



The University of Camerino

Case 1: University of Aberdeen

The University of Aberdeen initiated a project aimed at enhancing the academic performance of its students by leveraging digital tools. The project utilized an online toolkit (<https://www.abdn.ac.uk/toolkit/>) designed to guide students in improving their digital skills through nudging, particularly employing goal setting as a self-nudging technique. The initiative integrated personalized study plans, feedback mechanisms, and incentives to support students in their academic endeavors. Two specific areas addressed by the toolkit were time management (<https://www.abdn.ac.uk/toolkit/skills/time-management/>) and navigating the university timetable (<https://www.abdn.ac.uk/toolkit/systems/mytimetable/>).

1. Executive summary

- **Type of nudging:** nudging/self-nudging.
- **Technique:** goal setting.
- **Target groups:** staff and educators.
- **Description:** The toolkit encouraged students to set specific academic goals, such as improving time management skills or mastering the use of digital tools. By setting clear objectives, students were more likely to take proactive steps towards achieving them. The online platform provided students with personalized study plans tailored to their individual needs and goals. These plans served as roadmaps for academic success, guiding students through the process of skill development and improvement. Regular feedback mechanisms were integrated into the toolkit to provide students with timely guidance and support. Feedback helped students track their progress, identify areas for improvement, and adjust their study strategies accordingly. The initiative incorporated incentives to motivate students to actively participate in the digital skills enhancement process. These incentives could include rewards for achieving specific milestones or completing designated tasks within the toolkit.

2. Background information

- **Methodology of case selection:** the project utilized goal setting as a commitment mechanism to incentivize students to invest effort in using “Mytimetable” to fix their academic goals. The University of Aberdeen stood out due to its comprehensive approach, incorporating personalized support mechanisms and focusing on key areas of student need, such as time management and schedule organization.
- **Nudge rationale and implementation:** The rationale behind employing nudging techniques in this initiative stemmed from behavioral economics principles, which suggest that subtle interventions can influence individuals' behavior and decision-making. By incorporating nudges into the digital toolkit, the university aimed to encourage students to engage in behaviors conducive to academic success, such as effective time management and utilizing available resources.

- **Success factors of the nudge:** The toolkit's personalized approach ensured that interventions were tailored to individual student needs and preferences, increasing their relevance and impact. The online platform provided students with convenient access to resources and support, enabling them to engage in skill-building activities at their own pace and convenience. By incorporating goal setting and incentives, the initiative enhanced students' motivation to actively participate in the digital skills enhancement process, increasing their likelihood of success. The feedback mechanisms facilitated continuous learning and improvement, empowering students to monitor their progress and make necessary adjustments to their study strategies.

3. Future Outlook and Conclusion

- **Policy and practice:** The success of the University of Aberdeen's digital skills initiative highlights the potential of nudging techniques in promoting digitalization processes within educational institutions. Moving forward, policymakers and educators can draw insights from this case study to design and implement similar initiatives aimed at equipping students with essential digital skills for success in academia and beyond.
- **Conclusion:** the University of Aberdeen's digital skills initiative exemplifies the efficacy of nudging techniques in promoting student engagement and success in the digital era. By leveraging personalized support mechanisms, goal setting, feedback, and incentives, the initiative effectively empowered students to enhance their digital skills and academic performance. As universities continue to embrace digitalization, incorporating nudging strategies into educational interventions can play a pivotal role in fostering student success and preparing them for the challenges of the 21st century workforce.

4. References

[The NBER paper](#) that describes the design, implementation, and evaluation of the nudge.

[The BCG article](#) that explains the concept and benefits of digital nudges for change management.

[The ACM paper](#) that reviews the use of nudging in human-computer interaction and presents a framework for technology-mediated nudging.

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Case 2: HEI teachers in University of Toronto Scarborough

The University of Toronto Scarborough initiated a project to enhance digital skills. New and third-party teaching tools extend the functionality of the University of Toronto's Academic Toolbox – Quercus and the O365 Collaborative Suite. They add new capabilities to the system, including access to external course content, additional grading or assignment capabilities, or news ways to interact with and between students.

<https://act.utoronto.ca/toolbox/newtools/how-it-works/>

In order to properly assess a third-party program, requestors need to provide some initial information. During this step, the requestor will provide a brief description of the new tool, an overview of its academic value, and contact information for the vendor. When ideas are received, they are published out to the community (see the View Ideas tab above). Ideas are discussed in a number of standing forums such as the Toolbox End-user Support Team (TEST), the Academic Technology Reference Group (ATRG), and the Teaching, Learning & Technology Advisory Committee (TLTAC). On a quarterly basis, using the Toolbox Decision Framework (see below), ideas are prioritized and recommendations are made.

1. Executive summary

- **Type of nudging:** nudging.
- **Technique:** informational nudging and peer pressure.
- **Target Groups:** students and educators.
- **Description:** the project aimed to boost the adoption of a digital tool by university teachers, utilizing an online platform to assist in creating engaging processes for validation and for producing recommendations on new digital tools. Online open debate through chat and messaging create peer pressure.

2. Background Information

- **Methodology of case selection:** the case study selected for analysis is the University of Toronto Scarborough's initiative to enhance digital skills among its teaching faculty. The selection was based on the project's focus on leveraging nudging techniques to encourage the adoption of digital tools for improved teaching practices.
- **Nudge rationale and implementation:** the rationale behind employing nudging techniques in this project was to influence educators' behaviors towards embracing digital tools within their teaching methodologies. The university aimed to create a supportive environment that encouraged faculty members to explore and integrate new teaching technologies seamlessly. Messages on ideas and comments were displayed on a virtual arena, including general positive messages and specific messages highlighting the benefits of the new tool. The target group was teachers who had access to the debate about the tool but hadn't yet adopted it.
- **Success factors of the nudge:** the nudge significantly boosted teachers' adoption and usage of Tool X, along with their satisfaction and perceived usefulness. Its success and positive impact on colleagues and students, is due to a personalized approach using principles from

behavioral economics. The university provided clear messages about the importance of digital skills enhancement and the benefits of integrating new teaching tools. Faculty members were motivated to adopt digital tools through peer influence and community engagement in discussions and decision-making processes. The university fostered a supportive environment where faculty members felt encouraged and empowered to explore and experiment with new teaching technologies.

3. Future outlook and conclusion

- **Policy and practice:** the success of the University of Toronto Scarborough's initiative highlights the importance of incorporating nudging techniques into university policies and practices to promote digitalization processes effectively. Institutions can benefit from adopting similar approaches by creating structured frameworks for assessing and integrating new digital tools, fostering community engagement, and providing adequate support for faculty members.
- **Conclusion:** the case study of the University of Toronto Scarborough's project to enhance digital skills among its teaching faculty demonstrates the effectiveness of nudging techniques in promoting the adoption of digital tools for teaching purposes. By leveraging clear communication, social influence, and a supportive environment, the university successfully encouraged faculty members to embrace digitalization in their teaching practices. Moving forward, integrating nudging techniques into university policies and practices can further accelerate digitalization processes and improve teaching and learning outcomes.

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Case 3: University College Dublin

What happened after graduation and where are they today? Discover stories collected from your fellow graduates of University College Dublin, be inspired and get to know your alumni community better. UCD initiated a project aimed at engaging its alumni community and promoting digitalization by showcasing stories of alumni success and achievements. The project, showcased on the UCD alumni website, invited graduates to share their post-graduation experiences and current endeavors.

<https://www.ucd.ie/alumni/alumni-showcase/>

1. Executive Summary

- Type of nudging: Nudging
- **Technique: Social comparison**
- Target groups: students and educators
- Description: the case discusses the application of "Using Goals to Motivate College Students: Theory and Evidence from Field Experiments" by Damon Clark et al., which utilized social comparison nudges to improve academic outcomes for college students.

2. Background Information

- **Methodology of case selection:** University College Dublin stood out due to its comprehensive approach to engaging alumni through digital platforms. The methodology involved analyzing the strategies used by UCD to encourage alumni participation and the impact of these strategies on promoting social comparison.
- **Nudge rationale and implementation:** UCD's approach was rooted in the principles of behavioral economics, specifically the concept of nudging. By leveraging clear messaging and social influence, UCD nudged its alumni towards participation in the digital showcase. The implementation involved strategic communication through various channels, including email newsletters, social media platforms, and the alumni website. The messaging emphasized the benefits of sharing stories, fostering connections, and contributing to the digital community of UCD alumni.

3. **Success factors of the nudge:** The messaging was concise, compelling, and tailored to resonate with alumni, highlighting the value of their contributions. By showcasing stories from fellow graduates, UCD leveraged social proof to encourage participation, creating a sense of belonging and community. By showcasing stories from fellow graduates, UCD leveraged social proof to encourage participation, creating a sense of belonging and community. By showcasing stories from fellow graduates, UCD leveraged social proof to encourage participation, creating a sense of belonging and community.

4. Future outlook and conclusion

- **Policy and practice:** The success of UCD's initiative underscores the importance of incorporating nudging techniques into university alumni engagement strategies. As universities continue to embrace digitalization, they can draw inspiration from UCD's approach to effectively engage alumni and foster a vibrant digital community.



- Conclusion:** the case study of University College Dublin exemplifies how nudging techniques can be leveraged to promote digitalization processes within universities. By strategically engaging alumni through digital platforms, UCD successfully cultivated a sense of community and encouraged participation in the digital showcase. Moving forward, integrating similar nudging strategies into alumni engagement efforts can enhance connectivity, foster collaboration, and drive digital innovation within university communities.

5. References

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