tool for a single class.
- **Use:** Host department-wide challenges where educators commit to trying a single digital tool (e.g., an online poll or a digital assignment submission) for one class. These short, manageable tasks help overcome the psychological barrier of trying something new by reducing the perceived risk.

Departmental Competitions

- **Purpose:** Introduce a friendly competition between departments to see who can adopt digital tools the fastest or most effectively.
- **Use:** Set up a competition with a leaderboard (posted in a shared faculty space) showing which departments are using digital tools the most. This can encourage both collaboration and friendly rivalry, motivating more educators to adopt new technology.

"Digital Badge" Recognition on Office Doors

- **Purpose:** **Reward educators** who integrate digital tools by giving them physical badges (stickers or signs) that they can place on their office doors.
- **Use:** Create an informal recognition system that signals who in the department is actively using digital tools. This creates positive social pressure and recognition without requiring tech-based rewards.

Rewards for First-Time Users

- **Purpose:** Offer non-monetary incentives (e.g., gift cards, small treats, extra break time) to educators who use a new digital tool for the first time.
- **Use:** Reward educators who try out a new tool for the first time, like using online quizzes or grading software. This could be promoted in meetings or through flyers, offering simple rewards for those willing to step out of their comfort zone.

4. Automated Prompts and Progress Tracking

Set up automated reminders that track the progress of faculty members in adopting digital tools. For instance, these prompts could be linked to the use of an LMS, reminding professors to engage with digital teaching materials, schedule assessments, or provide feedback to students.

Examples:

Scheduled Prompts for Feedback: Encouraging timely feedback by automatically reminding professors to review assessments right after submission.

5. Data Analytics Integration

Use data visualization tools that help faculty see the impact of their teaching strategies, such as how digital tools are improving student engagement or performance. This data-driven feedback acts as an ongoing nudge for faculty to reflect on their practices and make continuous improvements.

Examples:

Visual Dashboards: Display real-time data on student performance or engagement, triggering reflection nudges.

6. Peer Benchmarking and Social Proof

Encouraging professors by showing how their peers are successfully using digital tools could be part of the strategy. This could include peer benchmarking data, showing that a high percentage of colleagues are using interactive tools, which can create a social norm around digital adoption.

Casual Lunchtime “Show-and-Tell”

- **Purpose:** Organize informal, in-person lunchtime sessions where educators share how they used digital tools in their teaching.
- **Use:** Each educator takes turns presenting a small digital feature they’ve recently tried (e.g., a new online grading method). The casual setting encourages open discussions and peer-to-peer learning in a relaxed, non-technical atmosphere.

Hands-On “Digital Tool Roadshow”

- **Purpose:** Create a roaming workshop that moves between departments where educators can experiment with digital tools in a hands-on manner.
- **Use:** Set up demo stations in different departments each week (e.g., on interactive whiteboards, tablet devices, or laptops). Educators can try out the tools in real-time with immediate support, reducing resistance to adoption by removing uncertainty.

7. User-Friendly Digital Tools and Resources

Start introducing easy-to-use digital platforms (such as LMS systems, collaborative platforms like Google Docs or Microsoft Teams) and provide clear guidelines for integrating these tools into the teaching process.

Examples:

One-Click Sharing: Simplified methods for sharing didactic materials or assessments, reducing barriers for less tech-savvy instructors.

Digital Tool "Office Hours"

- **Purpose:** Host weekly office hours where administrative staff or tech-savvy educators offer hands-on help with digital tools.
- **Use:** Create a low-pressure environment where educators can drop by for advice or support on integrating digital tools like LMS features, online quizzes, or video lectures. These sessions remove the intimidation factor of trying new technology alone.

8. Professional Development and Mentoring Nudges:

Define strategies to nudge professors towards continuous professional development through webinars, workshops, or peer collaboration. Mentorship programs can also be nudged with reminders to check in on mentees and provide personalized support.

Examples:

Mentorship Reminders: A calendar notification prompting regular mentoring sessions.

Peer Advocacy and Mentorship Program

- **Purpose:** Pair tech-enthusiastic educators with colleagues who may be resistant or less familiar with digital tools.
- **Use:** Create a mentorship system where one educator informally guides another in using a specific digital tool. Peers tend to trust and follow those they already work with, making them ideal nudging agents.

"Mystery Tech" Box

- **Purpose:** Create a mystery box where educators draw a digital tool suggestion (with instructions) and commit to using it within a week.
- **Use:** Randomly assign educators a new tool or feature to try out (e.g., "Use an online survey in your class," "Set up a digital office hour using Zoom"). The element of surprise adds a fun challenge and nudges educators to explore tools they might not otherwise consider.