

 Intervention Nathalie Bekx



Welcome and planning of the meeting

Website:
nudging360.eu



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Meeting 3: Barcelona 27 - 28 April 2023

Nudging 360 addresses the **digital transformation** in Higher Education by using **nudging and self-nudging** to enhance HE educators' digital competencies.

Further, by **motivating educators to improve their digital skills**, this project will contribute to the digital readiness and capacity of the Higher Institute Administrators for which they work.

A final objective that will be achieved after the project is successfully implemented in its entirety is, due to the improved digital skills of the Educators, their **students will be more engaged in digital learning**.

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Programme 27 04 2023

14.00h	Trendhuis: Welcome and planning of the meeting	16.00h	Coffee break
14.15h	WP2 ACEEU: More information about the Council Building roadmap. Where do we stand today?	16.15h	First conclusions by Rita Berger
15.00h	WP3 Needs and prioritization map Intro by Rita Berger, University of Barcelona	16.30h	Discussion: Preparing the survey. What do we want to reach? What questions are necessary?
15.15h	Every partner presents the results of their interviews	19.00h	Dinner
			END OF 1st DAY

Programme 28 04 2023

- 09.00 WP3: First draft of survey
- 10.00 WP4: Trendhuis
Outline and goals of toolkits digital nudging
Good practices: green, blue and orange nudging
(sustainability)
- 11.00 Coffee break
- 11.30 How to increase motivation of HE Educators?
- 12.15 Further planning of the project

END OF 2nd DAY

Work packages overview

WP 1: Project management

ACEEU + TRENDHUIS

- Quality control, monitoring, evaluation (QCME)
- Quality of processes
- Quality of results
- Time management
- Financial management
- Budget Control
- Collaboration issues
- Risk management

WP2: Nudging Ethics Council + dividing tasks

ACEEU

- Methodology development
- Developing Council Framework
- Selecting the members
- Create Council-building roadmap
- Feedback and Possible Review

WP3: Needs and Prioritisation Map UNIVERSITAT DE BARCELONA

- Context / content for Nudging 360°
- Desk and Brain Research
- In dept Interviews 6 per partner
- Survey
- Report

WP4: Nudging and self-nudging toolkits TRENDHUIS

- Preparation
- Design and development
- Modification
- Testing
- Feedback and adjustments
- Dissemination

WP5: Video Training for HEI Administrators and MOOC for self-Nudging HE Educators MOMENTUM MARKETING SERVICES

- Developing methodology
- Developing / use of content
- Developing the Video Training and MOOC
- Pilot testing
- Promotion
- Implementation

Intervention Adisa Ejubovic



WP2:

More information about
the Council Building roadmap.
Where do we stand today?

Website:
nudging360.eu

Intervention Rita Berger



WP3

Needs and prioritization map

Intro by Rita Berger, University of Barcelona

Website:
nudging360.eu



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Goals interviews

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TARGET GROUP: Digital infrastructure experts in high managerial position

The objectives of this in-depth interview are as follows:

1. To identify potential for the implementation of digital nudges in existing infrastructure
2. To identify barriers for the implementation of digital nudges in existing infrastructure
3. To identify potential opinion leaders/promoters in the HEI
4. To identify existing nudging activities

TARGET GROUP: Digital infrastructure providers

The objectives of this in-depth interview are as follows:

1. To identify potential for the implementation of digital education tools in the existing curricula.
2. To identify barriers for the implementation of digital nudges in the existing curricula.
3. To identify existing activities to increase the adoption of digital tools in HEI.

TARGET GROUP: Professors

The objectives of this in-depth interview are as follows:

1. To identify motivations for the use of digital teaching tools
2. To identify perceived barriers for the use of digital teaching tools
3. To identify potential opinion leaders/promoters in the HEI
4. To identify nudging experiences in education
5. To identify preferences for nudging forms
6. To identify potential for self-nudging

Q1: How often do you use digital teaching tools in your teaching both in-class and off-class (preparation, evaluation, etc)

Q2: Why do you use these tools?

Q3: What keeps you from using these digital tools more frequently, intensively, or other additional digital tools?

Q3.1.: Which barriers to see at organizational level to adopt more digital teaching tools?

Q3.2.: So, if you had to decide, what would be the top 3 barriers that keep you from adopting digital tools more intensively/frequently?

- 1) financial restrictions;
- 2) not supporting older teachers;
- 3) logistics of classrooms

Q4: Do you know about any specific digitalization strategy of NAME OF INSTITUTION related to the adoption of digital teaching tools?

Q5: Which training offers provided by NAME OF INSTITUTION related to the existing digital tools do you know?

Q6: Do you know someone in your department team or at NAME OF INSTITUTION that you would consider to work a lot with digital teaching tools?

Q7: Are you familiar with the concept of Nudging?

Q8: Which experience have you made with nudging? Good/bad Have you used in your teaching? Any/some For which purpose?

Q9: I now want you to consider to use nudging as technique to increase the use of digital teaching tools. Of which nudge could you think of?

Consider the following nudges for yourself:

[providing a template with nudges and letting the INTERVIEWEE chose]

- 1) reminders and prompts.
- 2) different framing
- 3) make it easier to do the things we want to do (different default settings)
- 4) social pressure and self-commitments to increase accountability

Q10: Which of these forms of nudges do you think is the most appropriate to boost the use of digital teaching tools in your institution? Why?

Q11: There is also a concept called “self-nudging”, which can be defined as “empowering interventions that enable people to design and structure their own decision environments – that is, to act as citizen choice architects” (Rejula & Hertwig, 2022). This includes self-deployed reminders and prompts, self-deployed framing, self-deployed changes of accessibility, defaults, and so on. Do you have any experience with regard to self-nudging?

Q12: What is your opinion on using nudging in teaching in general?



Questions Digital infrastructure experts in high managerial position

Q1: Which barriers do you see at organizational infrastructure level to adopt more digital teaching tools?

Q2: Do you know about any specific digitalization strategy of NAME OF INSTITUTION related to the adoption of digital teaching tools?

Q3: Which training and/or support offers does your department provide related to the existing digital tools and infrastructure?

Q4: Are you familiar with the concept of Nudging?

Q5: Have you used nudging in the existing digital infrastructure? If so, for which purpose?

Q6: I now want you to consider to use nudging as technique to increase the use of digital teaching tools. Of which nudge could you think of? Consider the following nudges for yourself:

[providing a template with nudges and letting the INTERVIEWEE chose]

- 1) reminders and prompts.
- 2) different framing
- 3) make it easier to do the things we want to do (different default settings)
- 4) social pressure and self-commitments to increase accountability

Q7: Of these four options, do you identify any barriers of implementing such nudges in the existing digital infrastructure?

Q8: Who in this institution would be the best possible contact for the topic of digital nudging?

Questions Digital infrastructure providers

Q1: Which 3 barriers do you see at organizational infrastructure level to adopt more digital teaching tools?

Q2: Do you know about any specific digitalization strategy of NAME OF INSTITUTION related to the adoption of digital teaching tools?

Q3: Which training and/or support offers does your department provide related to the existing digital tools and infrastructure?

Q4: Are you familiar with the concept of Nudging?

[if not, explain: It is a concept by Thaler and Sunstein: “A nudge, as we will use the term, is any aspect of the choice architecture that alters people’s behavior in a predictable way without forbidding any options or significantly changing their economic incentives. To count as a mere nudge, the intervention must be easy and cheap to avoid. Nudges are not mandates. Putting fruit at eye level counts as a nudge. Banning junk food does not.”]

[if yes, let them explain and confirm by using the above definition]

Q5: Have you used nudging in the existing digital infrastructure? If so, for which purpose?

[if the interviewee does state “No” or similar, further ask: In which way do you, for example, determine the default settings for functions in moodle or outlook, use reminders, prompts, etc.?.]

Q6: I now want you to consider to use nudging as technique to increase the use of digital teaching tools. Of which nudge could you think of?

Consider the following nudges for yourself:

[providing a template with nudges and letting the INTERVIEWEE chose]

- 1) reminders and prompts.
- 2) different framing
- 3) make it easier to do the things we want to do (different default settings)
- 4) social pressure and self-commitments to increase accountability

Q7: Of these four options, do you identify any barriers of implementing such nudges in the existing digital infrastructure?

Q8: Who in this institution would be the best possible contact for the topic of digital nudging?

Every partner presents the results of their interviews

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 Intervention Véronique Verbraeken



Belgian results

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Conclusions Belgium: use digital tools

Use of digital tools?

Existing Strategy for digital teaching?

- Not often -> no strategy
- Regularly -> no strategy
- Yes -> strategy
- All the time -> strategy

Motivations to use digital tools

- Contemporary teaching methods
- Convenient / useful
- Confront students with real practical cases & knowledge
- Spice up classes
- Make lectures more interactive & fun
- Many universities now request lectures as digital as possible.

Conclusions Belgium: barriers

Barriers individual level

- Little resources
- Too many tools to choose from
- Lack of knowledge of digital teaching tools
- Lack of practical in-service training
- Lack of field knowledge
- Time-consuming
- No time to use during class
- None if you take the time to teach yourself
- None, because we only teach digitaly

Barriers organisational level

- Lack of financial resources to finance e.g. training
- Many teachers have too little practical knowledge and experience with digital tools
- Teacher's ability to master complex digital teaching tools
- Not supporting older teachers
- Not all teachers are willing to use digital tools
- Infrastructure / available IT does not support advanced digital teaching tools
- Logistics of classrooms
- Limited Interaction audience
- Culture

Conclusions Belgium: training support

Training needs

- Training for educators & students
- At least one appointed person that can spread all knowledge about digital means available on campus and beyond
- Information moments about existing digital tools
- Full educational project, including courses, testing, mediation, personal counseling, etc., scheduling, timing of the lessons, ...
- Most digital tools offer training
- All trainings and lectures are 100% digital and/or all follow the same structure and use the same tools.

Target group: 5 professors

Conclusions Belgium: nudging

What is nudging?

- Most people have heard of nudging
- You can interpretate it in different ways
- Some people never heard of it

Did you use nudging?

- No nudging but serendipity
the gift of finding valuable or agreeable things not looked for
- We use some nudging
- Good experience with nudging
- A good case of nudging is not complicated, transparant and easy to remember.

Conclusions Belgium: nudging forms

Preference for nudging forms

- Social pressure and self-commitments to increase accountability
- Peer evaluation
- Reminders and prompts connected to the case and possible solution(s)
- Different framing & different default settings
- Simplify / improve solutions
- Provide training around some digital tools.
- Make it easier to do the things we want to do, for example make it easier to install, provide a tailor-made manual / video
- Depending on the audience, different strategies may work

Examples used for students

- A diagram with missing data
- First let the students solve a case, then compare to other options and let them choose the best solution
- When the students need to find an internship, I will inform them some weeks before the deadline how many students already found a company
- Gamification is an example of nudging and we use this a lot in training development.
- Quiz with multiple choice
- Video with two scenarios, right or wrong
- Simply ask to do something, like turn your camera on
- Interactive methods: Mentimeter, Miro Design thinking, ...

Conclusions Belgium: self-nudging & needs

Self-nudging

- Question is to abstract to answer
- I don't use nudging, except digital reminders.
- It is a possible solution to increase use of digital tools, better than to dismiss the idea
- Nudging can be an added value
- When you prepare your lessons in a good way, you always self-nudge
- Nudging will never change the mind of everybody, but it will help for some teachers.
- There is a fine line between nudging and influencing one's choice or decision. Some people may feel discouraged.

What is needed

- Creativity
 - Socratic orientation of each pedagogic activity
 - shared dialogue between teacher and students
 - Advanced digital infrastructure training for the educator to master digital nudging
 - Practical cases
 - Training / Manual
 - Less work
 - Not applicable in my situation.
- All lectures follow the same structure and use the same tools.

Conclusions Belgium: use digital tools & training

Barriers to use digital teaching tools

- Digital learning subscriptions versus one time fee, more difficult to expense
- Internal corporate education platform less diverse and less interactive than Coursera / Udemy
- People's mindset need to change & organisations must be ready to accept these changes
- What we do not know, we do not use
- There are too many choices. What is new, what is useful, what is surpassed?

Training support examples?

- Internal learning management system with trainings
- Training and platform also open to customers and eco-system partners.
- Gamification events with cross functional teams to simulate customer acquisition
- Giving an internal "high five" to a colleague that helped you, visible to all colleagues and mgmt.
- Promotions / salary increases
- Improve business processes: e.g. CRM, supply chain management

Conclusions Belgium: nudging experiences & contact

What is nudging?

- All know nudging
- All used nudging in one way or another

Nudging experiences

- Providing incentives like bol.com / amazon gift cards when employees complete obligatory/voluntary digital trainings.
- “Inclusion specialist” badge, when participating in inclusion event. Badges are shown when an employee looks up your phone number or email.
- Only Microsoft, outlook, viva insights
- Yes, but that wasn’t a success, I do not even remember what it was

Nudging examples

- HR portal showing todo list, incl. daily email reminders.
- Adding “feedback form” to email signature
- Product video training helping you to become acquainted with software system
- Earn “inclusion”, “security”, “expert” badges
- Create a sample interactive quiz, where most of the work is already done. And then add a roadmap of how to work with it.

Barriers

- Social Pressure and self Commitment gives higher risks to Burn Out.
- Too much gadget & less serious content
- We may think it is a nudge, but it is not

Internal contact

- Training teams
- Customer support
- IT department
- No contact possible

Every partner presents the results of their interviews

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