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Minutes of the 15th meeting

16-01-2025

Location: online

Attendees

ACEEU - Münster, Germany

Thorsten Kliewe - chair@aceeu.org

Federica Casaccio - casaccio@aceeu.org

Trendhuis - Mechelen, Belgium

Nathalie Bekx - nathalie.bekx@trendhuis.be

Véronique Verbraeken - veronique.verbraeken@trendhuis.be

University of Camerino, Italy

Andrea Marconi - andrea.marconi@unicam.it

Fabrizio Fornari - fabrizio.fornari@unicam.it

Momentum, Leitrim, Ireland

Laurence Cole - laurence@momentumconsulting.ie

Excused

University of Barcelona

Jan Philipp Czakert - philippczakert@ub.edu

Rita Berger - ritaberger@ub.edu

Trendhuis has send the yearly progress report to EPOS
and the Nudging 360° project had a positive evaluation.

WP4 - Nudging and self-nudging toolkits

Trendhuis

Trendhuis made a [padlet board](#) with the guidelines and the created nudges and self-nudges, including summaries.

The university of Camerino

Unicam has already created 3 nudges and 3 self-nudges and presented their work during our previous meeting.

Nudge1: Enhance Your Teaching with Digital Tools!

This nudge inspires educators to adopt digital tools by showcasing their time-saving benefits, ease of use, and impact on teaching and engagement, using peer stories and accessible resources to break down barriers.

Nudge 2: Digital Professor of the Year

This initiative encourages educators to adopt digital tools through a leaderboard, workshops, and community engagement, fostering innovation, professional development, and a culture of digital excellence on campus.

Nudge 3: Your Digital Toolbox

This toolbox helps educators enhance teaching by providing guidance and curated digital tool recommendations through a user-friendly portal. Challenges include resistance to change and resource limitations.

Self-nudge 1: The Digital Breakthrough Board

The digital breakthrough board uses gamification to track educators' progress with digital tools, featuring sections like "Try Next," "Mastered," and "Student Feedback Wins" to boost engagement and motivation.

Self-nudge 2: One-Minute Digital Diary

The one-minute digital diary helps educators reflect on digital tools by documenting successes, challenges, and improvements after each class, fostering self-awareness and better tool integration.

Self-nudge 3: The Digital Deal

The "Digital Deal" is a self-nudge strategy where educators set goals linked to personal rewards, boosting motivation and engagement. Challenges like inconsistent follow-through can be addressed with peer support and goal-setting.

Momentum

Momentum provided an overview of the nudges and self-nudges they have created.

Nudge 1: Reducing paper usage through digital nudging

This nudge promotes a paperless culture in higher education using digital tools, incentives, and tools like Google Drive and Moodle.

Nudge 2: Promoting digital wellness for students and staff

The "Digital Wellness Week" campaign promotes healthier digital habits with screen-free hours, mindfulness workshops, and tools like Forest and Headspace to encourage breaks and time management.

Nudge 3: Online Knowledge Sharing Participation

This nudge encourages campus knowledge-sharing through benefits, inclusion, and recognition, using prompts, feedback, and rewards. The "Campus Knowledge Champions" initiative offers certificates as incentives, supported by tools like Teams, Moodle, and Padlet.

Self-nudge 1: Advancing digital content creation skills

This nudge helps lecturers improve digital content creation, using tools like Canva, H5P, and Screencast-O-Matic. The "Digital Content Creator" challenge tracks and rewards progress.

Self-nudge 2: Integrating AI ethics into teaching practises

This nudge encourages lecturers to integrate AI ethics into teaching using prompts, AI feedback, and rewards. The "Weekly AI Reflection" explores AI's ethical impact with tools like Trello, Notion, and AI ethics platforms.

Self-nudge 3: Mastering digital assessment skills

This nudge helps lecturers with digital assessment challenges using guidance, prompts, and micro-rewards. They are encouraged to explore tools, create low-stakes assessments, and track progress weekly.

ACEEU

ACEEU shared the topics they are working on, but still needs to complete the 3 nudges and 3 self-nudges.

Remark: some nudges can be self-nudges aswell

Gamified Challenge - AI for Students

Educators earn points for experimenting with AI tools like personalized quizzes. Rewards include digital badges and recognition.

AI Experimentation Journal

Educators document AI experiments and reflect weekly on new tasks, promoting habit formation.

Weekly Collaboration Moment

Educators add one group activity per module, encouraging social learning and collaboration.

Balancing Online and Offline Materials

Educators maintain a 70% online and 30% offline content ratio, with visual reminders to balance materials.

Digital Progress Tracker

A tracker with small steps helps educators and administrators break down learning tasks, displayed in visible locations.

Social Proof via T-shirts/Posters

T-shirts or posters with AI usage statistics encourage educators to adopt AI tools by showing peer usage.

Remark Trendhuis: it needs to be digital in some way, like add a QR-code that goes to a relevant digital link.

Continuation WP4 - Nudging and self-nudging toolkits

Trendhuis

Trendhuis provided an overview of the nudges and self-nudges they have created.

Nudge 1: eco-defaults for sustainable choices

The “Eco Defaults for Sustainable Choices” nudge encourages sustainability with eco-friendly defaults like double-sided printing and plant-based catering, allowing opt-outs. It involves IT, training, and communication to reduce resources and raise awareness.

Nudge 2: real-time energy feedback

The “Real-Time Energy Feedback” nudge uses smart meters to display energy consumption, costs, and environmental impacts, encouraging energy-saving habits and supporting campus sustainability goals.

Nudge 3: green scheduling

The “Green Scheduling” nudge encourages virtual meetings by default to reduce travel emissions, cut costs, and promote a digital-first, sustainable meeting culture through platform customization and staff training.

Nudge 4: engagement dashboards

The “Engagement Dashboards” nudge helps HE administrators track engagement with real-time metrics, driving data-informed decisions, supported by training, IT, and secure data handling.

Nudge 5: automated accessibility prompts

The “Automated Accessibility Prompts” nudge integrates reminders into content systems, simplifying compliance and promoting inclusivity with training and IT support.

Nudge 6: remote - first - scheduling

The “Remote-First Scheduling” nudge sets virtual meetings as the default in scheduling tools, highlighting environmental and time-saving benefits. This scalable, low-cost solution improves efficiency, reduces travel emissions, and requires training and IT support.

Self-nudge 1: the lecture quest

This gamified storytelling approach turns lectures into interactive adventures, boosting engagement and retention through challenges and simple tools like presentation software and interactive platforms.

Self-nudge 2: the class cheer-o-meter

This nudge gamifies student engagement by awarding points for participation, offering fun rewards like memes and trivia. This self-nudge boosts energy, fosters collaboration, and strengthens educator-student rapport.

Self-nudge 3: collaboration sparks

This nudge fosters educator-administrator collaboration through interactive sessions, feedback loops, and action plans, aligning teaching with institutional goals and improving resource use and digital tool integration.

Self-nudge 4: micro-learning moments

This nudge encourages educators to use downtime for quick professional development through prompts, gamification, and updates, delivered via LMS or email, promoting innovation, engagement, and daily learning.

Self-nudge 5: active lessons

The “Active Lessons: Engage Your Students” self-nudge encourages educators to use polls, quizzes, and discussions to boost engagement, with prompts, templates, and gamification. Success is tracked through usage stats, feedback, and learning outcomes.

Self-nudging 6: eco-friendly lesson plans

The “Eco-Friendly Lesson Planner” nudge promotes digital lesson planning to reduce paper waste. It tracks savings, provides prompts, and encourages resource sharing, aiming to boost tool adoption and sustainability awareness. Success is measured by usage and feedback.

Self-nudge 7: green syllabi

The “Green Syllabi” nudge encourages digital syllabi to reduce paper use and promote eco-friendly behavior. Success is measured by adoption rates, student feedback, and lower printing costs.

Self-nudge 8: green assignment guidelines

“Green Assignment Guidelines” encourages digital submissions and eco-friendly practices through templates and LMS reminders, aiming to reduce paper use and printing costs. Success is tracked by submission rates.

The university of Barcelona

UB submitted 2 nudges and 1 self-nudge, with 3 more to be submitted next week.

Nudge 1: preparing powerful information pills

The “Preparing Powerful Information Pills” nudge trains the student vice-chancellor’s team to promote responsible AI use through workshops and social media, raising awareness and building communication skills.

Self-nudge 1: streamlining grading and feedback

The “Self-Nudge: Streamlining Grading and Feedback” encourages educators to automate tasks, use rubrics, and batch grading, aiming to reduce workload, improve efficiency, and save time by embracing digital tools.

Self-nudge 2: pilot to improve teaching with ChatGPT

The “Auto-Nudge Pilot” encourages educators to set ChatGPT as their default home page for two weeks to promote AI use in teaching and reduce avoidance.

-----WP4 - TO DO-----
ACEEU and Barcelona: must send their 3 completed digital nudges and 3 completed digital self-nudges to Trendhuis before Thursday, January 23. Use the provided **template** to record the nudges and self-nudges.

WP2 - Ethical council - WP5 Video training and MOOC - dissemination

ACEEU is currently in touch with the ethical council members. They have selected a new date for the first the inaugural meeting. Despite scheduling challenges with one member, they aim to have the meeting in January.

Trendhuis suggested to approach them individually.

ACEEU is planning and structuring the inaugural meeting. This meeting will serve as an introduction to the ethical council, outlining its purpose, goals, and role within the project. Afterward, there will be three follow-up meetings, during which the nudges will be presented.

Trendhuis mentioned the **ethical approval form** created by ACEEU, which is used for submitting nudges and self-nudges to the council. To avoid double work, ACEEU will modify this form to make it more similar to the template used for the nudges and self-nudges.

Other relevant documents ACEEU drafted earlier on:

- > **an ethical checklist** to help evaluating the created nudges in terms of their ethical acceptability.
- > **an response form** for the members of the ethical council for the approval of the nudge

ACEEU suggests to have one meeting in January and three follow-up meetings, two in February and one at the beginning of March.

Trendhuis feels this is going to take too much time, moreover while universities are closed during summer.

Momentum needs time to develop the video training and MOOC effectively. While the ethical council should have been established earlier, we're still in the early stages. To recover lost time, we propose moving forward despite delays.

The plan is to finalize a semi-complete version of the toolkits for educators and administrators while the ethical council meetings proceed. We will present the final version for review before publishing or user testing, making any necessary changes at that stage.

ACEEU agrees and thinks that there will be no significant changes coming from the council. Moreover ethical considerations won't prevent implementation, but should be noted when applying the nudges.

Momentum wants to start planning on time. They need to know what nudges and self-nudges will be used, to start creating questions and content for the MOOC. If he starts creating material now and we don't end up using that nudge, it would be wasted effort.

Trendhuis set up a training development timeline.

Training development timeline

Jan 2025

- > First ethical council meeting
- > Finalization nudges and self-nudges
- > Trendhuis will compile the materials

Feb 2025 - 1st week of March

3 ethical council follow-up meetings

Feb 2025 - Apr 2025

Development of content, partners creating modules for the MOOC and video training.

Apr 2025

MOOC modules and video tutorials co-creation.

May 2025 - June 2025

Pilot testing of the training programs.

July 2025 - August 2025

ACEEU will create promotional materials for the video training and MOOC to be shared through social media, website, and partner networks.

Sep 2025 - Oct 2025

Public release of the video training and MOOC, with feedback mechanisms for external input.

-----WP2 - TO DO-----

ACEEU

- > *adjust the etical approval form*
- > *arrange and lead the first meeting before the end of this month and keep the other partners informed*
- > *arrange and lead the 3 follow-up meetings*

Please fill in the Doodle for our next online meeting during the week of February 3rd.

Our final TPM in Ireland will be held
end of April or beginning of May,
to be confirmed during our next meeting.