Nudging 360°

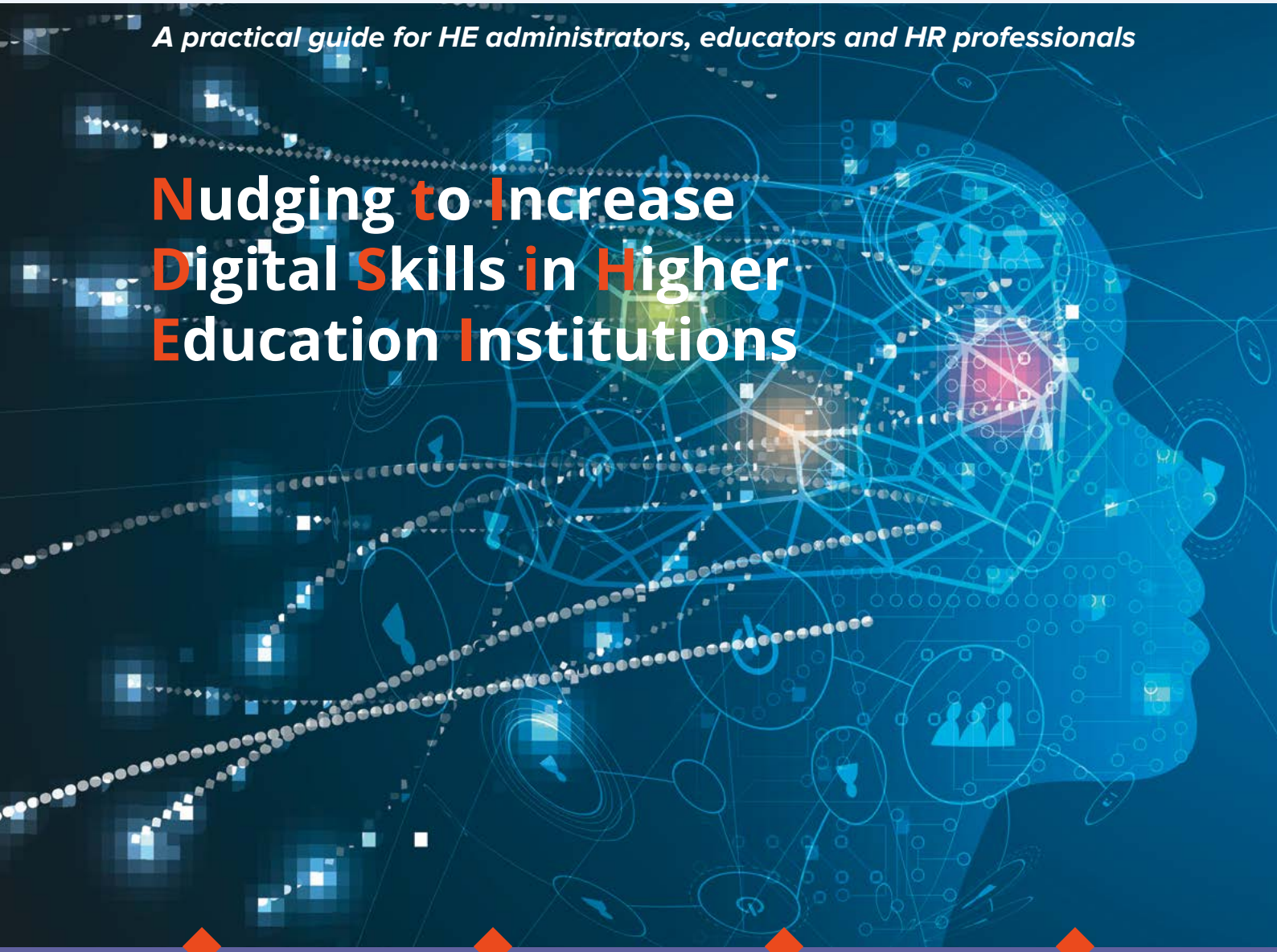
Co-funded by the European Union

Nudging 360° Manual

nudging360.eu

A practical guide for HE administrators, educators and HR professionals

Nudging to Increase Digital Skills in Higher Education Institutions



About Nudging360°

Nudging Toolkit for HE Administrators

Self-Nudging Toolkit for HE Educators

Nudging Playbook

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Nudging 360° Manual

A practical guide for HE administrators, educators and HR professionals

Download this manual to explore fully.

I

p. 5

PART I - General introduction

About Nudging 360°

This section introduces the project's goals, approach, and significance. It explores how digital nudging and self-nudging can drive positive change in higher education.

II

p. 41

PART II

Nudging Toolkit for HE administrators

This toolkit presents nudge strategies to help administrators support educators in using digital tools and strengthen teaching institution-wide.

p. 7

Project summary

This Erasmus+-funded project helps educators and administrators adopt digital tools through research, ethics, and practical toolkits.

p. 12

What is nudging?

Nudging, introduced by Thaler and Sunstein, uses behavioral science to gently guide people toward better choices without forcing them.

p. 21

Research

The University of Barcelona and partners created a Needs and Prioritization Map using surveys, interviews, and desk research.

p. 26

Ethical framework

Ethics are central to the responsible use of nudges. ACEEU set up an Ethical Council to review the playbook's nudges and self-nudges

Co-funded by the European Union

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III

p. 77

PART III

Self-Nudging Toolkit for HE educators

This toolkit presents self-nudging strategies to help educators develop their digital skills and build habits that continuously enhance their teaching.

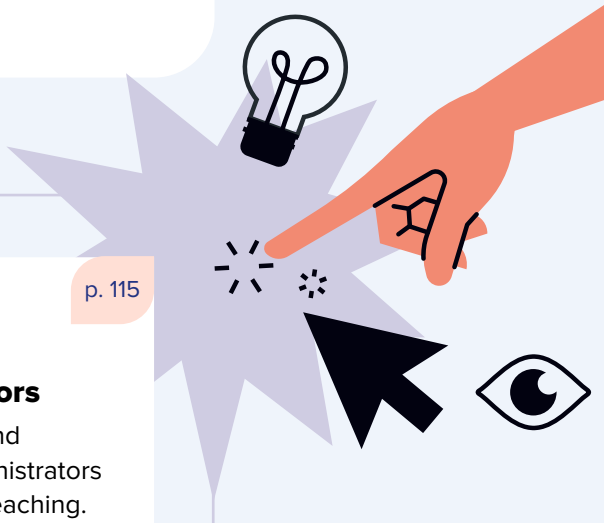
IV

p. 109

PART IV - Nudging Playbook

Best practises in action

The Playbook presents nudges and self-nudges with real-life examples, providing practical ideas to support digital innovation in higher education.



p. 111

Introduction to the playbook

Guiding higher education professionals in leading their digital growth.

p. 115

Nudges for administrators

Practical nudges and resources for administrators to support digital teaching.

p. 223

Self-nudges for educators

Practical self-nudges and resources for educators, building digital teaching habits.

p. 322

References & recommended reading

A selection of foundational and practical resources.

Welcome
to the Nudging 360° Manual

A practical guide for higher education administrators, educators and HR professionals

In a world shaped by digital habits, education institutions have an exciting opportunity: while young people are familiar with digital technologies, educators can grow in using digital tools to enhance teaching, facilitate learning, and engage students effectively.

A behavioral approach to educational change

Nudging, a concept rooted in behavioural science, is about creating subtle prompts that steer people toward better decisions, without forcing them. In education, administrators can nudge educators to adopt digital tools, while educators can use self-nudging to take charge of their professional growth.

Supported by Erasmus+ and five European partners, Nudging 360° provides a human-centered approach to digital transformation in higher education.

This guide is part of a broader journey. In this manual you will find:

PART I – General Introduction – About Nudging 360° 5

PART II – Nudging Toolkit for Higher Education Administrators 41

PART III – Self-Nudging Toolkit for Higher Education Educators 77

PART IV – Nudging Playbook – Best Practices in Action 109

Ready to nudge the future?

Whether you're a curriculum designer, a faculty leader, an HR strategist or a teacher navigating new tech — this manual is here to support you. Let's embrace digital tools not as a burden, but as a bridge, meet learners where they are — and walk beside them toward smarter, more meaningful education.

Wishing you inspiration, insight and impact,

Warm regards,
Nathalie Bekx,
Project Coordinator – Trendhuis
On behalf of the Nudging 360° consortium

Questions? info@nudging360.eu
Website: nudging360.eu

Nudging 360°

PART I – General Introduction

About Nudging 360°

"Digital transformation in higher education"

Nudging 360° supports the digital transformation of Higher Education by using nudging and self-nudging techniques to boost educators' digital competencies.

This section introduces the project's goals, approach, and significance. It explores how digital nudging and self-nudging can drive positive change in higher education.

When respecting autonomy, transparency, fairness, and privacy, these strategies help educators adopt digital tools responsibly and ethically.

Visit our website

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PART I – General Introduction

About Nudging 360°

1. Project Summary 7

1.1 Project Partners and Roles 8

1.2 Project Phases 9

1.3 Why This Project? 9

1.4 Research Component 9

2. Project Outputs 10

2.1 An integrated approach to change 10

2.2 Stronger Together 11

3. What is nudging? 12

3.1 Who can use nudging? 13

3.2 Where can you find nudging? 13

3.3 Advantages of nudging 13

3.4 Five linked Strategies to Nudge 14

3.5 Nudging or self-nudging? 15

4. Physical and Digital Nudging in Higher Education 16

4.1 Environments of Influence 18

4.2 Designing and Implementing Nudging Strategies: Nudging 360° Vision 18

4.3 Possibilities of Combining Physical and Digital Nudging 19

4.4 Conclusion: Designing with Intent 20

4.5 Ethical and Implementation Considerations 20

5. Needs and Prioritization Map 21

5.1 Student and teacher preferences 22

5.2 Needs and barriers 23

5.3 Why digital tools matter in higher education? 24

6. Ethical framework 26

6.1 Ethical considerations 26

6.2 Ethical Council of Nudging 360° 27

6.3 Ethical checklist for nudges and self-nudges 28

7. Suggestions for policy levels 29

7.1 Institutional policy suggestions 30

7.2 Departmental policy suggestions 30

8. Stakeholder levels 31

8.1 Institutional Leadership 32

8.2 Faculty and Educators 32

8.3 Students 33

8.4 IT and Support Staff 33

9. Conclusion 34

10. Reflective summary 36

10.1 Understanding the foundations 36

10.2 Connecting the dots 39

PART I – General introduction – About Nudging 360°

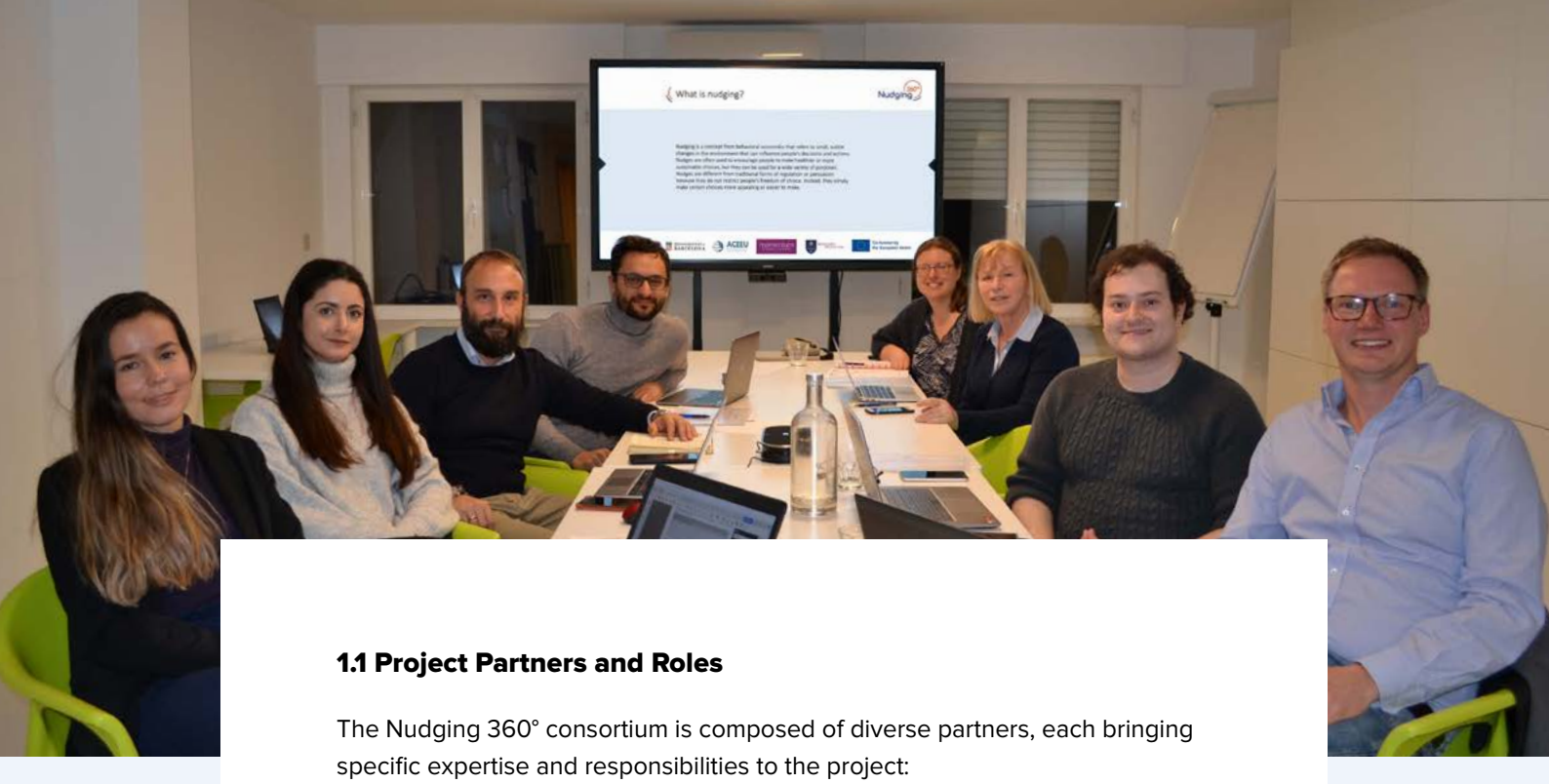
1. Nudging 360° – Project Summary

The Nudging 360° project, funded by the Erasmus+ programme of the European Union, is a pioneering initiative aimed at strengthening the (self-)motivation of higher education administrators and educators by fostering a more positive attitude towards acquiring digital skills.

By applying principles from behavioural science — specifically nudge theory — the project seeks to encourage educators to integrate more digital tools into their teaching practices. The ultimate goal is to help educators enhance their teaching, thereby increasing student engagement, motivation, and active participation in digital learning environments.

Nudging 360°

Co-funded by the European Union



1.1 Project Partners and Roles

The Nudging 360° consortium is composed of diverse partners, each bringing specific expertise and responsibilities to the project:

Trendhuis: Responsible for coordination and the development of the Nudging and Self-Nudging Toolkits (WP4). Also plays a key role in project communication and dissemination.

University of Camerino: Contributes to the development of the toolkits and created the NudgeWise platform — an interactive digital space for collecting and discussing nudges that influence digitalisation in higher education.

ACEEU (Accreditation Council for Entrepreneurial and Engaged Universities: Leads project management (WP1) and coordinates the establishment of the Nudging Ethics Council (WP2), which ensures the ethical design and implementation of nudges.

University of Barcelona: Leads the needs and priority analysis (WP3), conducting research into the barriers and needs of both teachers and students in relation to digital tools.

Momentum Marketing Services: Responsible for developing video trainings for administrative staff and a MOOC focused on self-nudging for educators (WP5), in order to support implementation of the developed nudges.

1.2 Project Phases

1

Preparation Phase
Kick-off meeting and definition of the project's objectives, work packages, and structure.

2

Research Phase (WP3)
Desk research, interviews and surveys with teachers and students to identify needs, barriers, and opportunities.

3

Nudging Ethics Council (WP2)
Establishment of an ethics council to oversee the design and implementation of nudges, ensuring they are effective and ethically sound.

4

Toolkit Development (WP4)
Creation of practical Nudging and Self-Nudging Toolkits with actionable examples for both educators and administrative staff, aimed at fostering the use of digital tools.

5

Implementation & Training (WP5)
Development of video trainings and a MOOC to support the roll-out of nudges and equip both educators and HEI administrators with the skills to use them effectively.

6

Evaluation & Dissemination
Assessment of the impact and effectiveness of the nudging strategies, and the dissemination of results and best practices to the wider education community.

1.3 Why This Project?

In today's digital age, it is essential for higher education teachers to possess the digital skills necessary to teach effectively and engage students.

However, research shows that educators often feel hesitant or resistant to adopting new digital tools — frequently due to unfamiliarity or a lack of confidence.

The Nudging 360° project tackles this challenge by designing subtle nudges that encourage educators to explore and integrate digital tools into their daily practice.

1.4 Research Component

A core element of the project is participatory action research in WP3, involving teachers and students to identify challenges and opportunities in integrating digital tools. Together with desk research by all partners, this feeds into the Needs and Prioritization Map.

This bottom-up approach ensures nudges align with users' real needs.

Through a structured, science-based approach, Nudging 360° aims to support and motivate educators, driving lasting impact in the digital transformation of higher education.

2. Nudging 360° – Project Outputs

2.1 An integrated approach to change

The Erasmus+ project Nudging 360°, grounded in behavioural science and empirical research, aims to bridge the digital divide between students, educators, and administrators, while accelerating the digital transformation in higher education.

This manual presents four complementary outputs, each designed to support one or both of the two main target groups: higher education administrators and educators.

1

PART I – General introduction

About Nudging 360°

This section introduces the project's goals, approach, and significance. It explores how digital nudging and self-nudging can drive positive change in higher education.

2

PART II – Nudging Toolkit for Higher Education Administrators

"No belief, no budget.
No buy-in, no change."

This toolkit is for higher education leaders and staff who shape the conditions for digital transformation—such as time, resources, and priorities.

It provides clear guidelines and nudging strategies to support digital adoption among educators, while addressing ethics like autonomy, transparency, and data privacy.

3

PART III – Self-Nudging Toolkit for Higher Education Educators

"Empower educators to guide themselves."

This interactive, playful guide helps educators adopt digital tools in a low-threshold, motivating way.

It offers self-nudging techniques to build habits in lesson planning, feedback, engagement, and time management—promoting ownership, small wins, and lasting change without pressure.

4

PART IV – Nudging Playbook Best Practices in Action

"Real nudges. Real impact. Broad inspiration."

The playbook is designed for higher education administrators and educators driving change and innovation. It gathers inspiring nudging practices from Europe and beyond, combining insights from literature and field experience.

A needs and barriers analysis identified key challenges and opportunities for educators and students. This research formed the foundation for Nudging 360°.Use the playbook as:

- an inspiration source for educators, administrators, and innovation teams
- a practical implementation guide
- a catalyst for experimentation and continuous improvement

2.2 Stronger Together

These outputs are designed to work in synergy, creating a powerful ecosystem for sustainable behavioural change:

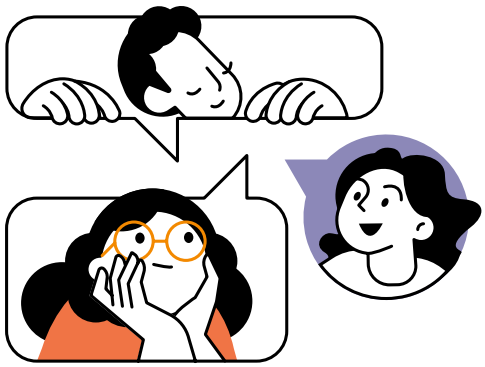
- **Administrators** build the enabling environment,
- **Educators** take ownership of their development,
- **The playbook** connects evidence, creativity, and best practice.

3. What is nudging?

Nudging, a concept popularized by behavioral economists Richard Thaler and Cass Sunstein, has transformed the landscape of decision-making and policy implementation. Essentially, nudging involves subtly influencing people's behavior without resorting to mandates or restrictions. Instead of coercion, nudges employ subtle cues and prompts to guide individuals towards making choices that are in their best interests. Nudging is like a gentle push in the right direction when used in a good way.

3.1 Who can use nudging?

Anyone can utilize nudging, regardless of his or her profession or background. This flexibility allows individuals and organizations to apply nudging strategies to a wide range of contexts, making it a powerful approach for positively influencing behavior.



3.2 Where can you find nudging?

Nudging techniques are widespread and can be found in numerous settings, both in the physical world and online. Here are some common places where nudging is prevalent:

1. **Public policy:** nudging strategies are implemented to encourage healthier behaviors and foster compliance with regulations, thus promoting societal well-being and public health.
2. **Retail environments:** retailers strategically employ nudging techniques to influence consumer purchasing decisions, thereby stimulating sales and enhancing customer satisfaction.
3. **Digital platforms:** nudging is leveraged to shape user behavior and optimize engagement on digital platforms, enhancing user experiences and achieving platform objectives.
4. **Healthcare settings:** within healthcare contexts, nudging is utilized to encourage patient adherence to treatment plans, facilitate wellness practices, and improve overall health outcomes.
5. **Educational institutions:** nudging strategies are deployed to support student success by fostering academic engagement, facilitating learning, and promoting positive educational outcomes.
6. **Workplace environments:** nudging techniques are employed to influence employee behavior, foster productivity, and enhance safety within workplace settings, contributing to a positive organizational culture and improved performance.

3.3 Advantages of nudging

Human behavior is complex and shaped by cognitive biases and environmental factors. Traditional methods like regulation or incentives can face pushback or unintended effects.

Nudging offers a subtler way to influence decisions by adjusting choice environments without limiting freedom.

Research shows nudges effectively change behavior by working with how people naturally think, improving outcomes individually and socially (Thaler & Sunstein, 2008; Benartzi et al., 2017).

In education, nudging has been linked to better student engagement and motivation (Duckworth et al., 2013; Hattie, 2015).

3.4 Five linked Strategies to Nudge

Nudges operate on the principle of choice architecture, which involves designing the decision-making environment to facilitate better choices. This can be achieved through various strategies, including:

1. Make it easy: facilitate desired behaviors by eliminating minor obstacles. Set a default option that aligns with the desired outcome, while still allowing individuals the freedom to opt out if they choose. Tailor choices to favor the preferred behavior.

Example: automatically enrolling individuals into programs unless they choose to opt out actively.

2. Make it attractive: capture attention and align with motivation and beliefs through the use of visual cues, highlighting positives, and offering incentives. Presenting information in a way that underscores specific aspects or benefits can influence how choices are perceived.

Example: positioning healthier or preferred options prominently, like placing fruits and vegetables at eye level in stores, can promote healthier choices.

3. Make it social: encourage behavior change by showcasing positive actions of others, enhancing the visibility of behaviors, and emphasizing opportunities for collaboration.

Example: use messages about what others are doing to encourage desired behaviors, like hotel signs indicating the majority of guests reuse towels.

4. Make it timely: seize opportunities during moments of change and highlight immediate benefits by strategically timing interventions. Assist individuals in planning and following through.

Example: offer timely feedback or reminders to prompt desired actions, such as reminders to complete tasks or feedback on energy usage compared to peers.

3.5 Nudging or self-nudging?

Nudging and self-nudging both aim to influence behavior, but they use different approaches.

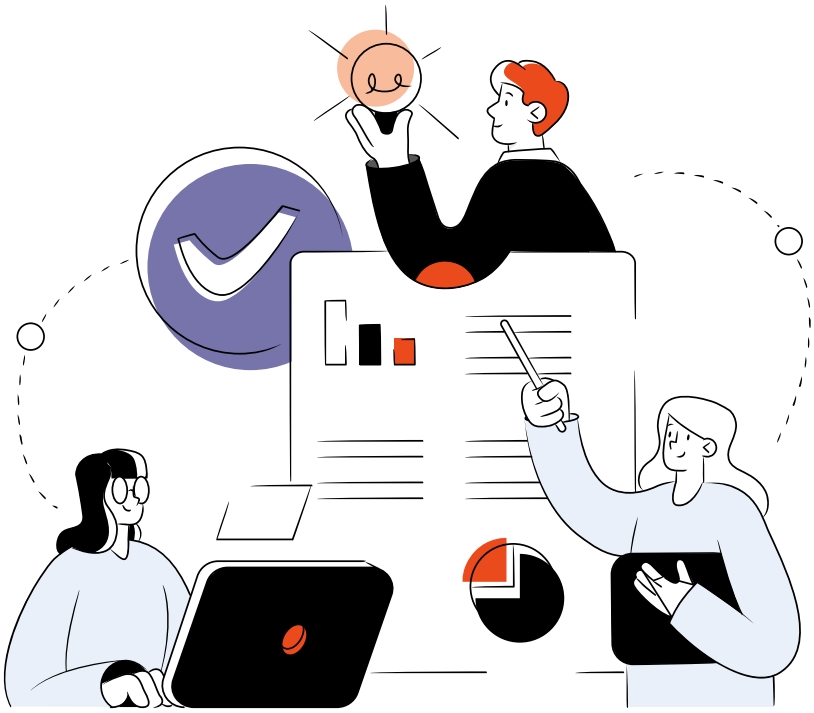
Nudging involves external influences applied by others, such as policymakers, marketers, or healthcare providers, to guide individuals towards particular choices or actions. These external influences can take various forms, including subtle cues, prompts, or changes in the choice architecture of environments.

Example: in a cafeteria, placing healthier food options at eye level and prominently displaying them can nudge customers to make healthier choices without explicitly telling them what to choose.

Self-nudging involves individuals taking control of their own decision-making processes to influence their behavior. Instead of relying on external cues or prompts, individuals actively engage in self-reflection and self-regulation to steer themselves towards desired actions or outcomes.

Example: setting a daily reminder on your phone to exercise or meditate. By creating this prompt, you're influencing your behavior and encouraging yourself to engage in healthier habits.

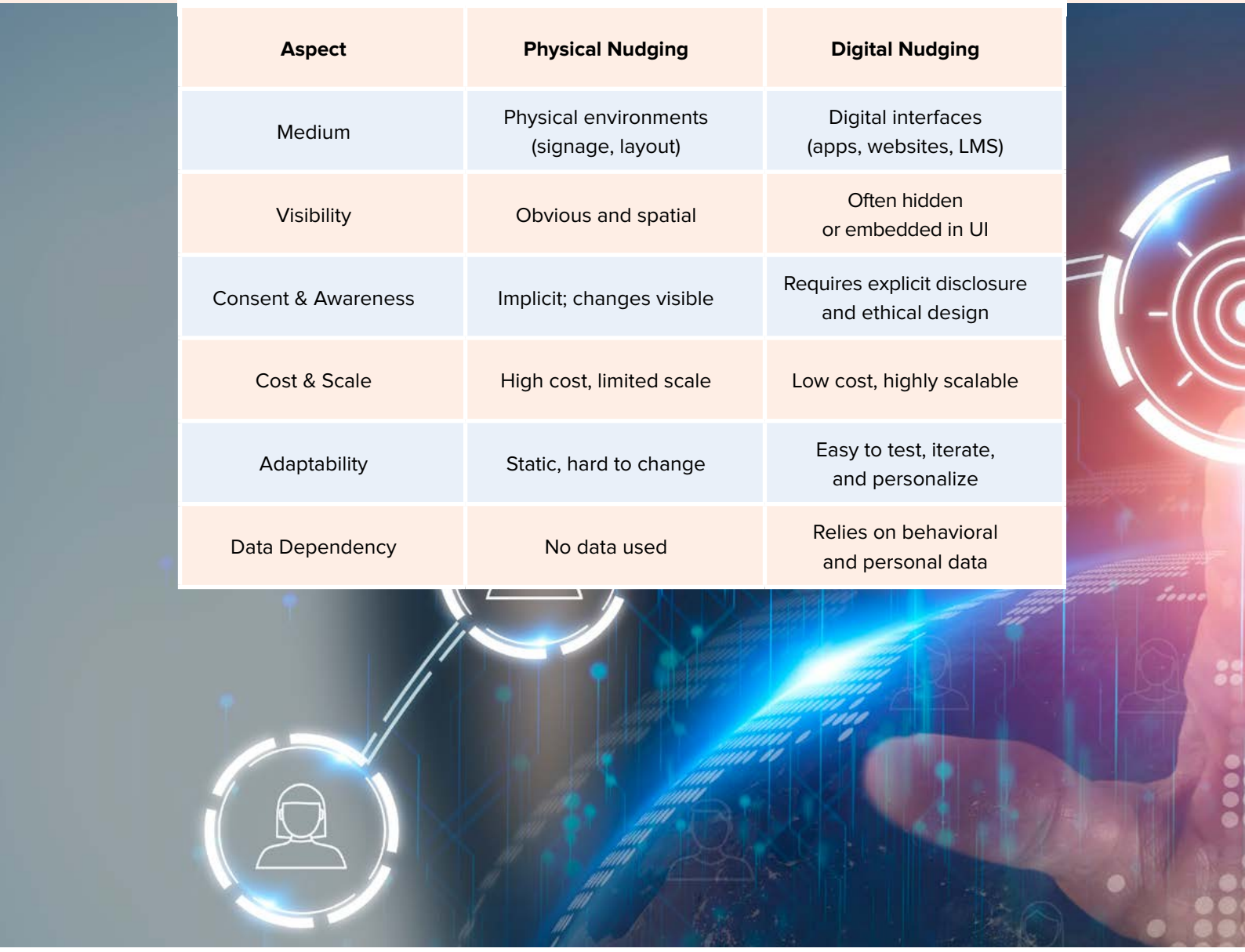
In summary, while both nudging and self-nudging aim to influence behavior, nudging relies on external influences applied by others, whereas self-nudging involves individuals taking control of their own decision-making processes to guide their behavior towards desired outcomes.



4. Physical and Digital Nudging in Higher Education

Nudging strategies typically fall into two categories: physical nudging, which operates through tangible cues in the built environment, and digital nudging, which leverages design and behavior patterns in online systems.

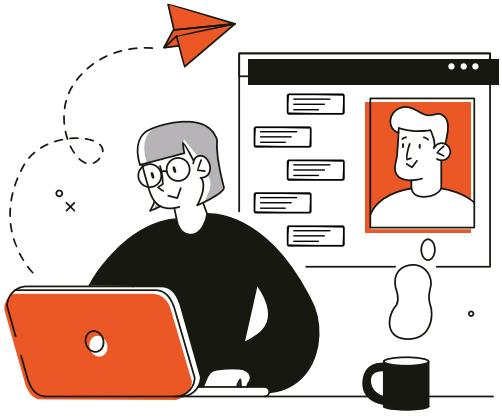
Aspect	Physical Nudging	Digital Nudging
Medium	Physical environments (signage, layout)	Digital interfaces (apps, websites, LMS)
Visibility	Obvious and spatial	Often hidden or embedded in UI
Consent & Awareness	Implicit; changes visible	Requires explicit disclosure and ethical design
Cost & Scale	High cost, limited scale	Low cost, highly scalable
Adaptability	Static, hard to change	Easy to test, iterate, and personalize
Data Dependency	No data used	Relies on behavioral and personal data



Physical nudging uses environmental design and tangible cues to influence decision-making. In higher education, this might include:

- Signage directing individuals to services, resources, or learning spaces.
- Posters or flyers promoting tools, opportunities, or behaviors.
- Placement of equipment or resources to encourage engagement (e.g., kiosks).
- Printed materials or workspace arrangements that prompt specific actions.

These interventions rely on visibility and environmental context. They are typically general-purpose, highly observable, and less invasive, though less adaptive over time.



Digital nudging operates within digital systems by designing interfaces, workflows, and communications to subtly guide decisions. Examples include:

- Notification systems prompting task completion or tool engagement.
- Progress indicators and personalized suggestions in online platforms.
- UI design elements that highlight preferred options or reduce friction.
- Behavioral cues embedded in portals, LMS dashboards, or email systems.

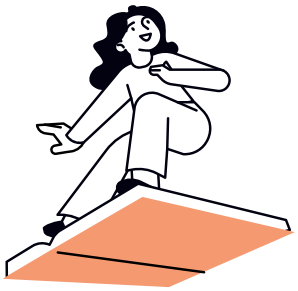
Digital nudges offer flexibility, personalization, and scalability. However, they also raise concerns about privacy, transparency, and over-automation if not managed ethically.

Each modality offers distinct characteristics, benefits, and limitations, and both play a role in shaping behavior in educational contexts.

While digital nudging uses online platforms, interfaces, and data-driven personalization, traditional (physical) nudging shapes behavior through tangible, spatial, and visual cues in the real world.

When combined thoughtfully, these approaches offer a powerful toolkit for improving behavior, engagement, and digital skill adoption in higher education.

Both forms share the goal of influencing behavior gently and ethically, but digital nudging introduces new dimensions: speed, reach, and the need for deeper ethical vigilance.



4.1 Environments of Influence

Imagine walking through a university campus that speaks to you, not just with signs and schedules, but with intention.

A poster on a bulletin board nudges you to attend a peer-led workshop, while your phone buzzes gently with a message linking directly to the registration page. Later, a reminder pops up on your student dashboard, and when you enter the classroom, a welcoming environment reinforces that you made the right decision. This is nudging in motion: seamless, layered, human.

Nudging operates within environments of influence, the spaces, interfaces, and interaction points where individuals make decisions or form habits.

These environments span:

- Physical settings: such as hallways, offices, classrooms, lounges, and service areas.
- Digital platforms: including LMSs, internal portals, apps, email, and web-based tools.

In higher education, nudging doesn't belong to a single tool, person, or platform. It lives in what we might call environments of influence, those layered, dynamic spaces where attention, emotion, and action converge.

These environments stretch beyond the boundaries of digital versus physical; they live in the in-between. Picture a student walking through campus: the physical signage prompts their curiosity, the QR code leads to a digital sign-up form, a follow-up message appears in their inbox, and a digital dashboard reminds them to engage.

These are not separate actions, they're connected signals, reinforcing a shared behavioral goal. Recognizing where attention is focused and how behavior is shaped, enables the design of nudges that feel intuitive, supportive, and well-integrated.

4.2 Designing and Implementing Nudging Strategies: Nudging 360° Vision

Effective nudging requires understanding the environments, physical or digital, in which decisions occur. Institutions should:

- Identify decision points where nudges can reduce friction or prompt action.
- Match nudging mode (physical or digital) with context, accessibility, and urgency.
- Ensure nudging interventions are respectful, optional,and transparent.
- Consider the long-term sustainability and ethical implications of nudging tools.

Designers, administrators, and support teams all play a role in curating environments of influence where nudges can align with educational values and institutional goals.

- University administrators can combine policy signage with targeted email nudges to shape institutional behavior.
- Educators might pair physical classroom cues with digital tools like online quizzes, forums, or feedback apps.
- Student services teams can use both analog outreach (e.g., flyers, events) and digital platforms (e.g., mobile notifications or learning analytics) to promote wellbeing and engagement.
- IT departments, learning designers, and communication specialists also play a crucial role in creating, testing, and maintaining nudging systems that are ethic al, inclusive, and effective.

4.3 Possibilities of Combining Physical and Digital Nudging

Strategies combine the strengths of both physical and digital approaches can create a more cohesive and effective influence on behavior. Though each mode of nudging can function independently, some educational contexts benefit from combining physical and digital cues to reinforce behavioral goals.

This coordinated approach can create a more seamless and persistent influence across multiple touchpoints.

A university might use floor signage (physical nudge) directing students to learning support centers, while also sending personalized SMS reminders (digital nudge) to encourage attendance. Similarly, posters promoting wellness events could be paired with digital calendar invites or app notifications. A welcome package with printed study tips (physical) could be supported by an onboarding app that tracks student engagement digitally. This complementary use of space and technology ensures that messages are reinforced, accessible, and adaptable to diverse learner preferences.

Each of the following examples demonstrates how aligning real-world presence with digital reinforcement can make engagement more natural, more sustained, and more respectful of user context:

- A poster pinned on a hallway board does more than inform—it invites action. By including a QR code, a printed flyer about a student support service becomes a gateway to a digital scheduling tool. The physical nudge sparks attention; the digital link carries the user forward.
- At events promoting new technologies, printed quick-start guides are handed out. These tangible materials serve as a first step: simple, approachable, and easy to reference. But they are not the end of the engagement. After the event, participants receive targeted follow-up emails that encourage them to dig deeper, explore advanced features, and continue their journey online. The initial physical contact creates comfort; the digital follow-up sustains momentum.
- In preparing for an upcoming training session, campus signage acts as an anchor—visible, persistent, and grounded in the physical environment. At the same time, participants receive scheduled reminders through digital channels: calendar invites, notifications, or follow-up messages. These automated prompts serve as gentle reinforcements that maintain awareness across different points in time and space. Even feedback collection benefits from this layered approach.
- In faculty lounges, table tents casually suggest participation in a survey. The suggestion is not forceful, just present. Meanwhile, the accompanying digital dashboard tracks progress, sending nudges to complete the task. The physical prompt initiates reflection in a low-pressure setting; the digital interface supports completion with clarity and accessibility.

These examples are not about overwhelming the individual; rather, they focus on creating a rhythm of support that carries across formats.

Combining nudges in this way can increase visibility and recall, though it requires careful design to ensure clarity, consistency, and ethical alignment.

4.4 Conclusion: Designing with Intent

Whether implemented independently or in coordination, physical and digital nudges offer distinct but complementary tools for shaping behavior and promoting engagement in higher education settings.

Each approach must be:

- ✔ Purposefully aligned with behavioral goals.
- ✔ Respectful of autonomy, consent, and transparency.
- ✔ Designed for accessibility, relevance, and impact.
- ✔ Supported by feedback mechanisms and ethical oversight.

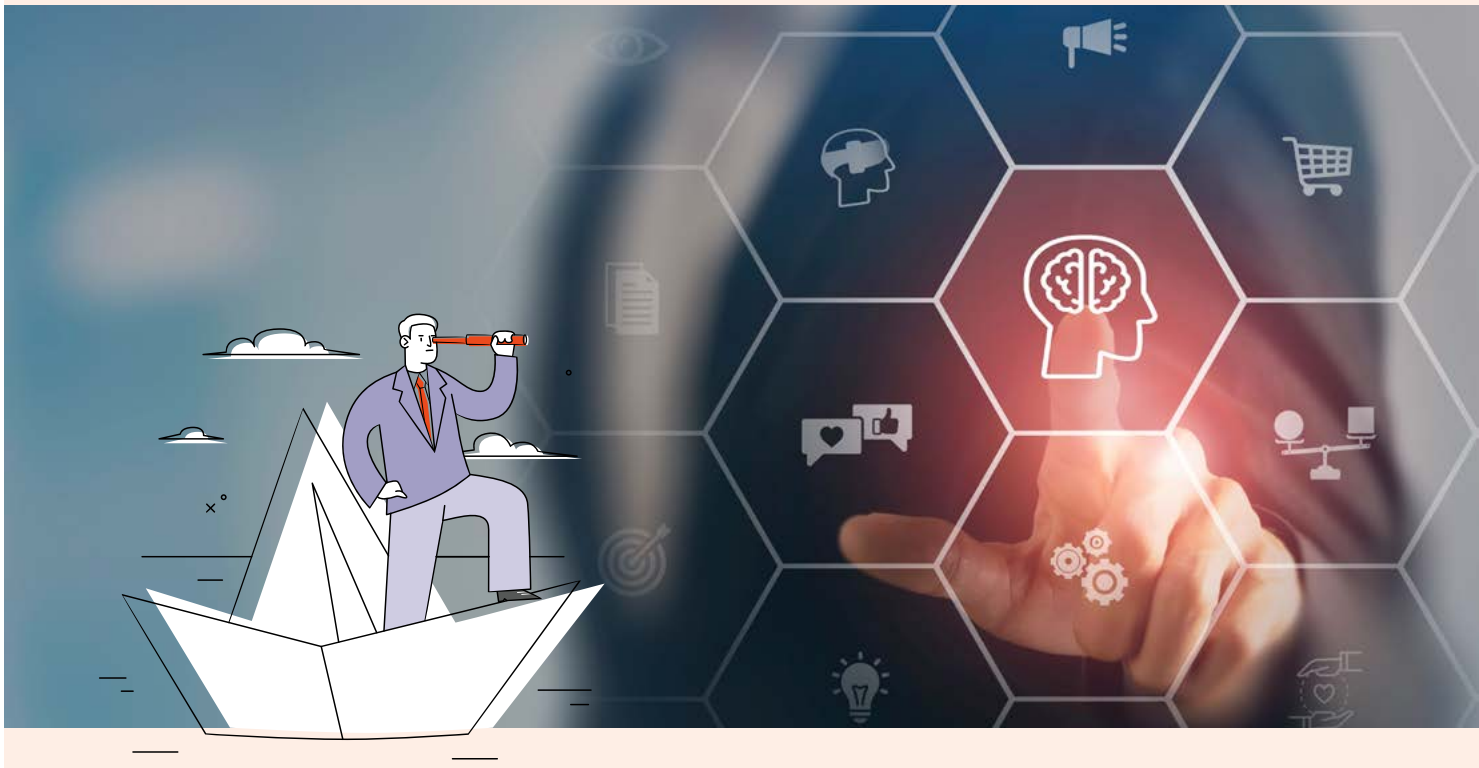
Nudging is not about control—it is about encouragement through context.

With thoughtful implementation, both physical and digital nudging can help build environments that support learning, engagement, and meaningful behavioral shifts.

4.5 Ethical and Implementation Considerations

- ✔ **Transparency:** Physical nudges are often self-explanatory. Digital nudges require user awareness, consent, and visible intent.
- ✔ **Autonomy:** Both should preserve user freedom. However, digital nudges risk undermining autonomy if poorly disclosed or overly manipulative.
- ✔ **Data Ethics:** Only digital nudges depend on personal data. This raises issues of privacy, profiling, and algorithmic bias.
- ✔ **Accessibility:** Physical nudges must accommodate mobility and visibility needs. Digital nudges must be inclusive in UX and device compatibility.
- ✔ **Feedback & Control:** Institutions must provide opt-out options and monitor digital nudges for effectiveness and fairness—something less necessary for fixed, real-world prompts.

A thoughtful code of conduct should guide both strategies, with a stronger compliance structure for digital tools.



5. Needs and Prioritization Map

In collaboration with all project partners, the University of Barcelona created a comprehensive Needs and Prioritization Map. Our collective goal was to understand the needs and preferences of both HE educators and students regarding digital teaching methods. This involved extensive research, including in-depth interviews, and direct engagement with stakeholders, resulting in the creation of two surveys—one for students and another for staff members. The participation of 428 students and 140 staff members provided valuable perspectives.

5.1 Student and teacher preferences

Upon comparing the survey results, several key insights emerged.

1. **Content is king:** both parties express a desire for more quality visual content, infographics, and videos. This emphasizes that beyond fancy tools, the development or curation of engaging educational content is a shared priority. If it's not interesting, there's no added value.
2. **Alignment on essentials:** both students and teachers highly value basic tools like learning platforms, presentations, recorded content/videos, and quizzes. This suggests a clear need for a well-structured platform and core content delivery tools.
3. **Varying perspectives on interaction:** live classes are highly valued by students, while teachers express a strong focus on collaboration. This highlights a potential need to translate live class time into more collaborative and interactive experiences to fully address the priorities of both groups.
4. **Room to grow with digital collaboration tools:** students embrace interactive collaboration apps, while teachers are eager to support collaboration. This suggests an opportunity to introduce and integrate specialized tools for enhancing collaborative learning, beyond basic workspaces.
5. **Differing interest in emerging tech:** while students showed some openness to AI tools like ChatGPT, teacher interest was lower but still present. This indicates a need for awareness and training to leverage effectively AI's potential.

These insights align closely with the core themes of the EDULEARN25 conference, where our project, Nudging360°, is presented.

5.2 Needs and barriers

We've studied digital tool usage in higher education, identifying priorities and uncovering challenges.

1. **Digital competence priority:** both students and teachers recognize the importance of improving their digital skills. Therefore, nudging initiatives aimed at promoting digital competence are highly relevant and necessary. Nudging 360° addresses the digital transformation in Higher Education.

2. **Varying adoption levels:** not everyone starts with the same level of knowledge regarding digital tools. Some may be experts, while others are just starting out. Nudges should be flexible to accommodate everyone's comfort with technology.

3. **Content creation needs:** the demand for content like videos and infographics suggests the need of nudges focusing on content creation tools. While leveraging the right digital tools is important, crafting quality content remains paramount for audience engagement. Therefore, it's essential to nudge towards both creating quality content and utilizing digital tools effectively.

4. **Motivation & incentives:** the absence of institutional support demotivates teachers. System changes matter. Collaboration with stakeholders managing digital infrastructure is vital. HE institutions should provide infrastructural resources like training and support services. Additionally, they can consider including digital teaching indicators in educator performance evaluations.

5. **Collaboration vs. individualization:** teachers appreciate both collaborative learning and personalized instruction. This enables educational nudges to encourage group activities for social learning while also providing tailored support to individual students.

6. **Emerging tech acceptance:** educators are open to new technologies, AI-powered tools could be successful if student concerns and levels are addressed properly. Nudges should focus on highlighting AI's benefits, such as personalized feedback, before promoting its use for direct content generation.

5.3 Why digital tools matter in higher education?

Our research highlights the critical role digital tools play in supporting the needs and preferences of educators and students. Prioritizing engagement, collaboration, personalized learning, and content quality remains paramount when integrating these tools into educational practice.

The essentials: what are the fundamental components for quality education?

1. **Quality content:** creating quality content is vital for crafting engaging and personalized learning materials. It fosters active participation, adaptation to digital learning trends, and collaboration among educators, enriching learning experiences and equipping students with skills for the modern world. Quality content stands out through its relevance, accuracy, clarity, and creativity, ensuring effective engagement and meaningful learning experiences for learners.

   Examples: Courses, E-books, video's, infographics, Collaborative Documents, presentations, library, ...

2. **A learning management system (LMS):** this platform plays a crucial role in optimizing course delivery, resource access, and interactivity within an educational setting. It empowers educators to provide personalized instruction tailored to individual student needs, promoting collaboration and engagement. Additionally, the LMS acts as a central hub for monitoring student progress, conducting assessments, and delivering feedback, thereby enhancing the educational journey.

   Examples: Blackboard, Moodle, Canvas, edX, Coursera, Udemy, Linkedin Learning, ...

Expanding the toolkit: let's explore some additional tools that spark interest.

1. **Presentation tools:** presentation tools

   significantly boost engagement and collaboration among educators and students. By enabling the creation of dynamic and visually captivating content, these tools facilitate interactive learning experiences. As a result, they play a pivotal role in improving information retention and nurturing a more inclusive educational environment.

   Examples: Powerpoint, Google Slides, Prezi, Keynote, ...

2. **Quizzes:** quizzes function as both assessments and polls, enabling educators to gain insights into students' opinions, preferences, or prior knowledge on a topic. They offer feedback to both students and teachers, aiding in the identification of strengths and weaknesses.

   Examples: Kahoot, SurveyMonkey, Google Forms, Typeform, Microsoft Forms, Qualtrics, ...

3. **Tools for collaboration:** in today's digital era, wide ranges of digital platforms are available for real-time communication and collaboration, enhancing engagement and teamwork. Notably, learning management systems, commonly used in educational settings, offer features such as discussion forums, group assignments, and interactive quizzes, further fostering collaboration.

   Examples: Google Docs, Microsoft Teams, Slack, Blackboard, Moodle, Canvas, ...

4. **Emerging tech:** AI and other cutting-edge technologies revolutionize education, are enabling personalized learning, streamlined administration, real-time feedback and insights into student progress. Ensure equitable access, combat biases, and safeguard privacy in their implementation.

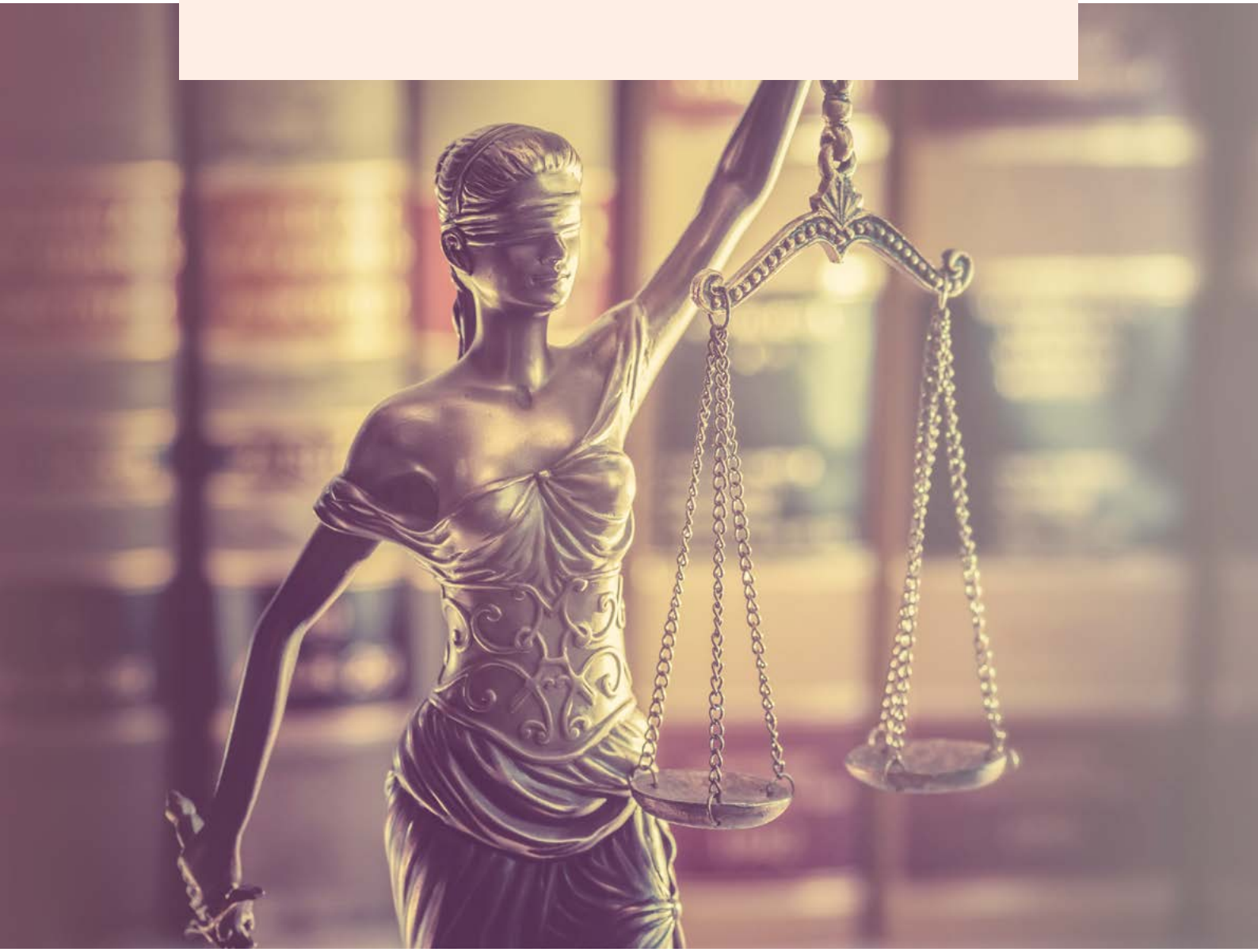
   Examples: Chatbots (ChatGPT), Virtual assistants (Siri), Adaptive Learning Systems (Duolingo), ...

Explore the Needs and Prioritization Map.

6. Ethical framework

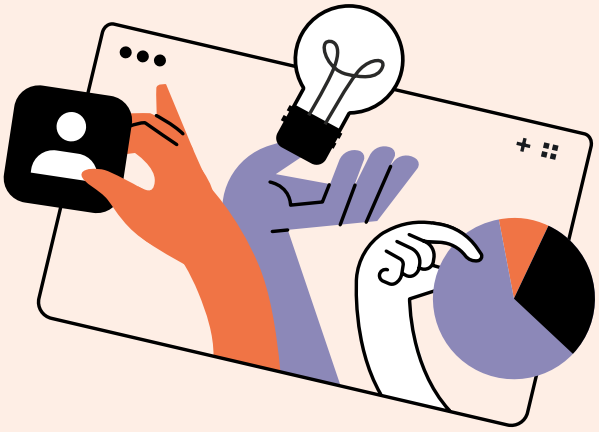
6.1 Ethical considerations

When implementing digital nudges, ethical considerations are paramount to ensure the integrity, fairness, and transparency of the interventions. Ethical practices not only foster trust but also uphold the dignity and autonomy of the individuals being nudged.



Primary ethical principles:

- **Autonomy and freedom of choice:** nudges should respect and preserve the autonomy of the individuals. It is essential that users retain the freedom to make their own decisions without undue influence or coercion. The design of the nudges should allow users to easily opt-out or avoid the nudge without facing any negative consequences.
- **Transparency:** transparency is crucial in maintaining ethical standards in digital nudging. Users should be clearly informed about the presence and purpose of the nudges. This transparency helps in building trust and ensures that users are aware of how their choices are being influenced.
- **Beneficence and non-maleficence:** the intended outcomes of nudges should aim to benefit users, aligning with their best interests and well-being. It is essential to avoid any harm or negative consequences resulting from the nudges. The goals of the nudging interventions should be aligned with promoting positive behaviors and outcomes for the users.
- **Justice and fairness:** the design and implementation of nudges should be fair and equitable, ensuring that all users, regardless of their backgrounds, have equal access to the benefits of the nudges. Considerations should be made to avoid any form of bias or discrimination in the application of digital nudges.
- **Privacy and data protection:** ethical digital nudging requires careful consideration of users' privacy and data protection. Any data collected as part of the nudging process should be handled with the highest standards of confidentiality and used solely for the intended purpose of improving the nudging interventions.



6.2 Ethical Council of Nudging 360°

To ensure ethical practices in developing nudges, Nudging 360° set up an ethical council— a small group including a nudging expert, an ethics expert, HE educators, and users— to create a practical and theoretical ethical framework for nudging in education.

We saw the potential benefits from an effective ethic council as:

- Identification of the needs and ethical challenges facing Higher Education Institutions in the implementation of nudging practices.
- Creation of the definition of misconduct in nudging practices in the education field.
- Seeking creative solutions to the real social and economic challenges facing rural communities.
- Stimulating the creation of nudges that help the improvement or achievement of educational goals.
- Contributions to the ethical theoretical framework around the use of nudging in educational settings.

6.3 Ethical checklist for nudges and self-nudges

The goal of this checklist is to help evaluate the created nudges and self-nudges in terms of their ethical acceptability. There are several ethical considerations that need to be addressed, such as autonomy and transparency. In their paper "To Nudge or Not to Nudge", Lembcke et al. (2019) highlight the importance of preserving individuals' freedom of choice and autonomy in (digital) nudging, ensuring transparency, and aligning nudges with both individual and societal goals.

The checklist consists of four parts: autonomy, transparency, target audience, and goals/ impact, and comprises 11 statements in total. Using the checklist provided, you can decide whether the nudge can be accepted or needs further modifications.

By adhering to this checklist, the ethical integrity of the nudging interventions can be maintained, ensuring that they are both effective and respectful of the individuals they are designed to assist.

Ethical checklist

Autonomy / freedom of choice

- ✔ The nudge intervention is easy to avoid (e.g., by a simple mouse click).
- ✔ The choice architecture is presented in the most simplified way.
- ✔ There are no costs to avoiding the nudge. For example, there are no unintended negative consequences such as malicious intent and monetary disadvantages for the target group.
- ✔ No incentive/coercion was introduced to influence the choice.

Transparency

- ✔ The nudge can be clearly identified by the target group of the nudge.

Target audience / potential users

- ✔ The target group has been thoroughly identified.
- ✔ The preferential choice of your target group has been identified.

Goals / impact

- ✔ The goals are in alignment with the users' preferential choice set and/or stem from good intentions.
- ✔ The goals benefit and do not harm the user.
- ✔ The potential impact is predictable.
- ✔ The nudge is consistent with the original goal and useful to influence the target behavior.

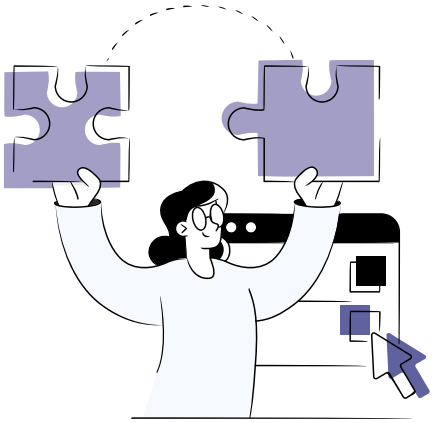
7. Suggestions for policy levels

Effective digital nudging in higher education requires a multi-level approach. Well-designed institutional policies help integrate nudging into the institution's framework, align with educational goals, and provide the necessary resources and governance. Acknowledging the expertise and autonomy of institutional leaders, as well as cultural differences, is key. These recommendations are intended as guidance and can be adapted as needed.

7.1 Institutional policy suggestions

At the institutional level, policies should be designed to integrate digital nudging strategies into the daily practices and long-term objectives of higher education institutions. Key actions include:

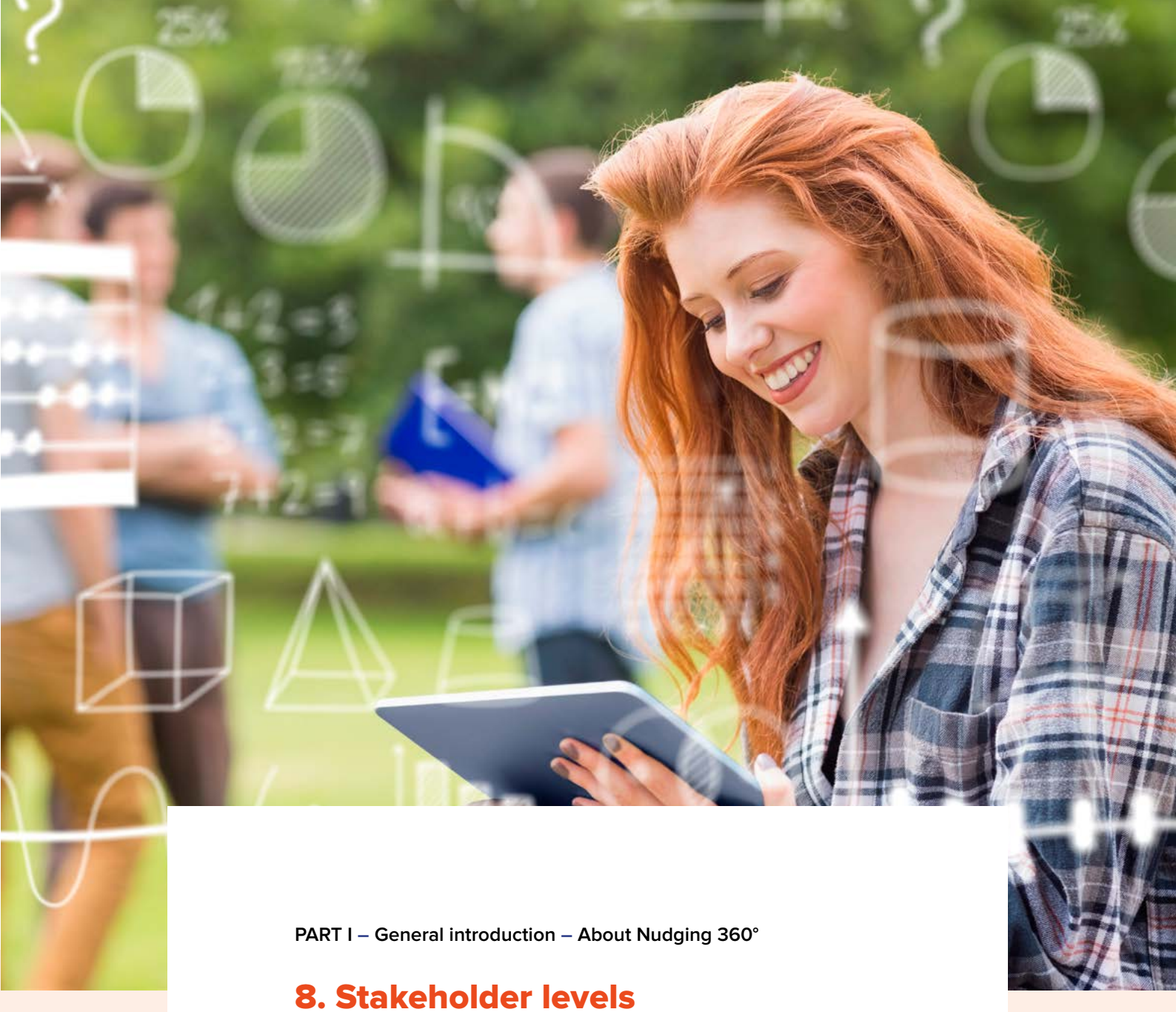
- **Strategic integration:** embed digital nudging practices within the institution's strategic plan, aligning them with the institution's mission and goals for digital transformation and educational excellence.
- **Policy development:** develop specific policies that govern the use of digital nudges, ensuring they are used ethically and effectively. This includes guidelines on transparency, user autonomy, and data privacy.
- **Resource allocation:** allocate resources, including funding and personnel, to support the development, implementation, and evaluation of digital nudges. This includes investing in training for educators and administrators.
- **Governance and oversight:** establish governance structures to oversee the implementation of digital nudging strategies. This could include forming committees or working groups dedicated to digital transformation and nudging practices.



7.2 Departmental policy suggestions

At the departmental level, policies should facilitate the adoption and consistent application of digital nudging within specific academic and administrative units. Key actions include:

- **Departmental guidelines:** develop departmental guidelines that outline how digital nudges should be implemented in various contexts, such as teaching, student support, and administrative processes.
- **Training and support:** provide ongoing training and support to faculty and staff to ensure they are equipped to use digital nudges effectively. This can include workshops, seminars, and access to online resources.
- **Monitoring and evaluation:** implement mechanisms for monitoring and evaluating the impact of digital nudges within the department. Collect feedback from educators and students to inform continuous improvement efforts.
- **Collaboration and sharing:** encourage collaboration and sharing of best practices within and between departments. Create platforms for faculty and staff to share their experiences and learn from each other's successes and challenges.



8. Stakeholder levels

Successful implementation of digital nudging in higher education requires the involvement and collaboration of various stakeholders at different levels. Engaging these stakeholders ensures that the nudging strategies are well-rounded, inclusive, and effectively address the needs of all parties involved. Here are the key stakeholder levels to consider:

8.1 Institutional Leadership

Institutional leaders, including university presidents, deans, and senior administrators, play a critical role in championing digital nudging initiatives. Their support and commitment are essential for securing resources, driving strategic integration, and fostering a culture that embraces digital transformation.

- **Vision and advocacy:** institutional leaders should articulate a clear vision for digital nudging and advocate for its adoption within the institution. They should communicate the benefits and align nudging initiatives with the institution's strategic goals.
- **Resource allocation:** Leaders are responsible for allocating the necessary resources, including funding, technology, and personnel, to support the implementation and sustainability of digital nudging initiatives.
- **Policy development:** Institutional leaders should be involved in developing and approving policies that govern the use of digital nudging, ensuring they align with the institution's ethical standards and educational objectives.

8.2 Faculty and Educators

Faculty and educators are the primary implementers of digital nudging strategies. Their engagement and participation are crucial for the successful integration of nudges into teaching practices and curricula.

- **Training and professional development:** provide faculty with ongoing training and professional development opportunities to enhance their digital literacy and equip them with the skills needed to implement digital nudges effectively.
- **Collaboration and feedback:** encourage faculty to collaborate and share their experiences with digital nudging. Collect their feedback to inform continuous improvement and ensure the nudges are relevant and effective.
- **Autonomy and support:** respect the autonomy of educators by allowing them to customize and adapt nudging strategies to fit their unique teaching styles and classroom contexts. Provide support and resources to facilitate this process.

8.3 Students

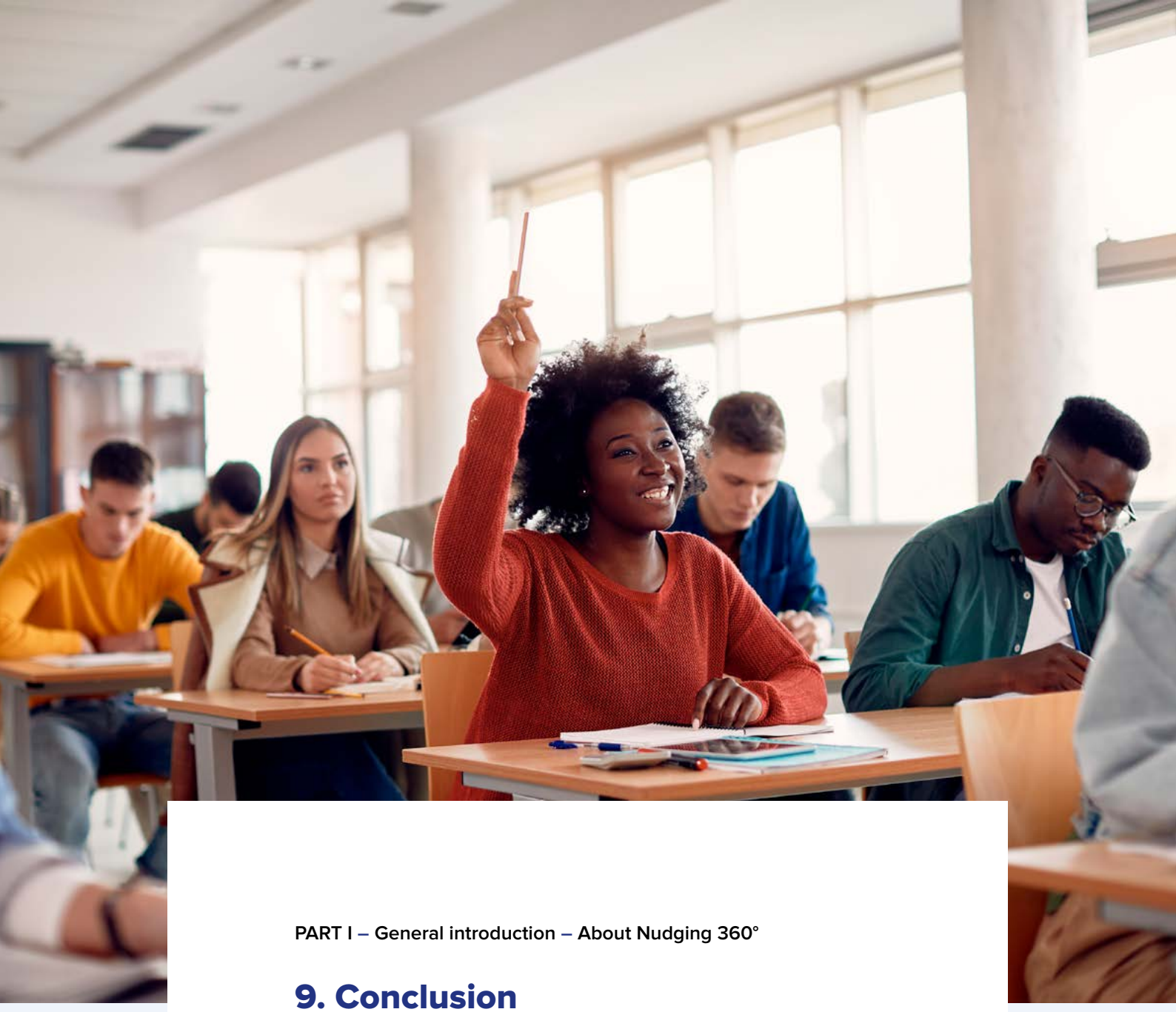
Students are the primary beneficiaries of digital nudging initiatives. Their engagement and feedback are essential for ensuring that the nudges are effective and meet their needs.

- **Inclusive design:** involve students in the design and development of digital nudging strategies. Ensure that the nudges are accessible and considerate of diverse student backgrounds and needs.
- **Feedback Mechanisms:** establish mechanisms for students to provide feedback on the nudging interventions. Use this feedback to refine and improve the nudges.
- **Awareness and transparency:** clearly communicate the purpose and benefits of digital nudging to students. Ensure transparency about how their data will be used and provide options for them to opt-out if they choose.

8.4 IT and Support Staff

IT and support staff are responsible for the technical implementation and maintenance of digital nudging tools and platforms. Their expertise is critical for ensuring that the technology functions smoothly and securely.

- **Technical support:** provide robust technical support to ensure that digital nudging tools are properly integrated and maintained. This includes troubleshooting issues and providing user support for faculty and students.
- **Security and Privacy:** ensure that all digital nudging tools comply with data security and privacy regulations. Protect the personal data of users and maintain the highest standards of cybersecurity.
- **Infrastructure development:** invest in and maintain the necessary technological infrastructure to support digital nudging initiatives. This includes ensuring that all relevant systems are compatible and can handle the demands of digital nudging interventions.



9. Conclusion

The Nudging 360° project aims to revolutionize teaching practices in higher education by leveraging the power of digital nudging. Drawing on insights from behavioral economics and psychology, this initiative empowers both HE administrators and HE educators to adopt new digital tools and methodologies that enhance the learning experience.

For HE administrators, the focus is on creating an institutional environment that supports and encourages the use of digital nudges. This includes developing policies, allocating resources, and integrating nudging strategies into the institution's broader digital transformation goals. By providing the necessary infrastructure and support, administrators can drive systemic change that benefits the entire educational ecosystem.

For HE educators, the emphasis is on practical application and personal development. Through digital nudging, educators are encouraged to explore, practice, and integrate digital tools into their teaching practices. This not only enhances their own digital literacy but also leads to more engaging and effective teaching methods that benefit students.

Extensive research and stakeholder engagement have enabled us to pinpoint key needs and barriers within higher education.

By developing separate, tailored **manuals for HE administrators and HE educators**, and supplementing these with a robust **playbook of examples**, we ensure that both groups have the specific guidance and resources they need to successfully implement digital nudging strategies.

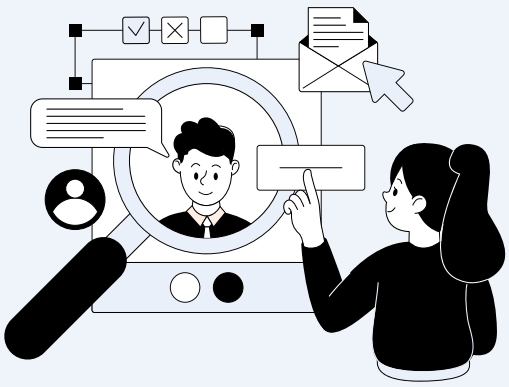
We are committed to aligning our efforts with global sustainability goals, integrating principles that contribute to a more sustainable and equitable future. This involves not only enhancing digital skills and teaching practices but also fostering a culture of inclusivity, transparency, and ethical responsibility.

In conclusion, the Nudging 360° project provides a robust framework for driving **digital transformation in higher education**.

Our manual empowers administrators and educators with the tools and knowledge to implement digital nudges, supported by a rich repository of practical examples. Nudging 360° benefits both educators and students by fostering a more engaging and effective learning experience.

Its impact extends beyond the classroom. **HR professionals** play a key role in attracting and supporting young talent. By leveraging tools that resonate with digitally native generations, they can create more inclusive and forward-thinking work environments.

This enables organizations to stay competitive in a digital world, ensuring long-term relevance and success.

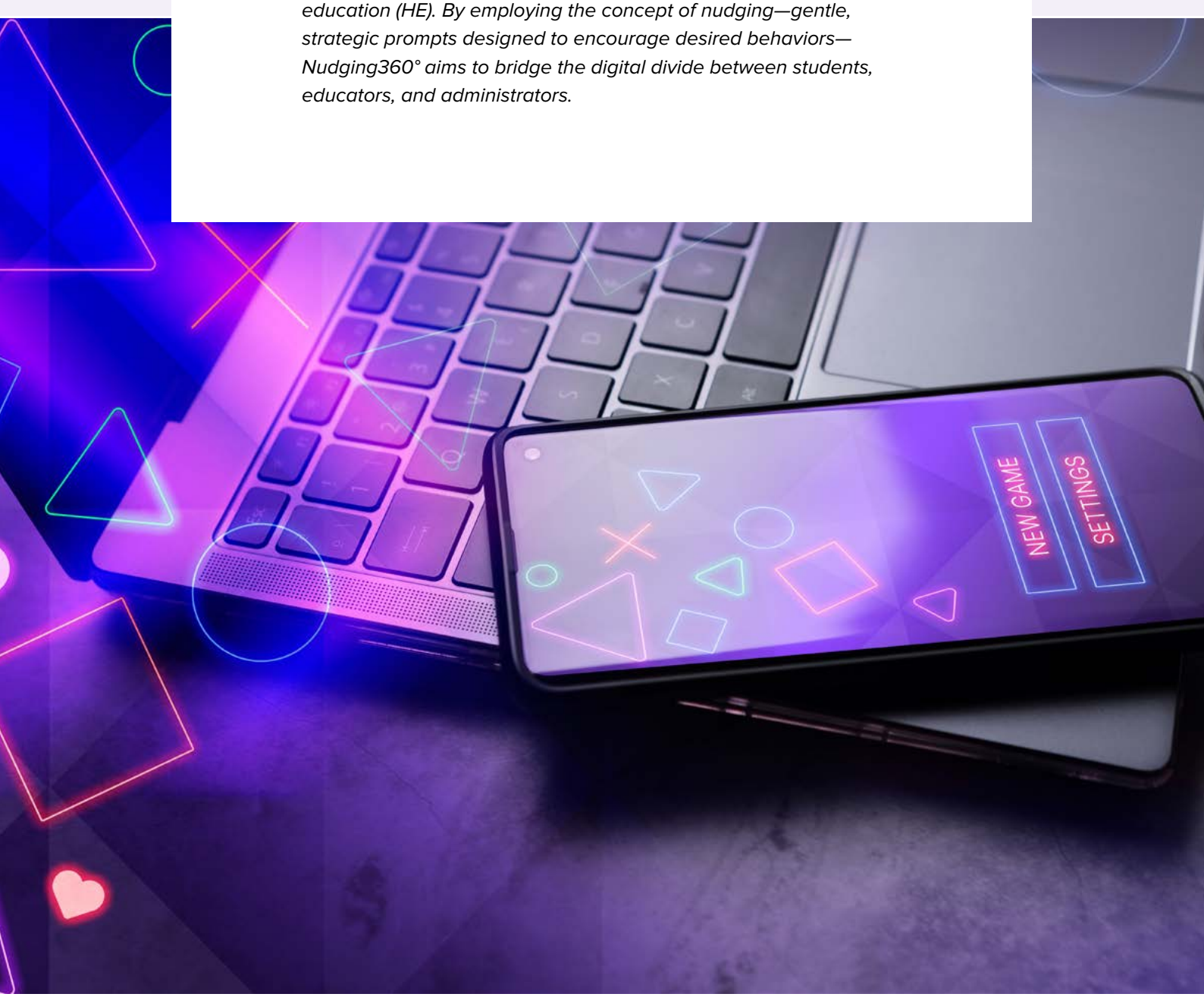


10. Reflective summary

"Nudge me if you can!"

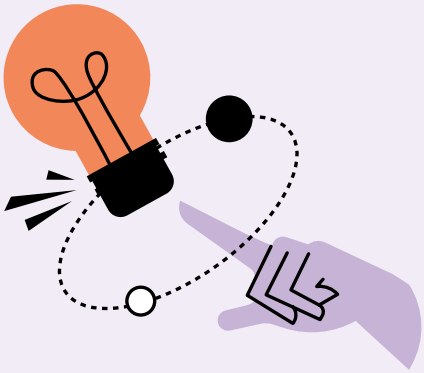
10.1 Understanding the foundations

Nudging360° is an innovative project dedicated to enhancing digital skills and promoting effective digital tool use in higher education (HE). By employing the concept of nudging—gentle, strategic prompts designed to encourage desired behaviors—Nudging360° aims to bridge the digital divide between students, educators, and administrators.



What?

Nudging360° develops practical digital nudging toolkits and guides for HE administrators and educators, promoting the effective use of digital tools in the classroom. A supporting Playbook showcases real-life case studies to inspire and guide implementation.



Who?

This project involves a collaboration of international partners including universities, behavioral scientists, educational technologists, and experienced trainers dedicated to fostering digital transformation in educational institutions across Europe.

When?

Nudging360° was launched to proactively support the ongoing digital transformation in education, responding to the increasing need for digital proficiency and innovative teaching methodologies accelerated by global trends such as digitalization and hybrid learning environments.

Why?

In today's digital age, higher education teachers need strong digital skills to engage students effectively.

However, research shows that educators often feel hesitant to adopting new digital tools due to unfamiliarity or a lack of confidence.

The Nudging 360° project directly addresses this challenge by designing subtle behavioural interventions (nudges) that encourage educators to explore and integrate digital tools into their daily practice.

How?

Through a strategic combination of behavioural insights, digital technologies, ethical guidelines, practical resources, and continuous feedback loops, Nudging 360° provides effective methodologies for facilitating digital skills adoption.

The comprehensive toolkits and Playbook enable administrators and educators to seamlessly integrate digital nudging into their institutional practices, ensuring sustainable digital transformation.

37

Nudging 360°

10.2 Connecting the dots

What are you going to discover in the nudging 360-project?

1. Expanded Tool Categories

- Explore detailed discussions on cutting-edge digital tools, particularly AI applications such as ChatGPT, and advanced educational technologies designed to enhance teaching and learning experiences.

2. Distinct Toolkits

- Discover clearly separated yet complementary toolkits tailored specifically for HE administrators and educators. The administrators' toolkit will help you effectively support your educators, while the educators have access to their own inspiring Self-Nudging toolkit.
- Both toolkits share essential themes like ethics, digital tool integration, and practical implementation processes, creating a cohesive approach across your institution.
- Additionally, benefit from a dedicated playbook filled with real-life, practical examples to inspire and guide effective nudging practices.

3. Enhanced Ethical Framework

- Engage with comprehensive ethics sections designed to ensure the respectful implementation of nudging techniques, protecting autonomy, promoting transparency, and safeguarding user privacy.

4. Practical Implementation & Case Studies

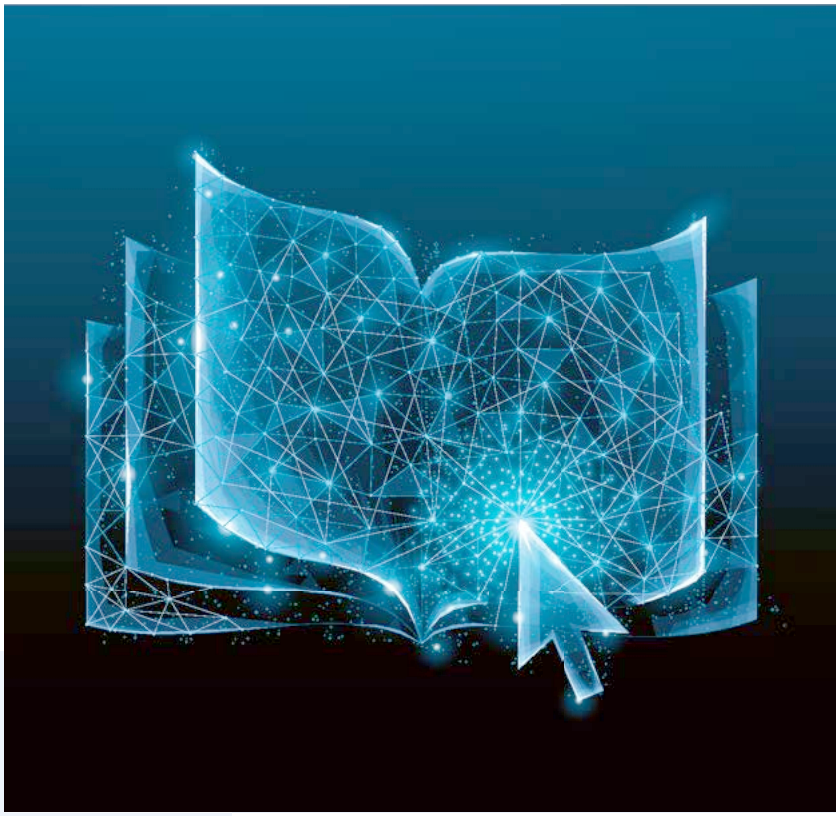
- Enjoy simplified explanations paired with compelling, real-world case studies to demonstrate clearly how digital nudging works in practice, ensuring clarity and usability.

5. Integrated Feedback Systems

- Utilize built-in feedback mechanisms that continuously gather insights from administrators and educators, refining nudging strategies to maximize effectiveness and engagement.

First TPM in Mechelen - 17-01-2023 & 18-01-2023

Nudging 360°



PART II

Nudging Toolkit for HE administrators

"Digital transformation in higher education"

This nudging toolkit is specifically designed for higher education administrators to help them encourage and support educators in using digital tools more effectively in the classroom.

By providing practical strategies and insights, the toolkit aims to make digital transformation smoother and more accessible, ultimately enhancing teaching and learning experiences across your institution.

Follow the link to access the video training supporting this toolkit for administrators

Prepared by Trendhuis

Co-funded by the European Union

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PART II

Nudging Toolkit for HE administrators

1. Introduction 43

2. Hello nudging 45

2.1 What exactly is nudging? 45

2.2 Why should you care about nudging? 46

2.3 Quiz Time: Are you being nudged? 47

3. Toolkit Survival Guide 48

3.1 Nudging in 10 Questions 48

3.2 The Golden Rules of Digital Nudging 51

3.3 Humor Break 52

4. Nudging Strategies 53

4.1 Slogans and Pop-up texts 54

4.2 Failproof templates 56

4.3 Help, My Colleagues Aren't Interested! 58

5. Ethical nudging 60

5.1 When Does Nudging go too far? 61

5.2 Golden Principle 61

6. Nudging à la carte 62

6.1 Try-it-for-a-day challenges 63

6.2 Gamification & digital badges 63

6.3 Lunchtime Show-and-tell 63

6.4 Mystery nudge mondays 63

6.5 Design it like a meme 64

6.6 Quick toolkits & swipe files 64

7. Digital Tools Without the Headache 65

7.1 Which Tool Should I Choose? 66

7.2 Automate your nudges & reminders 66

7.3 Humor Break 67

8. Feedback made easy 68

8.1 Why collecting feedback doesn't have to be hard 69

8.2 Three Simple ways to collect feedback instantly 69

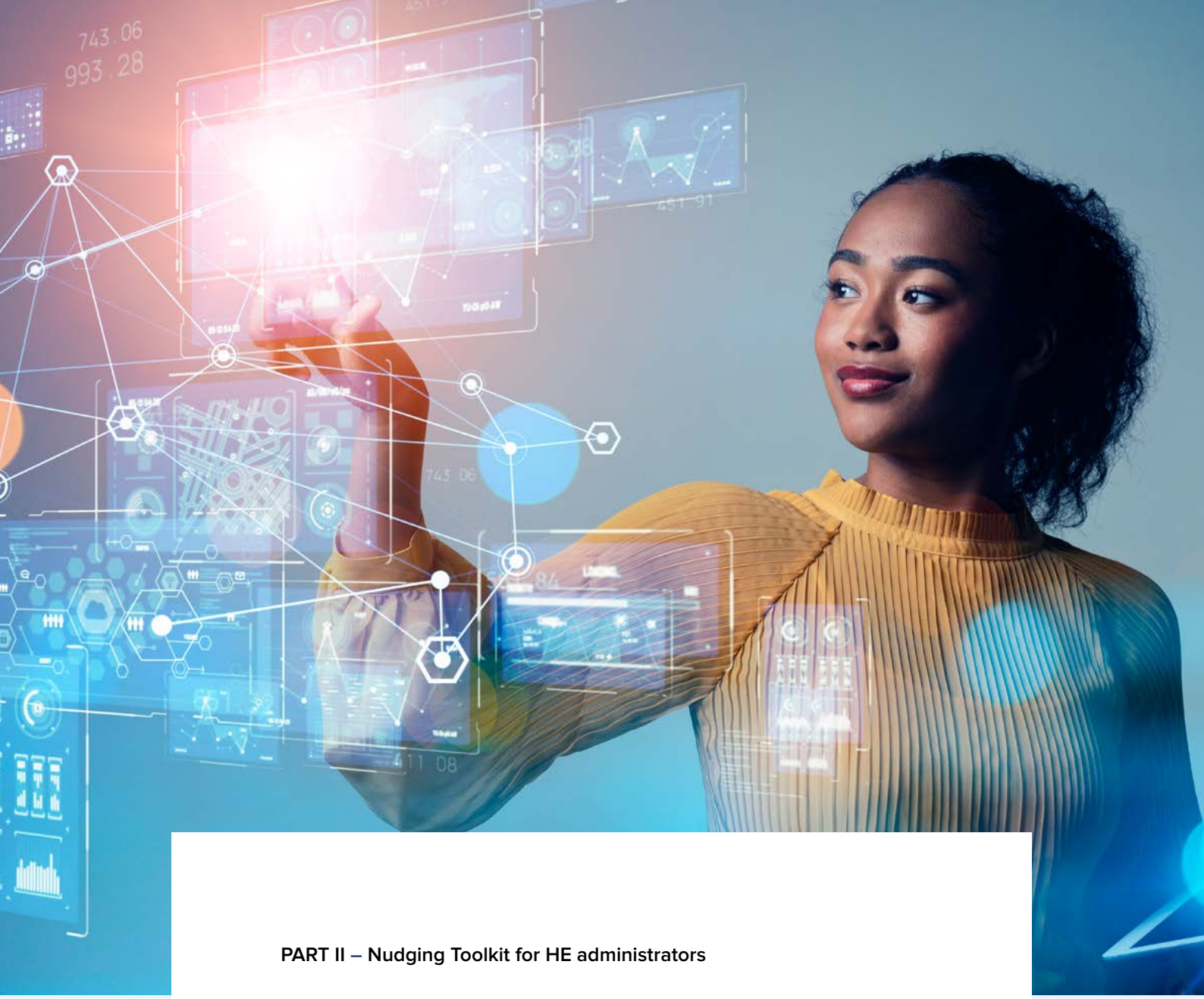
8.3 Peer benchmarking without the drama 70

9. Let's get practical! 71

9.1 DIY Nudging Kit: Build-a-Nudge in 5 Steps 72

9.2 Mystery tech box challenge 73

10. Fun Bonuses & Extras 74



PART II – Nudging Toolkit for HE administrators

1. Introduction

Welcome to the Digital nudging toolkit for HE Administrators—your personal guide to making digital transformation achievable, enjoyable, and impactful. As an administrator, you're uniquely positioned to influence positive changes in teaching practices by encouraging educators to embrace digital tools—tools that students already use naturally and effectively.

Today's students live effortlessly in the digital world, guided daily by subtle nudges through apps, notifications, and intuitive interfaces. Educators, however, sometimes face resistance or uncertainty when asked to integrate these digital strategies into their classrooms. Here's your chance to change that!

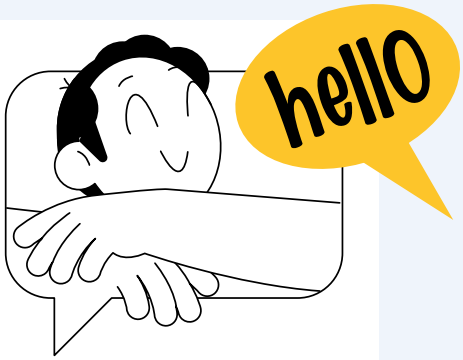
This toolkit, inspired and informed by the Nudging360 project, equips you with powerful yet user-friendly nudging techniques designed specifically for your role. You'll discover creative strategies, easy-to-follow examples, and practical insights to confidently guide your educators toward digital innovation.

Imagine being able to help your colleagues easily improve their teaching efficiency, student engagement, and overall effectiveness—without overwhelming them or yourself.

Our clear objectives for you

- Inspire educators to effortlessly adopt digital tools with supportive, practical nudges.
- Encourage an evidence-based approach to improve teaching and learning.
- Boost educator and student engagement in digital environments.
- Maintain high ethical standards, transparency, and respect for everyone involved.

Dive into this toolkit, have fun exploring the possibilities, and discover how simple, impactful, and enjoyable nudging your educators toward digital excellence can be. Let's empower our institutions together, making digital literacy not just achievable but exciting!



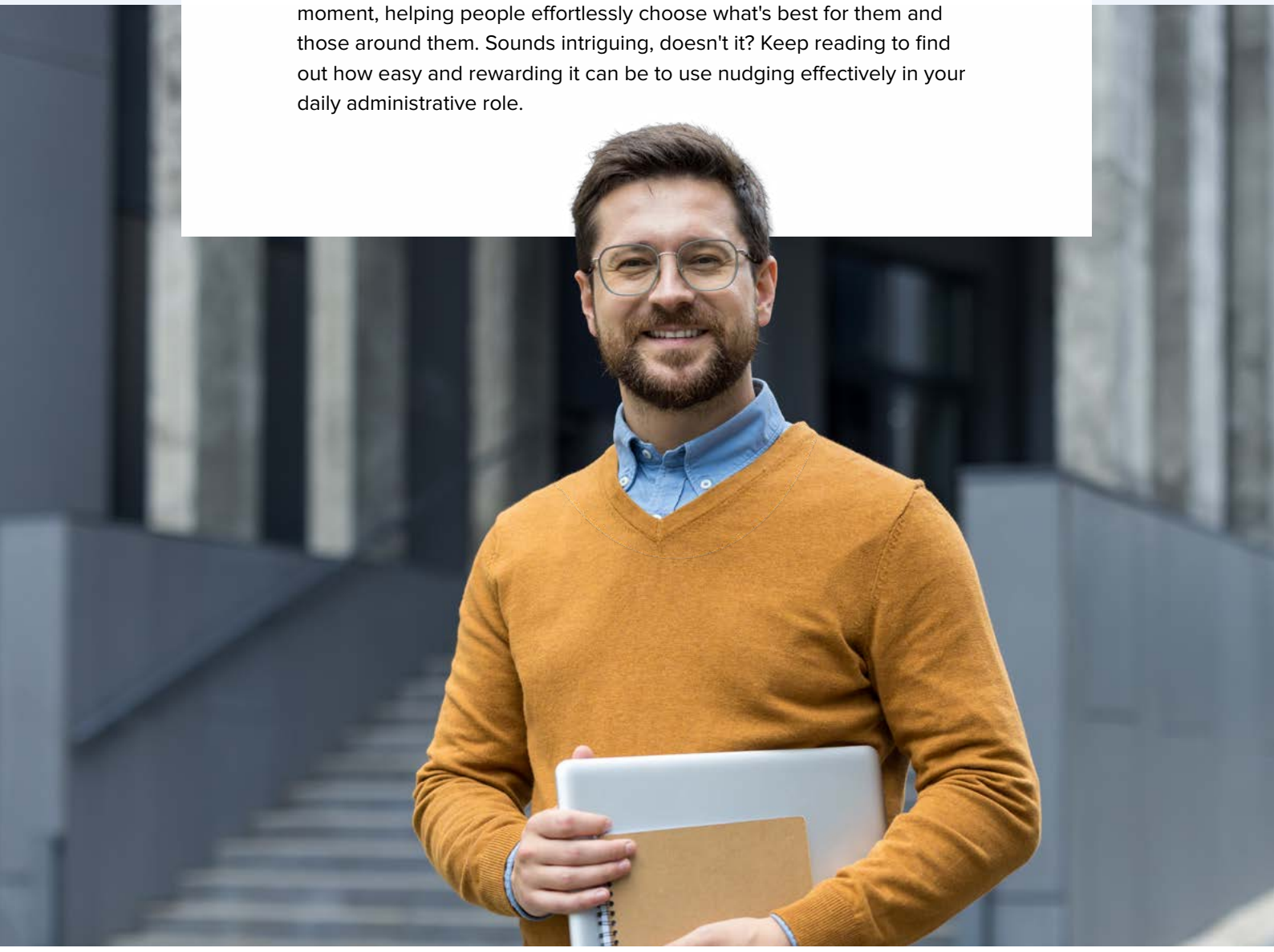
2. Hello nudging

"Nice to meet you"

2.1 What exactly is nudging? *"Sounds vague... or does it?"*

Nudging might sound abstract at first—just another trendy buzzword. But imagine this: nudging is simply about gently guiding someone toward making better choices, without force or commands.

Think of it as a friendly reminder or a subtle push at exactly the right moment, helping people effortlessly choose what's best for them and those around them. Sounds intriguing, doesn't it? Keep reading to find out how easy and rewarding it can be to use nudging effectively in your daily administrative role.



2.2 Why should you care about nudging?

"5 reasons digital nudging will become your best friend (number 4 will surprise you!)"

Ever wondered why some initiatives effortlessly take off, while others struggle to gain traction? The secret often lies in subtle, strategic prompts—nudges—that inspire action without being intrusive. Here are **5 compelling reasons** digital nudging will quickly become your best ally:

1

Small Nudges, big Impact

Often, meaningful change doesn't require major shifts but rather simple adjustments. A small reminder or a timely prompt can significantly increase educators' willingness and ability to integrate digital tools, ultimately enhancing their teaching methods and student outcomes.

2

Save time and energy

Decision fatigue is real, especially in busy educational settings. Nudging simplifies choices by guiding educators toward the most effective and efficient options, reducing the stress of decision-making and saving valuable time and mental energy.

3

Create a positive culture

Consistent use of gentle nudges fosters a supportive institutional environment, where continuous learning, adaptation, and improvement become standard practices. A positive culture encourages openness and innovation, benefiting educators and students alike.

4

Surprising engagement boost

It might seem counterintuitive, but nudging has the remarkable power to engage even your most resistant colleagues. Well-timed, gentle nudges often succeed where stronger measures fail, turning skepticism into enthusiastic adoption—much to everyone's pleasant surprise.

5

Empowerment and autonomy

Nudging respects individual autonomy and choice, empowering educators rather than forcing compliance. By preserving educators' freedom to decide, nudging fosters a sense of ownership, making positive digital practices not just accepted but embraced enthusiastically.

Ready to make digital transformation not just effective, but genuinely enjoyable?
Dive into nudging—your new best friend awaits!

2.3 Quiz Time: Are you being nudged?

"Take the test: 7 signs you've already been nudged (without even realizing it!)"

You think nudging is something you do to others? Think again. Chances are, you've been nudged more times today than you've had coffee—and you didn't even notice. Let's find out how nudge-sensitive you really are. Grab a pen and count your "Yes" answers... or just scroll with dramatic suspense.

1. **You chose the stairs today...** because the elevator was slow, or the staircase had music, or a funny poster.

   That's a nudge disguised as health advice. Result: Your heart thanks you. So does your step counter.

2. **You bought something** just because the button said *"Only 3 left in stock!"*

   Scarcity alert! You've been nudged with urgency. It wasn't manipulation—it was "encouraged decisiveness."

3. **You clicked on an app notification...** without even thinking why.

   Ding! That wasn't your willpower, it was a beautifully timed digital nudge.
   Your phone: 1. Your attention span: 0.

4. **You donated to a cause** after seeing a picture of a specific person instead of stats.

   That's emotional framing in action—a powerful nudge that connects head and heart. Numbers rarely move us. Faces do.

5. **You picked the "recommended" or "default" setting**—because, well... it was already selected.

   Congratulations, you just got autopiloted into a choice. That's a classic "default bias" nudge. Easy, huh?

6. **You scanned a QR code** because it said "Curious? Scan me."

   Yes, even curiosity can be nudged. And now you're on a page wondering how you got here.

7. **You're still reading this quiz...** because it's fun. And you want to see how many you recognize.

   You've officially been nudged to engage with this content.

Scoring: How Easily Do You Nudge?

0–2 Yes

- ✔ You're a rare free-thinker... or a robot.
- ✔ Good luck resisting the next cleverly worded email.

3–5 Yes

- ✔ Welcome to the club! You're delightfully human—and highly nudgeable.
- ✔ (Great news: this also means you'll be a good nudger yourself!)

6–7 Yes

- ✔ You're the dream user of every UX designer on Earth.
- ✔ You don't just follow nudges... you live them. Time to join the nudging team.

Final Thought:

Being nudged doesn't make you weak.
It makes you normal.

And now that you know what to look for...
You'll start seeing nudges everywhere.
Consider this your first meta-nudge.

PART II – Nudging Toolkit for HE administrators

3. Toolkit Survival Guide

Nudging for absolute beginners

3.1 Nudging in 10 Questions

Everything you always wanted to know but never dared to ask

Nudging might sound mysterious—something only psychologists or tech giants understand. But rest assured: anyone can learn it. Yes, even you.

No behavioral science degree required. Just a curious mindset, a willingness to experiment, and these 10 straight answers to your most burning questions.

1. What is nudging, really?

Nudging is a gentle push in the right direction, helping people make better choices—without pressure, commands, or guilt-trips. Imagine stairs that play piano notes to make you skip the elevator. It's subtle, friendly, and surprisingly effective.

2. Why does nudging work so well?

Because it speaks to how people actually make decisions: quickly, intuitively, often on autopilot. Nudges improve those fast choices—without us even noticing. That's the magic.

3. Isn't nudging just manipulation?

Fair question. But no—at least not when done ethically. Nudging is about empowering, not controlling. You're offering a smart prompt, not taking away freedom of choice.

4. What's an example of a digital nudge?

A reminder pop-up to upload your lecture slides before 5 PM. Or a dashboard emoji showing how digitally active you are compared to your peers. Simple, but powerful.

5. Do I need to be an expert to nudge?

Not at all. Nudging starts with empathy and a bit of creativity. With this toolkit in hand, you're already halfway there. No lab coat required.

6. Can I nudge without digital tools?

Absolutely. Nudging is a mindset, not a software feature. A friendly email sent at the right time, a poster by the coffee machine, a clever message in a team meeting—those are all nudges too.

7. How do I know if a nudge is working?

Test it. Measure it. Ask for feedback. Nudging isn't one-size-fits-all. What works for one team might flop with another. That's OK—learning by doing is part of the fun.

8. What if my colleagues find it weird?

That's normal at first. Start small. Use humour. Share successes. Be patient. Nudging is like water—gentle but persistent. It finds its way eventually.

9. When should I stop nudging?

When it feels pushy or loses its purpose. Nudging only works when it's grounded in trust, respect, and genuine support.

10. What makes a nudge really great?

Timing, simplicity, and relevance. A great nudge feels natural, tailored, and maybe even a little fun. Whether it's a digital badge or a quote in your newsletter, the best nudges make people smile—and act.

Nudging isn't rocket science. It's a clever way to spark positive change—quietly, respectfully, and effectively. Dare to nudge, even if it's not perfect. Because every transformation starts with a small push.

3.2 The Golden Rules of Digital Nudging

Do this, avoid that, and voilà: you're a nudging pro.

Nudging isn't magic—it's method. And like any method, it works best when you follow a few golden rules. Whether you're designing your first digital prompt or trying to gently motivate your team, these do's and don'ts will help you nudge with confidence, clarity, and care.

DO: Make it easy

Keep it simple. A good nudge reduces friction, not adds to it. Want someone to use a new tool? Give them one-click access and a 10-second how-to. Complexity kills motivation.

Rule of thumb: if it takes more than 3 steps, it's not a nudge—it's homework.

DON'T: Overwhelm

More isn't better. A flood of notifications, pop-ups, or emails can lead to digital fatigue—and resistance. Nudging should be light, timely, and spaced out.

gentle tap works better than a digital sledgehammer.

DO: Time it right

Timing is everything. A nudge just before a task or decision works best. For example, a reminder before a meeting—not during or after.

Nudge when the decision is fresh, not forgotten.

DON'T: Guilt-trip

Avoid language that shames or pressures. Instead of "You still haven't uploaded your slides?", try "Your students will love having your slides early—upload now?"

Respect drives results. Guilt kills goodwill.

DO: Make it visible

Place nudges where people are already looking. That could be on the homepage, login screen, or in an email subject line. Design matters—make it noticeable, not noisy.

Good nudges are like good signs: you don't have to search for them.

DON'T: Assume one-size-fits-all

Different people respond to different things. What motivates one group may annoy another. Personalize your nudges where possible—or at least test them with diverse users.

If one nudge fails, tweak it. Don't trash the whole idea.

DO: Add a touch of fun

Use emojis, humor, or gamified elements to make the nudge feel friendly and engaging. People remember smiles, not spreadsheets.

A wink goes further than a warning.

DON'T: Hide your intentions

Always be transparent. A nudge should help people—not trick them. Make sure users know they're free to choose otherwise.

Ethical nudging = visible nudging.

DO: Keep improving

Test, learn, and adapt. A good nudge evolves based on feedback and behavior. Set up small experiments and iterate.

Nudging is not a one-time push.
It's a learning curve.

Final tip: Nudge with heart, not just head.

Digital transformation is not just about tools—it's about people. If your nudge helps them feel supported, capable, and respected, you're on the right track.

3.3 Humor Break

How to Nudge your colleagues to the coffee machine ☕ (and other practical tips)

Because sometimes the real transformation starts with caffeine.

Let's face it: no matter how innovative your digital transformation strategy is, nothing beats a well-timed coffee break. But what if your team is glued to their screens, ignoring their basic human need for espresso and connection?

It's time for... Operation Coffee Nudge 🕵️

STEP 1: Rename the coffee machine

- ✔ Call it the *"Digital Inspiration Station"* or *"The Innovation Brew Hub"*. Suddenly, it's not just coffee—it's strategy fuel.
- ✔ *"I'm not taking a break, I'm optimizing my cognitive performance."*

STEP 2: Subtle pop-up nudges

- ✔ *"Have you tried turning yourself off and on again? Grab a coffee."*
- ✔ Or: *"Productivity drops after 90 minutes. You know what doesn't? A hot cup of courage."*
- ✔ Bonus points if your pop-up has an animated coffee cup doing a happy dance.

STEP 3: Create a loyalty program

- ✔ Every fifth visit to the coffee machine earns you... nothing, but it gets tracked on a leaderboard called *'Most Awake Colleague of the Month'*.
- ✔ Gamify your caffeine addiction. Why not?

STEP 4: Put a QR code next to the machine

- ✔ It links to a hilarious cat video, a bad pun, or your favorite digital tool tutorial. Now the coffee break is also *"professional development"*.
- ✔ *"I didn't waste 10 minutes, I was learning through micro-content."*

STEP 5: Bribe them

- ✔ Bring cookies. Don't say a word. Let the smell do the nudging. Studies* show: Where cookies go, colleagues follow.
- ✔ (*source: our own lunchroom experiment, totally peer-reviewed by Karen from HR.)

BONUS: Create a ritual

- ✔ Call it the *"Caffeine Sync"*. Every day at 10:43 AM sharp, someone starts the wave toward the machine. If you time it right, you'll create a movement. Literally.
- ✔ Coffee is the unofficial Wi-Fi of the office: without it, nothing connects.

Final thought

Nudging doesn't always need to be serious. A little fun, a bit of mischief, and a lot of espresso can do wonders. So go on—brew the change you want to see in the office.

PART II – Nudging Toolkit for HE administrators

4. Nudging Strategies

Easier than you think

Because you don't need to be a behavioural scientist to make big things happen.

What if we told you that changing behaviour doesn't require long meetings, expensive tools, or complicated plans?

That sometimes, all it takes is the right word at the right time?

Welcome to the world of nudging strategies—simple, smart moves that can shift mindsets, spark action, and turn “I’ll do it later” into “Done!” faster than you can say digital transformation.

Whether you’re trying to get your colleagues to adopt a new app, join a training, or just remember to log their hours—there’s a nudge for that. And no, you don’t need to reinvent the wheel. This section is packed with ready-made slogans, plug-and-play pop-ups, and failproof templates that anyone can use.

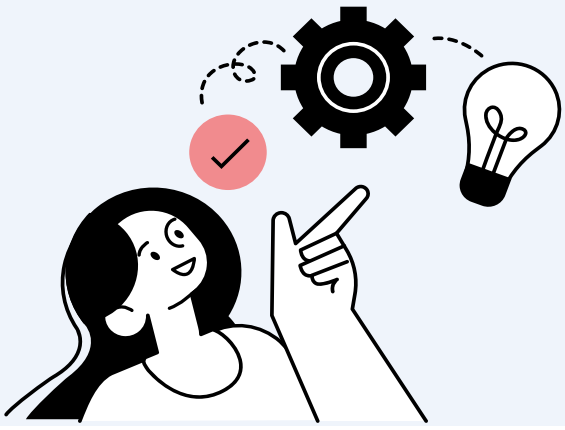
Think of it as your nudging cheat code—made for busy people who want real results, fast. Less theory, more action. Let’s go from *“this will never work”* to *“why didn’t we do this sooner?”*

4.1 Slogans and Pop-up texts

🧠 Ready-made slogans & pop-ups

"Create once, share often!" and other catchy lines that actually work.

You’ve got 3 seconds to grab attention. What you need is a message that’s short, sharp, and just clever enough to stick. Whether you’re crafting a teams notification, an email subject line, or a banner in your digital tool, these slogans and pop-up texts are designed to nudge without nagging.



📢 Slogans that spark action

“Click it ‘til you make it.” 👉 Use this when launching a new platform or tool.

“One small click for you, one giant leap for your students.” 🚀 Perfect for anything related to uploading, sharing, or completing digital tasks.

“Save time. Click now. Coffee later.” ☕ For deadline reminders or submission prompts.

“Tech it easy—try something new today.” 💡 For low-pressure nudges toward exploration or experimentation.

“Be the colleague your future self will thank.” 🧘 For nudges around planning, organization, or reporting.

“Still not done? We believe in you!” 💪 Gentle motivation with a wink.

Pop-up texts that people don't ignore

"Need a sign? This is it. Update your profile now." 🔔 Use for setting up accounts or updating digital presence.

"Break the loop: try that new feature you've been ignoring." 🌀 For pushing new functionalities.

"Pssst... your students will love you for doing this." 🎓 Works great for tasks that directly affect learners.

"Reminder: procrastination isn't a strategy (but we've all tried it)." ⏳ A human and relatable way to prompt action.

"Done in 2 clicks. Reward: eternal digital glory." 🏆 For small tasks like giving feedback, answering surveys, or checking stats.

💡 **Pro tips**

- ✔ **Keep it playful:** people respond better to humour than to warnings.
- ✔ **Use emojis:** they help with readability and give your nudge a human tone.
- ✔ **Test your tone:** what works for one department might bomb with another. A/B testing isn't just for marketers!

4.2 Failproof templates

Nudging for dummies

- **Step-by-step templates** to gently push your colleagues forward
- **No time? No problem.** Not everyone has the bandwidth to design a clever behavioral intervention from scratch. That's why we've created these **ready-to-use nudging templates**—so you can inspire action in minutes, not days.
- Whether you're rolling out a new tool, organizing a training, or just trying to get someone to actually read your email (gasp!), these step-by-step examples have your back.

🔁 **Template 1:**
The *"Just Do It"* nudge

Goal: Get your colleagues to complete a simple task (e.g. update their password, register for a training, upload documents).

Subject line: *"60 seconds now = peace of mind later"*

Body text: *"Quick win alert: You're just one click away from completing [task]. Most people finish it in under a minute. Your future self will be grateful."*

- Include a direct link
- Add a progress bar or checklist if possible
- Send it at a quiet time (e.g. 10:45 AM or 2:15 PM)

🚀 **Template 2:**
The *"first step"* nudge

Goal: motivate someone to try something new (e.g. experiment with a new platform or feature).

Message/pop-up: *"Trying something new feels risky. But what if it actually made your life easier? Take the first step today—no pressure, no commitment. Just curiosity."*

- Use a friendly tone
- Emphasize control: "You can stop anytime"
- Offer a tutorial or support link

🤝 **Template 3:**
the *"Everyone's Doing It"* nudge

Goal: leverage social proof to encourage adoption.

Banner or email intro:
"Did you know that 8 out of 10 colleagues already use [tool]? Join the movement—you're only one click behind!"

- Show real numbers or testimonials
- Include faces or names if possible
- Keep it light, never judgmental

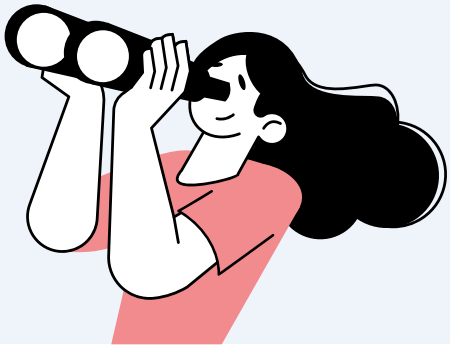
🧠 **Template 4:**
the *"Reminder with a Twist"* nudge

Goal: reactivate interest or follow-up on a task.

Follow-up email subject:
"Oops, did life get in the way?"

Body text:
"No worries—it happens to the best of us.
Here's that thing you meant to do (but forgot): [insert task link]. Still right here, still super simple."

- ✔ Acknowledge forgetfulness with empathy
- ✔ Include a clickable CTA
- ✔ Bonus points: Add humor or a GIF



❤️ **Template 5:**
the "Thank you & keep going" nudge

Goal: reinforce good behaviour and keep momentum going.

Pop-up or message:
"You did it! 🎉 Thanks for taking that step.Want to go even further? Here's what's next..."

- ✔ Celebrate progress
- ✔ Link directly to the next small step
- ✔ Avoid overloading with info

⚡ **Nudging like a pro means**

- ✔ Make it personal
- ✔ Make it timely
- ✔ Make it rewarding (even if just emotionally!)

You've now got the templates.
Ready to use them in real life?

🧭 **Up next: Checklist**
"Which nudge should I pick today?
A practical guide for every situation."

4.3 Help, My Colleagues Aren't Interested! 🤦

Mastering Stakeholder Engagement (without losing your mind)

So, you've got a brilliant idea.
You've crafted the perfect nudge.
You've sent it with love, logic, and maybe even a dancing emoji. And then… **crickets**.
No clicks. No enthusiasm. No transformation.

Welcome to the world of change management—where the people you most need on board are often the first to roll their eyes.

✔ Don't worry. Stakeholder engagement isn't about forcing people to care. It's about sparking curiosity, building trust, and making them think, *"Okay… maybe this isn't so bad after all."*

🧠 Why Some colleagues Just… Don't care (Yet)

Let's decode the resistance

The excuse	What they mean	Your nudging strategy
"I'm too busy."	*"This feels like extra work."*	Show them how your solution saves time. Use the *"Just Do It"* or *"First Step"* nudge.
"I've tried this before."	*"I've been burned."*	Acknowledge the past. Rebuild trust. Highlight improvements and offer easy re-entry.
"No one else is doing it."	*"Why should I go first?"*	Social proof! Use the *"Everyone's Doing It"* nudge. Mention names, numbers, teams.
"What's in it for me?"	*"I don't see the benefit."*	Make it personal. *"Save 10 minutes a day"* beats *"comply with policy."*
"This isn't my problem."	*"I don't feel responsible."*	Connect it to something they do care about: their students, stress levels, or inbox.

👣 How to Nudge the Unnudgeable (Yes, even Jeff)

Start small.
Ask for tiny actions first—click here, test this, watch this 30-second clip. Small steps = big wins over time.

Use their language.
Avoid buzzwords. Say: *"Want fewer emails?"* instead of *"Increase internal digital workflow efficiency."*

Give choices.
Offer two options instead of one. Example: *"Want to try a tutorial or book a buddy session?"*

Make it fun (or at least not boring).
Add humor, emojis, or even a team challenge. Laughter lowers resistance.

Celebrate every win. Loudly.
"Big shoutout to Fatima for being the first to test the new tool! You're a trailblazer. 👋"

📣 Peer Power: success stories that break barriers

"Luc from Accounting swore he'd never use online forms. Now he teaches others how to do it."

"The HR team turned weekly check-ins into a leaderboard—and yes, they compete for chocolate."

"Sophie called the new system 'a waste of time.' Now she says it's her secret weapon."

Pro Tip: Let peers tell the story. People believe people more than PowerPoints.

👑 Intermezzo: Who will be the nudging king or queen?

Ready to spice things up? Launch a friendly challenge:

"Who can inspire the most colleagues?"

"Which team will hit 100% tool adoption first?"

"Best nudge idea of the month gets... coffee and eternal glory."

Add fun titles like:

- ✔ Captain Click
- ✔ Queen of the Quick Win
- ✔ Tech Whisperer of the Month

💬 Final Thought

- ✔ Stakeholder engagement is not about changing minds with pressure. It's about **building momentum**, one person, one smile, one smart nudge at a time.
- ✔ Even the toughest cookie eventually crumbles. Especially if there's actual cookies involved.
- ✔ How to engage (even difficult) colleagues? *"Tips to win over even the most tech-resistant sceptic."*
- ✔ Success stories from your peers *"Yes, even Jeff is now using Google Classroom!"*
- ✔ Intermezzo *"Fun challenge: who becomes the Nudging King/Queen of your department?"*

5. Ethical nudging

Be friendly, not creepy

When helping becomes pushing... and how to avoid crossing the line.

Let's be honest: nudging walks a fine line. One minute you're gently helping someone make a better choice. The next, you're the office equivalent of a pushy pop-up ad. 😬

So how do you keep your nudging **respectful, transparent, and actually appreciated?** Welcome to the ethical side of nudging—where intention matters, autonomy rules, and manipulation is strictly off the table.

5.1 When Does Nudging go too far?

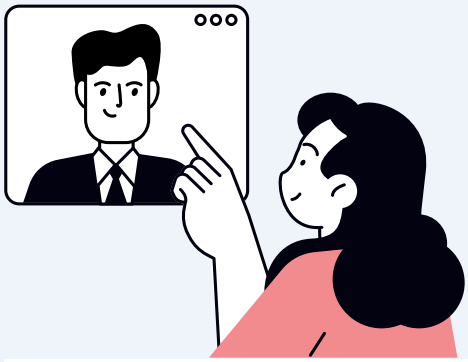
Here are five red flags that signal your well-meant nudge might need a rethink:

1. **It hides what you're really doing.** If your message feels like a trick, it's no longer a nudge—it's a trap.
2. **There's no easy way to say no.** If people can't opt out or skip, it feels like coercion. Freedom to choose is key.
3. **You use fear or shame to motivate.** *"You're the only one who hasn't logged in"* is not a nudge—it's public humiliation.
4. **You track behaviour without consent.** Data can be helpful, but privacy matters more. Always be clear about what's being collected—and why.
5. **It benefits the system, more than the person.** Nudges should create *mutual value*, not just serve the admin's checklist.

5.2 Golden Principle

Nudging is there to help people make better decisions for themselves— not to make decisions for them.

You're not a puppet master. You're a helpful guide with good timing and good intentions. Keep it that way.



Ethical Checklist

Nudge like a good human

Before you send, pop, or post that nudge, ask yourself:

Question	Yes	No
Is this transparent?	☑	☒
Can people say *"no"* without consequence?	☑	☒
Does it respect their time and attention?	☑	☒
Will this make their life easier or better?	☑	☒
Would I feel okay receiving this myself?	☑	☒

If you answered *"No"* more than once... maybe it's time to hit pause.

Ethics Tip

Sometimes, the most powerful nudge is asking: *"Would you like help with this?"* It shows trust, invites engagement, and empowers people to choose.

6. Nudging à la carte

Ready-to-go ideas for instant impact 🍽️

Not every nudge needs to be a strategic masterpiece.

Sometimes, what you really need is a **quick win**, a **clever spark**, or something so simple it feels like cheating. That's where this à la carte menu comes in—**a buffet of proven, plug-and-play nudging ideas** you can try today. Pick one. Mix a few. Add your own seasoning. Nudging has never been this tasty.

6.1 Try-it-for-a-day challenges 🧪

Low risk, high reward.

People hate commitment—but they love a challenge they can abandon guilt-free.

"Today only: Try [digital tool] and share one thing you noticed."

"Test drive the new form. If it ruins your life, we'll never speak of it again."

💡 Tip: Make it playful. Offer a digital badge, a thank-you gif, or eternal admiration.

6.2 Gamification & digital badges 🕹️

Because adults are just kids with better coffee.

Award micro-badges

☑️ First Login

🚀 First Upload

🧙 "Helped a Colleague" badge

Start a friendly leaderboard

"Top 5 Fastest form submitters this week!" (Spoiler: Karen is impossible to beat.)

"Collect them all!
Bragging rights included."

6.3 Lunchtime Show-and-tell 🥪

Not just for preschool anymore.

Invite colleagues to bring their sandwich and a digital tip (or even a failure!). Share screens, laugh at bugs, celebrate tiny wins.

"Yesterday I clicked the wrong button and accidentally sent 300 notifications. Here's what I learned."

"This shortcut changed my life. You're welcome."

Bonus: People love talking about themselves. This just gives them a reason to do it helpfully.

6.4 Mystery nudge mondays 📅

Add a bit of surprise to start the week.

"Click here for your weekly nudge challenge!"

"One weird tip to make your week easier (no, it's not drink more water)."

Keep it short, fun, and maybe a little weird. Predictability kills curiosity—so shake things up!

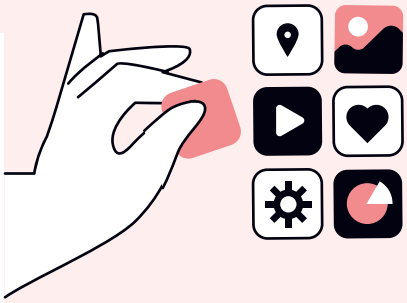
6.5 Design it like a meme 🎨

Use humour, pop culture, or trending formats.

A grumpy cat saying: *“Still haven’t updated your dashboard? Seriously?”*

A retro motivational poster: *“You’ve got this. Click the thing.”*

If it looks like it belongs on Instagram, you’re probably on the right track.



6.6 Quick toolkits & swipe files 🛠️

Give them the gift of ready-to-use stuff.

“Need to set up your profile? Here’s a one-minute guide.”

“Planning a session? Steal this template.”

Make it effortless. People love being enabled more than being told.

🎯 Remember

Nudging isn’t about being perfect. It’s about being present, playful, and practical.

Your new motto? *“Better one fun nudge today than a brilliant strategy no one sees.”*

PART II – Nudging Toolkit for HE administrators

7. Digital Tools Without the Headache

Helping colleagues choose and automate nudges (Without causing tech rage)

Let's face it: not everyone dreams of diving into digital tools. For some, even the word platform can trigger flashbacks of forgotten passwords, frozen screens, and emotional damage. 😅

7.1 Which Tool Should I Choose? 💻

A Handy Cheat Sheet

Depending on what you want to do, here's a quick breakdown of easy-to-use options:

Goal	Great tools	Why they work
Send reminders	Microsoft Teams, Slack, Outlook pop-ups	Already in daily use = low resistance
Create pop-ups or banners	PowerPoint (yes, really!), Canva, Genially	Fast, visual, shareable
Share templates	Google Drive, OneDrive, Notion	Familiar and collaborative
Build quick surveys	Forms, Typeform, Mentimeter	Easy to set up, instant feedback
Track progress or nudge performance	Trello, Asana, Miro	Visual. Gamify it if you dare.

Pro Tip: Start with tools people already know. A gentle nudge in a familiar space is 10x more effective than a brilliant nudge hidden in the wrong platform.

7.2 Automate your nudges & reminders 🔁

Set it once. Let tech do the rest. Here's how!

Recurring nudges
Set recurring messages in

- ✔ Outlook ("Weekly Task Reminder, every Monday at 10:00")
- ✔ Microsoft Teams bots or scheduled posts
- ✔ Slack integrations like *"BirthdayBot"* (but for nudges!)

Automated feedback prompts

Use Forms or Typeform with a short nudge. *"Just finished a session? Tell us in 3 clicks how it went. Your opinion = our evolution."*

Nudge scheduling tools

Use tools like Buffer or Canva's scheduler to time your banners, messages, or memes:

Monday = Motivation
Wednesday = Wisdom
Friday = Funny
(Tech memes encouraged.)

7.3 Humor Break 😱

Tech Frustrations We've All Felt

- ✔ *"This tool would really help... if I could log in."*
- ✔ *"Why are there 6 platforms for doing the same thing?"*
- ✔ *"It's not user error, it's interface creativity."*

Print those on mugs. Or just let people vent and laugh. Digital empathy is part of the nudging magic.

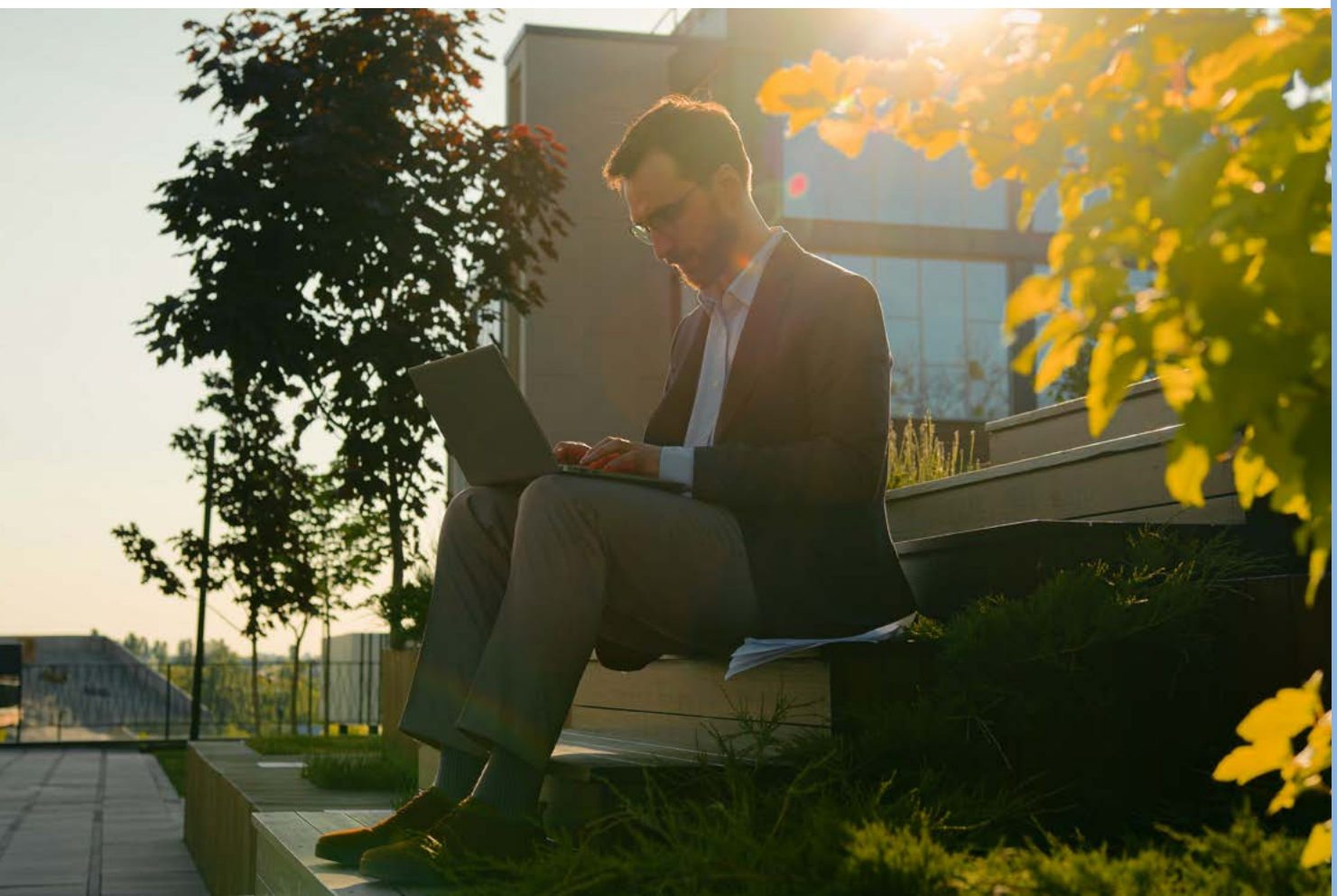
🎯 **Bottom line: The best tech nudges don't feel like tech at all.**

They feel like help, served at the exact moment it's needed.

Keep It Human 😇

Even when automating, remember:

- ✔ Use names when possible ("Hey Marie, quick check-in!")
- ✔ Keep tone warm, playful, respectful
- ✔ Don't overwhelm— 1 well-placed nudge > 5 annoying ones



8. Feedback made easy

Improving your nudges without drama 🔄

You've launched a few nudges. Some worked. Some... fell flatter than a forgotten Teams invite. 😅

No worries! Nudging is a learning process—and the best way to improve is to ask the people you're nudging. The good news? Feedback doesn't have to be scary. Or formal. Or involve a 20-question survey. It can be fun, fast, and incredibly insightful.

8.1 Why collecting feedback doesn't have to be hard 💬

Think of feedback as a nudge for you. You're not asking for compliments—you're asking:

"Hey, did this land or flop? Should I keep going or change course?"

By normalizing quick feedback loops, you:

- ✔ Improve faster 🚀
- ✔ Show you care 🧡
- ✔ Engage your audience 🤝
- ✔ Reduce wasted effort 🎯

8.2 Three Simple ways to collect feedback instantly 🛠️

1. 1-click polls
Perfect for emails, chat tools, or intranet banners.

"Was this helpful?"
👍 Yes – 👎 Not really

"Want more nudges like this?"
☑️ Count me in –
🤦‍♀️ Enough, please

🧠 Bonus tip: Use emoji reactions or icons to keep it friendly.

2. Micro-forms
Create a 10-second feedback form (Google Forms, MS Forms, Typeform).

Questions like:

- ✔ *"Did this nudge help you take action?"*
- ✔ *"What would have made this easier?"*
- ✔ *"Rate this nudge: 💩 – 😐 – 👍 – 🤩"*

Add a surprise thank-you message at the end to make them smile.

3. The sneaky feedback nudge
Use a follow-up nudge to ask what they thought of the first nudge.

Example:
"You clicked! 🎉 Now, on a scale from 'meh' to 'magical', how was the nudge that brought you here?"

8.3 Peer benchmarking without the drama

See how different departments or teams are doing, without creating rivalry or shame.

Try:

- A friendly scoreboard: *"Team Engagement This Week"*
- Anonymous stats: *"82% of respondents found last week's nudge helpful"*
- *"Nudge of the Month"* awards voted by peers

This creates healthy competition and highlights what's working, no pointing fingers.

Pro tip 💡
feedback Is a gift, not a grade

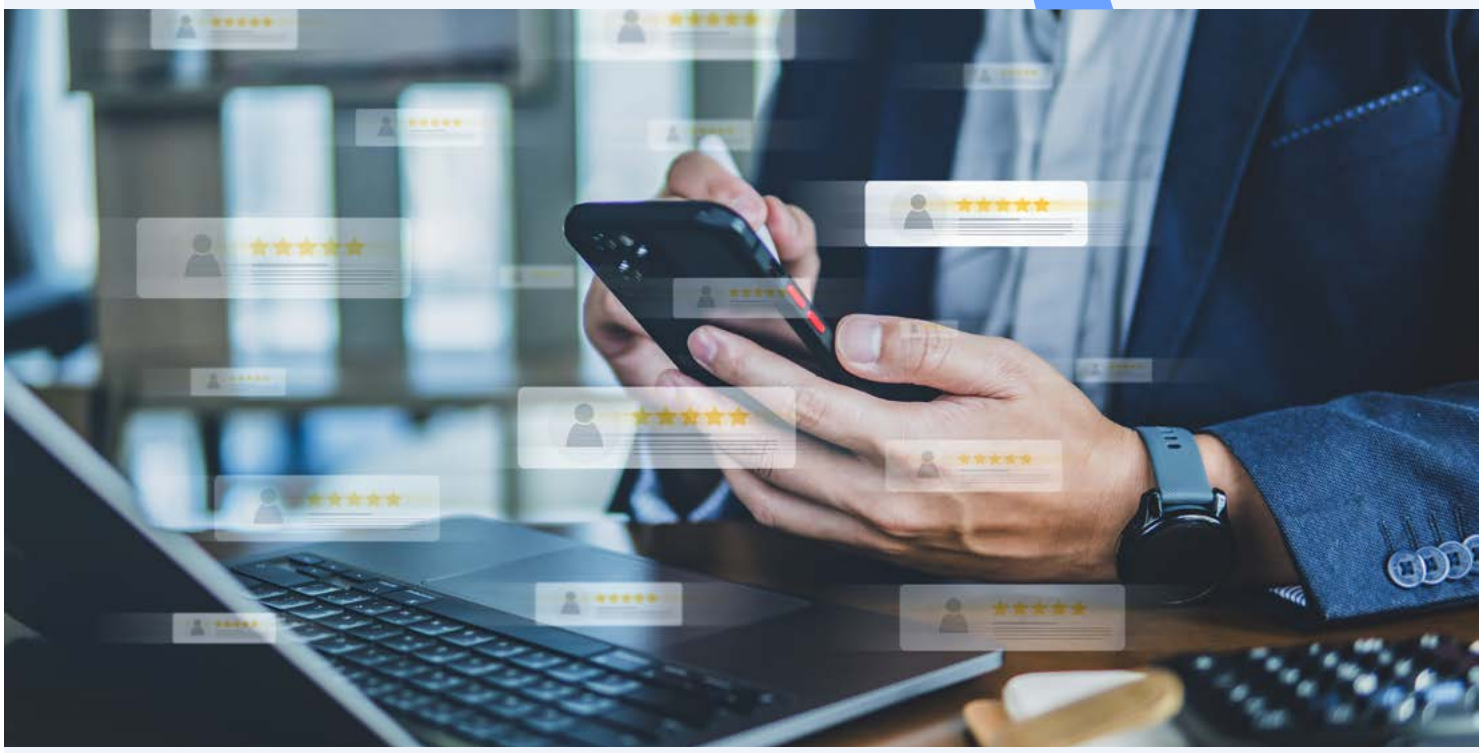
If someone says your nudge was annoying, that's not failure. That's gold. Now you know what to tweak next time.

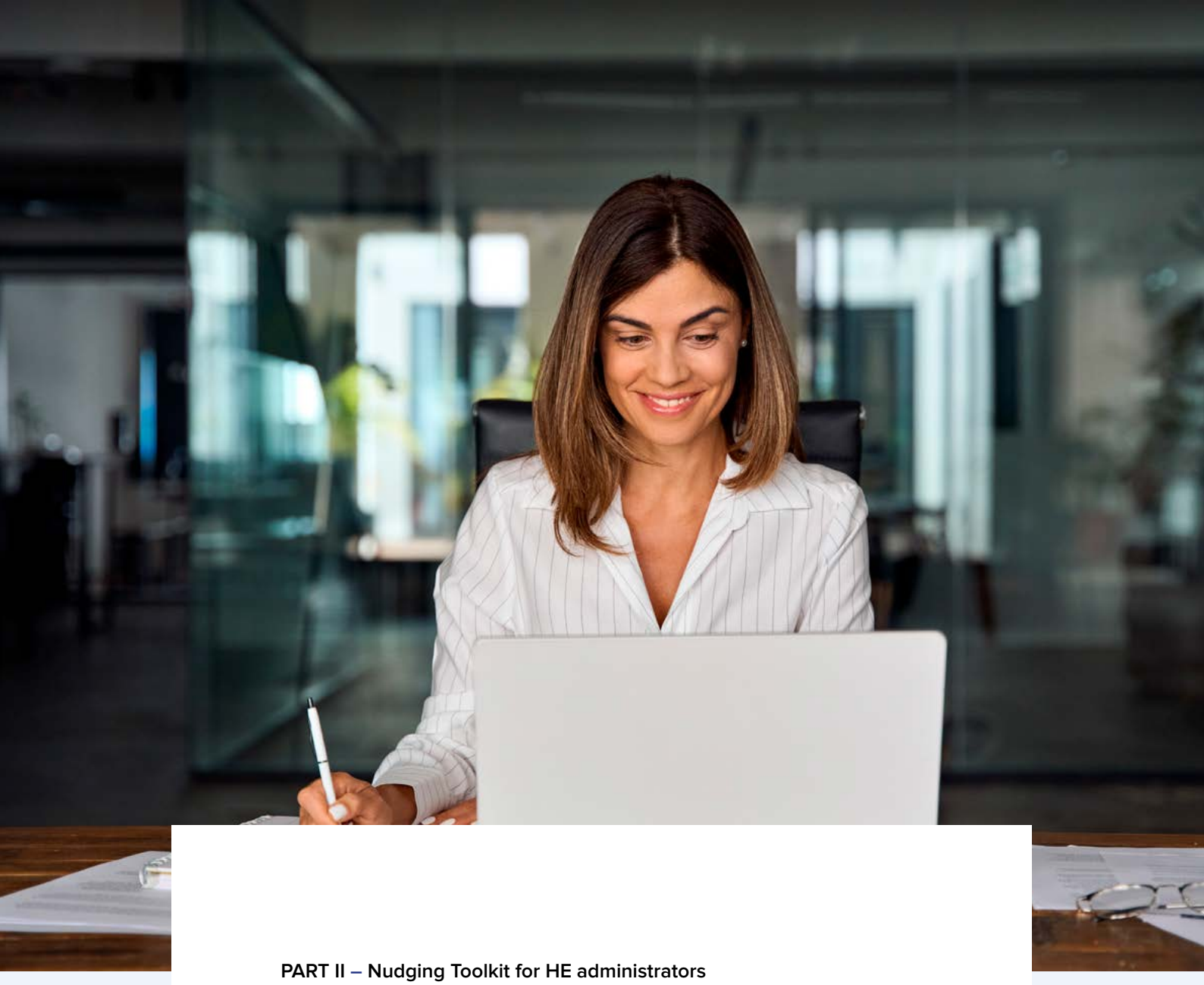
And hey—if someone says, *"I didn't even notice it,"* you've just learned the most valuable design lesson of all: visibility matters.

🎯 **Final reminder:**

You don't need perfect nudges.

You need responsive nudges—nudges that grow and evolve with your team.





PART II – Nudging Toolkit for HE administrators

9. Let's get practical!

Build Your own nudge in 5 minutes 🍾

You've read the tips. Laughed at the memes. Learned the ethics. Now it's time to roll up your *sleeves and create your own nudge. Spoiler alert: it's easier than you think—and we've broken it down into bite-sized steps so you can start right now.*

9.1 DIY Nudging Kit: Build-a-Nudge in 5 Steps 🧰

🧠 Step 1: Define your goal (Be specific!)

☑️ "I want my team to test the new scheduling tool this week."

☑️ "I want at least 50% of staff to fill out the digital feedback form."

❌ "I want people to be more digital." ← too vague!

🔎 *Clarity = success. The more precise the goal, the more effective the nudge.*

👥 Step 2: Know your audience

- ✔️ Are they tech-curious or tech-shy?
- ✔️ Do they love humor, or prefer it short and serious?
- ✔️ Are they competitive? Collaborative? Snack-driven? 🍪

🎯 *Match the tone of your nudge to their personality (and pain points).*

💬 Step 3: Pick your nudge type

💡 Reminder: *"Don't forget to log your hours—future you will thank you."*

👀 Social proof: *"87% of your colleagues already did this."*

🎁 Reward: *"First 10 submissions = free cookies at the next meeting."*

😄 Humor: *"Click now or we send another reminder in Comic Sans."*

🪄 *Mix and match for bonus points.*

📲 Step 4: Choose your channel

- ✔️ Outlook, Teams, Slack, Intranet, WhatsApp group, sticky note on their screen... whatever works!
- ✔️ Ask yourself: "Where will they actually see this?"

📍 *A perfect nudge in the wrong place is an invisible nudge.*

☑️ Step 5: Test, tweak, repeat

- ✔️ Did it get clicks?
- ✔️ Did people smile?
- ✔️ Did anything happen?

👂 *Ask for feedback, adjust the format, try again. Nudging isn't a one-hit wonder—it's a playlist on shuffle.*

9.2 Mystery tech box challenge 🎁

Want to level up?

Pick a digital tool you've never used.
Use it to create your next nudge.
Examples:

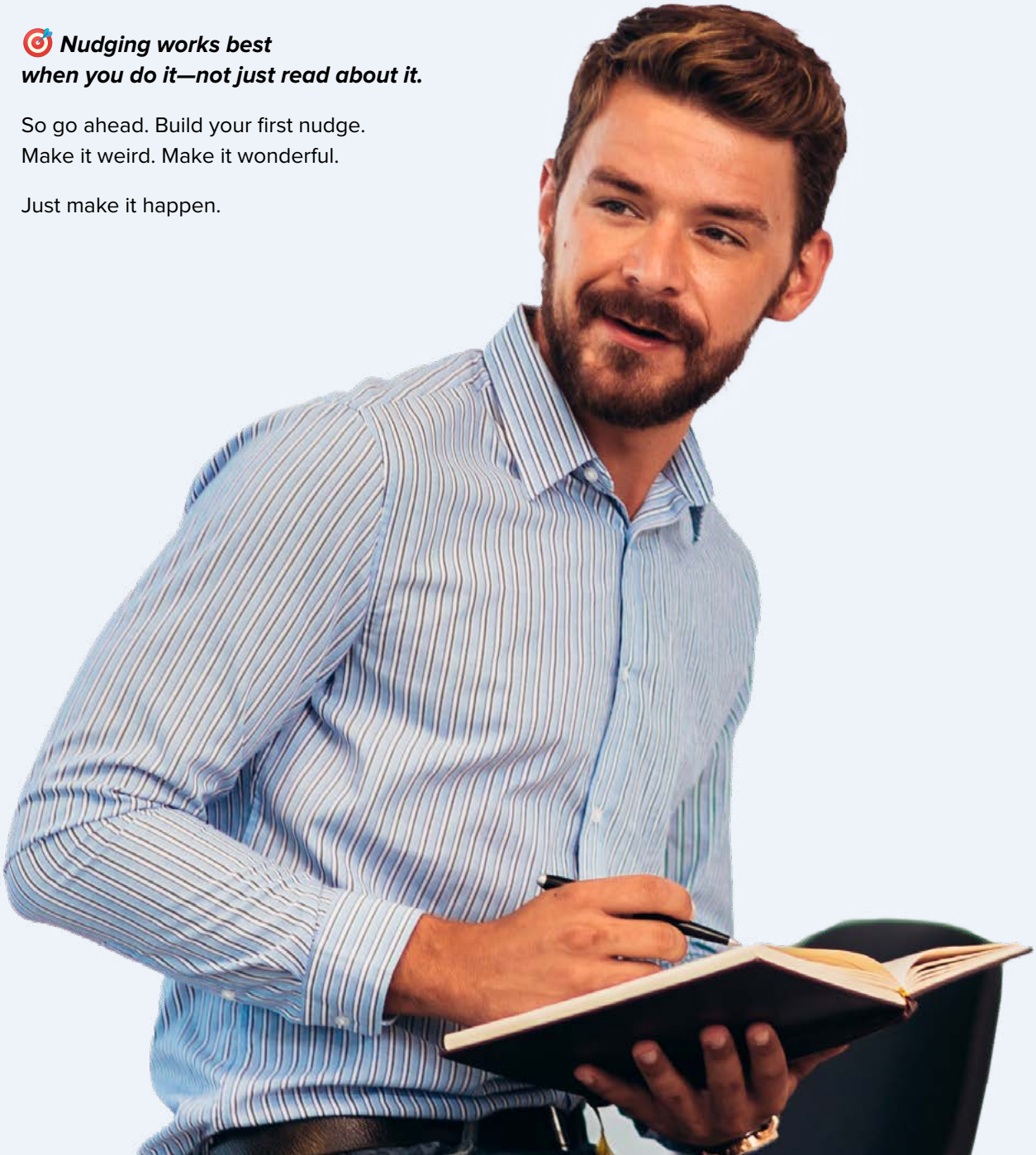
- ✔ Design a banner in Canva
- ✔ Record a 30-second Loom video
- ✔ Make a fun poll in Mentimeter

Bonus: Ask a colleague to do it too.
Compare, laugh, learn.

🎯 Nudging works best
when you do it—not just read about it.

So go ahead. Build your first nudge.
Make it weird. Make it wonderful.

Just make it happen.



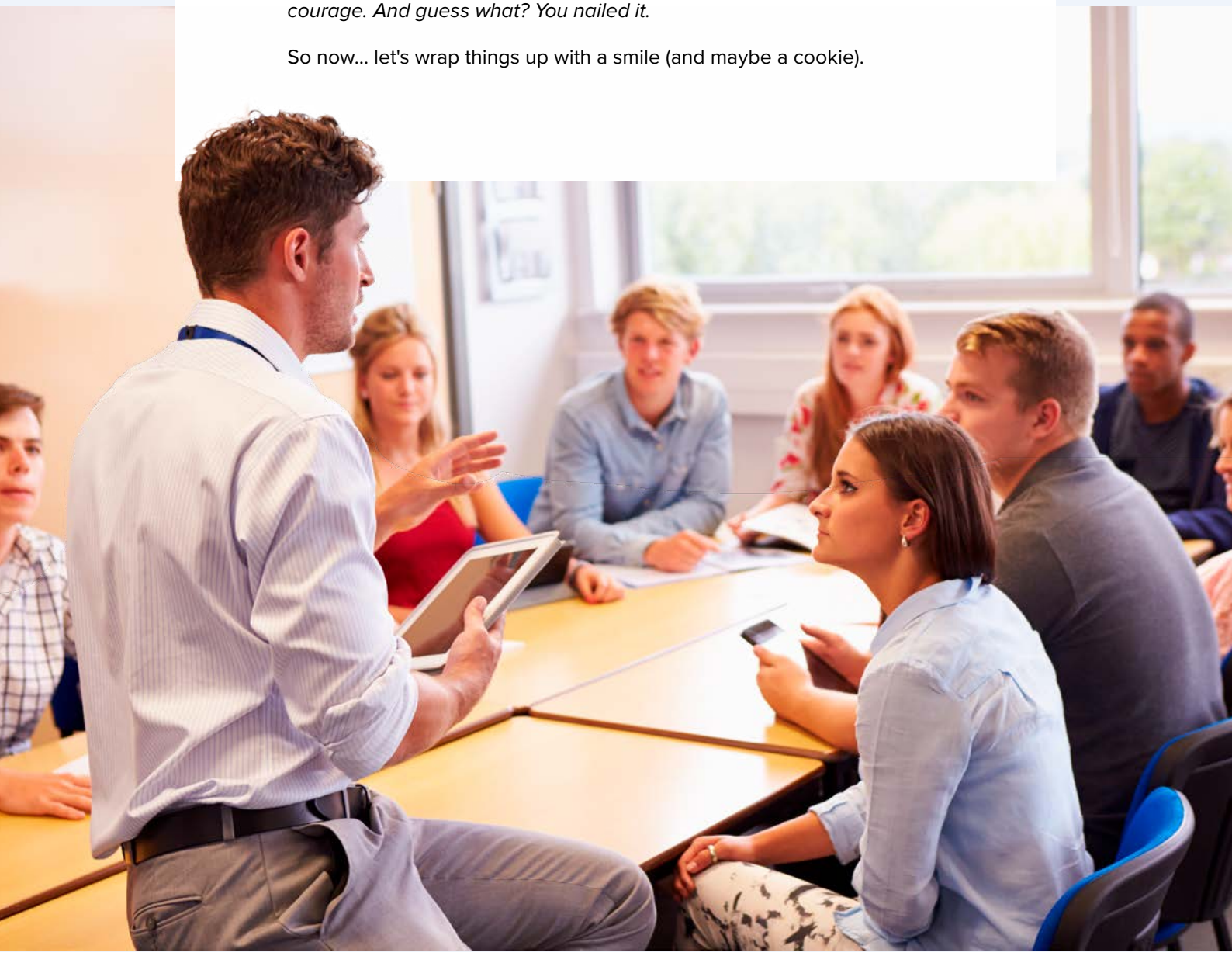
10. Fun Bonuses & Extras

Celebrate Your Nudging Journey in Style! 🎉

You've read. You've nudged. You've conquered.

Before we send you off into the digital wild to sprinkle nudges like confetti, it's time to celebrate just how far you've come. Nudging isn't just about strategies and templates—it's about mindset, creativity, and courage. And guess what? You nailed it.

So now... let's wrap things up with a smile (and maybe a cookie).



🏅 “I Survived Nudging” Poster

Print it. Frame it. Hang it by the coffee machine. You earned those bragging rights. (Bonus points if you design your own badge of honor!)

😂 10 Hilarious Nudging Fails (and what we learned)

Because no great success story starts with *“Everything went perfectly.”*

Expect:

- ✔ Nudges that triggered… nothing.
- ✔ Emojis gone wrong 😬
- ✔ Accidentally nudging the wrong group (Oops, sorry Finance!)

Laugh, learn, and remember: failure is just future success in disguise.

💌 Surprise Thank-You Notes

Create anonymous thank-you nudges for your colleagues:

- ✔ “Thanks for clicking!”
- ✔ “You made the digital world a better place.”
- ✔ “We see your efforts—and so do your students.”

These tiny recognitions go a long way. (Especially if there’s chocolate.)

📦 Mystery Nudge Box Challenge (Final Edition!)

Pick one idea from this entire handbook. Just ONE. Try it this week. Then pass the challenge on to a colleague. You’ll be starting your very own ripple effect.

🎉 Graduation Moment

🎓 You’re now officially a Certified Nudger Extraordinaire. No ceremony. No speech.

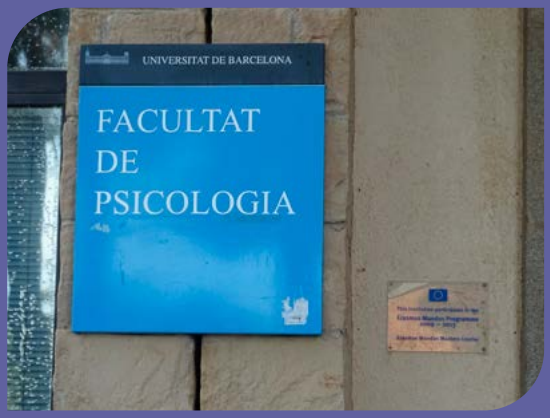
Just this:

- ✔ You took something complex and made it simple.
- ✔ You turned resistance into curiosity.
- ✔ You inspired change—with a smile.

So go out there and keep the momentum going. Keep testing. Keep laughing. Keep nudging.

Because even the smallest nudge can spark the biggest shift.

Now go—make your institution just a little more awesome, one gentle push at a time. 🚀



Second TPM in Barcelona - 27-04-2023 & 28-04-2023

Nudging 360°

PART III

Self-Nudging Toolkit for HE educators

"Boost your teaching game, one tiny nudge at a time."

This interactive, playful guide helps educators adopt digital tools in a low-threshold, motivating way.

It offers self-nudging techniques to build habits in lesson planning, feedback, engagement, and time management—promoting ownership, small wins, and lasting change without pressure.

Follow the link to access the MOOC supporting this toolkit for educators

Prepared by Trendhuis

Co-funded by the European Union

TRENDHUIS · UNICAM Università di Camerino 1336 · Università di Camerino · ACEEU · Universitat de Barcelona · momentum [educate + innovate]

PART III

Self-Nudging Toolkit for HE educators

1. Hey You, Nudge Yourself First 79

1.1 What is Self-Nudging 79
1.2 Why Self-Nudging Works 80
1.3 Five Myths About Self-Nudging 80
1.4 Why Educators Make Great Self-Nudges 81
1.5 Nudge Reflection 81

2. The Self-Nudge Toolbox 82

2.1 Automation = Freedom 83
2.2 Goal Setting = Direction 83
2.3 Visualization = Motivation 84
2.4 Peer Nudges = Accountability 84
2.5 Gamification = Momentum 84

3. Twelve Domains to Self-Nudge 85

3.1 Lesson Planning 86
3.2 In-Class Engagement 86
3.3 Material Sharing 86
3.4 Assessment & Progress 86
3.5 Learning Outcome Check-ins 86
3.6 Feedback (Giving & Receiving) 86
3.7 Tutoring & Mentoring 87
3.8 Professional Development 87
3.9 Classroom Management 87
3.10 Admin Tasks & Documentation 87
3.11 Time & Energy Management 87
3.12 Inclusivity & Accessibility 87

4. Your Own Self-Nudge Plan 88

4.1 Self-Nudging in five steps 88
4.2 Bonus Round: Make It a Ritual 90

5. Reflect, Reset, Repeat 91

5.1 Reflect: Did It Nudge or Nosedive? 92
5.2 Reset: Tweak It Till It Works 93
5.3 Repeat: Build a Rhythm That Works 93

6. Nudging à la Carte 94

6.1 Try-it-for-a-Day Challenges 95
6.2 Gamify Your Teaching 95
6.3 Lunchtime Show-and-Tell 95
6.4 Surprise Nudges: Mystery Monday 95
6.5 Meme-ify Your Messages 96
6.6 Swipe Files for Lazy Geniuses 96
6.7 Nudge Motto of the Week 96

7. Digital Tools 97

7.1 Which Tool for Which Job? 98
7.2 Automate Like a Genius 99
7.3 Tech Rage Is Real — and Fixable 99

8. Feedback Made Easy 100

8.1 Why Feedback = Your Superpower 101
8.2 Three Feedback Tricks 101
8.3 Benchmarking Without the Drama 102
8.4 Feedback as Fuel, Not Fear 102
8.5 Build the Feedback Habit 102

9. Let's Get Practical! 103

9.1 Five simple steps 104
9.2 Bonus Challenge 105
9.3 DIY Nudge Template 105

10. Fun Bonuses & Extras 106

PART III - Self-Nudging Toolkit for HE educators

1. Hey You, Nudge Yourself First! 🚀

Because transformation starts with you (and maybe a clever calendar reminder).

1.1 What is Self-Nudging (and Why It's Brilliant)?

Self-nudging is the secret superpower you didn't know you had. It's like being your own behavioral coach—without the hourly rate.

In essence, self-nudging means applying small behavioral design tricks to your own life, using subtle cues to steer yourself toward better habits, smarter teaching practices, and (let's be honest) less stress. It's you nudging you, using digital tools, mental shortcuts, reminders, and clever prompts to reduce friction and boost focus.

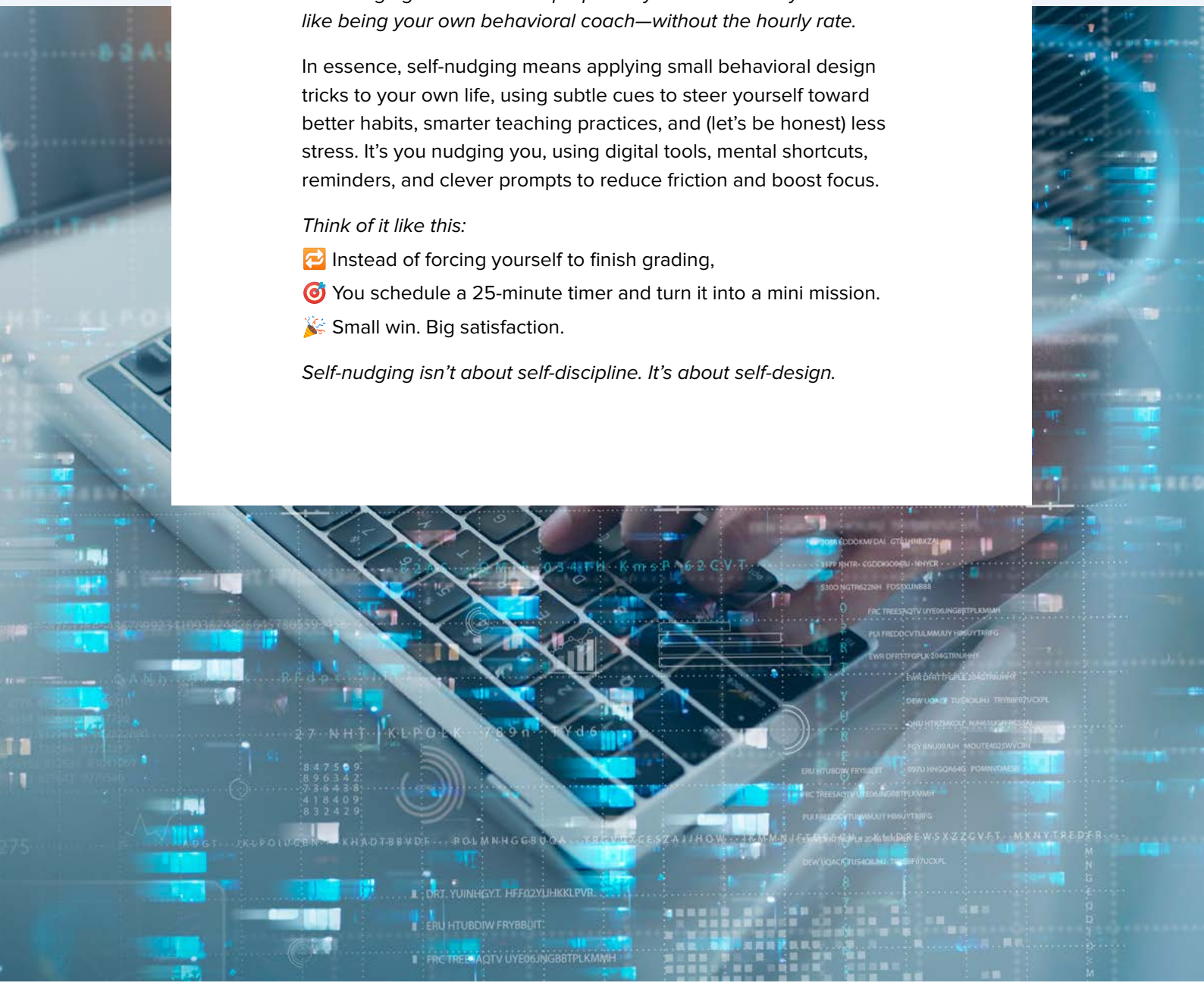
Think of it like this:

🔁 Instead of forcing yourself to finish grading,

🎯 You schedule a 25-minute timer and turn it into a mini mission.

🎉 Small win. Big satisfaction.

Self-nudging isn't about self-discipline. It's about self-design.



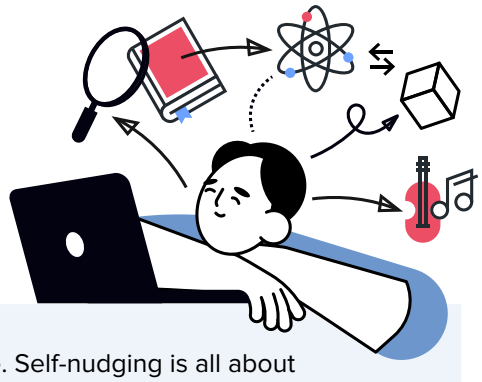
1.2 Why Self-Nudging Works (Even on Your Worst Days)

Let's get real: we all procrastinate, get distracted, or feel overwhelmed by 99 things (and 87 of them are admin tasks). That's not laziness—it's human nature.

Self-nudging works because it respects your brain. It uses the same behavioral principles that tech giants use to keep you scrolling—but turns them into fuel for your growth.

It's ethical, empowering, and you're in control.

- ✔ You decide the goal
- ✔ You design the nudge
- ✔ You win (even if it's just uploading slides 24 hours earlier than usual)



1.3 Five Myths About Self-Nudging You Can Officially Forget

✖ *"Nudging is manipulation."*	✔ Nope. Self-nudging is all about autonomy. You're choosing to set up gentle reminders or smarter defaults to help future-you win.
✖ *"I need fancy software."*	✔ Actually, most nudges work with what you already have: your calendar, your email, sticky notes, even your coffee mug.
✖ *"This is just for psychologists or tech nerds."*	✔ Not even close. If you've ever used a to-do list, set a phone reminder, or told yourself "I'll just do five minutes," you've already nudged yourself.
✖ *"I don't have time to set up nudges."*	✔ Then you really need nudges. Most take under 60 seconds to create—and save you hours later.
✖ *"I should just try harder."*	✔ Forget "try harder." Try smarter. Self-nudging isn't about willpower—it's about designing your environment so the right choice is the easy one.

1.4 Why Educators Make Great Self-Nudges

You're already a master of designing learning experiences for others—now it's time to do the same for yourself.

With self-nudging, you can:

- Make lesson planning feel less like a chore and more like a creative sprint
- Stay ahead of your grading without burning out
- Balance teaching, feedback, admin—and maybe even find time to breathe
- Transform your digital habits from “ugh” to “aha!”
- Because let’s face it: if you’re not looking after yourself, it’s hard to look after a class of 20+ learners.

1.5 Nudge Reflection

Take 30 seconds and ask yourself:

- What’s one thing that keeps slipping through the cracks?
- What would a friendly nudge to yourself look like?
- Don’t overthink it. Write it down. That’s your first step toward self-nudging success.

PART III - Self-Nudging Toolkit for HE educators

2. The Self-Nudge Toolbox 📦

Tools That Work Even When You're Tired (or Distracted by Cat Videos)

So you're ready to nudge yourself? Great. You don't need a PhD in behavioral science or a suitcase full of apps.

You need simple, effective tools that make the right thing the easy thing—and help you show up as the awesome educator you already are. Let's dive into your Self-Nudge Toolbox. Spoiler: It's more fun than your inbox.

2.1 Automation = Freedom 🧠

Why remember every task when your tools can remember for you?

Try this:

📅 **Calendar Nudges:**
Schedule weekly reminders to upload materials or review lesson plans.

🔔 **Recurring Notifications:**
"Start class with a poll today!" or *"Check student progress before Friday."*

⏱️ **Time Block Nudges:**
Reserve focused grading or prep time. Bonus: protect it like it's a dentist appointment. You'd never skip that, right?

Your Nudge Buddy Apps:
Google Calendar | Outlook | Trello | Notion | Todoist

2.2 Goal Setting = Direction 🎯

Without a goal, your day becomes email roulette.

Smart Self-Nudges:

- ✔ *"Share slides 48h before class"*
- ↪ set a deadline with a pop-up alert.
- ✔ *"Give student feedback within 3 days"*
- ↪ set a timer for each grading block.
- ✔ "Read one new article each week"
- ↪ recurring Friday reminder + quick reflection note.

Pro Tip:

Use SMART goals (Specific, Measurable, Attainable, Relevant, Time-bound) and attach one nudge per goal.

Because *"Be more organized"* is a wish.

"Review one course per week at 10:00 on Mondays" is a plan.

2.3 Visualization = Motivation 📊

If you can see it, you can steer it.

Self-Nudge Moves:

- ✅ Create a digital checklist: tick it off, feel the joy.
- 📈 Use a tracker: see your consistency streak grow.
- 📊 Build a *"done list"*: because progress deserves proof.

Bonus:
Some tools even cheer for you. And let's be honest—sometimes we all need a digital high five.

Nudge-Friendly Visual Tools:
Habitica | Streaks | Asana | Notion progress bars | Miro boards

2.4 Peer Nudges = Accountability (Without the Awkwardness) 🤝

You don't have to do this alone. Self-nudging can be social too.

How?

- ✔ Join (or start) a digital *"teaching circle"* where you swap nudging ideas or check in weekly.
- ✔ Share goals in a group chat and celebrate wins together.
- ✔ Use shared docs or peer trackers to stay visible and motivated.

Remember:
If it's fun and visible, people will join you. And if someone else is doing it, you'll likely follow through too.

2.5 Gamification = Momentum 🕹️

Yes, adults love rewards too. No shame in that.

Easy Ways to Game Yourself:

- ✔ Set *"completion streaks"* for feedback, prep, or uploading materials.
- ✔ Create mini-challenges: *"Use one new tool this week"*, *"Try one Kahoot per unit"*, etc.
- ✔ Reward yourself: *"If I prep two weeks ahead, I earn guilt-free Friday pizza."* 🍕

Gamify With: Classcraft (for teachers too!) | Duolingo-style habits | Trello badges | Even a sticker on your desk

🛠️ Bonus: The "Nudge Stack"

Combine tools for exponential nudging power.

Example:
A recurring calendar event + a task list + a celebratory emoji when complete = your brain goes "YES!"

Because one gentle push is nice. Three aligned ones? That's a nudge parade.

Quick Reflection:

- ✔ Which of these tools are already in your routine?
- ✔ Which one sounds easiest to try this week?

Pick ONE. Try it for 7 days. That's your new nudge-in-action.

PART III - Self-Nudging Toolkit for HE educators

3. Twelve Domains to Self-Nudge Without Losing Your Mind 🧩

Tiny tweaks, big teaching wins — no yoga retreat required.

You're already juggling lesson planning, emails, feedback, inspiration, motivation... and maybe lunch? 😅

But what if you could gently nudge yourself toward better habits, more headspace, and (gasp!) joy in your daily flow?

Good news: you can. And here's where the magic happens.

Let's unlock the 12 Self-Nudge Hotspots in your teaching universe — each with a motivating slogan, a gentle kick-in-the-brain, and a digital trick to make it stick.

3.1 Lesson Planning 🧠

Slogan: “Plan today, teach tomorrow!”

Nudge idea: Calendar ping every Thursday: *“Hey genius, refresh your lesson plan.”*

Tool: Google Calendar + Trello board with fun emojis.

Pro tip: Use interactive templates—your future self will thank you.

3.2 In-Class Engagement 🎤

Slogan: *“Engage more, lecture less!”*

Nudge idea: Before class: *“Pick one interactive moment: poll, breakout, GIF, surprise.”*

Tool: Mentimeter | Kahoot | Zoom Breakouts

Pro tip: Schedule a 2-week cycle to test one new trick. Keep it fresh!

3.3 Material Sharing 📚

Slogan: “Create once, share often!”

Nudge idea: Reminder 48h before class to upload slides—make it a streak.

Tool: OneDrive | Moodle | Quick-share Google folders

Pro tip: Add a *“student joy meter”* column: how helpful was this file?

3.4 Assessment & Progress ✍️

Slogan: *“Assess early, adapt fast!”*

Nudge idea: After each test: quick dashboard check + note to self.

Tool: LMS analytics | Google Forms

Pro tip: Use visual data—dots, bars, trends. Nerdy is sexy.

3.5 Learning Outcome Check-ins 🎯

Slogan: *“Measure success, one outcome at a time!”*

Nudge idea: Post-assessment popup: *“Did your objective land?”*

Tool: LMS dashboards | Simple reflection form

Pro tip: Make outcome-tracking a team sport in your department.

3.6 Feedback (Giving & Receiving) 💌

Slogan: *“Feedback fuels growth!”*

Nudge idea: Reminder to give feedback with ❤️ and ask for it too.

Tool: Google Forms | LMS feedback | SurveyMonkey

Pro tip: Mid-semester pulse check = fewer end-of-semester headaches.

🎯 Your Challenge

Pick 3 areas that resonate most with your current teaching vibe.
Set 1 self-nudge per area this week. **Make it visible. Make it kind. Make it fun.**

3.7 Tutoring & Mentoring 🤝

Slogan: *“One conversation can change a path!”*

Nudge idea: Monthly calendar alert: *“Check in with Alex & Maya.”*

Tool: Teams | Email | Slack DM

Pro tip: Keep a sticky *“student radar list”*—make it personal, not perfect.

3.8 Professional Development 👩‍🏫

Slogan: *“Grow together, teach better!”*

Nudge idea: Monthly nudge: join one webinar, post one takeaway.

Tool: LinkedIn Learning | Coursera | Your own WhatsApp PD group

Pro tip: Create a *“PD bingo card”* and play with a colleague.

3.9 Classroom Management 📊

Slogan: *“Track today, intervene tomorrow!”*

Nudge idea: Alert for low participation → check in, tweak, support.

Tool: LMS analytics | ClassDojo

Pro tip: Set auto-alerts to keep it objective, not emotional.

💡 Final Thought

You don’t have to nudge everything at once. Start where the tension is highest… or where the joy is easiest. **And remember: small nudges lead to big shifts.**

3.10 Admin Tasks & Documentation 🗂️

Slogan: *“Organize now, relax later!”*

Nudge idea: Friday power-hour: grades, reports, syllabi—then dance break.

Tool: Todoist | Notion | LMS calendar

Pro tip: Batch your tasks + set a timer. Get in, get out, reward yourself.

3.11 Time & Energy Management ⏳

Slogan: *“Your time is precious. Use it wisely.”*

Nudge idea: Pomodoro alarm + calming background music.

Tool: Forest app | Toggl | Focus@Will

Pro tip: Block self-care time in your calendar. Seriously. Block it.

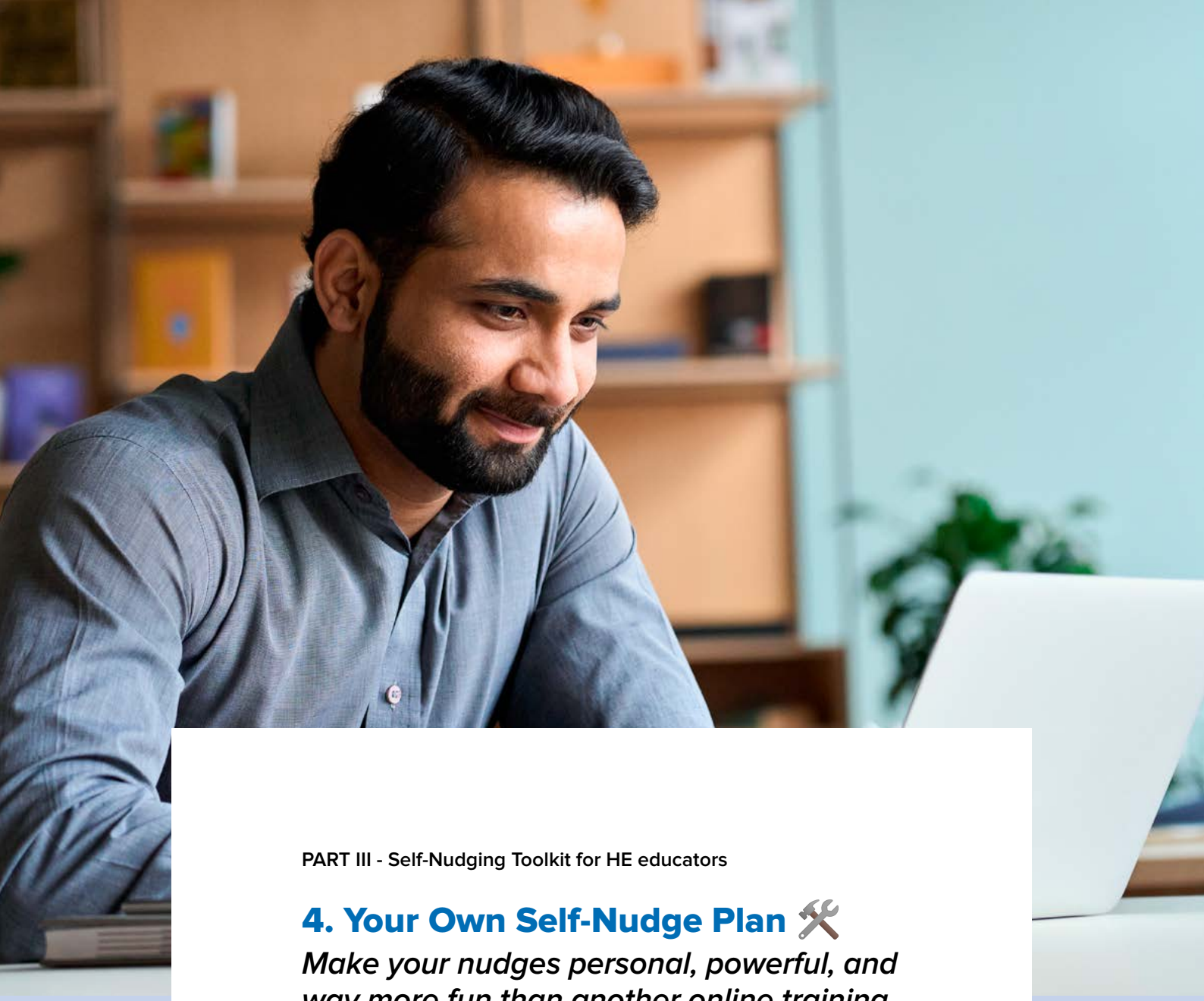
3.12 Inclusivity & Accessibility 🌍

Slogan: *“Teach for all, reach them all!”*

Nudge idea: Monthly check: *“Are my materials accessible?”*

Tool: Blackboard Ally | Word accessibility checker | Alt text prompt

Pro tip: Add diverse voices, visuals, and examples. Representation matters.



PART III - Self-Nudging Toolkit for HE educators

4. Your Own Self-Nudge Plan 🛠️

Make your nudges personal, powerful, and way more fun than another online training.

So far, you've met the tools, explored the hotspots, and dipped your toes in behavioral brilliance.

4.1 Self-Nudging in five steps

Now? It's time to build your own self-nudge system — a mini strategy that actually fits your workflow, your brain, and your sense of humor. **Ready? Let's do this in five playful steps.**

🧠 Step 1: Pick Your Why

Let's not nudge for the sake of nudging. First, find your "why now?"

Ask yourself:

- ✔ What's driving me nuts right now?
- ✔ Where do I keep saying *"I'll do it tomorrow"*?
- ✔ What would make my teaching life feel 10% easier?

📌 Example goals:

- ✔ Get grading done faster (and stop hating it)
- ✔ Plan lessons before the panic
- ✔ Make my feedback more meaningful

Write down ONE goal. Just one. That's your North Star.

🎯 Step 2: Break It Down (Like It's Hot)

Big goals are overwhelming. Small behaviors are manageable.

Turn your goal into a tiny, trackable action. This is your behavioral nudge target.

📍 Examples:

- ✔ *"Check student progress every Friday at 9 AM"*
- ✔ *"Upload slides 48 hours before each class"*
- ✔ *"Spend 10 min reflecting on my teaching every Friday"*

Pro tip: If it takes longer than 15 minutes, it's not a nudge, it's a project.

💬 Step 3: Craft Your Nudge

Now it's time to get clever.

Your nudge should be:

- ✔ Visible (so you actually notice it)
- ✔ Timely (just before the action)
- ✔ Positive (like a helpful friend, not a snarky boss)

✨ Try a playful pop-up, a motivational message, or even a meme.

📢 Examples:

- ✔ *"Hello brilliant human 👋 — time to upload that lecture!"*
- ✔ *"If you do this now, Future You gets a cookie 🍪"*
- ✔ *"Still haven't shared your slides? Your students are waiting (and mildly panicking)."*

📲 Step 4: Pick Your Channel

Where will this nudge live?

Choose a tool or space where your attention already goes.

🧰 Top choices:

- ✔ Calendar notifications
- ✔ Email drafts
- ✔ Sticky notes on your screen
- ✔ Slack/Teams reminders
- ✔ Phone alarms (yes, old school still works)
- ✔ Chrome extensions (Momentum, Forest, etc.)

The key: don't hide your nudge. Make it pop. Make it proud.

🔁 Step 5: Test It, Track It, Tweak It

Run your self-nudge for one week. That's all.

At the end, reflect:

- ✔ Did I do the thing?
- ✔ Did it feel annoying, helpful, invisible, or magical?
- ✔ What could I change to make it smoother?

Then… adjust! Nudging is not a tattoo. It's a sticky note—you move it when needed.

4.2 Bonus Round: Make It a Ritual 🏆

Want to make it stick?
Pair your nudge with something you already do.

This is called habit stacking.

🧃 Examples:

- ✔ After your morning coffee
- ↪ review your teaching to-do list
- ✔ When you log in to your LMS
- ↪ check your self-nudge tracker
- ✔ Before your first class
- ↪ breathe, smile, do your *"engagement check"*

PART III - Self-Nudging Toolkit for HE educators

5. Reflect, Reset, Repeat 🔄

Because even the best nudges need a little TLC.

Congratulations! You've built your first self-nudge (or three).

Now comes the part where real magic happens: reflection and refinement. Because nudging isn't a one-time trick—it's an evolving dance between intention and attention.

Let's turn your nudge experiments into nudging mastery with a simple process: reflect, reset, repeat.

5.1 Reflect: Did It Nudge or Did It Nosedive?

Before you move on, take a hot second and check the pulse:

Ask yourself:

- ✔ Did I actually do the thing I set out to do?
- ✔ Was the nudge visible and well-timed — or did it sneak past me like a ninja?
- ✔ Did I smile... or roll my eyes when it popped up?

Try these reflection questions:

Question	Response
On a scale of 😴 to 💥, how effective was the nudge?	[ ]
Did it reduce friction or create extra steps?	[ ]
What felt great?	[ ]
What annoyed me?	[ ]
Would I recommend this nudge to another educator?	☑ / ✖

🧡 Reminder: If the answer is *"meh"* — that's not a fail. That's feedback. Golden, shiny, human feedback.

5.2 Reset: Tweak It Till It Works 🔧

Not every nudge is a winner out of the box. That's normal. That's expected.

Issue	Fix
I ignored it	Change the timing or delivery channel. Try humor. Add an emoji.
It felt like work	Simplify the behavior. Reduce it to 1 step or 2 minutes.
It got repetitive	Switch up the message. Add a twist or rotate nudge types.
I forgot why it mattered	Reconnect it to your "why." Make the benefit super clear.

🎨 **Bonus move:** redesign your nudge with a colleague. Fresh eyes = fresh ideas.

5.3 Repeat: Build a Rhythm That Works for You 📆

Once you find a nudge that hits the sweet spot? Keep it going.

Set up a weekly or monthly check-in with yourself:

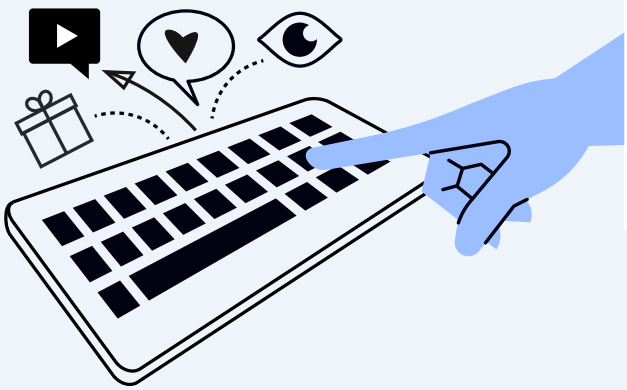
☑️ What nudges are working right now?

❌ Which ones feel stale or irrelevant?

🔁 What new goal am I ready to nudge next?

You can even turn it into a Friday ritual:

"Nudge Check & Chill" — 10 minutes, a nice tea, and a quick tweak.



🧠 **Bonus:**
Create a "Nudge Playlist" 🎧

Just like Spotify for your workflow. Save your best nudges. Reuse them later. Remix them when needed.

🗂️ **Categories:**

- ✔ *"Monday Motivation"*
- ✔ *"Feedback Frenzy"*
- ✔ *"Avoid Admin Doom"*
- ✔ *"Keep Calm and Grade On"*

This is your personal nudge library. Build it once, reuse it forever.

🔁 **Your Nudging Mantra:**
"It doesn't have to be perfect. It just has to help." Even one helpful nudge is a win. The rest is iteration.

PART III - Self-Nudging Toolkit for HE educators

6. Nudging à la Carte 🎨

A delicious buffet of ready-to-use ideas, no behavioral science degree required.

Sometimes you don't want a big plan.

You want a quick win. A playful poke. A tasty little nudge that makes life easier right now.

We got you. This chapter is your nudging tapas bar: mix, match, taste, experiment. It's low effort. High impact. Surprisingly fun.

6.1 Try-it-for-a-Day Challenges 🔪

No pressure, just curiosity.

- ✔ *"Today only: Try adding one interactive moment to your class."*
- ✔ *"Test a new tool for 15 minutes. If it breaks your brain, we pretend this never happened."*
- ✔ *"Schedule one email for later. Feel the power."*

🎯 **Pro tip:** Make it a game: if you complete it, you earn... chocolate. Or eternal glory. Your call.

6.2 Gamify Your Teaching Flow 🕹️

Because grown-ups love gold stars too.

- ✔ **Micro-Badges:**
  - ☑️ *"Uploaded materials 48h early"*
  - 🚀 *"Gave feedback within 72h"*
  - 🧠 *"Tried a new teaching method"*
- ✔ **Leaderboard Challenge:** "Top 5 fastest grade-submitters this month!"
- ✔ **Achievement unlocked:** "Didn't check email before coffee" ☕ = +100 focus points
- ✔ **Tool it up with:** Habitica | Trello stickers | Manual points tracker on your whiteboard

6.3 Lunchtime Show-and-Tell 🥪

Not just for kindergartners anymore.

Invite a colleague to lunch. Share a tool. A trick. A digital faceplant. *("I accidentally uploaded the wrong quiz to 200 students.")*

Laugh. Learn. Repeat next week. *"This Zoom shortcut saved my soul."*

"Here's how I auto-schedule feedback in 3 clicks."

"Yes, ChatGPT wrote my session title. Sue me."

📢 **Bonus:** Create a Slack or Teams group where you drop one *"teaching tip of the week."*

6.4 Surprise Nudges: Mystery Monday 🎁

Because curiosity boosts engagement like caffeine boosts... everything.

Set a weekly surprise reminder:

- ✔ *"Click here for a random idea to try this week!"*
- ✔ *"One weird tip to reduce Zoom fatigue (no, it's not a ring light)."*
- ✔ *"New tool, who dis?"*

You never know what you'll get. That's the fun.

6.5 Meme-ify Your Messages 🖼️

Nudging is more effective when it makes you smile.

Try:

- A grumpy cat saying *"Still haven't uploaded your slides? Seriously?"*
- A retro poster: *"Click here. Be legendary."*
- A Zoom background with your weekly nudge embedded.

You're not just managing behavior—you're building a vibe. ✨

6.7 Nudge Motto of the Week 🎯

Write it on your whiteboard. Put it in your signature. Whisper it into the staff room void.

Some faves:

- *"Better done than perfect."*
  "Your future self is watching." 👀
- *"One click today =*
  less chaos tomorrow."
- *"Teach smart. Nudge hard."*
- *"Ctrl + S your sanity."*

6.6 Swipe Files for Lazy Geniuses 🛠️

Steal these. Customize later.

- *"Need to organize your week? Steal this Trello board."*
- *"One-minute tutorial: How to share files without chaos."*
- *"Checklist: Everything to prep before Monday (and avoid panic)."*

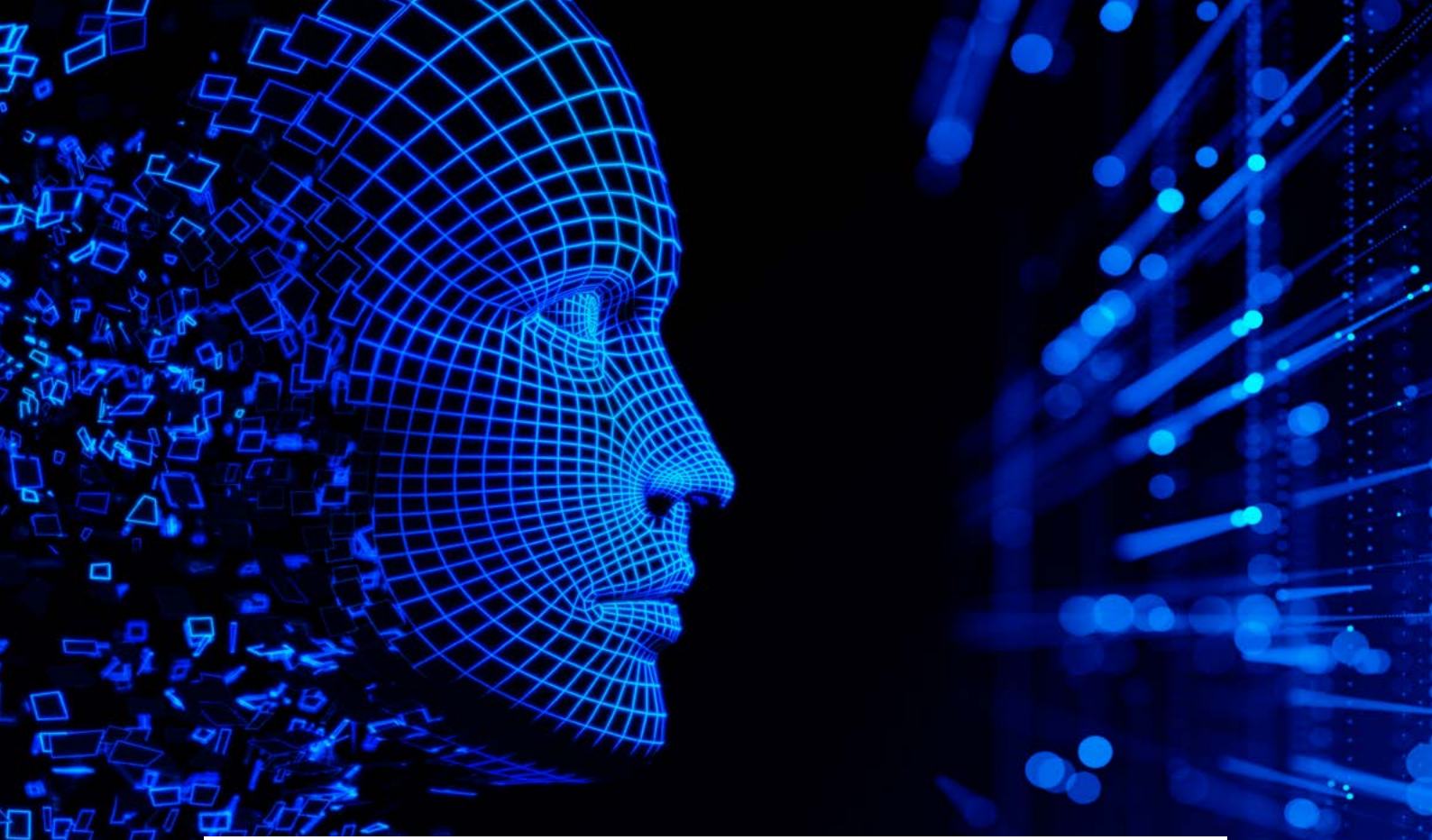
Because sometimes the most productive thing is letting someone else do the thinking.

Your Challenge: ⚡

Pick 1 idea above. Just one.
Try it within 24 hours.

Then:

- Smile
- Tell someone
- Do a little dance 🕺



PART III - Self-Nudging Toolkit for HE educators

7. Digital Tools Without the Headache 💻

Because tech should help you nudge—not make you rage-quit.

Let's face it: not everyone dreams of "exploring a new platform." Some days, opening one more tab feels like opening a portal to another dimension. 🌀

But here's the good news: you don't need 50 tools. You just need the right ones for the right nudges. This chapter is your cheat sheet to digital nudging. Simple. Smart. No stress.

7.1 Which Tool for Which Job? 💻

Here's your no-BS guide to choosing tools based on what you want to nudge:

Goal	Great tools	Why they work
Send reminders	Outlook, Google Calendar, Teams, Slack	You already use them—easy win!
Create pop-ups or banners	PowerPoint, Canva, Genially	Fast, visual and shareable
Track tasks	Trello, Notion, Asana	Drag, drop, done
Monitor student progress	LMS dashboards (Moodle, Blackboard), Google Classroom	Already there—just check it!
Set digital timers	Pomofocus, Forest, Toggl	Manage focus without micromanaging

💡 **Pro Tip:** Start with tools people already use.
A good nudge in a familiar space > a perfect nudge hidden in a mystery app.

7.2 Automate Like a Genius (and Never Forget Again) 🔁

Set it once. Let the robots do the work.

Recurring Nudges 🧠

📅 *"Monday 10:00*
Feedback check-in"

💬 *"Thursday 15:00*
Upload slides or risk panic"

📬 *"Friday 13:00*
End-of-week self-reflection nudge"

Set these in:

- ✔ Outlook/Google Calendar
- ✔ Slack scheduled messages
- ✔ Microsoft Teams recurring posts

Auto-Feedback Nudges 🔄

After each session: send a 1-click form to ask:

"Was this useful?" 👍 / 👎

"Want more like this?" ☑️ / ❌

Tool scheduler magic 🤖

Use Buffer or Canva's post planner to drop motivational memes or reminders into your space:

- ✔ Monday = Momentum
- ✔ Wednesday = Wisdom
- ✔ Friday = Funny

Because nudges work better when they arrive at just the right moment.

Keep It Human 😇

Automation = helpful. But tone = everything.

When automating, remember to:

- ✔ Use names if possible: *"Hey Sam, remember your slides?"*
- ✔ Keep the tone warm, casual, and kind
- ✔ Add emojis, gifs, or small jokes if it fits your team culture

"Reminder: You're amazing. Also, grade those papers. 💪"

7.3 Tech Rage Is Real — and Fixable ⚠️

You are not alone if you've said any of the following:

"This platform hates me."

"Why are there 4 tools for the same thing?"

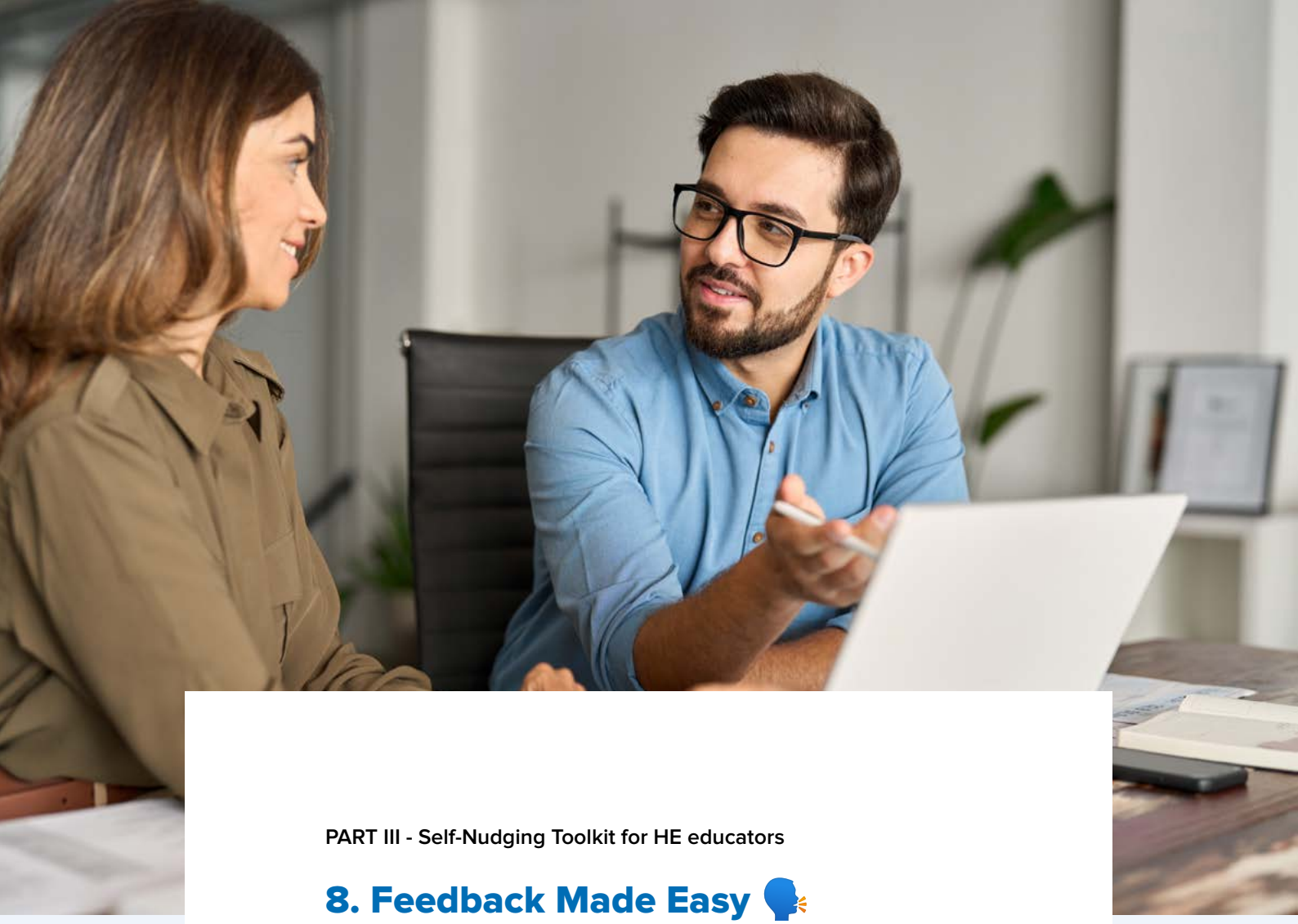
"It's not user error, it's interface creativity."

Here's your anti-tech-overwhelm checklist:

- ✔ Pick ONE new tool at a time
- ✔ Watch a 2-min video tutorial (max!)
- ✔ Ask a colleague to show you their shortcut
- ✔ Make a *"Tech Cheat Sheet"* with your own hacks
- ✔ If it sucks? Switch. Don't suffer.

Final Thoughts: Tech Is Just a Tool 🧘

A nudge is not about the app. It's about the moment it creates.
Make it visible. Make it timely. Make it helpful. If it does that? It's working.



PART III - Self-Nudging Toolkit for HE educators

8. Feedback Made Easy 🗣️

Because nudging without feedback is like teaching with your mic off.

You've nudged. You've tested. Maybe you even gamified.

Now it's time to ask:

- ✔ Did it actually work?
- ✔ Did people notice?
- ✔ Was it helpful, or just another beep in the sea of pings?

Good news: collecting feedback doesn't have to be awkward, annoying, or time-consuming. In fact, it can be... awesome. Let's nudge ourselves into the art of fast, useful, and fun feedback loops.

8.1 Why Feedback = Your Superpower 💡

It's not about praise. It's about refining your nudge game and creating a culture where improvement is normal, welcomed, and celebrated.

Great feedback gives you:

- ✔ Instant insights into what works
- ✔ Permission to iterate (instead of guess)
- ✔ Motivation to keep nudging (or tweak what flopped)

8.2 Three Feedback Tricks That Take Less Than 60 Seconds ⚡

1. One-Click Polls

Perfect for Teams, Slack, email footers, or LMS dashboards.

- ✔ *"Was this helpful?"* 👍 / 👎
- ✔ *"Want more tips like this?"* ☑️ / ❌
- ✔ *"Rate this nudge: 💩 – 😐 – 💡 – 🤩"*

Tool tip: Use built-in polls or emojis for fast reactions.

2. Micro-Forms = Mega Insights

Create a super-short Google Form or Typeform with just 2–3 questions:

- ✔ *"Did this help you do something differently?"*
- ✔ *"What would've made it better?"*
- ✔ *"Would you recommend this nudge to a colleague?"*

🎉 Add a surprise thank-you message: *"You rock. Thanks for your input. Have a cookie IRL. 🍪"*

3. Sneaky Follow-Up Nudges

Turn the next nudge into a feedback prompt on the last one.

Example: *"Hey, you clicked the link! 🎉 On a scale from 'meh' to 'life-changing', how was that nudge?"*

Easy. Friendly. Almost invisible.

8.3 Benchmarking Without the Drama 📊

Wanna see how your nudges perform across your team or department? Keep it positive. Keep it anonymous. Keep it fun.

Try:

- ✔ A *"Nudge of the Month"* vote
- ✔ Anonymous scoreboard:
  "83% said last week's nudge helped"

Peer shout-outs: *"Luc tried a new tool this week and nailed it. 👋"*

📢 **Pro tip:**
Celebrate participation, not perfection.

8.4 Feedback as Fuel, Not Fear 🧠

If someone says your nudge was annoying? That's gold. That's design data.

If someone says, *"I didn't even notice it"*?

Even better! You just learned something about visibility. You're not collecting grades. You're collecting wisdom.

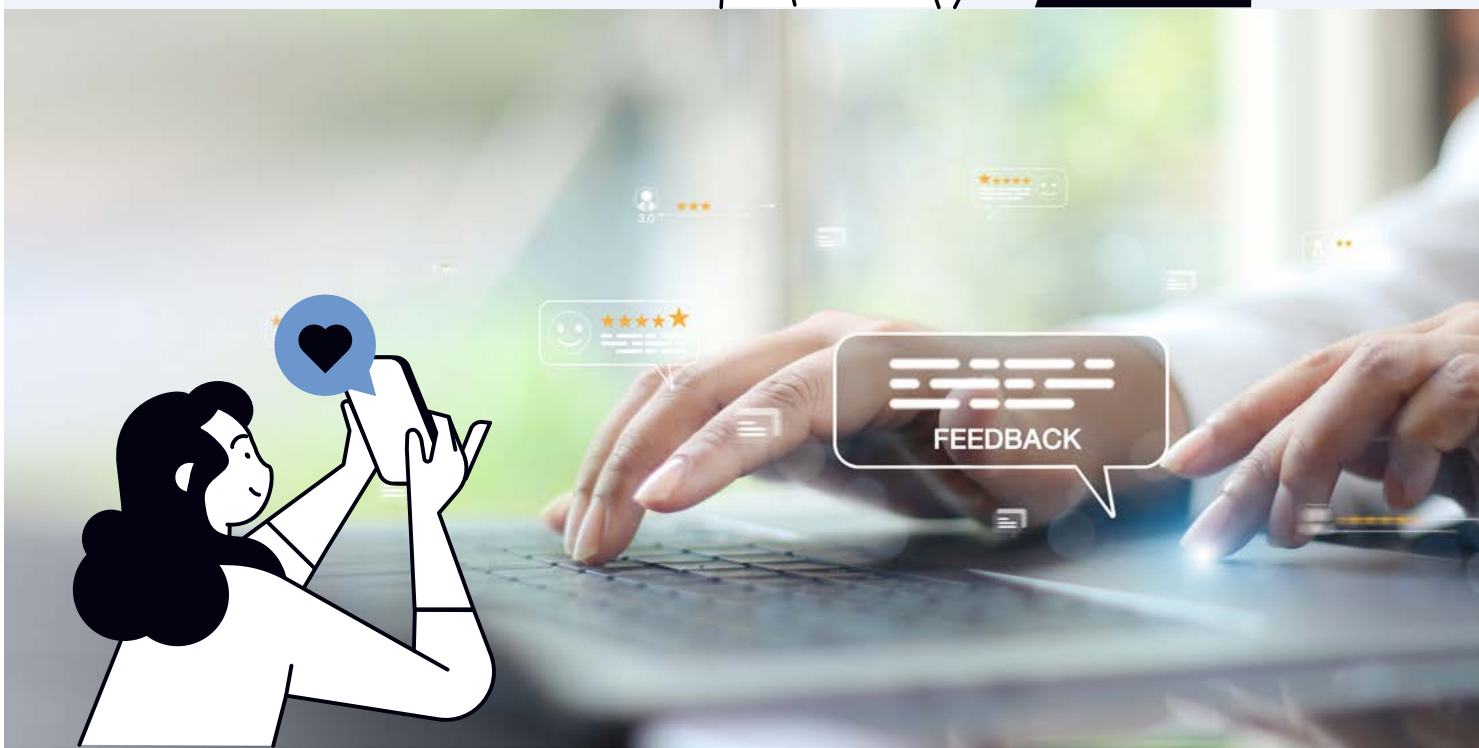
8.5 Build the Feedback Habit 🔁

Make it part of the cycle:
Nudge → Reflect → Ask → Adjust → Repeat

Set a weekly or monthly "feedback check-in" for yourself:

- ✔ Did I ask for feedback this week?
- ✔ Did I use any of it to improve my nudge flow?
- ✔ What surprised me?

Feedback is not the end. It's the loop that makes everything better.



PART III - Self-Nudging Toolkit for HE educators

9. Let's Get Practical! 🗣️

Build Your First Self-Nudge in 5 Minutes (Yes, Really.)

You've got the theory.
You've seen the examples.
You've laughed at the memes (right?).

Now it's time to create your own nudge — something real, useful, and 100% you.

Let's do it in 5 simple steps. You ready? Let's build!

9.1 Five simple steps to create your ow nudge

🧠 **Step 1:**
Define Your Nudge Goal

Be specific. Be bold. Be brave.

Ask yourself:
"What tiny habit would make my teaching life easier, right now?"

🎯 **Example goals:**

- ✔ Upload materials earlier
- ✔ Give faster feedback
- ✔ Check student progress weekly
- ✔ Take real lunch breaks (yes, really!)

Pick ONE goal. Keep it small.
Keep it real.

🔍 **Step 2:**
Zoom In on the Micro-Behavior

Turn your goal into one tiny, trackable action.

If your goal is:
"Give feedback faster"

Your micro-behavior might be:
"Send 2 feedback comments every morning at 9:00"

If your goal is:
"Be more prepared for class"

Your micro-behavior might be:
"Review lesson plan 15 minutes before every class"

Golden rule: If it takes longer than 15 minutes, it's not a micro-nudge. It's a full-on mission. Shrink it.

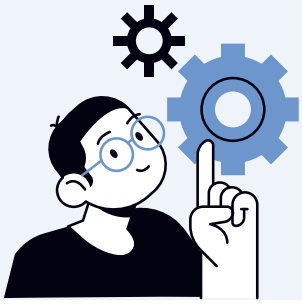
💬 **Step 3:**
Write Your Nudge Message

Make it short. Make it smile-worthy. Make it feel like you.

Examples:

- ✔ *"You got this. Just 2 more feedbacks to go 💪"*
- ✔ *"Future You says thanks for prepping now 😎"*
- ✔ *"Upload your slides now — your students (and stress levels) will love you for it."*
- ✔ *"Be the kind of colleague who shows up with their stuff DONE."*

📣 Bonus points for using emojis, gifs, or inside jokes with yourself.



📲 **Step 4:**
Choose Your Channel

Where will this nudge appear?

Choose a place you'll actually see it:

- 📆 Calendar pop-up
- 💬 Slack/Teams message
- 📝 Sticky note on your screen
- 📱 Phone alarm
- 🖼️ Laptop wallpaper
- 🔄 Recurring to-do in Notion, Trello, or Todoist

Ask: Where does my attention already go? Put your nudge there.

🔁 **Step 5:**
Test, Reflect, Repeat

Try your nudge for one week. That's it.

Then ask:

- ✔️ Did I notice it?
- ✔️ Did I do the thing?
- ✔️ Did it feel good, annoying, helpful, forgettable?

Then:

- ☑️ Keep it if it worked
- 🔄 Tweak it if it didn't
- 🗑️ Ditch it if it flopped (and no guilt allowed)

9.2 Bonus Challenge 💥

"The Mystery Tech Box"

Feeling brave? Add a twist.

1. Pick a digital tool you've never used.
2. Use it to deliver your next nudge.
3. Reflect (and laugh) afterward.

Examples:

- ✔️ Make a 30-second Loom video to remind Future You to upload slides
- ✔️ Use Canva to design your own motivational pop-up
- ✔️ Create a surprise nudge with Genially or Miro

🔪 **Experiment = growth.**

9.3 DIY Nudge Template ☑️

(Copy-Paste & Fill)

🎯 **My Goal:**
I want to [micro-goal]
so I can [why it matters].

💬 **My Nudge Message:**
"[funny/motivating sentence that future-me will notice]"

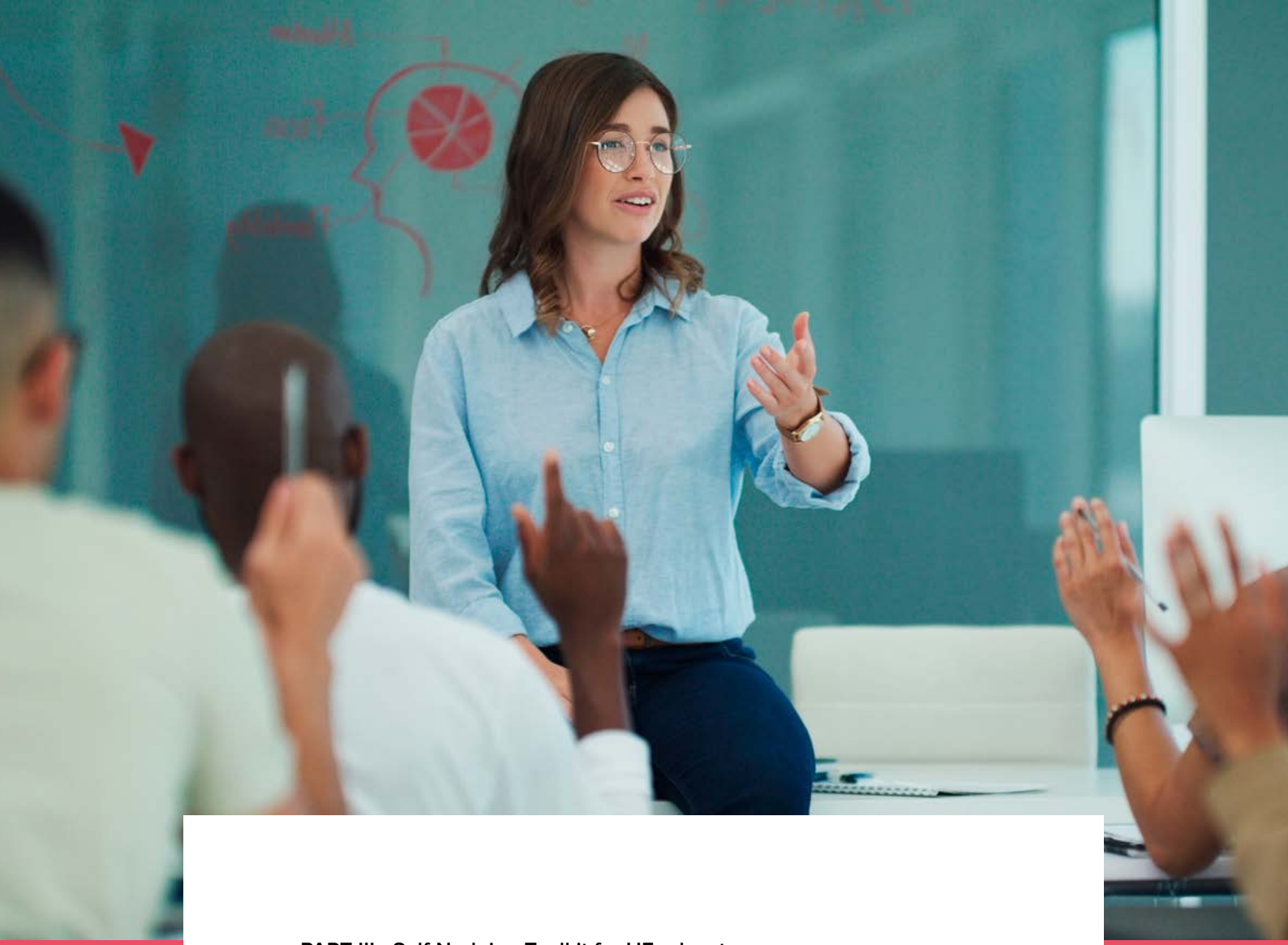
📍 **Where It Lives:**
[calendar? task app? sticky note?]

📆 **When I'll Use It:**
[e.g. every Monday at 9am]

🔁 **Review Date:**
Next Friday —
I'll check if it worked!

🎉 ***You did it! You built a real, working nudge.***

Now go give yourself a snack. Or a medal.
Or just a quiet high five.



10. Fun Bonuses & Extras🎁

Because transformation is better with laughter, posters, and permission to be imperfect.

You made it through the manual.
You learned. You laughed.
You probably made a Trello board.
Now it's time for some feel-good,
don't-take-yourself-too-seriously treats.

Welcome to the dessert bar of self-nudging.

🏅 “I Survived Nudging” Poster

Hang it. Own it. Brag about it.

Downloadable slogan templates:

- ✔ “I nudged. I won. I still haven’t cleaned my inbox.”
- ✔ “Feedback ninja. Slide master. Calendar queen.”
- ✔ “Behold! A functioning adult educator* (*most days)”

Print it. Frame it. Or just turn it into a Zoom background. Instant vibes.

✨ Nudger’s Wall of Fame

Create a virtual (or hallway!) wall with:

- ✔ Best nudge slogans of the month
- ✔ Nudge meme of the week
- ✔ Peer-nominated “Nudge Queen/King”
- ✔ Funniest nudge fail with a recovery story

Reward creativity. Celebrate effort. Because trying is already winning.

💬 Final Nudge

You don’t need to be perfect.
You just need to care enough to try.

Nudging is a love letter to your future self. A wink to your students. A high-five to your team.

And a quiet revolution in how we work, teach, and grow — one gentle push at a time.

😂 Hilarious Nudging Fails

(and What They Taught Us)

1. **The Reminder That Reminded Everyone.** Sent a nudge to “myself” via Teams… accidentally tagged the entire department. #DigitalWalkOfShame
2. **The Pop-Up of Doom.** Reminder: “Don’t procrastinate!” appeared every 5 minutes. I (almost) threw my laptop out the window.
3. **The Emoji Overload.** “🎯🚀📣🔥👀😱” still have no idea what that meant.
4. **The Guilt Trip Masquerading as a Nudge.** “Your students are disappointed.” Nope. Too far. Ethics, people.
5. **The Passive-Aggressive Timer.** “Still not done? Still?” … yeah, that got deleted real fast.
6. **The Motivational Quote Gone Wrong.** “You miss 100% of the nudges you ignore.” – Abraham Lincoln (wait, what?!)
7. **The Calendar That Cried Wolf.** Reminder pinged every day at 7:00. I stopped seeing it. I stopped feeling it.
8. **The Wrong Week Nudge.** Nudged myself to prep a session… that happened last week. Oops.
9. **The “Just a Test” Nudge.** Forgot to delete the test version: “Hey loser, do your thing. ” Yeah. Not proud.
10. **The Peer Feedback Nudge that Backfired.** “Tell us if this helped!” got 3 thumbs-down and one 😬. Painful, but… useful.

💡 **Moral of the story:** Don’t fear the flop. Learn from it. Laugh. Build a better nudge.

🎓 *You did it, Nudger Extraordinaire!*

This was your toolkit.

Keep nudging, tweaking, laughing, and leading change—one small step at a time. Nudge boldly, teach with joy, reflect often, and share what works. The world needs educators like you. 💛

Third TPM in Münster - 30-11-2023 & 01-12-2023

Nudging 360°

PART IV – Nudging Playbook

Best Practices in action

"Digital nudging around the world"

The Nudging 360° project supports digital transformation in Higher Education combining nudging strategies for administrators and self-nudging techniques for educators.

This section showcases a variety of hands-on nudges and self-nudges contributed by our five project partners: two universities (Camerino and Barcelona), a research and communication agency (Trendhuis), a marketing firm (Momentum), and a quality assurance body (ACEEU).

These strategies are designed to make digital innovation more practical, personal, and impactful across higher education.

Follow this link to the Nudgewise platform to access the nudges and self-nudges included in this playbook online, or add your own ideas.

Prepared by Trendhuis

Co-funded by the European Union

TRENDHUIS · UNICAM Università di Camerino 1336 · Università di Camerino · ACEEU · Universitat de Barcelona · momentum [educate + innovate]

PART IV – Nudging Playbook

Best Practices in action

1. Introduction to the playbook 111

1.1 Why this playbook 111

1.2 Digital transition 112

1.3 Nudging and self-nudging 112

1.4 Embracing innovative teaching methods 113

1.5 A shared ambition for digital competence 114

2. Nudges for administrators 115

2.1 Ethical guidelines for using nudges 116

2.2 Overview of the nudges in this playbook 117

Nudges by the university of Camerino 120

Nudges by Trendhuis 146

Nudges by the university of barcelona 184

Nudges by Momentum 200

Nudges by ACEEU 212

3. Self-nudges for educators 223

3.1 Ethical guidelines for using self-nudges 224

3.2 Overview of the self-nudges in this playbook 225

Self-nudges by the university of Camerino .. 228

Self-nudges by Trendhuis 252

Self-nudges by the university of barcelona .. 286

Self-nudges by Momentum 298

Self-nudges by ACEEU 310

4. References 322

PART IV – Nudging Playbook - Best practices in action

1. Introduction to the playbook

Self-actualisation in Higher Education

1.1 Why this playbook

Higher education is evolving—and so is the role of educators. As digital tools become central to teaching and learning, educators are expected to adapt, innovate, and grow. But transformation doesn't happen through technology alone. It starts with people.

This playbook offers practical nudges for administrators and self-nudging strategies for educators to foster lasting digital growth. Rooted in self-actualization, it empowers professionals to shape their own path in an environment that fosters innovation.

Each partner of the Nudging 360° consortium contributed nudges and self-nudges, combining their expertise to support human-centered digital transformation in higher education.

1.2 Digital transition

Digital transformation is no longer on the horizon – it is here and now. **Higher education institutions** face the challenge of guiding their staff through this shift.

Progress isn't just about introducing new tools; it's about empowering the people who use them. Real change happens when educators and administrators feel motivated, confident, and empowered to keep learning.

Supporting people also means fostering self-actualization – the growth into one's potential by embracing autonomy, creativity, and purposeful learning. This helps professionals stay resilient, willing to experiment, and confident in adapting to new tools.

Nudging 360° recognizes that professional growth depends as much on mindset and motivation as on technology. By helping institutions design environments that support personal and collective development, we can turn digital transformation into a human-centered opportunity for progress.

1.3 Nudging and self-nudging

To enhance digital growth in higher education, Nudging 360° introduces a dual approach grounded in behavioral science:

- **Nudging strategies** help administrators design environments that support digital adoption – through smart defaults, peer-driven models, and meaningful incentives.
- **Self-nudging techniques** empower educators to take charge of their own development, using small, intentional actions that build digital confidence, autonomy, and fluency.

Together, these strategies empower educators and administrators to embrace innovative teaching methods and digital tools.

As student expectations rise and technology evolves, educators must continually develop digital skills, refine methods, and explore new ways to engage learners.

1.4 Embracing innovative teaching methods

By actively integrating innovative teaching methods, educators can broaden their use of digital tools, making teaching more effective, engaging, and accessible for all students. The following practices address key digital teaching needs outlined in **The Needs and Prioritization Map**.

1

Creating digital content
Designing digital materials – videos, presentations, quizzes, and interactive resources – is essential for modern teaching. These skills help educators offer richer, more accessible, and personalized learning experiences.
*Relates directly to the priority of creating **meaningful, accessible digital content** emphasized by educators and students.*

2

Digital Inclusion and Accessibility
Ensuring all students can access digital learning means designing materials for diverse needs, like adding captions, text alternatives, and using accessible platforms (e.g., WCAG-compliant).
*Supports the priority of **digital inclusion**, helping create an equitable learning environment.*

3

Hybrid learning
Hybrid learning mixes online and in-person teaching, engaging both groups through tools like video calls and shared platforms.
*Responds to the priority of **collaboration versus individual learning,** balancing student demand for live interaction with educators' emphasis on group efforts.*

4

Asynchronous learning
Asynchronous learning lets students study materials anytime at their own pace without real-time interaction. *The flipped classroom* has students review content before class, freeing class time for active learning.
*Addresses the priority of educator's **varying adoption levels** by supporting flexible teaching with student-paced learning.*

5

Collaborative learning
Students work together using shared documents, chats, and virtual meetings to explore topics, exchange ideas and solve problems both inside and outside the classroom.
Supports the priority of balancing ***collaboration and individual learning*** *by encouraging group work while still allowing room for individual support.*

6

Digital assessment
Online quizzes, assignments, and feedback systems help educators monitor progress, provide timely input, and make data-driven decisions.
*Aligns with the priority of **emerging tech acceptance**, boosting educator confidence in digital tools while supporting institutional goals for feedback and evaluation.*

1.5 A shared ambition for digital competence

European frameworks guide the digital transformation of education by setting common goals and standards. They help institutions improve teaching with technology and ensure educators and learners build essential digital skills for today's world.

A central reference is the European Framework for the Digital Competence of Educators. **DigCompEdu** outlines 22 competences across six areas:

- **Professional engagement** – using digital tools for communication, collaboration, and continuous professional development.
- **Digital resources** – sourcing, creating, and sharing high-quality digital content.
- **Teaching and learning** – designing and implementing digital teaching strategies.
- **Assessment** – applying technology to monitor and support student progress.
- **Empowering learners** – ensuring digital accessibility, inclusion, and personalized learning.
- **Facilitating learners' digital competence** – helping students build their own digital skills.

Learn more: DigCompEdu

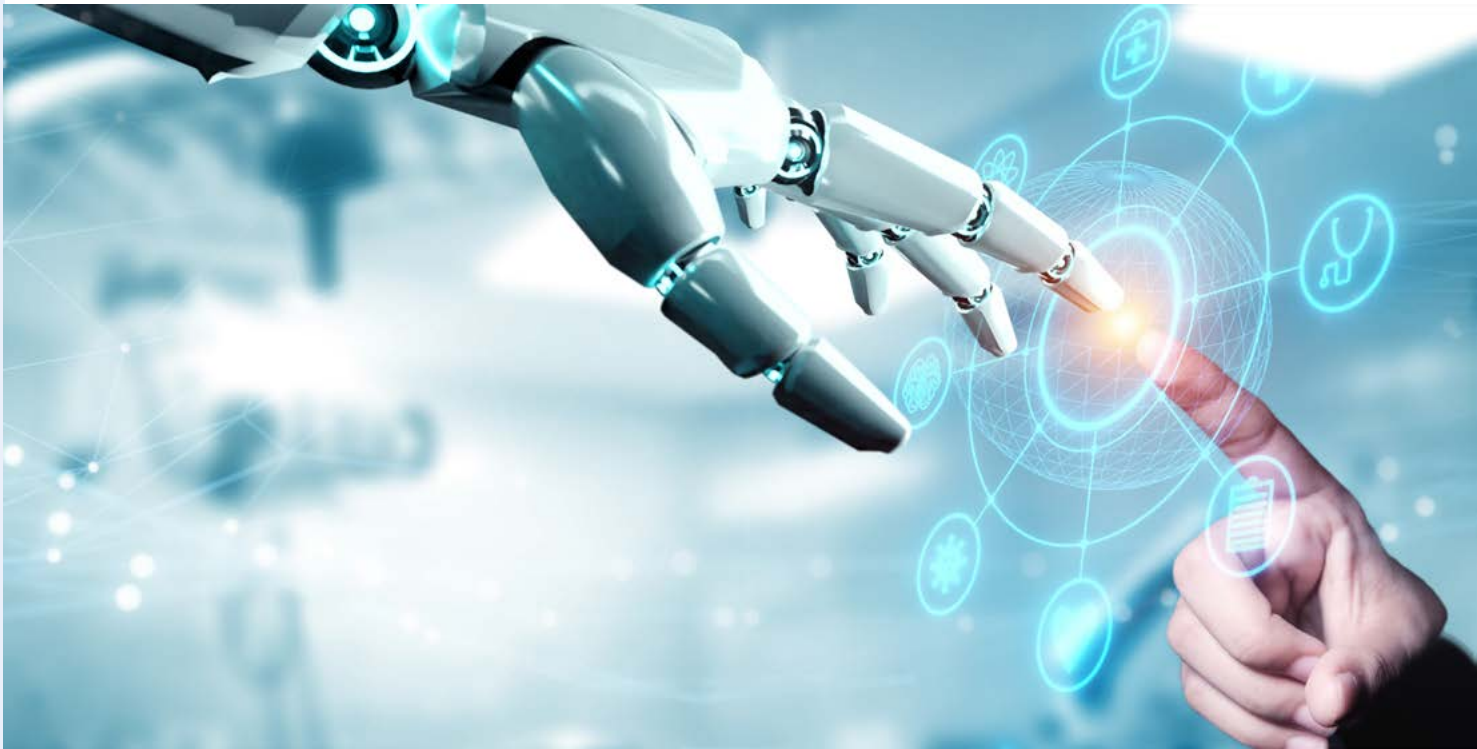
Aligned with this framework, **the Digital Education Action Plan (2021–2027)** sets out a comprehensive EU strategy for high-quality, inclusive, and accessible digital education.

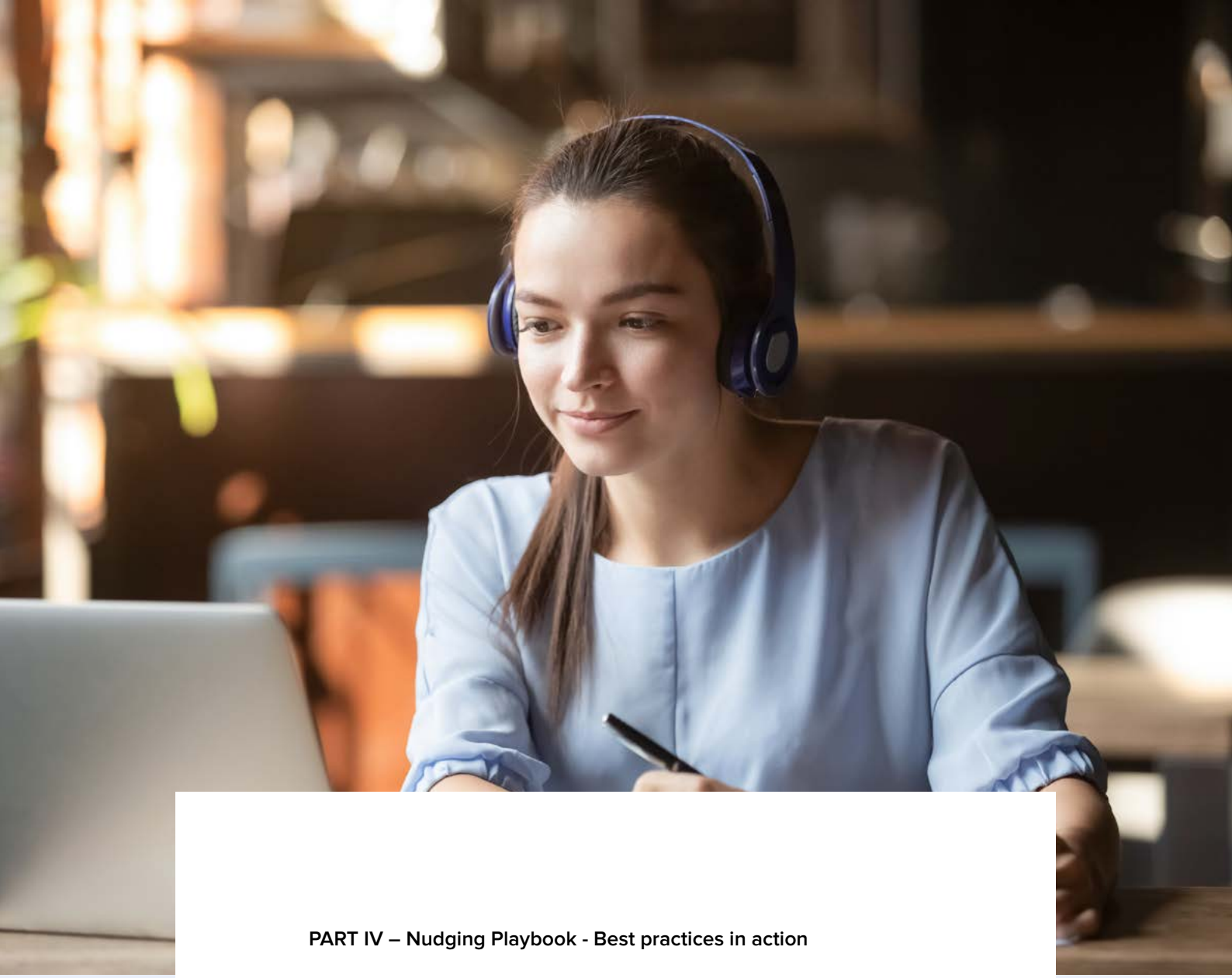
It is structured around several action points aimed at strengthening digital skills and promoting digital readiness across all levels of education

Learn more:
Digital Education Action Plan

The **Nudging 360°** project, funded by Erasmus+, closely aligns with these European efforts. It complements existing frameworks by emphasizing the human side of digital transformation in higher education.

This playbook offers practical guidance providing nudges to support administrators in driving digital change, alongside self-nudges to help educators engage with new digital tools while fostering motivation, confidence, and growth.





PART IV – Nudging Playbook - Best practices in action

2. Nudges for administrators

Fostering a culture of digital excellence

Administrators play a key role in shaping the digital environment within higher education institutions. This section presents practical digital nudges to help administrators guide educators toward more effective, inclusive, and sustainable digital practices. Each nudge addresses common challenges and provides actionable strategies that can be embedded into institutional systems and workflows.

2.1 Ethical guidelines for using nudges

To ensure ethical, responsible, and effective use of the nudges presented, the Ethical Council reminds readers that the current nudges have been discussed and revised. Please note that the nudges presented here are examples of interventions that can be implemented to foster digitalization in higher education.

The Ethical Council recommends to HE administrators and other users to adhere to the following principles when implementing the following and/or other nudges:

1. Freedom of choice

Nudges do not limit the freedom of choice

Ethical note: when implementing a nudge ask yourself "Is this nudge limiting the freedom of choice of my employees, colleagues or others?

2. Simplicity & feasibility

Nudges must be easy to implement

Ethical note: when implementing a selected nudge, if you notice a high level of complexity, you can break it down into smaller and actionable steps.

When explaining or describing a nudge to others, it should be specific and well-detailed so that everyone understands potential risks of its implementation.

Some nudges may require the use of additional tools or instruments for implementation. Always ensure that these supportive tools comply with data privacy and GDPR regulations.

Ask yourself:
"Is this nudge easy for me to implement?"

3. Transparency

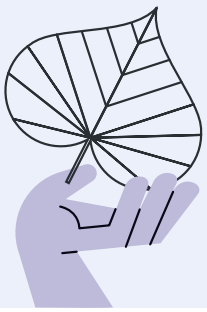
A nudge should not impose significant material incentives or disincentives

Ethical note: when implementing a nudge please note that any potential nudge should guide behaviour without relying on large rewards or penalties.

Ask yourself:
"Are material rewards or penalties being used to influence behavior?"

By following these principles, HE Administrators and users can implement nudges that will ethically foster digitalization in education.

2.2 Overview of the nudges in this playbook



p. 120

Nudge 1

Enhance Your Teaching with Digital Tools!

This nudge encourages educators to adopt digital tools by highlighting their time-saving benefits, user-friendliness, and positive impact on teaching and student engagement, using peer stories and accessible resources to overcome barriers.

By the university of Camerino

p. 128

Nudge 2

Digital Professor of the Year

This initiative encourages educators to adopt digital tools through leaderboards, workshops, and active community engagement, fostering innovation, continuous professional growth, and a strong culture of digital excellence across the campus.

By the university of Camerino

p. 138

Nudge 3

Your Digital Toolbox

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

By the university of Camerino

p. 146

Nudge 4

Eco-defaults for sustainable choices

This nudge promotes sustainable behavior by setting green defaults for materials, meetings, teaching formats, energy use, events, and travel, supported by inclusive design, staff training, and digital tools that make eco-friendly choices easy, measurable and effective.

By Trendhuis

p. 170

Nudge 5

Engagement dashboards

The “Engagement Dashboards” nudge enables HE administrators to monitor participation through real-time metrics, supporting data-driven decisions. It is reinforced by training, IT support, and strict data privacy measures to ensure secure and effective use.

By Trendhuis

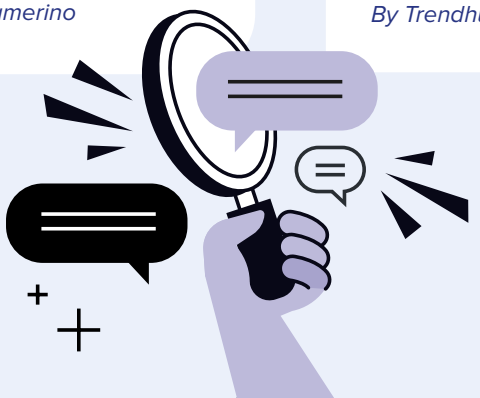
p. 178

Nudge 6

Automated accessibility prompts

The “Automated Accessibility Prompts” nudge adds timely reminders within content systems, helping educators simplify compliance and promote inclusivity, supported by training, IT assistance, and ongoing user guidance.

By Trendhuis



p. 184

Nudge 7

Preparing powerful information pills

This nudge aims to train the student vice-chancellor's team to promote responsible AI use through engaging audiovisual "information pills" on social media, featuring content curation, scriptwriting workshops, and peer reviews.

By the university of Barcelona

p. 190

Nudge 8

Micro-learning on the virtual campus

This nudge uses micro-learning techniques to help lecturers quickly master essential digital tools through engaging short videos and real-time practical tips, created by the dedicated support team to ensure easy, cost-effective adoption.

By the university of Barcelona

p. 196

Nudge 9

Success stories to push for more success

This nudge helps the technical team build a repository of successful teaching practices through training, analysis, and platform refinement, collecting success stories from lecturers to promote social learning.

By the university of Barcelona

p.200

Nudge 10

Reducing paper usage through digital nudging

This nudge promotes a paperless culture in higher education by raising awareness of digital tools and environmental benefits. It uses prompts, feedback, and digital commitments to encourage less paper use and greener workflows.

By Momentum

p. 204

Nudge 11

Promoting digital welness 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.

By Momentum

p. 208

Nudge 12

Enhancing Participation in Online Knowledge-Sharing Platforms

This nudge fosters campus knowledge-sharing through incentives, inclusion, and recognition. The "Campus Knowledge Champions" initiative rewards participation with certificates, using tools like Teams, Moodle, and Padlet.

By Momentum

p. 212

Nudge 13

Individualized support for students using AI

This challenge motivates educators to use AI tools like Eduaide for personalized learning, earning points and badges for experimentation, with rewards and recognition to overcome barriers like time and skill gaps.

By ACEEU

p. 216

Nudge 14

Promoting social Learning in Digital Environments

Educators are encouraged to add a weekly “collaboration moment” to their lessons, using tools like Zoom, Miro, Padlet, and Kahoot to bridge traditional and digital learning.

By ACEEU

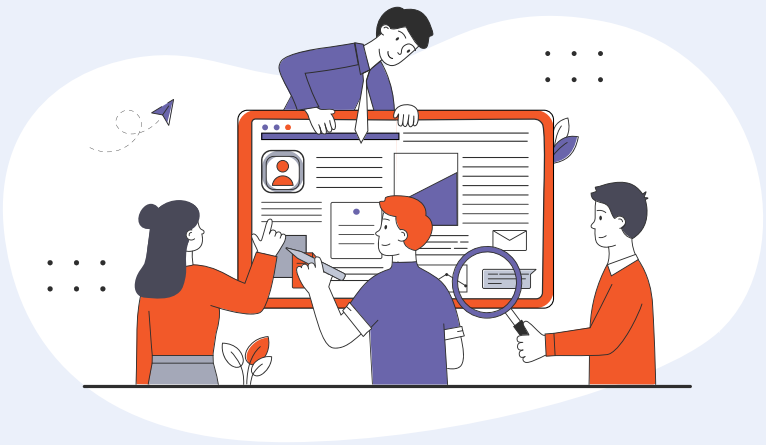
p. 220

Nudge 15

Motivate, Innovate, Educate

A campaign with posters or T-shirts highlighting digital tool usage, along with success stories shared on LinkedIn and ResearchGate, motivates educators to embrace digital tools.

By ACEEU



PART IV – 2. Nudges for administrators – Nudge 1 – by the university of Camerino

Enhance your teaching with digital tools!

Revolutionize your lectures. Engage your students. Save time effortlessly!

1. Target behavior

Imagine walking into a classroom where preparation feels effortless, lectures flow seamlessly, and students are fully engaged.

Digital tools can make this a reality, yet many educators hesitate to adopt them. Why? Time. Complexity. Uncertainty. These are the hurdles that keep many educators from embracing change. With packed schedules and competing priorities, it's easy to understand why even tools designed to help might feel like an added burden.

But what if the transition didn't have to be overwhelming? What if you could save hours of prep time, simplify tasks, and make lectures truly interactive—all without a steep learning curve?

This nudge is about breaking down those barriers, showing educators the transformative power of digital tools, and giving them the confidence to take the first step. It's about meeting them where they are and offering the solutions they need in a way that's easy, actionable, and impactful.

1.1 Behavioral change sought

The nudge aims to overcome passivity and reluctance in adopting digital tools by making the potential benefits of these tools more visible and actionable. The board leverages social proof and behavioral triggers to encourage educators to explore and adopt technology that improves their teaching effectiveness. The goal of this nudge is to promote a meaningful shift in the teaching habits of educators by encouraging them to explore, adopt, and integrate digital tools into their daily teaching practices.

This behavioral change is designed to address specific challenges educators face, including:

- **Lecture preparation:** transitioning from manual or traditional methods of lecture preparation to leveraging tools like Microsoft OneNote or Prezi, which streamline the process and allow for more visually appealing and interactive content.
- **Delivery techniques:** moving from lecture-heavy, one-directional teaching methods to more interactive, student-centered approaches using tools like Mentimeter (for live polls) or Kahoot! (for quizzes).
- **Student engagement:** shifting focus from passive learning to active engagement by incorporating gamification, multimedia, and real-time feedback mechanisms through platforms like Padlet or Socrative.
- **Efficiency:** adopting tools like Turnitin for grading and plagiarism checks, or Grammarly for feedback, to save time and reduce administrative burdens.

1.2 Psychological insights

Social proof: highlighting peers' success normalizes the use of digital tools. This reduces educators' perceived risk or effort by showing that their colleagues are already benefiting from similar actions.

Commitment and consistency: regularly updating a visible leaderboard prompts educators to align their behavior with their peers and maintain a pattern of progress.

Scarcity effect: limited-time challenges or exclusive achievements (like monthly recognition) create urgency, encouraging immediate action. faculty to explore and adopt innovative teaching practices.

1.3 Barrier targeted

Overwhelm due to the variety of tools and uncertainty about where to start.
Fear of failure or wasting time on unfamiliar technologies.

1.4 Outcome of the behavioral change

A significant increase in the exploration and experimentation with digital teaching tools, leading to consistent integration of these resources in classrooms.

The nudge fosters a competitive yet collaborative culture where educators are motivated to improve their teaching practices through innovation.

2. Nudge description

Educators often find themselves juggling multiple responsibilities, from lecture preparation to student feedback, leaving little time to explore new tools. But digital tools aren't just another task—they're a game-changer.

The challenge lies in awareness and access. Educators might not know which tools are worth their time or how they can fit into their workflows. That's where this nudge comes in.

By placing engaging, eye-catching displays in high-traffic areas like coffee rooms and lounges, we introduce educators to these tools in a way that feels approachable. The messages focus on benefits they care about—saving time, improving lecture quality, and engaging students—backed by testimonials and success stories from their peers.

We make the next step easy. With QR codes leading directly to resources, workshops, or quick-start guides, educators can act immediately, even during a coffee break.

The goal? To empower them with the knowledge and tools to transform their teaching—one small step at a time.

3. Nudging techniques

3.1. Informational nudging

Imagine standing in line for coffee and seeing a screen that says: *"Using [X tool], 85% of educators save up to 2 hours a week on prep."*

It's a simple message, but it speaks directly to the pain point of time management. By providing clear, targeted information, we spark curiosity and show that adopting digital tools isn't about doing more – it's about working smarter.

3.2. Social proof

People trust what others like them have tried and tested. Testimonials from colleagues or students bring these tools to life:

"With [X tool], my classes are more interactive, and I actually enjoy teaching more."
– Prof. A. Smith.

"I love lectures with [Y tool]! I stay focused and learn so much better." – Student Feedback.

These real-world stories help overcome skepticism and show that digital tools are already making a difference for others.

3.3. Framing effect

Words matter. Instead of saying, *"This tool has advanced integration features,"* we say, *"In just 10 minutes, you can create a quiz your students will love!"*

By focusing on ease of use and tangible benefits, we frame these tools as approachable and worthwhile.

Immediate action cues: a gentle nudge can be as simple as: *"Scan here to get started in 10 minutes!"* This clear, direct call-to-action removes hesitation and gives educators a low-effort way to begin.

4. Implementation steps

4.1. Identify strategic locations

Think about where educators naturally pause during their day—coffee rooms, lounges, hallways near offices. These spaces are perfect for catching their attention when they're relaxed and receptive.

4.2. Set up digital displays

Eye-level monitors with dynamic visuals grab attention without being intrusive. If existing screens are available, use those; if not, strategically place new ones where educators are likely to notice them.

4.3. Design engaging content

Content needs to be clear, visually appealing, and to the point. Imagine walking past a screen and seeing:

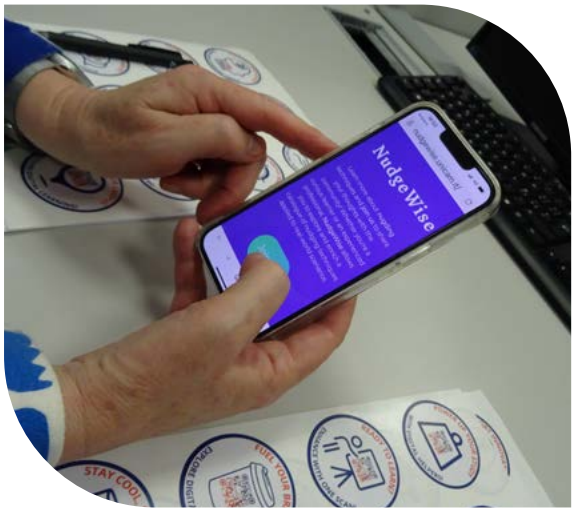
"80% of educators using [X tool] report faster lecture prep."

Students find [Y tool]-enabled lectures 60% more engaging!"

Pair these messages with colorful graphics, short animations, and easy-to-read text.

4.4. Incorporate QR codes

Every message should include a QR code linking to a resource—whether it's a 10-minute tutorial, a sign-up for a workshop, or a case study showing the tool in action. Make it effortless for educators to take the next step.



4.5. Rotate and refresh content

Keep things fresh and relevant. For example:

- **Early in the semester:**
  "Organize your lectures with [X tool]."
- **Mid-semester:**
  "Streamline grading in minutes!"
- **End of semester:**
  "Prepare dynamic review sessions with ease!"

4.6. Encourage immediate engagement

Messages like "Join a free 15-minute workshop today!" or "Scan to save time tomorrow!" make the leap from awareness to action as smooth as possible.

4.7. Monitor engagement

Use QR code analytics, workshop registrations, and feedback to understand what's working and adjust as needed.

5. Expected outcomes

Imagine educators feeling confident and supported as they integrate digital tools into their teaching.

This campaign aims to:

- **Raise awareness:** educators learn how digital tools can address their specific needs.
- **Increase adoption:** more educators explore, try, and consistently use these tools.
- **Enhance lecture quality:** lectures become more interactive, engaging, and effective.
- **Boost Student Success:** with better teaching practices, students stay more engaged and achieve better outcomes.

6. Evaluation metrics

How will we know it's working? We'll track:

1. **Workshop attendance:** are more educators signing up after the campaign?
2. **Tool usage:** are LMS analytics or provider data showing increased adoption rates?
3. **QR code engagement:** are educators scanning codes and accessing resources?
4. **Survey feedback:** what are educators saying about their experience with the campaign?

7. Challenges & mitigations

1. **Low engagement:** educators might initially overlook the screens.

   Solution: use bold, colorful visuals and change content regularly to maintain interest.

2. **Outdated content:** screens with stale messages lose their impact.

   Solution: schedule monthly updates to keep the content fresh and exciting.

3. **Skepticism about tools:** some educators might doubt the usefulness of digital tools.

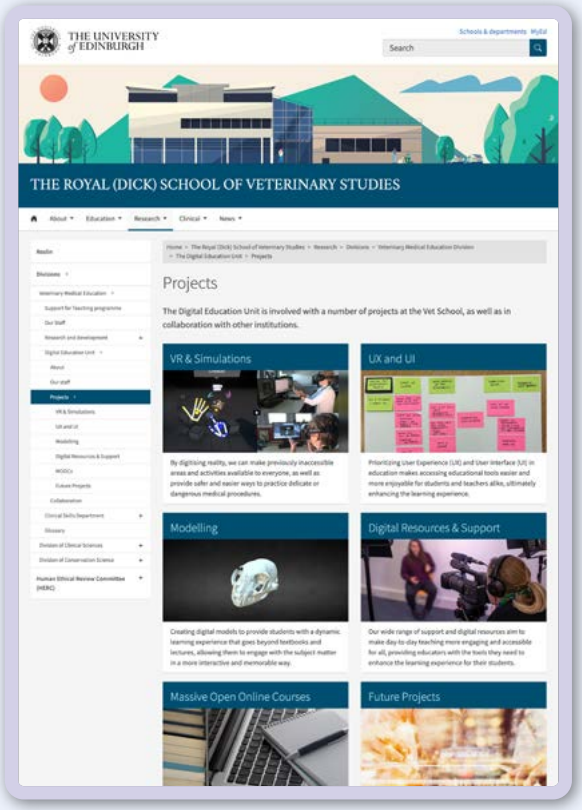
   Solution: highlight peer success stories and show quick, tangible wins to build trust.

8. Resources needed

1. **Digital displays:** use existing monitors or purchase new ones for key locations.
2. **Content creation team:** designers and writers to craft engaging, professional content.
3. **Training resources:** quick-start guides, tutorials, and workshop materials to support adoption.
4. **Feedback mechanisms:** surveys and analytics to fine-tune the campaign and measure its impact.

9. Examples

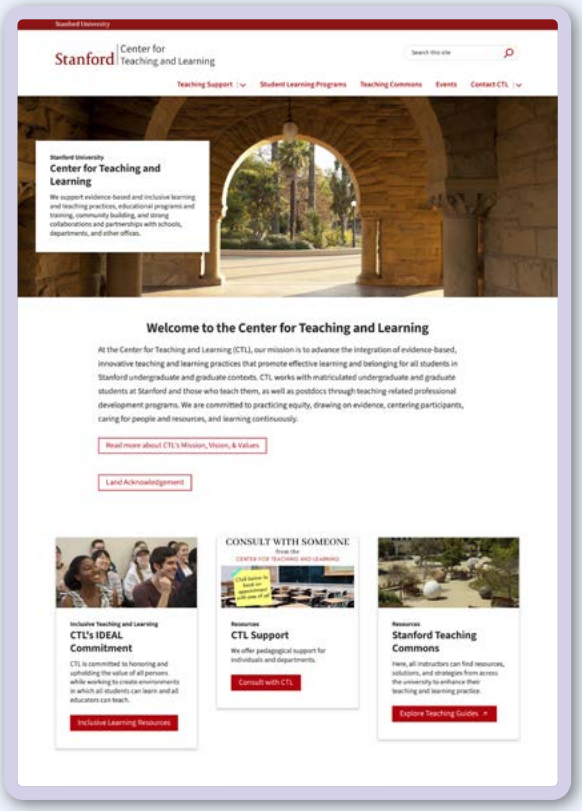
Here are examples of universities worldwide implementing strategies similar to the described nudge, using digital tools to enhance teaching practices:



1. University of Edinburgh
Digital skills and training

The University of Edinburgh provides comprehensive training and support for educators through its Digital Skills Programme. This includes workshops on digital tools like Excel, programming, and referencing managers, designed to make teaching and learning more effective. The program utilizes targeted outreach and digital promotion to encourage faculty participation during convenient times like lunch breaks. The initiative's use of online resources and in-person sessions aligns with the goal of boosting digital tool adoption in academia.

Learn more: Digital Skills Programme University of Edinburgh.



2. Stanford University
Digital Learning Forum

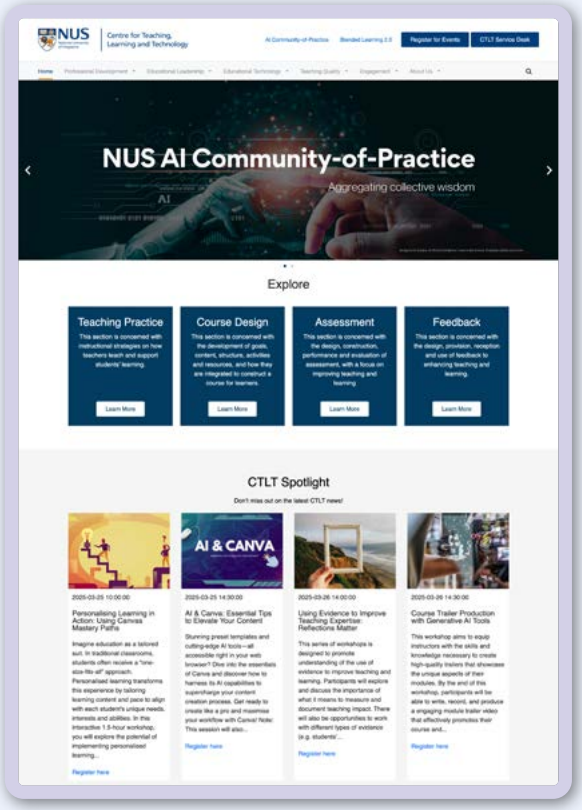
Stanford actively promotes digital pedagogy through events like the Digital Learning Forum, showcasing tools for interactive and effective online and hybrid teaching. Faculty testimonials are shared in webinars, and displays in common areas reinforce the benefits of technology integration. The focus is on creating engaging content that saves time and enhances student engagement through platforms like Zoom and Canvas.

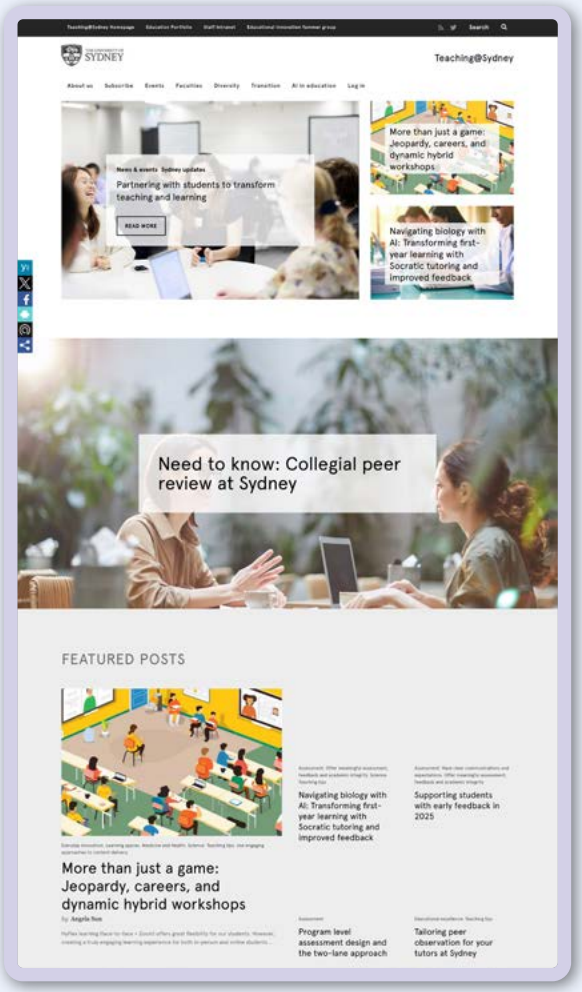
More information: Stanford Center for Teaching and Learning.

3. National University of Singapore *(NUS) Centre for Development of Teaching and Learning*

NUS has adopted a similar model by using faculty lounge displays and newsletters to disseminate information about workshops on digital tools like Poll Everywhere and Panopto.Faculty are encouraged to attend brief lunch-hour sessions to learn how to improve engagement in large lectures using digital technologies.

Details: NUS Centre for Development of Teaching and Learning.

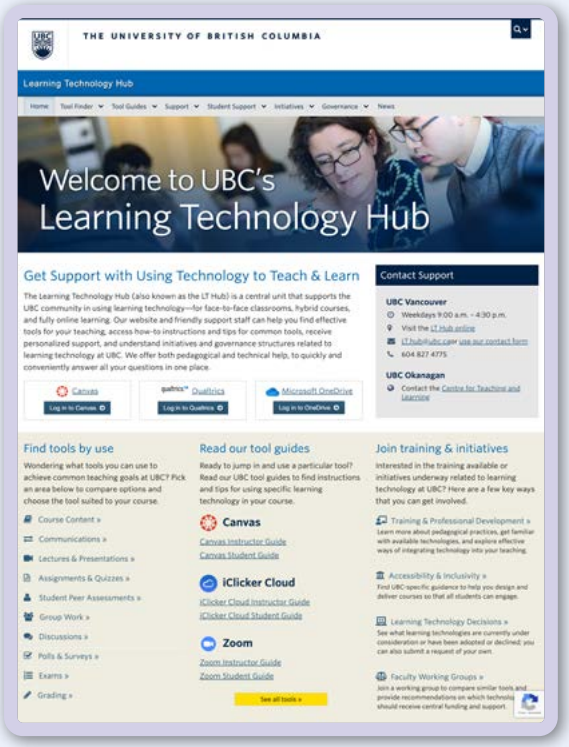




4. University of Sydney *Sydney eLearning*

The University of Sydney's eLearning initiative focuses on training educators to use learning management systems effectively. Screens in staff areas display success stories and updates on available support, emphasizing quick adoption and the immediate benefits of integrating tools like Blackboard Collaborate and Turnitin.

Visit: University of Sydney eLearning.



5. University of British Columbia (UBC)
Learning Technology Hub

UBC offers a Learning Technology Hub that promotes digital tool adoption through storytelling and accessible resources. Educators can access testimonials and training through digital displays in common areas and targeted emails, encouraging participation in hands-on workshops.

More information:
UBC Learning Technology Hub.

These examples demonstrate how universities leverage digital tools and targeted communication strategies to nudge educators toward integrating technology in their teaching. By addressing common barriers such as time constraints and unfamiliarity with tools, these programs inspire faculty to explore and adopt innovative teaching practices.

PART IV – 2. Nudges for administrators – Nudge 2 – by Camerino

Digital Professor of the Year

"Who's leading the digital revolution on campus?"

1. Target behavior

In a world where digital transformation is reshaping industries, the classroom is no exception. The tools available today have the power to make lectures more dynamic, student interactions more meaningful, and the educator's workload lighter. Yet, the promise of these technologies often meets hesitation—whether due to the fear of the unknown, the pressures of time, or simply a lack of recognition for taking that first bold step.

This nudge aims to rewrite that narrative. Imagine a university where digital innovation becomes the norm, where educators are celebrated not just for what they teach but for how they teach. The "Digital Professor of the Year" initiative is designed to inspire educators to embark on their digital journey, rewarding their efforts and shining a spotlight on the leaders of this revolution.

This nudge is about breaking down those barriers, showing educators the transformative power of digital tools, and giving them the confidence to take the first step. It's about meeting them where they are and offering the solutions they need in a way that's easy, actionable, and impactful.

The behavioral shifts we aim to promote include:

1. **Increased adoption of digital tools:** encouraging educators to explore tools like Prezi, Kahoot!, and LMS platforms to make their teaching more interactive and effective.

2. **Engagement in professional development:** Motivating faculty to participate in training sessions, webinars, or peer-sharing workshops to expand their digital skillsets.

3. **Fostering creativity in teaching:** empowering educators to experiment with innovative teaching practices that captivate students and make learning more impactful.

4. **Building a Culture of Collaboration:** inspiring educators to share their successes and challenges, creating a community that learns and grows together.

Through competition, recognition, and peer inspiration, this nudge turns what might feel like a daunting transition into an exciting and celebrated journey.

1.1 Behavioral change sought

This nudge is designed to shift educators' behaviors from minimal, baseline adoption of digital tools to active, creative, and consistent use, fueled by intrinsic and extrinsic motivation. It leverages competition, positive reinforcement, and recognition as behavioral drivers.

1.2 Psychological insights

- **Recognition and reward:** acknowledging educators' efforts taps into intrinsic motivators, such as the desire for competence and esteem, while external rewards (certificates, public acknowledgment) sustain engagement.
- **Social comparison:** by ranking educators and publicizing their achievements, the nudge stimulates upward social comparison, motivating others to emulate high-performing peers.
- **Goal gradient effect:** monthly milestones and an annual award create incremental motivation. Educators are more likely to persist when there are clear, attainable goals along the way.

1.3 Barrier targeted

- **Lack of motivation** due to insufficient recognition or rewards for efforts in digital innovation.
- **Hesitation** due to uncertainty about the tangible impact of digital tools on teaching quality or student outcomes.

1.4 Outcome of the behavioral change

Increased creativity and innovation in teaching practices, with educators actively incorporating advanced digital tools.

The recognition and prestige associated with the award amplify engagement across departments, fostering a long-term culture of digital excellence.

2. Nudge Description

Recognition is a powerful motivator. Educators who go the extra mile to innovate often feel their efforts are invisible. This nudge flips that experience by creating a visible, campus-wide platform that celebrates those who embrace digital transformation in their teaching.

At the heart of this initiative is a **dynamic leaderboard** that tracks educators' engagement with digital tools, their participation in workshops, and their contributions to digital teaching innovation.

Each month, the leaderboard is updated, highlighting educators making the biggest strides. At the end of the year, the top performer is honored with the prestigious **Digital Professor of the Year** title at a celebratory event.

But the value of this nudge isn't just in the leaderboard or the award—it's in the ripple effect it creates. By showcasing real-world examples of how digital tools are enhancing teaching, it sparks curiosity, reduces hesitancy, and inspires action.

Examples of benefits to educators highlighted in messaging

1. Saving time:

Message: *"Cut hours off your grading! Use Turnitin to provide automated feedback and free up your weekends."*

Testimonial: *"Using automated tools changed my entire workflow. I have more time to focus on connecting with my students." – Dr. L. Wilson, Humanities.*

2. Improved lecture quality:

Message: *"Turn your slides into a storytelling experience with Prezi. Transform the way your students learn!"*

Success Story: *"My students said they'd never been so engaged in class. Switching to more visual, interactive slides made a huge difference!" – Prof. S. Ahmed, Biology.*

3. Engaging students:

Message: *"Keep your students on their toes with live polls and quizzes. Tools like Kahoot! make participation fun and easy."*

Student Feedback: *"I look forward to lectures now. The quizzes make it feel like a game, and I learn so much more!" – Third-Year Student.*

4. Recognizing excellence:

Message: *"Step into the spotlight! Be crowned Digital Professor of the Year and inspire your peers."*

Call-to-Action: *"Join a workshop, use digital tools, and climb the leaderboard today!"*

This nudge blends competition and community, ensuring educators feel seen, valued, and excited to take part in the digital teaching movement.

3. Nudging techniques

3.1 Social comparison

Social comparison is a powerful motivator because people naturally measure their progress against that of their peers. In the context of the "Digital Professor of the Year" nudge, this involves creating opportunities for educators to see and aspire to the achievements of their colleagues.

How it works

- **Display a leaderboard prominently** in faculty areas, showing real-time progress such as digital tool usage, workshop attendance, or innovative teaching practices.
- **Share success stories** in newsletters or emails, such as: "This month, Dr. Emily Carter climbed the leaderboard by incorporating interactive quizzes in her lectures. Her students rated these sessions 25% more engaging!"

Why it works

- Seeing the recognition their peers receive triggers a **desire to achieve similar success**.
- **Social validation** reinforces the importance of digital innovation in teaching.

Example callout message

"Prof. Davis is leading this month's leaderboard by integrating collaborative tools in all her classes. Could you be next?"

3.2 Incentive framing

Framing rewards in a way that makes them both prestigious and achievable creates excitement and aspiration. This technique ties recognition to personal and professional growth, encouraging educators to engage with the program.

How it works

- **Position the Digital Professor of the Year award as a significant achievement.**
- **Use phrases like:** *"This is your chance to join the ranks of our most innovative educators and inspire the next wave of teaching excellence!"*
- **Offer tangible rewards** that signal prestige, such as certificates, public recognition at an event, and opportunities to present innovations to leadership or peers.

Why it works

- **People are motivated** by the idea of being celebrated, especially in a way that enhances their reputation and career prospects.
- **Combining prestige with attainability** keeps educators engaged throughout the process.

Example callout message

"Be the face of digital teaching innovation this year. Join the ranks of previous winners and inspire your peers at the annual awards ceremony!"

3.3 Positive reinforcement

This technique focuses on acknowledging and celebrating small wins, which sustains engagement and builds momentum over time.

How it works

- ✔ Highlight monthly achievements on the leaderboard or in campus newsletters, such as: “Congratulations to Dr. Lee for her creative use of augmented reality in architecture courses this month!”
- ✔ Use micro-rewards, such as digital tool licenses, gift cards, or feature articles on the university website, to recognize contributors.
- ✔ Provide personalized feedback, encouraging educators to continue their efforts: “Your participation in last month’s workshop helped you move up the leaderboard. Keep it up!”

Why it works

- ✔ Celebrating incremental progress keeps the end goal manageable and reinforces a sense of accomplishment.
- ✔ Frequent recognition builds confidence and motivation to keep improving.

Example callout message

“This month, Dr. Brown boosted her student engagement scores by using gamified quizzes. What will your next digital achievement be?”

3.4 Commitment and consistency

Encouraging educators to stay engaged over time helps them develop habits that align with the nudge’s goals. Regular updates and communication are key to maintaining momentum.

How it works

- ✔ Update the leaderboard frequently to reflect the latest achievements, ensuring it remains relevant.
- ✔ Use reminders to encourage consistency: “You’re halfway to your next milestone! Attend this week’s workshop to earn more points on the leaderboard.”
- ✔ Reinforce progress over time, such as through cumulative rewards or tiered recognition systems: “Reach Gold Tier by participating in at least three workshops this semester!”

Why it works

- ✔ Small, consistent actions feel manageable and lead to larger behavior changes over time.
- ✔ Seeing progress builds a sense of accomplishment and reinforces ongoing engagement.

Example callout message

“Your journey to becoming the next Digital Professor of the Year starts now. Earn points by attending workshops, using new tools, and inspiring your students!”

4. Expected outcomes

1. **Broader digital tool adoption:** more educators integrate tools into their teaching.
2. **Increased training engagement:** faculty participation in workshops and training sessions rises.
3. **Innovation in classrooms:** educators use creative approaches that captivate students.
4. **Stronger collaboration:** a community of educators emerges, sharing practices and insights.

5. Challenges & mitigations

5.1 Perception of unfairness

Challenge:

Some educators may view the competitive aspect of the leaderboard as unfair, especially if they feel that the criteria disproportionately favor certain disciplines or individuals with prior technological expertise. This perception could lead to disengagement or resistance, undermining the campaign's objectives.

Mitigation:

- **Transparent criteria:** clearly define and communicate the evaluation metrics, such as digital tool usage, workshop attendance, and student feedback. Make these criteria accessible to all participants through a dedicated webpage or guide. For example, divide categories by teaching format (e.g., online, hybrid, face-to-face) to ensure equity.
- **Regular feedback:** provide monthly updates or individual progress reports to participants, outlining their standing and offering constructive suggestions for improvement
- **Multiple avenues for success:** recognize diverse contributions by introducing awards fordifferent categories, such as "Best Innovator," "Most Improved," or "Student Choice." This ensures that educators with varying expertise levels and teaching contexts feel included and valued.

5.2 Fear of privacy intrusion

Challenge:

Educators may be concerned about the tracking mechanisms used to monitor their participation and tool usage, fearing that their data might be misused or that their performance might be judged unfairly.

Mitigation:

- **Anonymized tracking:** use aggregated or anonymized data to evaluate leaderboard standings. For example, rather than naming participants, the leaderboard could display codes or pseudonyms, with only the participants knowing their identities.
- **Opt-In mechanisms:** allow educators to voluntarily participate in the initiative rather than mandating inclusion. This approach respects personal choice while ensuring that those involved are fully aware of and comfortable with the tracking methods.
- **Transparent communication:** regularly explain how data is collected, stored, and used, emphasizing the confidentiality of the process. Offer live Q&A sessions or informational materials to address concerns and build trust.

5.3 Sustainability of interest

Challenge:

Interest in the leaderboard may wane over time, especially if the same participants consistently dominate the rankings or if the initiative feels repetitive.

Mitigation:

- **Fresh content and themes:** regularly update the leaderboard with new challenges or themes tailored to the academic calendar. For example, introduce a “Midterm Mastery” challenge focusing on assessment tools or a “Creative Classroom” challenge highlighting innovative uses of multimedia.
- **Gamification elements:** add interactive features, such as bonus points for completing surprise challenges or collaborating with peers. This can keep participants engaged and encourage friendly competition.
- **Broader integration:** tie the initiative to campus-wide events or long-term goals, such as professional development credits or departmental awards, creating a sense of purpose and continuity.
- **Highlight success stories:** share monthly or quarterly case studies showcasing how participants improved their teaching or impacted student outcomes through digital tools. This narrative approach can inspire others and rekindle motivation.

8. Resources needed

8.1 Tracking and analytics Tools

Purpose: these tools monitor digital tool usage, workshop participation, and engagement with leaderboard activities.

Features needed:

- **Data collection:** the ability to track metrics such as attendance at training sessions, frequency of tool usage (e.g., LMS logins, quiz completions), and qualitative feedback from students.
- **Anonymization options:** ensure data privacy by allowing opt-in tracking and anonymized reporting where necessary.
- **Reporting dashboard:** a user-friendly interface for administrators to visualize and export performance data.

Examples: tools like Google Analytics, LMS-integrated analytics (e.g., Canvas, Blackboard), or custom-built dashboards designed by the university’s IT team.

Cost considerations: depending on the tool’s complexity, this could involve subscriptions or internal development costs.

8.2 Leaderboard displays

Purpose: showcase real-time rankings and encourage friendly competition among educators.

Options for implementation:

- **Digital screens:** Install monitors in high-visibility areas, such as faculty lounges, coffee rooms, or administrative offices, to display leaderboard rankings and monthly highlights.
- **Online dashboard:** Create an easily accessible web or intranet-based leaderboard for remote access.

Key features:

- **Customizable display templates** that update dynamically with new data.
- **Highlight individual achievements** (e.g., *"Most Creative Use of Digital Tools"* or *"Top Workshop Attendee"*).
- Compatibility with both physical and online platforms.

Cost considerations: reusing existing displays reduces costs; alternatively, purchasing new monitors and software licenses might be necessary.

8.3 Award budget

Purpose: fund monthly and annual recognitions, ensuring tangible rewards to sustain educator motivation.

Breakdown:

- **Monthly recognitions:** allocate small budgets for tokens of appreciation, such as gift cards, certificates, or professional development vouchers.
- **Annual celebration:** budget for event logistics, trophies or plaques, and potentially larger prizes (e.g., conference sponsorships or tech equipment like tablets).
- **Sustainability:** seek sponsorships from technology vendors (e.g., Microsoft, Google, or EdTech companies) or allocate funding from professional development budgets.

8.4 Communication materials

Purpose: Keep educators informed and engaged with the initiative through targeted messaging.

Formats:

- **Newsletters:** regularly highlight leaderboard updates, success stories, and upcoming workshops or events.
- **Social media campaigns:** Leverage platforms like LinkedIn, Twitter, or internal university channels to share updates and recognize educators.
- **Posters and flyers:** physical materials in faculty areas to complement digital outreach.
- **Promotional videos:** short clips showcasing educator testimonials or event highlights, shared via email or campus websites.

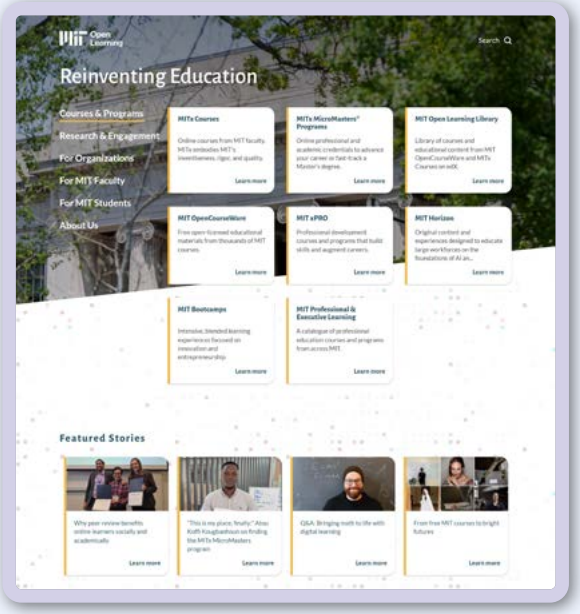
Design requirements:

- **Consistent branding** to ensure the initiative feels cohesive.
- **Engaging visuals and clear calls-to-action**, such as QR codes linking to resources or workshop sign-ups.

Cost considerations: Low-cost design tools like Canva or professional graphic design services may be utilized depending on the university's resources.

9. Examples

Here are examples of universities worldwide that have implemented similar initiatives recognizing excellence in digital teaching, aligning with the concept of the “Digital Professor of the Year” nudge. Each example highlights innovative strategies and their impact on fostering digital transformation in education:

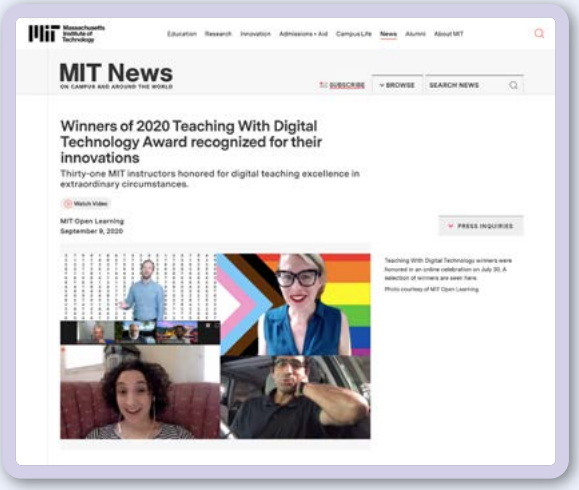


1. Massachusetts Institute of Technology
Teaching With Digital Technology Awards

MIT Open Learning provides a wide range of online courses for students, educators, and staff to support digital learning and innovation.

Discover resources and stories:
Open Learning at MIT

MIT recognizes faculty members who excel in using digital tools to improve teaching and learning. The awards, based on student nominations, celebrate educators who integrate technologies such as live coding, augmented reality, and interactive videos into their courses.



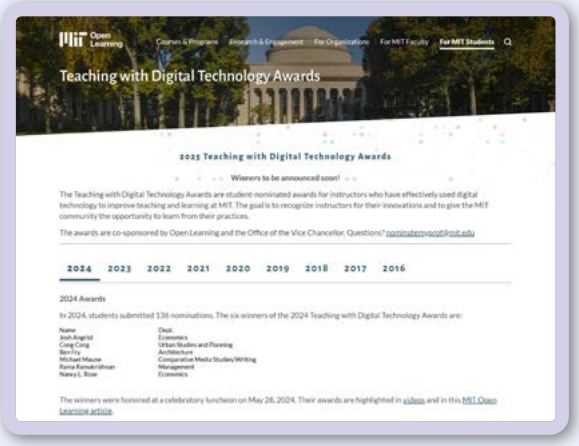
Notable examples include professors who adapted hands-on lab experiences into virtual formats and developed creative assignments reflecting real-world contexts.

Read more about the award:
MIT News

These awards emphasize innovation, adaptability, and engagement, showcasing the transformative potential of digital education.

Every year, all winners are celebrated and featured on the website. Their awards are highlighted in videos as well as in an MIT Open Learning article.

Read, watch and learn:
All winners of the Awards

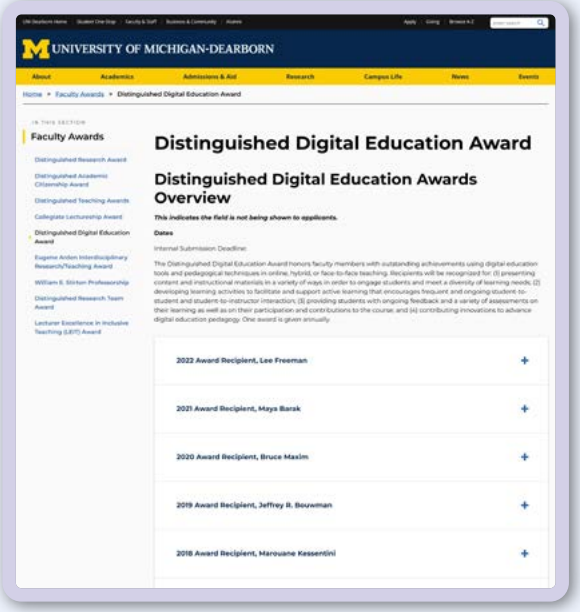


2. University of Michigan-Dearborn
Distinguished Digital Education Award

This award honours faculty who enhances student engagement and learning through digital tools in online, hybrid, or face-to-face settings. Winners are recognized for presenting content in diverse ways, fostering active learning, and using assessments effectively.

Recipients also contribute to advancing digital pedagogy. For example, Dr. Lee Freeman was recognized for his innovative approaches in management studies, demonstrating the impact of creative digital strategies on student outcomes.

Read more:
Digital Education Award



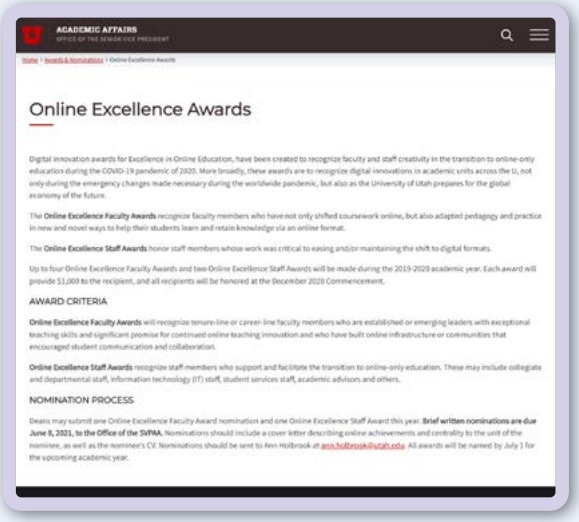
3. University of Utah
Online Excellence Awards

The University of Utah celebrates faculty and staff who excel in developing online education infrastructure and innovative pedagogy.

During the pandemic, faculty adapted to online formats creatively, such as using collaborative platforms and interactive digital assignments to maintain student engagement.

These awards highlight educators who have established themselves as leaders in online teaching innovation.

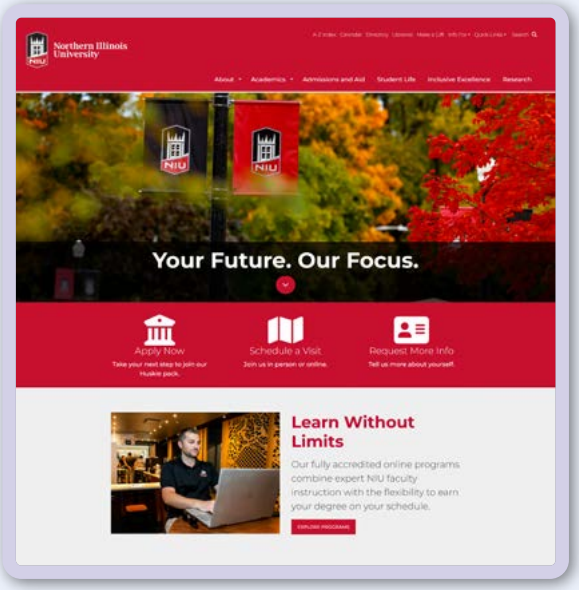
Read more:
Online excellence awards

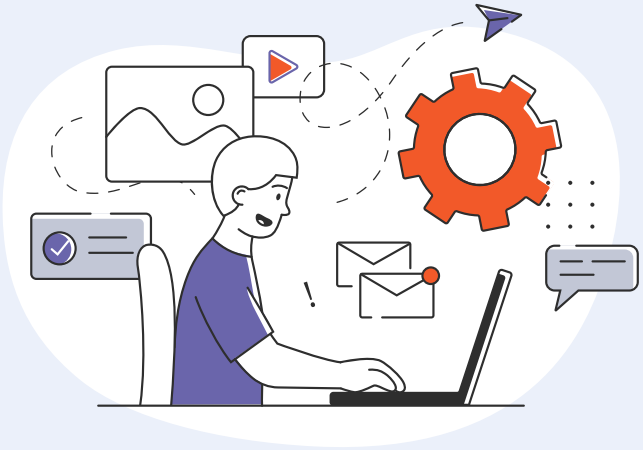


4. Northern Illinois University
Excellence in Online Teaching

NIU's awards recognize faculty members who demonstrate outstanding online teaching practices. Honorees are praised for engaging students through innovative tools and fostering a dynamic virtual learning environment. This initiative has helped normalize the use of digital tools across departments, supporting a culture of continuous improvement in online education.

Read more:
NIU online teaching awards





PART IV – 2. Nudges for administrators – Nudge 3 – by the university of Camerino

Your digital toolbox

"Explore tools that simplify teaching and captivate students!"

1. Target behavior

In a rapidly evolving educational landscape, where students expect dynamic, engaging learning experiences, educators often feel caught in a gap between their existing practices and the tools that could transform their teaching.

The frustration of navigating a complex maze of digital options without clear guidance can deter even the most motivated educators. This nudge aims to change that. Imagine a scenario where discovering the perfect teaching tool is as easy as opening a well-organized box labeled "Your Digital Toolbox."

With a few clicks, educators can find the tools they need, complete with tutorials, success stories, and direct access links. This is not just about increasing digital tool adoption; it's about fostering confidence, creativity, and collaboration across the university community.

1.1 Behavioral change sought

The behavioral changes we aim to promote:

1. **Awareness:** shift educators from uncertainty to clarity about the digital tools available.
2. **Exploration:** motivate them to try new tools that align with their teaching goals.
3. **Adoption:** encourage consistent use of these tools to streamline workflows and enhance student engagement.
4. **Collaboration:** create a shared culture of innovation by showcasing peer successes and cross-departmental applications.

This nudge encourages educators to move from a state of confusion or inaction to active exploration and adoption of digital tools, driven by the availability of a centralized, well-organized resource.

It uses simplification and informational nudges to lower barriers to entry and facilitate effortless adoption.

1.2 Psychological insights:

- **Simplification:** By categorizing tools into intuitive sections, the nudge reduces cognitive load and decision fatigue, making it easier for educators to identify and adopt relevant tools.
- **Timely nudges:** tutorials and prompts tied to specific teaching goals (e.g., creating slides or engaging students in quizzes) reinforce relevance and immediacy, motivating educators to act.
- **Curiosity-driven engagement:** the inclusion of peer testimonials and success stories stimulates curiosity, encouraging educators to explore new tools.

1.3 Barrier targeted:

- **Perceived complexity** and overwhelm from too many choices.
- **Lack of access to clear instructions** or guidance on tool selection and implementation.

1.4 Outcome of the Behavioral Change

Educators transition from sporadic tool usage to intentional and sustained adoption of technology. They gain confidence in experimenting with new tools and integrating them seamlessly into their teaching practices.

The toolbox becomes a go-to resource, fostering a culture of continuous learning and improvement.

2. Nudge Description

Educators often face the paradox of abundance: there are too many tools, too many reviews, and too many conflicting opinions to make confident decisions.

The digital tools portal resolves this dilemma by providing a centralized, intuitive platform that simplifies the process of discovering, learning, and adopting digital tools.

The portal is thoughtfully designed with educators in mind, offering tools grouped into categories like **Lecture preparation**, **Interactive teaching**, and **assessment & feedback**.

2.1 Each tool is presented with a purpose-driven narrative:

- **What it does:** clear descriptions highlight how the tool addresses specific teaching challenges.
- **How to use it:** tutorials, ranging from quick-start videos to step-by-step guides, empower educators to get started immediately.
- **Why it matters:** testimonials and success stories from peers demonstrate real-world impact.

This portal isn't just a repository; it's a dynamic teaching assistant. Its design prioritizes simplicity and actionability, ensuring that every educator—whether tech-savvy or a digital novice—feels equipped to take the next step.

2.2 Examples of how the portal supports educators:

Scenario 1: streamlining Lecture Prep

- **Before the portal:** an educator spends hours creating slides manually, unaware of tools that could make the process more efficient.
- **With the portal:** they navigate to *"Lecture Preparation"*, discover Canva, and watch a 3-minute tutorial. Within an hour, they've created visually engaging slides that captivate their students.

Scenario 2: boosting classroom interaction

- **Before the portal:** an educator struggles to keep students engaged during lectures.
- **With the portal:** they find Kahoot! under *"Interactive Teaching"*, learn how to create live polls, and instantly transform passive lectures into lively discussions.

Scenario 3: simplifying feedback

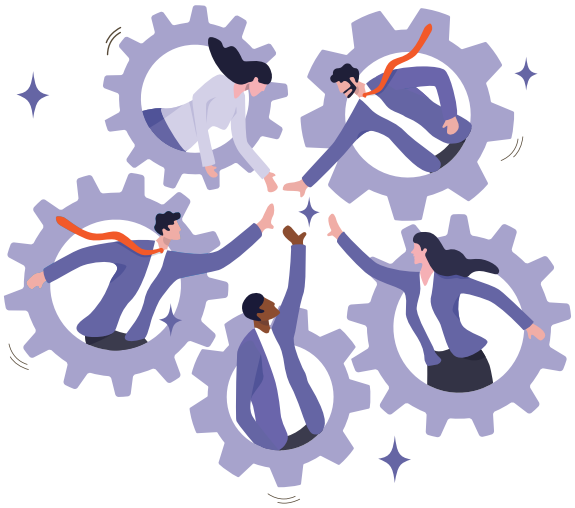
- **Before the portal:** grading consumes hours of an educator's time.
- **With the portal:** they explore *"Assessment Tools"* and discover Turnitin. A 2-minute guide explains how to automate grading, saving hours per week.

This comprehensive yet accessible approach ensures that every interaction with the portal leads educators closer to integrating digital tools into their teaching.

3. Nudging techniques

3.1 Informational nudging

Providing educators with clear, concise descriptions and tutorials eliminates ambiguity and builds confidence.



3.2 Simplification

Organizing tools by purpose and offering easy-to-follow instructions reduces decision fatigue and encourages action.

3.3 Social Proof

Showcasing testimonials and success stories builds trust and inspires educators to try tools their peers recommend.

4. Implementation steps

4.1 Audit existing tools

Collaborate with IT and academic departments to create an inventory of all licensed and free tools available to educators.

4.2 Categorize tools by purpose

Organize tools into intuitive categories like **Lecture preparation**, **Interactive teaching**, and **Feedback and grading** to ensure ease of navigation.

4.3 Create supporting materials

For each tool, develop or link to:
- ✔ a brief description of its functionality
- ✔ a short tutorial video or PDF
- ✔ access details, including license status and download links.

4.4 Design the portal

Work with web developers to create a user-friendly portal hosted on the university website or LMS. Ensure it features:
- ✔ search and filter options
- ✔ a clean, intuitive layout
- ✔ compatibility with mobile devices.

4.5 Promote the portal

Use newsletters, social media, and displays in common areas to spread awareness. Host workshops introducing the portal to educators.

5. Resources needed

5.1 Web development team

A skilled team to design and maintain the portal is crucial. They'll ensure features like search filters, mobile compatibility, and analytics tracking are seamlessly integrated. Imagine a portal that feels as intuitive as using a favorite app—a space where educators can easily filter by "discipline" or "teaching goal" and see tailored recommendations.

5.2 Educator and IT collaboration

Faculty and IT experts must work together to ensure the tools listed are relevant and accessible. Faculty can share insights on practical classroom applications, while IT provides guidance on licensing and technical support. This collaboration ensures the portal is practical and aligned with real-world teaching needs.

5.3 Tutorial creation budget

Engaging tutorials—whether short videos, infographics, or PDFs—are vital for adoption. Think of a polished 2-minute video showing how Padlet can turn classroom brainstorming into a 5 collaborative masterpiece. Investing in professional content creation tools, like Camtasia or Canva, will ensure these resources are both informative and visually appealing.

5.4 Promotional Materials

Communication is key to driving portal engagement. Newsletters featuring educator success stories, posters in common areas, and short promotional videos shared on social media can create excitement and visibility. For example, a poster in a faculty lounge could read: *"Find your perfect teaching tool—visit the Digital Toolbox today!"*

6. Expected outcomes

1. **Increased awareness:** more educators learn about the tools available through their university.
2. **Simplified access:** the portal streamlines exploration, leading to quicker adoption.
3. **Enhanced teaching practices:** tools enable more dynamic, efficient, and engaging teaching.
4. **Broader collaboration:** the portal fosters a culture of shared innovation across departments.

7. Evaluation Metrics

1. **Web traffic analytics:** monitor visits to the portal and time spent browsing.
2. **Click-through rates:** measure clicks on tool descriptions, tutorials, and access links.
3. **Educator feedback:** conduct surveys to assess portal usability and its impact on teaching practices.
4. **Tool usage data:** track changes in the adoption rates of tools featured on the portal.

8. Challenges & Mitigations

8.1 Low engagement

Risk: educators might not visit the portal without encouragement.

Mitigation: regularly promote the portal via email campaigns, faculty meetings, and social media.

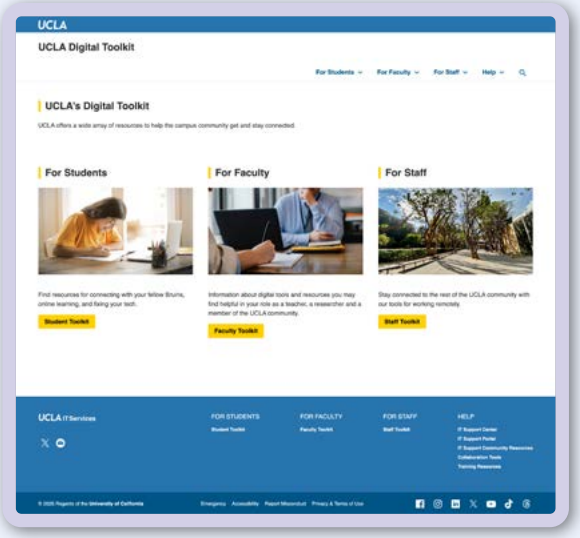
8.2 Outdated content

Risk: The portal could lose relevance if not updated.

Mitigation: Assign a team member to review and update content monthly.

9. Examples

Here are some examples of universities worldwide that have implemented similar centralized digital tools platforms, reflecting the concept of the *"Your Digital Toolbox"* nudge:

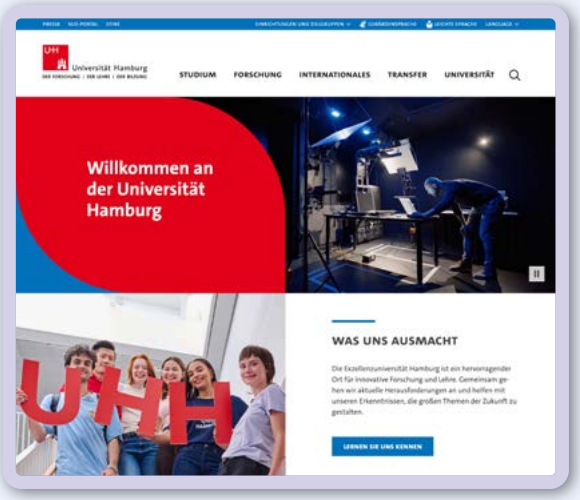


1. UCLA
Digital Toolkit

UCLA offers a comprehensive Digital Toolkit for faculty, students, and staff, consolidating resources to support teaching, learning, and collaboration.

The platform provides guides on tools like Zoom, Slack, Box, and DocuSign, along with training resources and IT support links. This toolkit is tailored to meet the diverse needs of the academic community, ensuring easy access to critical resources in one place.

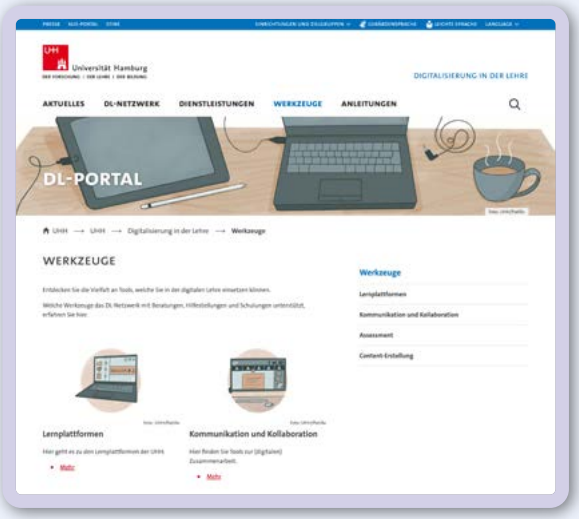
Website: UCLA Digital Toolkit



2. University of Hamburg
eLearning Portal

The University of Hamburg has developed an eLearning Portal that organizes digital tools and services for teaching and learning.

Website: University of Hamburg



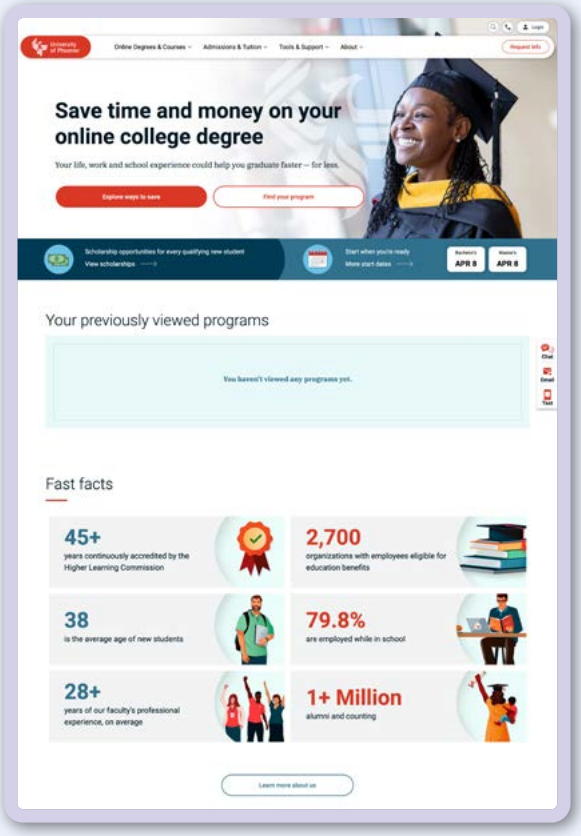
This platform includes tools like OpenOLAT (learning management), CommSy (collaboration), and Lecture2Go (video streaming). Each tool is described with clear use cases, tutorials, and access links, enabling educators to integrate these resources into their courses effortlessly.

Website:
University of Hamburg
e-Learning Platform

3. Stockholm University
Digital Tools and Services

Stockholm University provides an online hub for its digital tools, including platforms like Athena, Moodle, and Inspera for exams. The site categorizes resources for course management, digital exams, and collaboration, offering clear instructions and tutorials. It ensures that faculty and students can leverage these tools effectively for teaching and learning.

Website: Stockholm University online hub



4. University of Phoenix
Online Learning Resources

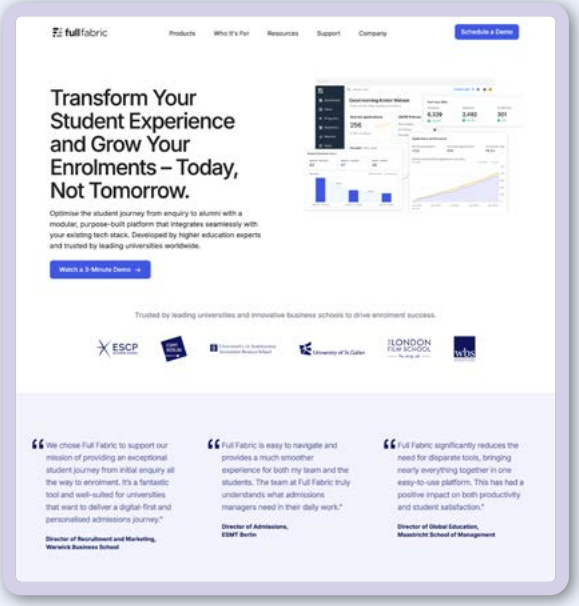
The University of Phoenix offers a platform dedicated to digital tools and study aids for online education. It provides guidelines for tools like Microsoft 365 and virtual learning resources, helping educators and students navigate and optimize these tools for flexible, interactive learning. This approach supports both productivity and accessibility.

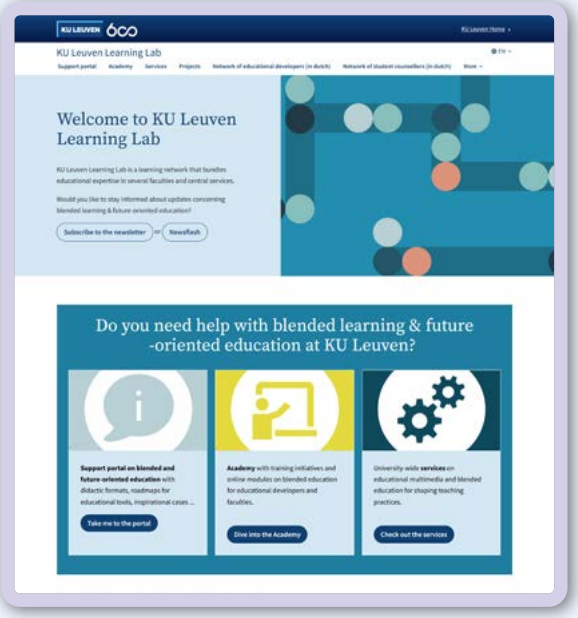
Website: University of Phoenix

5. Full Fabric on
Building Digital Learning Ecosystems

Institutions like those highlighted by Full Fabric emphasize creating integrated digital learning ecosystems. These systems unify tools for collaboration (e.g., Microsoft Teams, Google Workspace) and data-driven insights, facilitating personalized learning and enhanced teaching strategies. Such platforms are becoming increasingly common in progressive universities worldwide.

Website: Full Fabric





6. KU Leuven
Learning Lab

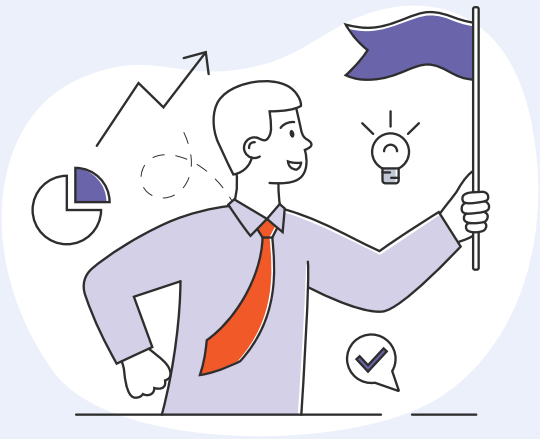
The KU Leuven Learning Lab serves as an inspiring example of how universities can support educators in enhancing their teaching practices through digital tools and pedagogical innovation. This initiative provides a structured and accessible platform where educators can explore new teaching methods, experiment with digital tools, and access practical guidance to improve learning experiences.

Website: KU Leuven Learning Lab

7. ACUE (Association of College and University Educators)
Toolkits

The ACUE toolkits offer evidence-based strategies to help educators improve their teaching practices. They provide practical, research-backed resources for creating inclusive classrooms, engaging students, and using active learning techniques.

Website: ACEU Toolkits



PART IV – 2. Nudges for administrators – Nudge 4 – by Trendhuis

Eco defaults for sustainable choices

Making sustainability the path of least resistance.

1. Target Behavior

Encourage administrators to implement sustainability-focused default settings in campus operations, such as adopting a digital-first approach, reducing paper usage, and optimizing energy consumption.

These defaults simplify eco-friendly choices for staff and students while maintaining flexibility for individual needs.

2. Description of the Nudge

This nudge leverages default settings to drive sustainable behaviors. For instance, setting printers to double-sided printing by default or ensuring event catering defaults to plant-based meals unless specifically requested otherwise. The nudge targets decision points where administrators set operational defaults that influence campus-wide behaviors.

2.1 Digital-first lesson materials

All course materials are made available in digital formats by default, significantly reducing the need for printed resources and encouraging more sustainable teaching habits. This digital-first approach also enhances accessibility for all students, including those with disabilities, through features such as text-to-speech, screen reader compatibility, and customizable font sizes. By setting digital materials as the standard, institutions promote flexibility, inclusivity, and a reduction in environmental impact.

2.2 Hybrid teaching and accessibility

Hybrid teaching is the default, giving students and educators the choice between in-person and virtual participation. Integrated accessibility features—like captions, screen reader support, and clear navigation—ensure full engagement. This flexible setup reduces travel and supports a more sustainable learning environment.

2.3 Virtual meetings by default

In digital scheduling tools like Google Calendar and Outlook, meetings are set to virtual by default to reduce travel and related emissions. To ensure inclusivity, meetings include accessibility features such as captions, screen reader compatibility, and easy navigation, enabling all participants to engage fully in the virtual environment.

2.4 Low-energy and eco-friendly defaults

To reduce energy use, campus IT systems, printers, lighting, and HVAC can be set to energy-saving defaults. Computers enter sleep mode after inactivity, printers default to double-sided and low-energy settings, and HVAC adjusts temperatures based on occupancy. These defaults cut energy waste and boost efficiency campus-wide.

2.5 Sustainable event planning

Event management and planning tools default to sustainable options like virtual or hybrid formats to cut travel emissions. Digital materials replace printed ones, reducing waste. Venues are selected for energy efficiency, sustainable catering prioritized, and local contractors used to lower transportation emissions and support the local economy.

2.6 Green travel solutions

Travel booking platforms default to sustainable choices such as public transportation, carpooling, or electric vehicles, providing easy access to schedules, carpooling apps, and EV charging. Regional travel defaults to trains or buses instead of flights. These systems also track and report environmental impact to encourage reduced carbon emissions.

2.7 Paperless Administration by Default

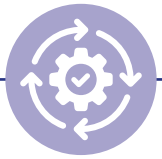
University admin tasks—like registration, enrolment, transcript requests, and communication—are digital by default. This cuts paper use and speeds processes. Using secure systems (student portals, e-signatures) reduces waste and delays. Features like digital ID, progress tracking, mobile access, and multilingual support boost accessibility and sustainability.

3. Nudging technique

This nudge utilizes default options and strategic prompts to encourage sustainable behaviors without restricting choice.

By making environmentally friendly settings the standard—such as digital course materials, energy-efficient IT systems, and virtual meetings—users are more likely to adopt these practices effortlessly.

Clear opt-out options ensure autonomy while reinforcing sustainability as the norm.



4. Implementation steps

4.1. Identify key operational areas

Timeline: 1–2 weeks

Actions:

- ***Aise awareness:*** educators learn how digital tools can address their specific needs.
- ***Work with relevant departments*** (IT, procurement, facilities, event management) to identify areas where default settings can have the greatest impact (e.g., meeting scheduling, energy-efficient appliances, event planning).
- ***Conduct a survey or meeting*** to gather feedback on where administrative operations can most benefit from sustainable defaults.
- ***Develop a checklist of sustainable practices*** in these operational areas (e.g., virtual meetings, energy-saving appliance settings, sustainable event options).

Output: *a comprehensive list of the operational areas where sustainability defaults could be implemented, along with a ranking of these areas based on their potential environmental and operational impact.*

4.2. Customize digital tools

Timeline: 4–6 weeks

Actions:

- ***Digital first lesson materials***: work with faculty and IT to ensure all course materials are available in digital formats by default and compatible with accessibility standards
- ***Virtual meeting defaults:*** work with IT to configure all digital calendar systems to automatically set meetings to virtual unless the organizer manually changes them.
- ***Hybrid teaching and accessibility defaults:*** collaborate with faculty to ensure all courses are set to hybrid by default. Work with IT to integrate accessibility features into learning management systems (LMS) and other digital platforms used for hybrid teaching.
- ***Energy-saving and eco-friendly defaults:*** work with IT to enable energy-saving defaults for computers, printers, lighting, and HVAC systems. Use smart power strips to turn off unused devices.
- ***Sustainable event planning:*** digitize event planning with virtual or hybrid defaults, templates, and guidelines. For on-site events, use reusable materials, eco-friendly catering, and local suppliers.
- ***Green travel solutions:*** update travel booking platforms to prioritize public transport, carpooling, or EV options, setting these as the default for travel bookings.
- ***Paperless administration:*** work with IT to digitize key processes and set digital workflows as the default for educators—using secure tools with e-signatures, uploads, and ID verification.
- ***Procurement collaboration***: to prioritize local, eco-friendly products and services, ensuring office supplies and appliances meet sustainability criteria. Also, establish a green certification process for vendors.

Output: *digital tools and systems configured with default sustainability settings. Sustainable procurement is built into purchasing systems.*

4.3. Training & awareness for administrative staff

Timeline: 3–4 weeks (ongoing)

Actions:

- ***Develop and distribute training materials*** that explain the new sustainable defaults and how they work (short guides, FAQs, videos).
- O***ffer online training sessions or workshops*** to explain the new system configurations, sustainability benefits, and the ease of use.
- ***Ensure that administrative staff understand*** the environmental impact of their digital decisions, such as reducing emissions by holding virtual meetings.

- ***Create an internal communication campaign*** (emails, posters, intranet updates, digital signage) to build awareness, highlight the benefits and ensure success.
- ***Regularly highlight case studies*** or success stories from other universities or departments that have adopted these defaults.

Output: *training materials and staff who are knowledgeable about sustainability defaults and how to use them effectively.*

4.4 Monitor & evaluate

Timeline: ongoing, with quarterly reviews

Actions:

- ***Track Resource Usage:*** use digital tools to monitor sustainability metrics, such as virtual vs. in-person meetings and energy-saving initiatives like printer settings and IT defaults.
- ***Gather Feedback***: collect regular feedback from administrators and staff via surveys, interviews, or focus groups on their experiences with the new defaults and any challenges faced.
- ***Measure Sustainability Impact***: analyze data to measure reductions in energy, resources, and emissions. Track improvements in paper waste, virtual meetings, and energy efficiency.
- ***Adjust as Needed:*** use feedback and data to refine default settings, address resistance, and improve sustainability. Adjust tools, provide training, or modify processes as needed.

Output: *a report on the impact of sustainability defaults, with key metrics, feedback insights, and recommendations for expansion across campus operations.*

4.5. Celebrate & scale

Timeline: 4–6 months after implementation, then ongoing

Actions:

- ***Showcase successes*** and environmental benefits of the new digital defaults through campus-wide communications and in annual sustainability reports.
- ***Celebrate achievements*** with awards or recognition programs for departments that excel in adopting sustainable practices.
- ***Expand the initiative*** to other campus operations, adding more sustainability-focused defaults as the program grows.

Output: *sustainability is embedded in campus operations through digital nudges, promoting eco-friendly defaults and encouraging sustainable behaviors while maintaining flexibility.*

5. Classification criteria

- **Cost of implementation:** Medium to High
- **Time required:** Medium to High
- **Ease of implementation:** Medium
- **Digital tools involved:** Calendar systems, IT management software, procurement settings
- **Level of impact:** Medium to High
- **Scalability:** High

6. Expected outcomes

- Increased adoption of eco-friendly defaults in campus operations.
- Reduction in energy, resource consumption, and travel-related emissions.
- Cost and time savings
- Greater awareness of sustainability practices.

7. Evaluation and metrics

- Monitor resource usage (e.g., paper, energy) before and after implementation.
- Track the ratio of virtual to in-person meetings over time.
- Measure reductions in travel-related expenses and emissions.
- Gather feedback from administrators on usability and effectiveness.

8. Challenges or risks

- **Resistance from staff:** some staff may resist virtual meetings or digital materials due to comfort with existing practices.
- ***Mitigation:*** start with virtual meetings as the default for one department, giving staff the option to choose traditional methods.
- **Difficulty with scaling and initial complexity:** implementing sustainability-focused defaults may seem overwhelming.
- ***Mitigation:*** start with a specific area (e.g., digital-first materials for a few courses) to test and refine processes. Over time, expand based on feedback.
- **Miscommunication leading to unintended choices:** staff may unknowingly select less sustainable options.
- ***Mitigation:*** use clear communication and training to help staff understand new defaults, while offering alternatives to encourage sustainable behaviors.
- **Potential technical issues:** virtual meeting platforms or default settings might face technical challenges.
- ***Mitigation:*** begin with a small group to troubleshoot issues before full-scale adoption. Ensure technical support is available and provide backup options.

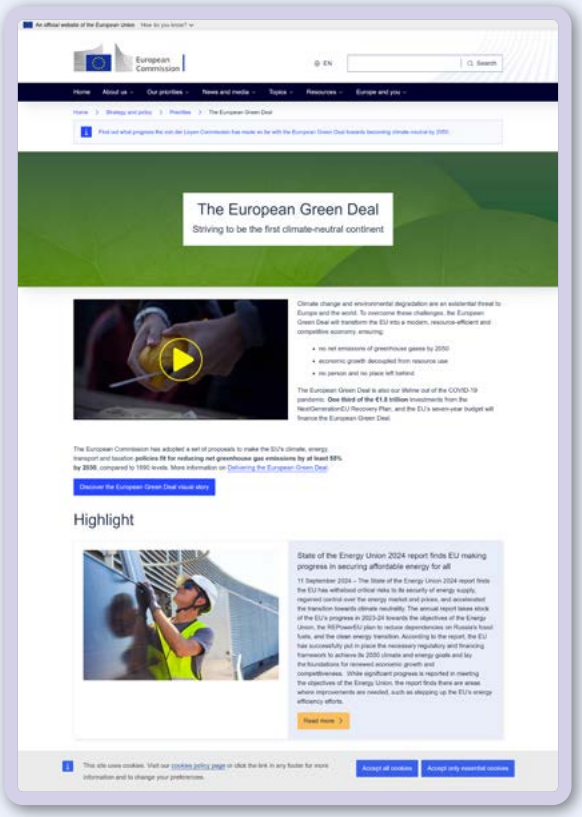
9. Resources needed

- *IT and technical support*
  Role: responsible for the setup, configuration, and ongoing maintenance of digital tools, including energy-efficient IT systems and virtual meeting platforms.
  Tools: helpdesk software, asset management systems, troubleshooting platforms.
- *Faculty and academic support*
  Role: collaborates to ensure that all course materials are available in accessible digital formats and supports hybrid teaching.
  Tools: Learning Management Systems (LMS), content creation tools, accessibility compliance checkers.
- *Procurement team*
  Role: Promotes eco-friendly products, certifies green vendors, and enforces sustainable purchasing.
  T***ools:*** green procurement platforms, supplier tracking tools, environmental impact calculators.
- *Training Materials and Awareness Campaigns*
  Role: develops guides, videos, and workshops to educate staff and faculty about sustainability defaults and best practices.
  Tools: Learning Management Systems, video tools, collaboration platforms.
- *Monitoring Tools*
  Role: tracks sustainability metrics (energy, paper, travel) and collects feedback to measure progress and improvements.
  Tools: energy management systems, carbon footprint calculators, survey tools.
- *Budget for Sustainability Initiatives*
  Role: funding for energy-efficient systems and sustainable event planning.
  Tools: financial planning software, project management tools, grant systems.
- *Communication and Marketing Support*
  Role: creates internal communications to raise awareness and celebrate achievements.
  T***ools:*** email marketing platforms, design tools, digital signage platforms.

10. Examples

Sustainability is crucial in higher education as we face global challenges. Universities and HE Institutions shape future leaders and innovators who can address these issues.

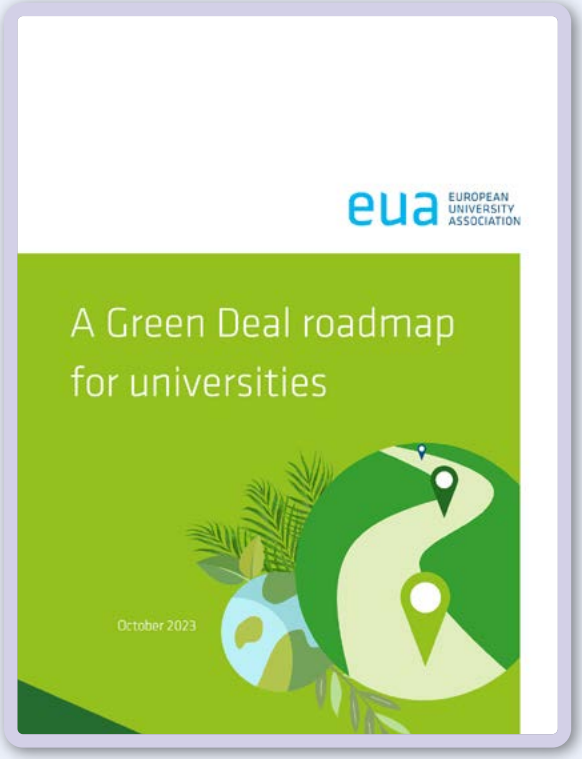
By embedding sustainability into teaching, research, and campus practices, these institutions can foster positive change and contribute to a more sustainable future.



The European Green Deal
Striving to be the first climate-neutral continent

Universities are increasingly implementing sustainability initiatives, demonstrating their commitment to a sustainable future in higher education. This aligns with the European Green Deal's goal of transforming the EU into a modern, resource-efficient, and competitive economy.

Details: The European Green Deal.



The Green Deal roadmap for universities
by the European University Association

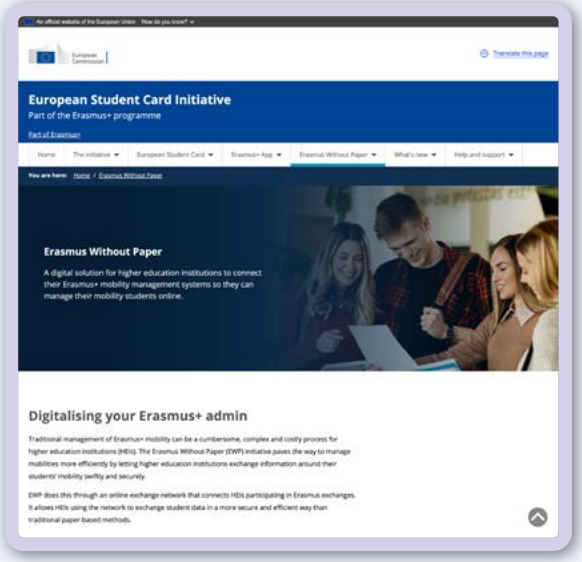
The Green Deal roadmap for universities provides a strategic path for these institutions to align their efforts with sustainability goals, ensuring their active role in driving environmental change.

Link: The Green Deal's roadmap for universities.

Erasmus Without Paper (EWP)
Simplifying Student Mobility Digitally

The EWP initiative modernizes student exchange by replacing paper-based Learning Agreements with digital processes. It connects universities across Europe, easing curriculum planning and administration for students and staff while reducing paperwork and boosting efficiency.

Details: Erasmus Without Paper



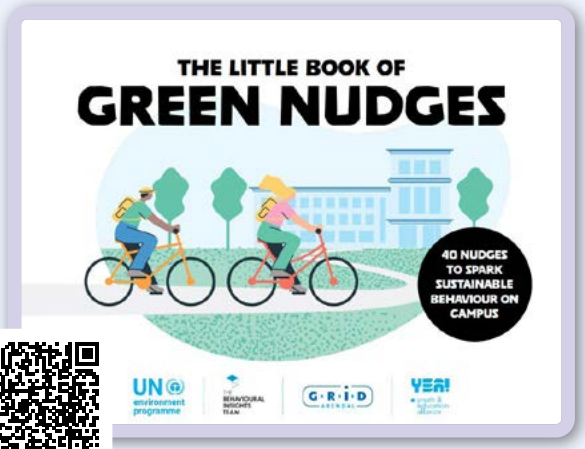
United Nations
The little book of green nudges

There are various approaches to behavior change, ranging from regulation to information sharing. This book focuses on nudges—gentle, positive strategies to encourage sustainable behavior on campuses.

For instance, placing sustainable food options prominently in the canteen or automatically enrolling students in a bike-sharing scheme makes the sustainable choice more visible, accessible, and normal, while still allowing individuals the freedom to choose.

These subtle adjustments help make sustainable options easier and more appealing.

Download: The little book of green nudges



United Nations
Sustainable Developement Goals

There is growing interest in the Sustainable Development Goals (SDGs) in higher education, with universities integrating them into curricula, research, and campus operations. This reflects a commitment to sustainability and preparing future leaders to address global challenges.

By setting environmentally friendly options as the default, such as energy-saving settings or sustainable transportation choices, universities can effectively guide students and staff toward more sustainable decisions.

Read more: Sustainability Development Goals

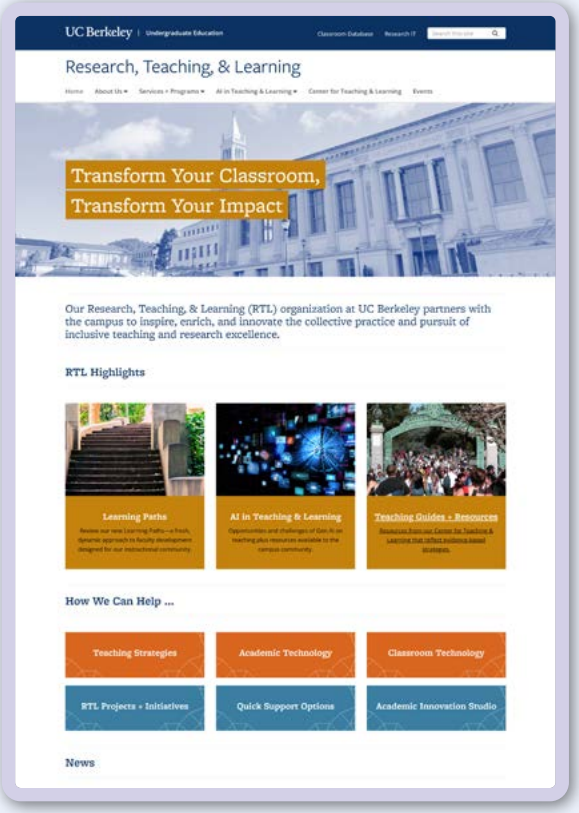
Digital first lesson materials

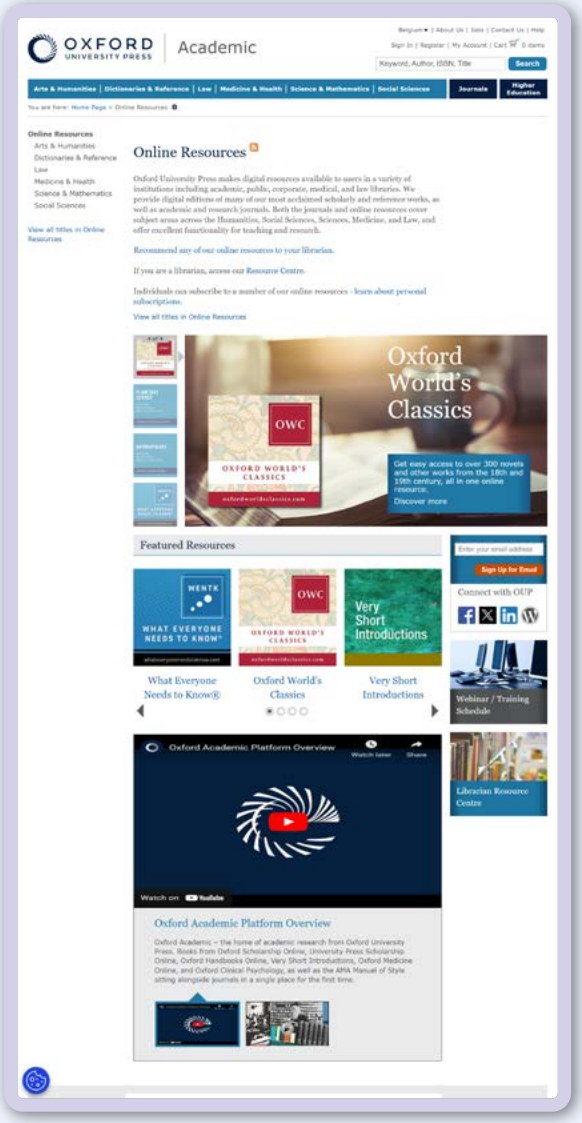
University of California, Berkeley
Research Teaching and learning

UC Berkeley offers a wide range of digital resources and learning tools, transitioning from paper-based materials to online resources, aligning with a “digital-first” approach.

The Research, Teaching, & Learning (RTL) organization partners with the campus community to inspire, enrich, and innovate the collective practice of inclusive teaching and research excellence.

Website:
Research, Teaching, & Learning





University of Oxford
Oxford University Press

Oxford’s digital library and online learning materials make it easier for students to access course content without the need for printed materials. This initiative supports both sustainability and accessibility.

Website: Oxford University Press

University of Edinburgh
Learning Technology

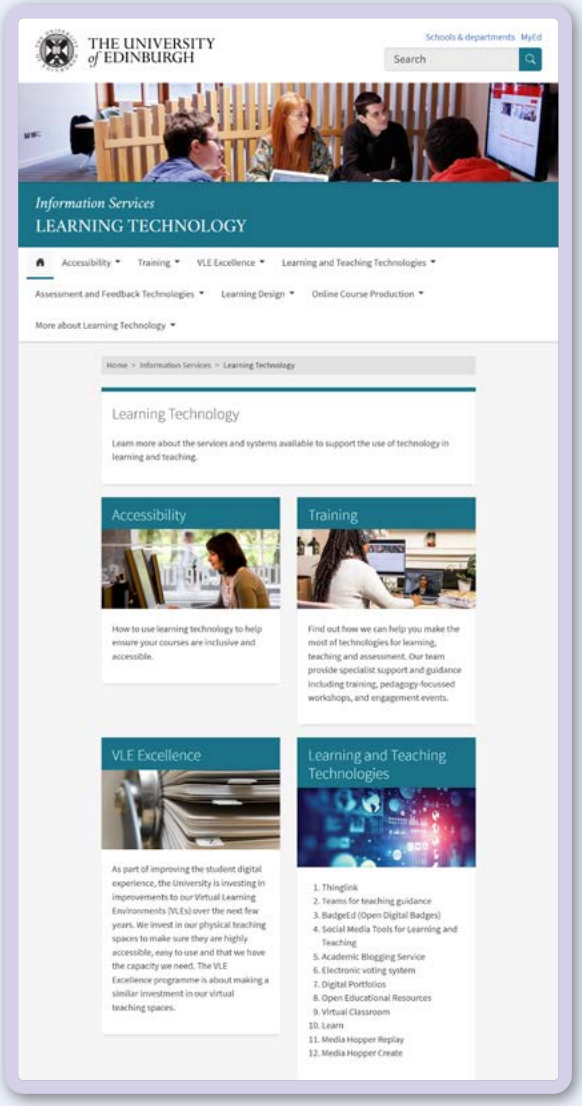
The University of Edinburgh embraces a digital-first strategy, prioritizing the use of digital technologies to enhance teaching, learning, and assessment.

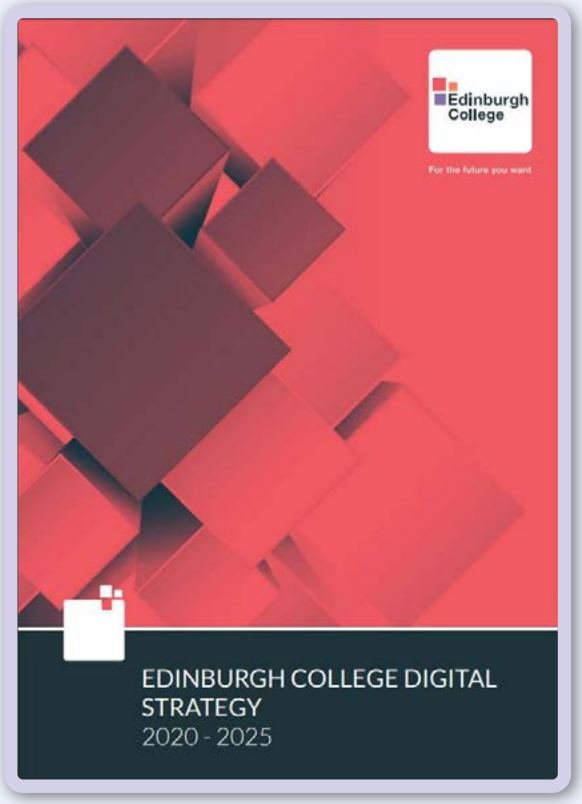
This ensures that resources and tools are accessible online, supporting a flexible and inclusive learning experience for all students, regardless of their location.

By prioritizing online course production, Edinburgh actively reduces its reliance on printed materials while expanding global access to education.

The university also provides training courses and useful resources to support all aspects of online content creation.

Website: Learning technology





University of Edinburgh
Digital Strategy

Edinburgh College is committed to embracing digital technologies to enhance performance and future-proof its curriculum.

The College focuses on strengthening its digital capacity for staff, students, and stakeholders.

It aligns with the Scottish Government's digital strategy, *Realising Scotland's Full Potential in a Digital World*.

Download: Edinburgh College Digital Strategy

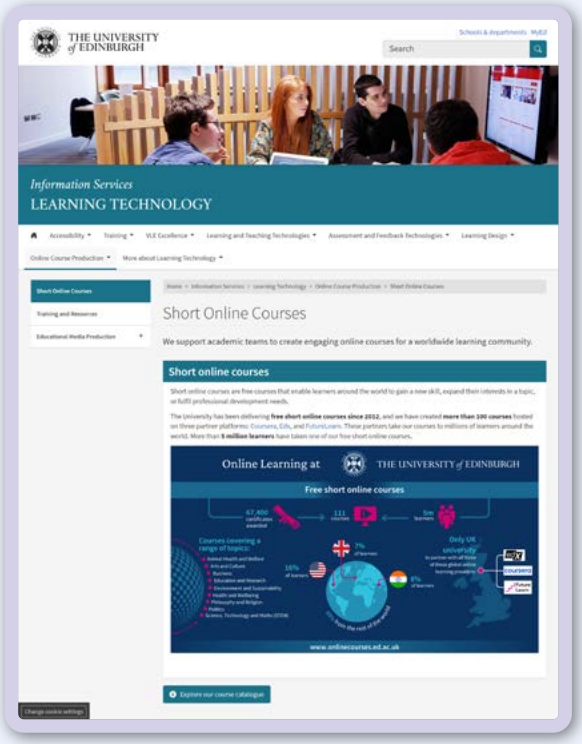
University of Edinburgh
Online course production

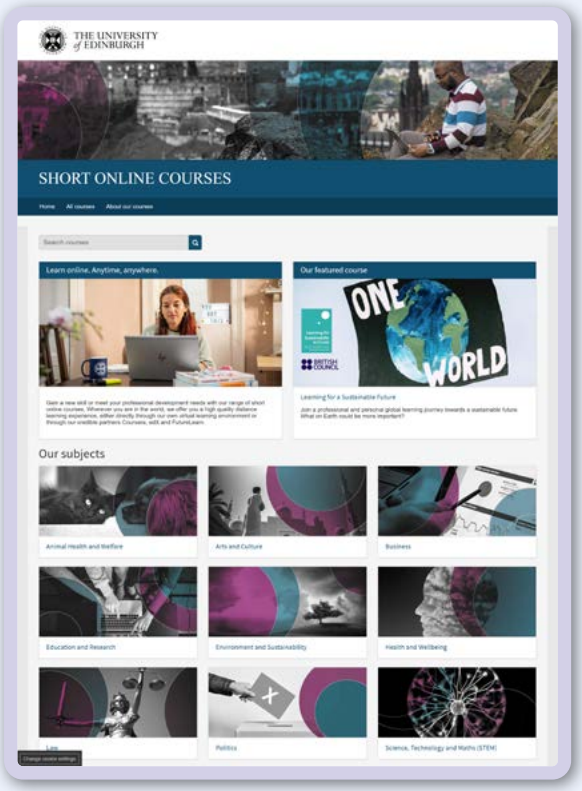
The University of Edinburgh's Online Course Production Service (OCPS) supports the creation of high-quality digital education, from planning and design to media production and marketing.

The OCPS team includes experts in Instructional Design, Media Production, Project Management, and Marketing, working with subject matter experts to ensure course success.

To ensure quality course design, Academic Teams are encouraged to complete the "How to Create an Online Course" course, which provides guidance on developing accessible and engaging online materials.

Website: Online course production





University of Edinburgh
Online course catalogue

Since 2012, the University of Edinburgh has created over 100 free short online courses hosted on Coursera, EdX, and FutureLearn, reaching millions globally.

These courses promote global participation in education and support the United Nations' SDGs by providing open-access materials that address global challenges.

Visit: Short Online Course Catalogue

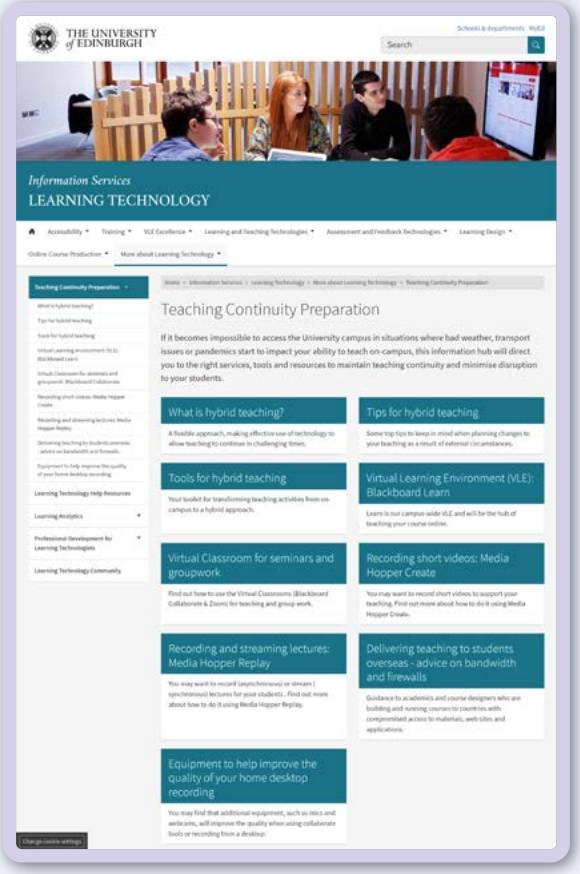
Hybrid Teaching and Accessibility Standards as a Default

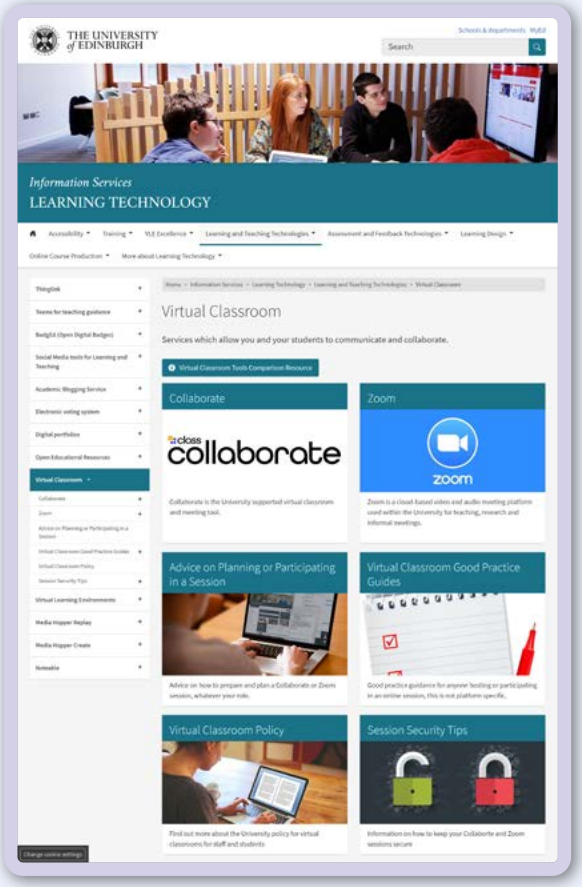
University of Edinburgh
Hybrid Learning Environments

The University of Edinburgh has implemented hybrid learning environments that accommodate students both in-person and virtually.

They also prioritize accessibility features such as captioning and screen reader compatibility in all virtual sessions.

Visit: Hybrid Teaching tips and resources





University of Edinburgh
Virtual Classrooms

The University of Edinburgh provides comprehensive services for communication and collaboration, offering guidance on planning and delivering virtual lessons using Zoom or Collaborate.

Support includes best practices for effective online teaching, technical specifications, and recommendations to ensure a seamless and engaging learning experience for both educators and students.

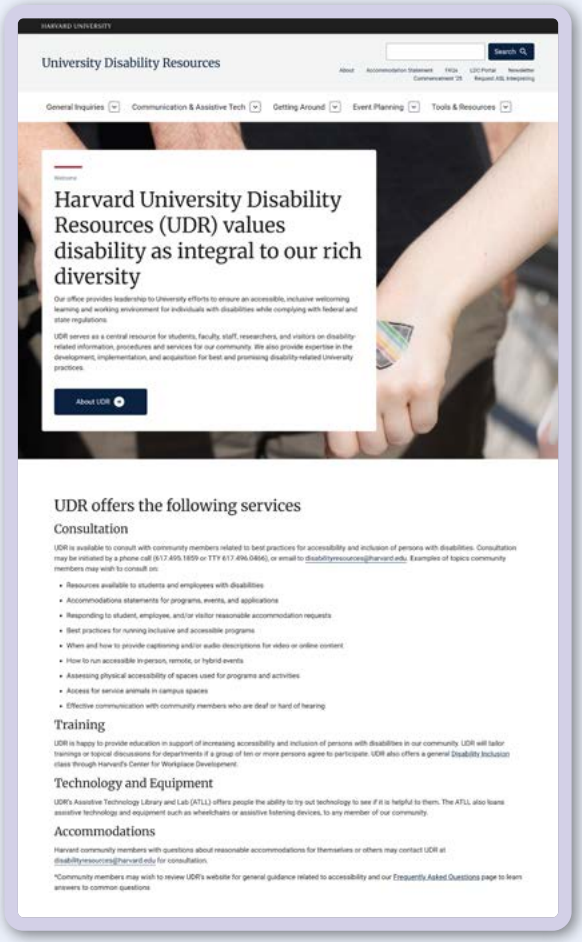
Visit: Virtual Classroom services

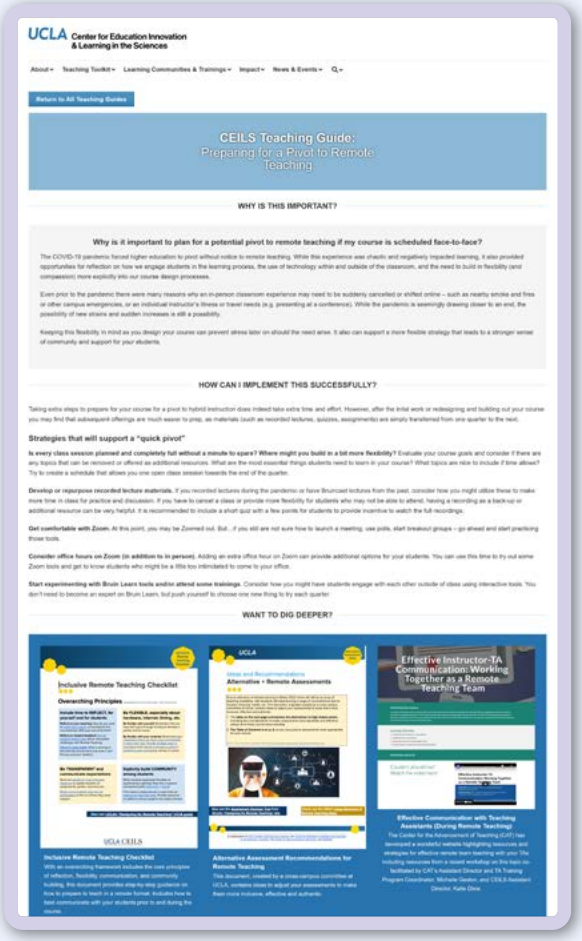
Harvard University
Disability Resources

Harvard University's Disability Resources provides guidance on hosting accessible hybrid meetings. They recommend using virtual meeting platforms like Zoom due to their flexibility and accessibility features.

The guidelines suggest setting up in-person meeting spaces with large screens and integrated audio systems to enhance the experience for both remote and in-person participants.

Visit: University Disability resources





University of California, Los Angeles
Hybrid Learning Teaching Guide

UCLA has embraced hybrid learning as part of their sustainability and inclusivity strategy. The university's teaching platforms integrate tools for a smooth virtual learning experience.

Visit:
Hybrid Learning Teaching Guide

University of California, Los Angeles
Inclusive Remote Teaching checklist

Additionally UCLA has compiled a checklist to ensure that hybrid classes are accessible to all.

Link: Inclusive Remote Teaching Checklist

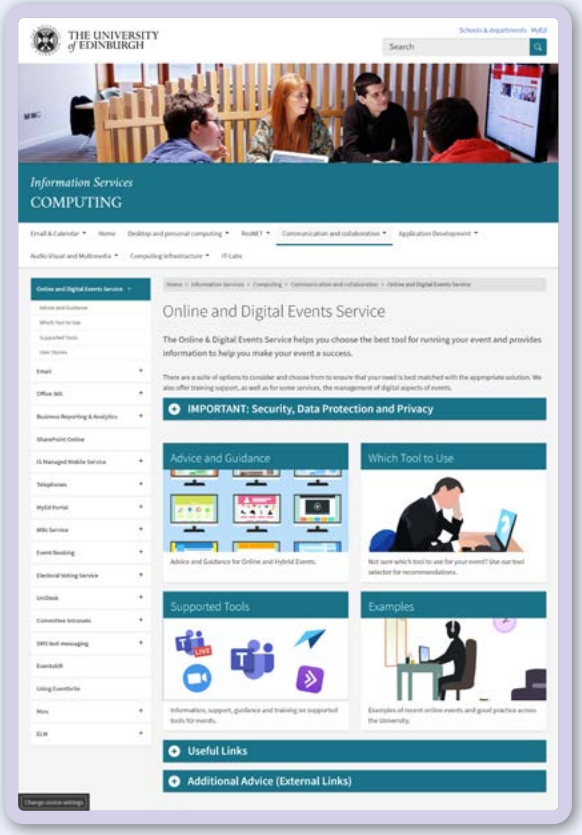
Virtual Meetings by Default in Digital Calendars

University of Edinburgh
Online and Digital Events Service

The university promotes and supports a "digital-first" approach for meetings and events.

Administrative and academic meetings default to virtual platforms like Microsoft Teams and Zoom to reduce travel-related emissions.

Visit: Online and Digital Events Service



University of Michigan
Campus Sustainability

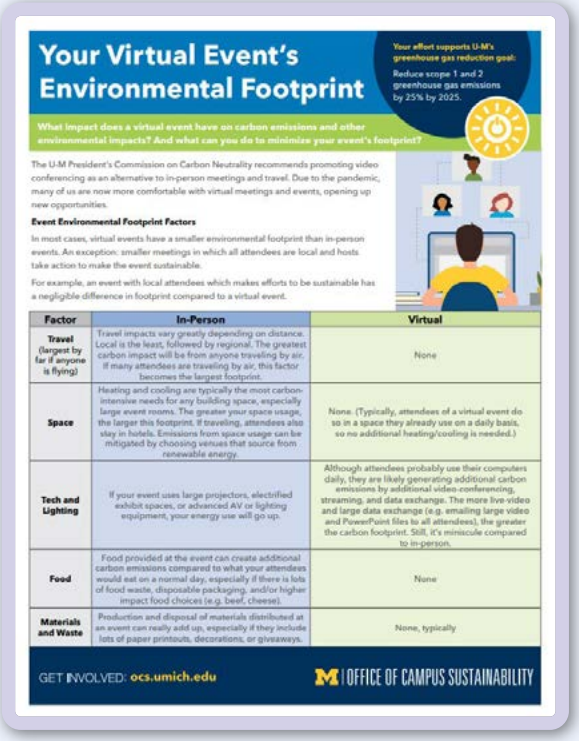
The University of Michigan's President's Commission on Carbon Neutrality recommends promoting video conferencing as an alternative to in-person meetings and travel, aiming to reduce the environmental impact associated with physical gatherings.

Visit: Office of Campus Sustainability

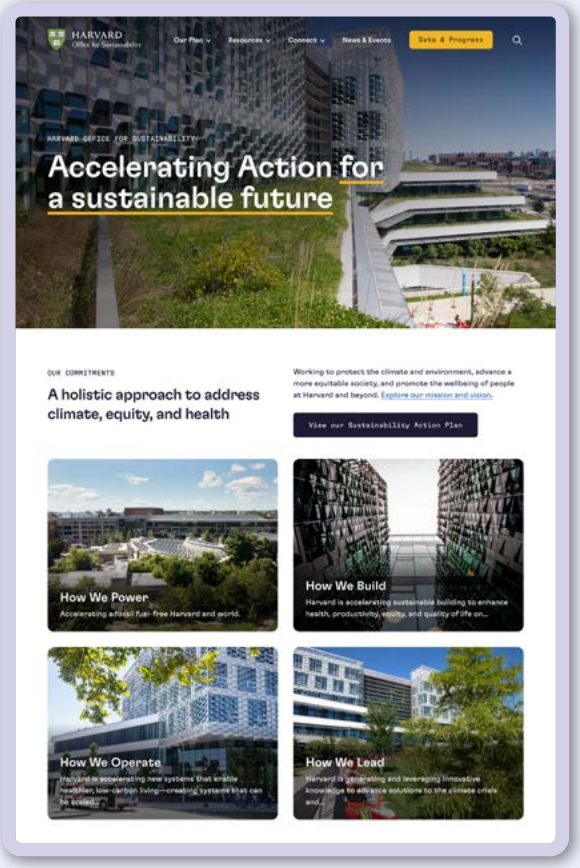
University of Michigan
Virtual Event Environmental Footprint

Additionally the University of Michigan provides a downloadable document with information and tips on reducing your virtual event's environmental footprint.

Download: Footprint Publication



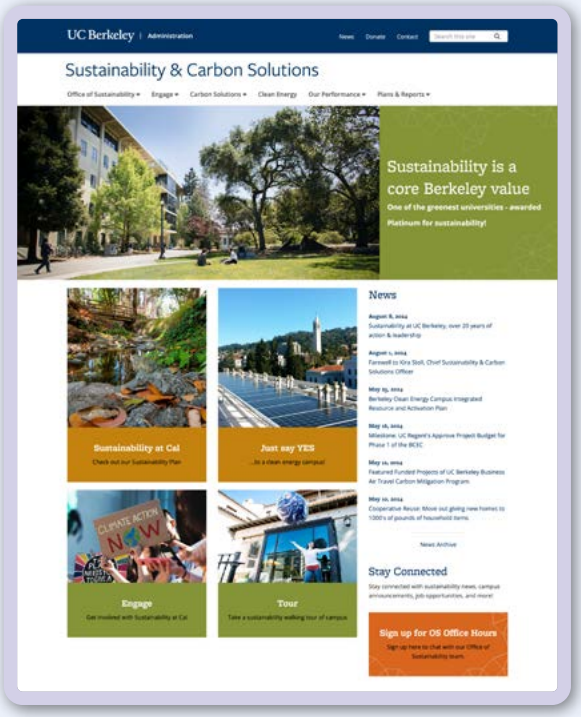
Energy-Saving and Eco-Friendly Defaults on campus



Harvard University
Energy-saving mode on campus

Harvard's IT department has set all campus computers to energy-saving mode as the default and schedules automatic shutdowns for non-essential office equipment overnight.

Read more: Sustainabilty at Harvard University



University of California, Berkeley
campus-wide default settings

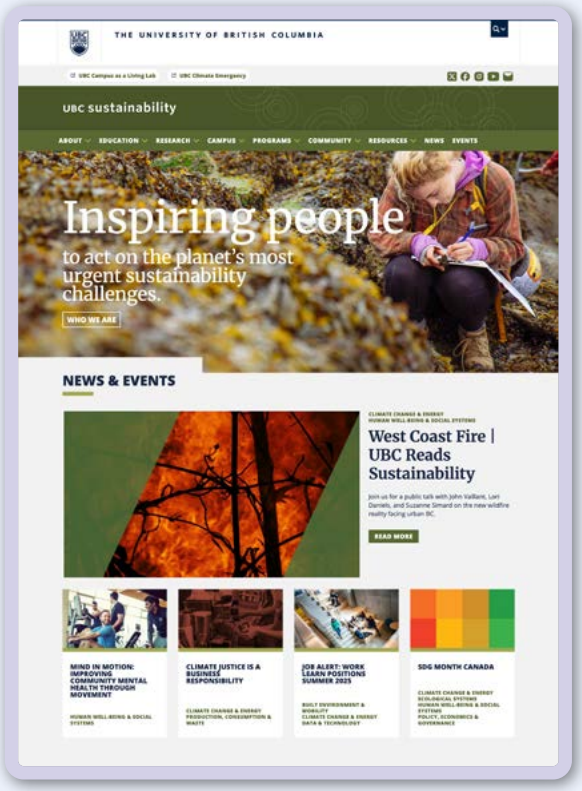
UC Berkeley implemented campus-wide default settings for HVAC systems and lighting to operate in low-energy mode outside peak hours, reducing overall energy use.

Read more: Sustainabilty at Berkeley

University of British Columbia
Eco-friendly printer defaults

Defaults all university printers to double-sided and black-and-white printing, leading to a 30% reduction in paper consumption.

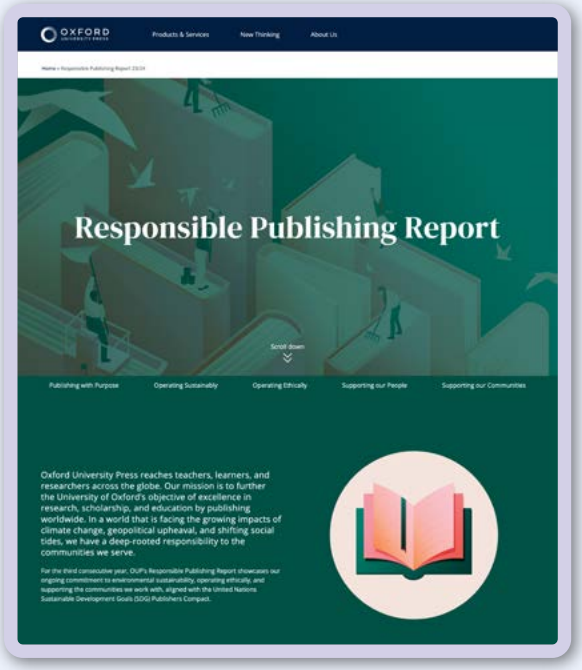
Read more:
Sustainabilty at University of British Columbia



Lund University
Eco-friendly printer defaults

Requires staff and students to actively opt-in for color or single-sided printing, with printers set to eco-friendly defaults.

Read more: Sustainabilty at Lund University



University of Oxford
Sustainable printing practices

Oxford has sustainable printing practices, including the promotion of double-sided printing as the default setting. They also monitor and report paper usage in their sustainability reports.

Read more: Responsible Publishing Report

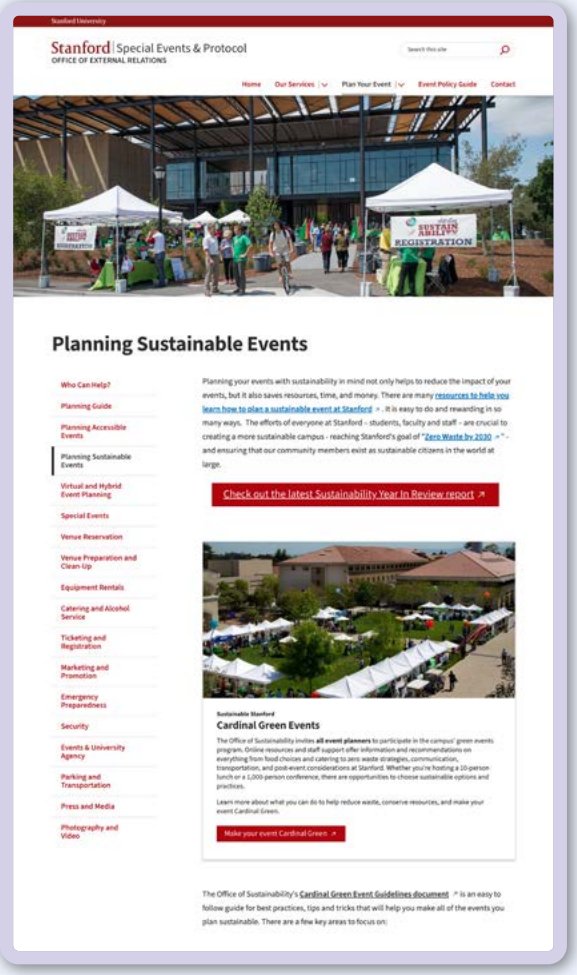
Sustainable Event Planning

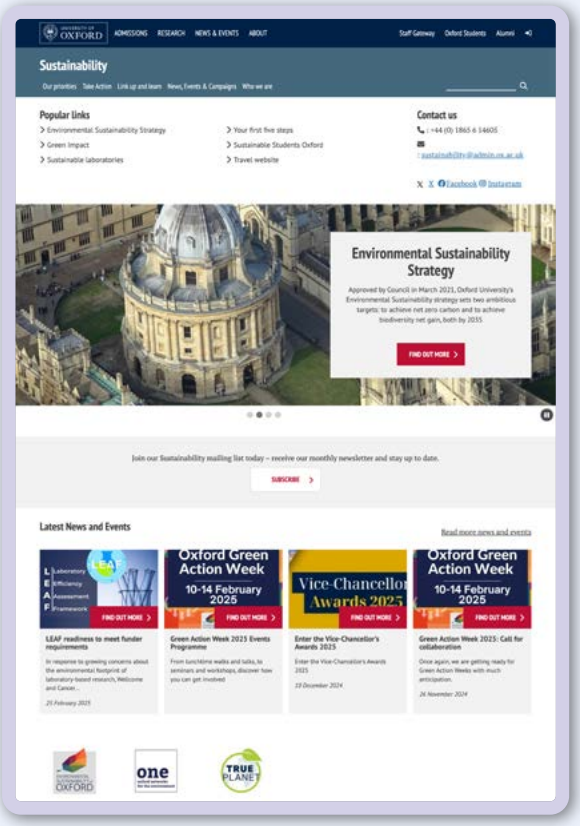
Stanford University
"Green Meetings" policy

Stanford University implemented a "Green Meetings" policy where university-wide events are encouraged to be virtual or hybrid by default, reducing the need for travel and venue energy consumption.

Stanford University is committed to ensuring its facilities, programs and services are accessible to everyone, including those with disabilities.

Read more: Planning Sustainable Events

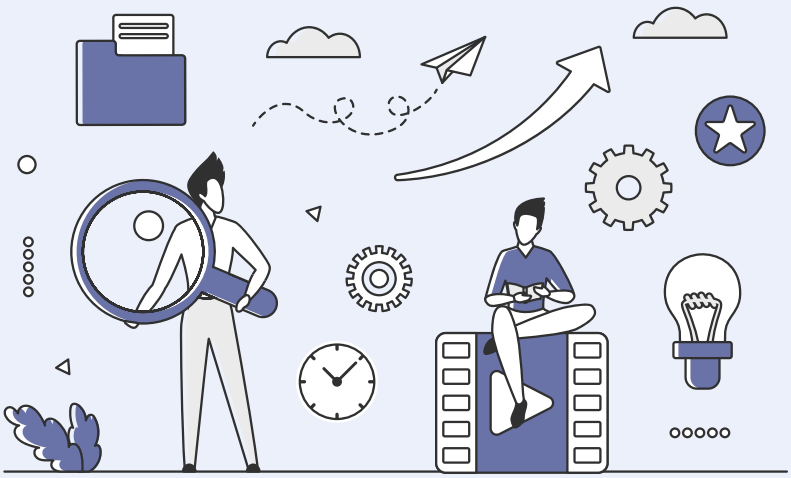




University of Oxford
Default to vegetarian menu

All university-catered events default to a vegetarian or plant-based menu, with meat options available only upon request.

Read more: Sustainabilty at Oxford University



University of Helsinki
Sustainable procurement

The University of Helsinki has a default policy for sustainable procurement, ensuring that all event suppliers meet green criteria, such as using reusable materials and locally sourced food.

Read more:
Sustainabilty at the University of Helsinki

University of Helsinki
Tips for sustainable events

When organising events, the University of Helsinki is committed to promoting the Sustainable Development Goals of the UN.

Download: Tips for Sustainable Events

University of Helsinki
Carbon neutral by 2030

The University of Helsinki has a default policy for sustainable procurement, ensuring that all event suppliers meet green criteria, such as using reusable materials and locally sourced food.

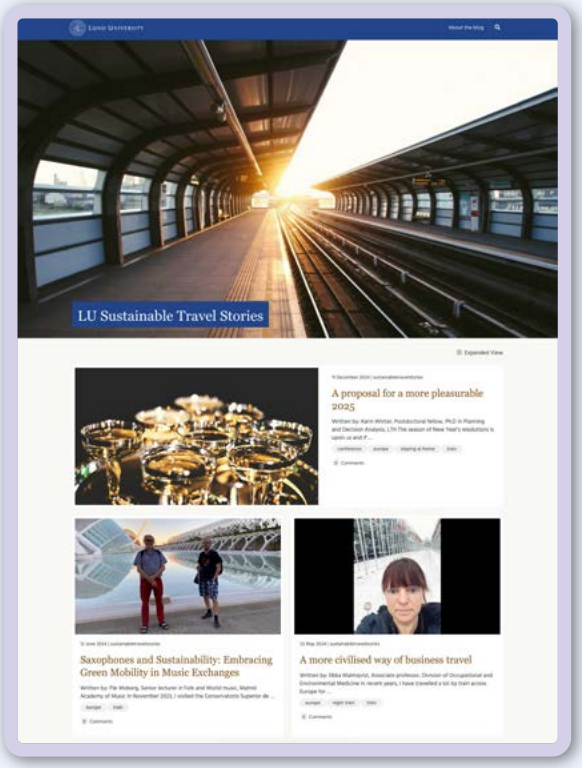
Download: Carbon neutral by 2030 Roadmap

Green Travel Solutions

University of British Columbia
Sustainable transportation strategy

UBC has implemented a comprehensive sustainable transportation strategy, which includes electric vehicle (EV) charging stations, bike-sharing programs, and incentives for students and staff to use public transportation. They also promote walking and cycling as healthy alternatives to car travel.

Read more: Sustainable transportation strategy



Lund University
Sustainable travel stories

Lund University promotes Sustainable Travel stories on their blog.

Read more: Sustainable Travel Stories

London School of Economics and Political Science
LSE Travel Plan

LSE has committed to reducing the carbon footprint of its travel activities by promoting the use of public transport, encouraging the use of video conferencing for meetings, and adopting more sustainable modes of transport like cycling and electric vehicles.

Read more: LSE Travel Plan

London School of Economics and Political Science
Net zero carbon emissions

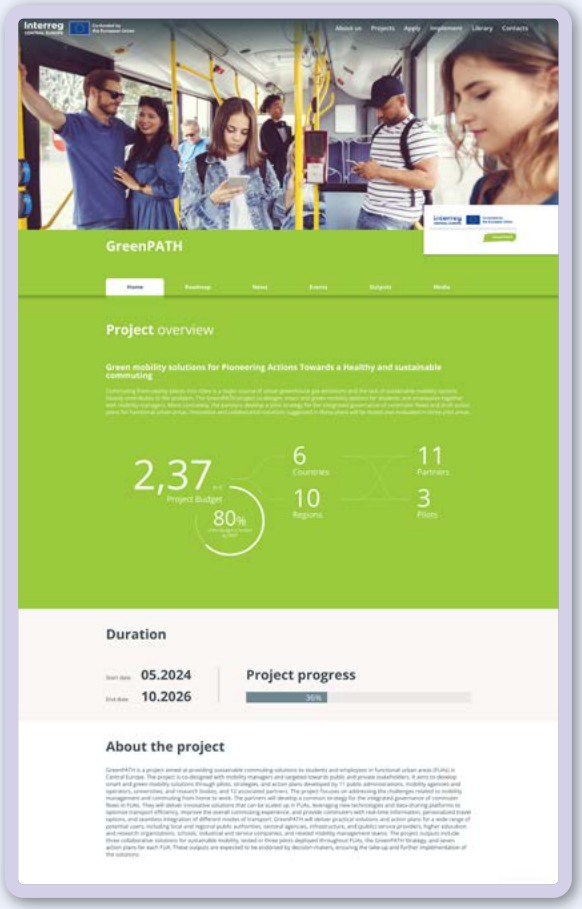
LSE has committed to becoming a net zero carbon emissions organisation by 2050, ensure all buildings meet the highest sustainability standards, and minimise waste whilst maximising recycling rates.

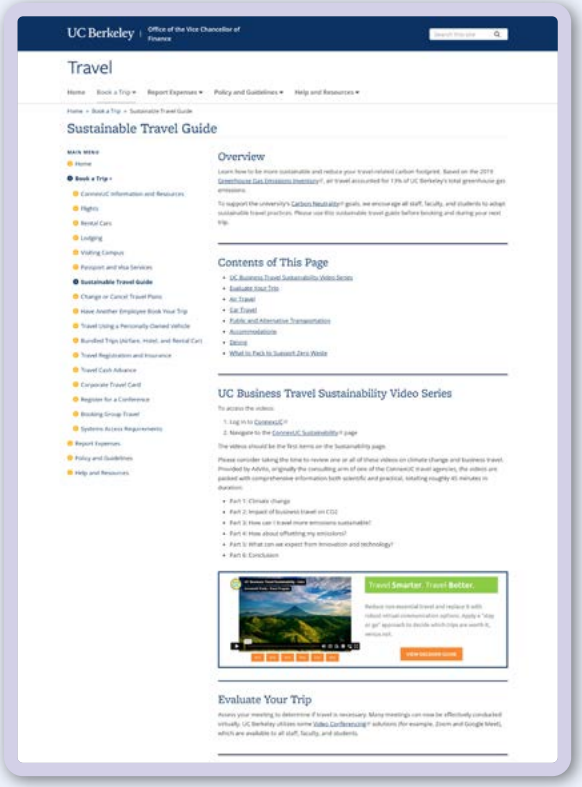
Read more: What we do

Technische Universität Berlin
Green Travel Solutions

TU Berlin has implemented various green travel solutions, including partnerships with local public transport systems to offer discounts on travel passes for students and staff, as well as a car-sharing program to reduce the need for individual car use.

Read more:
Green Path Interreg Project





University of California, Berkeley
Sustainable Travel Guide

UC Berkeley promotes sustainable travel practices through its Sustainable Travel Guide.

The university encourages faculty, staff, and students to prioritize virtual meetings whenever possible, opt for lower-emission transportation options, and make environmentally conscious travel decisions.

UC Berkeley created a Business Travel Sustainability Video Series to inform and arouse interest for Sustainable Travel, asking to assess their meeting to determine if travel is necessary.

Read more:
Sustainable Travel Guide

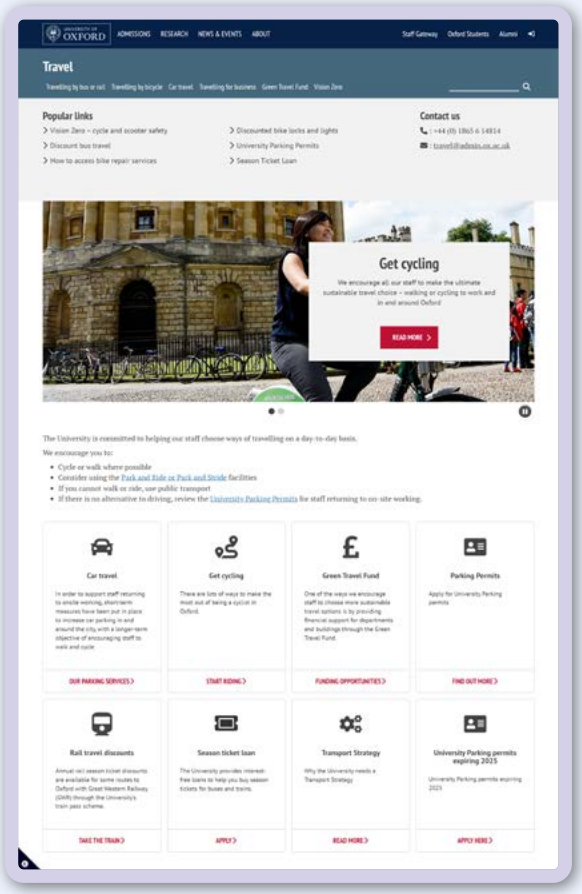
University of Oxford
Sustainable Travel Policy

The University of Oxford has implemented a Travel Policy as part of its Environmental Sustainability Strategy, aiming for net-zero carbon emissions by 2035.

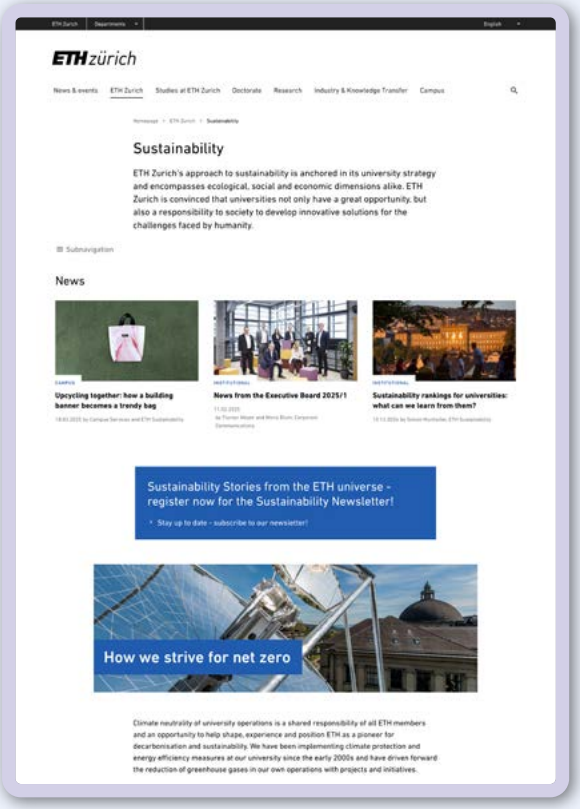
The policy encourages staff and students to assess the necessity of travel, prioritize virtual collaboration, and choose lower-carbon transport options when travel is essential.

One of the ways the university encourages staff to choose more sustainable travel options is by providing financial support for departments through the Green Travel Fund.

Link:
Sustainable Travel Website



Monitoring and Evaluation of Defaults



ETH Zurich
Digital dashboards

ETH uses digital dashboards to track sustainability impacts, such as energy savings from IT and appliance defaults, and regularly reports progress to faculty and staff.

Read more: Sustainability at ETH Zurich

Delft University of Technology
Digital dashboards

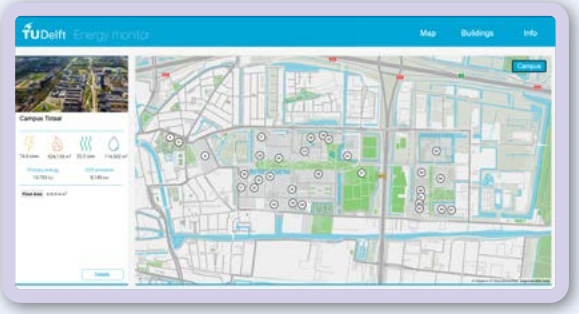
ETH uses digital dashboards to track sustainability impacts, such as energy savings from IT and appliance defaults, and regularly reports progress to faculty and staff.

Read more:
Sustainability at TU Delft

Delft University of Technology
Energy Monitoring

TU Delft uses digital tools and systems to monitor energy consumption on campus. This data is collected and analyzed to identify opportunities for energy savings and improve efficiency.

Link: Energy Monitoring



Celebrate and scale

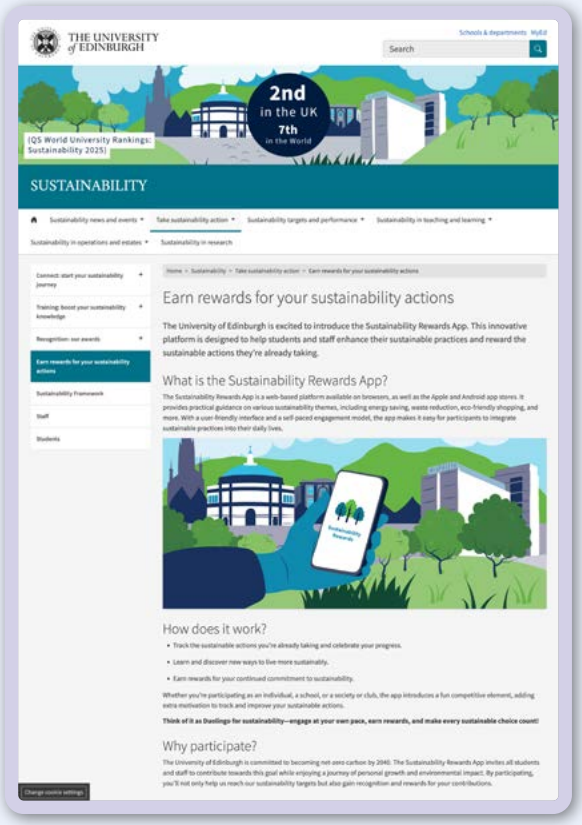
University of Edinburgh
Sustainability Rewards App

The University of Edinburgh has launched the Sustainability Rewards App to help students and staff adopt and enhance sustainable practices.

This web-based and mobile-friendly platform offers guidance on sustainability topics such as energy saving, waste reduction, eco-friendly shopping and more.

With an intuitive design and flexible engagement model, the app makes it easy for users to integrate sustainable actions into their daily routines while earning rewards.

Read more: Sustainability Rewards App



PART IV – 2. Nudges for administrators – Nudge 5 – by Trendhuis

Engagement Dashboards: Track, Analyze, Act

Real-time insights to drive engagement and improvement.

1. Target Behavior

This nudge aims to encourage higher education administrators to consistently monitor engagement data related to academic programs and sustainability initiatives. The goal is for administrators not only to review this data regularly but also to respond proactively by making informed decisions that improve participation and outcomes.

By embedding this habit of data-driven action, institutions can better support ongoing development and sustainability goals.

2. Description of the Nudge

This nudge introduces a real-time engagement dashboard tailored for higher education administrators. The dashboard collects and visualizes essential data such as participation in professional development workshops, involvement in sustainability initiatives, and student use of support services like academic advising and mental health counseling.

By transforming raw data into clear visual feedback, the dashboard helps administrators identify trends, detect early warning signs of disengagement, and take timely, informed action to improve outcomes. It supports a culture of proactive, data-driven decision-making across institutions.

3. Nudging technique

This nudge uses feedback and visualization. Real-time data is displayed through intuitive graphs, heatmaps, and alerts, offering constant feedback on how different initiatives and services are performing.

For example, if there is a drop in educator attendance at digital pedagogy training, an alert prompts the administration to investigate and respond—perhaps by rescheduling sessions or offering them asynchronously. These visual cues nudge users toward action without overwhelming them, transforming complex data into clear and timely insights.

4. Implementation steps

- **Identify key metrics to monitor**, such as workshop attendance by educators, student participation in sustainability actions, and use of academic support services.
- **Develop or integrate a dashboard tool**, using platforms like Microsoft Power BI or Google Data Studio, connected to internal systems like HR, LMS, or event registration platforms.
- **Set up automated alerts** to signal low engagement levels. For instance, if educator participation in training drops by 25% over a month, a notification could be sent to the faculty lead.
- **Train administrators** to use the dashboard effectively—showing them how to interpret data visualizations and decide on targeted actions
- **Evaluate and refine** the dashboard regularly by collecting feedback from users, reviewing how well the alerts and visuals support decision-making, and updating metrics to better align with evolving institutional goals.

5. Classification criteria

- **Cost of implementation:** Medium – Utilizes existing data systems, but may require new licenses or tools.
- **Time required:** Medium – Initial setup and training take time; long-term use is streamlined.
- **Ease of implementation:** Medium – Initial setup and training take time; long-term use is streamlined.
- **Digital tools involved:** Data visualization platforms, alerting systems, APIs for live data integration.
- **Level of impact:** High – Drives more informed, responsive decision-making.
- **Scalability:** High – Can be applied at program, department, or institution-wide levels.

6. Expected outcomes

- **Greater visibility** of engagement trends across different groups and initiatives.
- **Faster, more targeted responses** to areas where engagement is low or declining.
- **Higher participation** in key programs by educators and students alike.
- **More strategic resource allocation** based on what is working—and where support is needed.

7. Evaluation and metrics

- **Dashboard usage logs:** Measure how often administrators access and use the tool.
- **Engagement trends:** Track changes in participation rates after alerts or interventions.
- **User feedback:** Gather qualitative feedback from administrators and faculty on dashboard usability and usefulness.
- **Comparison over time:** Evaluate whether engagement improves over multiple semesters.

8. Challenges or risks

- **Resistance to adopting new tools:** some staff may be hesitant to add new systems to their workflow.
- ***Mitigation:*** *provide hands-on training, clear documentation, and show early successes to build confidence. Highlight how the dashboard saves time and supports better decisions to reduce resistance.*
- **Data quality and privacy concerns:** Especially with personal or sensitive information.
- ***Mitigation:*** *offer strong onboarding and continuous support, ensure compliance with GDPR and institutional policies, and show clearly how the dashboard supports institutional goals.*

9. Resources needed

- **Data visualization software licenses**
  Tools like Power BI, Tableau, or Google Data Studio are needed to build and display the dashboard. These platforms allow institutions to turn raw engagement data into clear visualizations, such as graphs and trend lines. Depending on the choice of software, there may be costs for licenses or subscriptions.
- **IT setup and support**
  Technical support is essential for connecting the dashboard to existing systems—such as student information systems, learning management systems, or HR databases. IT staff will also ensure the dashboard runs smoothly over time, including regular updates, troubleshooting, and ensuring data privacy and security.
- **Training materials and workshops**
  Administrators and faculty users need guidance on how to use the dashboard effectively. This includes simple guides, short training videos, and in-person or online workshops that demonstrate how to interpret data, respond to alerts, and use the tool to improve engagement.
- **Staff time for setup and monitoring**
  Setting up the dashboard requires time from both administrative and academic staff to define which engagement metrics matter, establish thresholds for alerts, and respond to trends. Ongoing staff involvement is also needed to monitor the dashboard regularly and take appropriate actions when engagement issues are flagged.

10. Examples

University of Central Florida
Faculty Engagement Dashboard

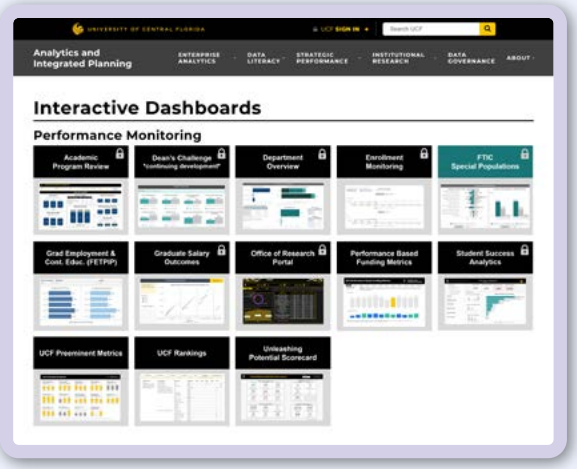
UCF's Faculty Engagement Dashboard helps administrators monitor faculty participation in professional development, LMS usage, and digital resource integration. By providing real-time feedback, it nudges educators to enhance their digital teaching practices

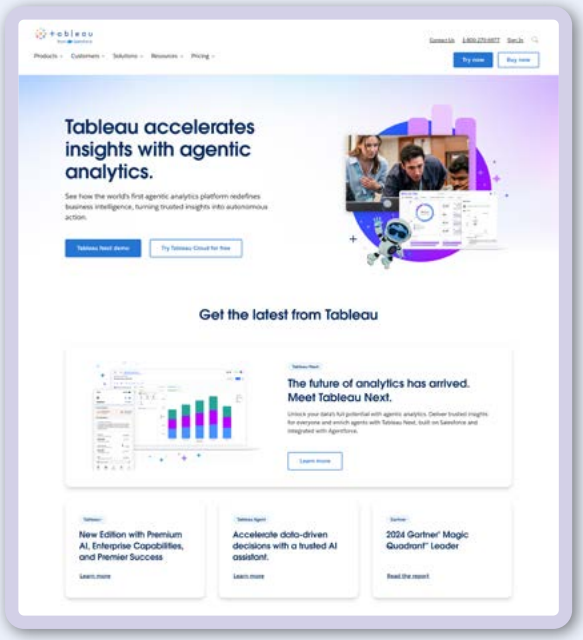
Visit UCF Faculty Center for Teaching and Learning

University of Central Florida
Overview interactive Dashboards

UCF's Enterprise Analytics Dashboards provide real-time data on enrollment, faculty activity, and student success. Tools like the Faculty and Staff Dashboard and Faculty Activity System, powered by Tableau help administrators nudge educators toward digital tool adoption through timely, data-driven insights.

Explore UCF's Dashboards





Tools for Engagement Dashboards
Tableau

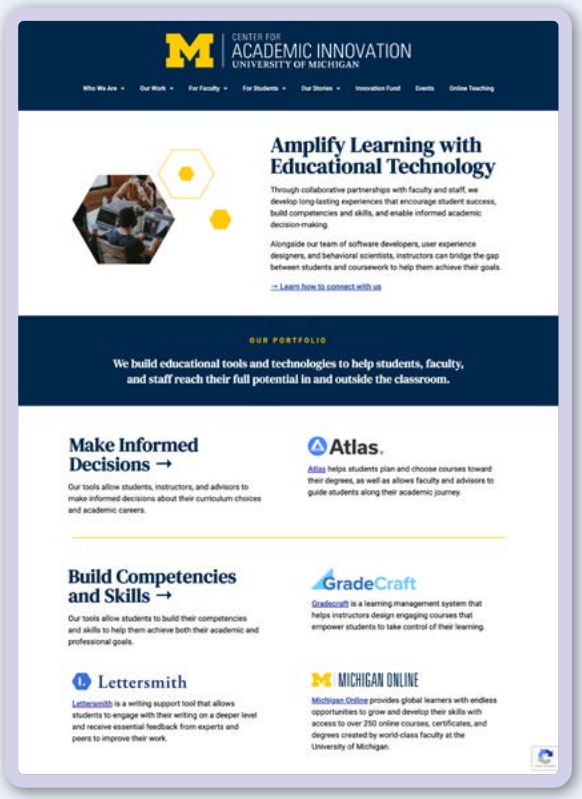
Tableau helps administrators turn complex data into clear dashboards, enabling them to track faculty engagement and digital tool use. This supports timely action and encourages digital teaching practices.

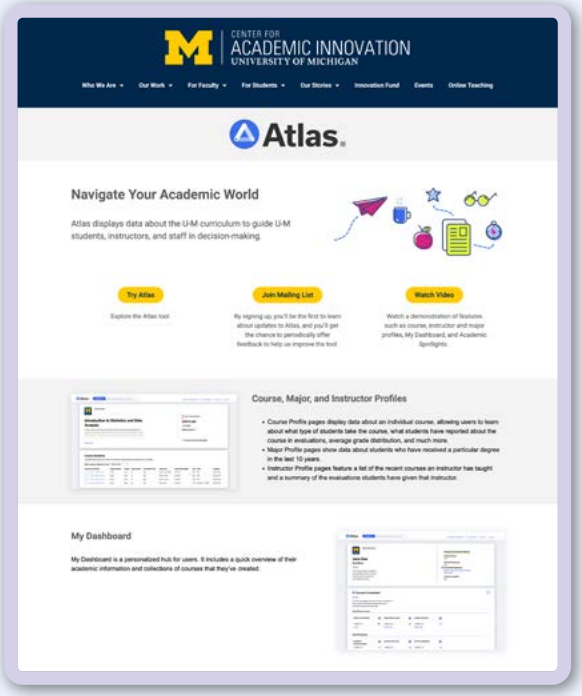
Learn more about Tableau

The University of Michigan
Office of Academic Innovation

The University of Michigan's Office of Academic Innovation offers a suite of educational technology tools designed to enhance student success, support faculty development, and foster data-informed decision-making. These tools are developed in collaboration with faculty and staff to create lasting educational experiences.

Visit The University of Michigan's Office of Academic Innovation

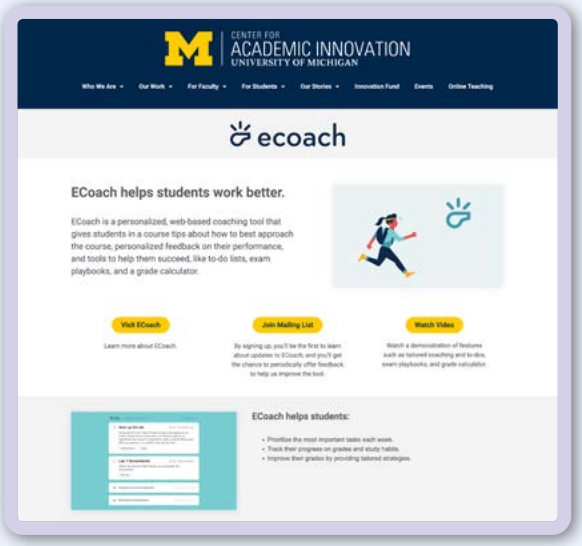




The University of Michigan
ATLAS for informed decision making

ATLAS provides interactive dashboards with data on enrollment, grades, and student outcomes. Administrators use it to track engagement and identify where educators may need support, course adjustments, or digital tools. ATLAS gives macro-level academic data for strategic decisions.

Explore ATLAS



The University of Michigan
Ecoach for personalized support and teaching insights

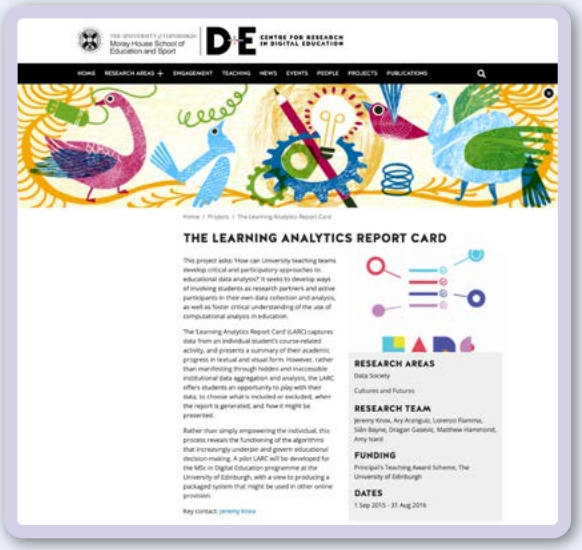
ECoach is a personalized coaching system that delivers tailored messages and study plans to students. Though student-facing, it generates engagement data that helps administrators and educators refine digital pedagogy, outreach, and teaching strategies.

Explore Ecoach

University of Edinburgh
Engagement Dashboard

The School of Engineering utilizes a real-time engagement dashboard to monitor student participation during remote laboratory sessions. Educators leverage this tool to identify students who may be struggling and to adjust their teaching methods accordingly. For administrators, the dashboard provides valuable insights into engagement patterns across courses, aiding in the evaluation of digital learning strategies and the effective allocation of support resources.

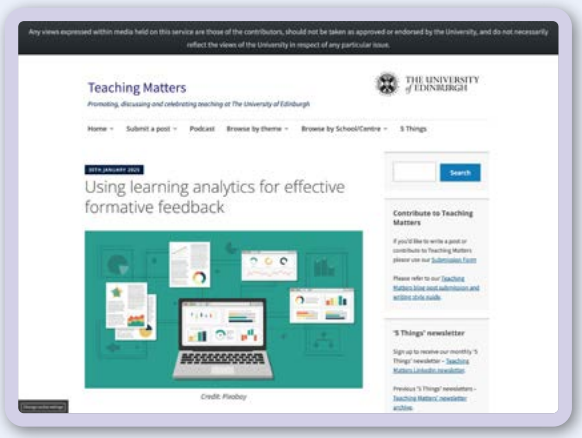
Read more about Learning Analytics



University of Edinburgh
Postgraduate Analytics Dashboard

The Postgraduate Analytics Dashboard tracks engagement with postgraduate programs, visualizing data such as website traffic trends and user demographics. Educators can utilize this information to refine program offerings and tailor communications to prospective students. Administrators use the dashboard to monitor the effectiveness of marketing strategies and to make data-driven decisions regarding program development.

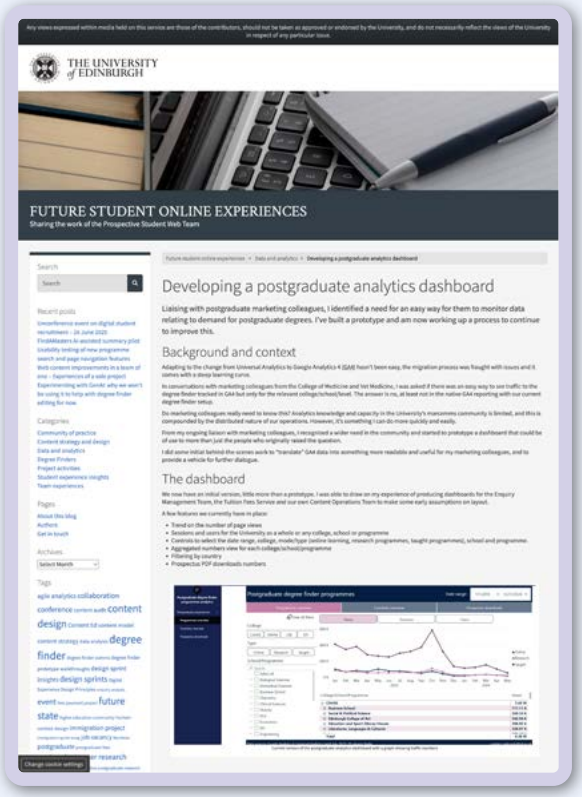
Read more about
the Analytics Dashboard



University of Edinburgh
Learning Analytics Report Card (LARC)

The Learning Analytics Report Card (LARC) is a tool that captures data from an individual student's course-related activity, presenting a summary of their academic progress in textual and visual form. Educators can use LARC to gain insights into student engagement and learning behaviors, allowing for more informed teaching practices. Administrators benefit from LARC by understanding how students interact with digital learning environments, which can inform policy decisions and resource allocation.

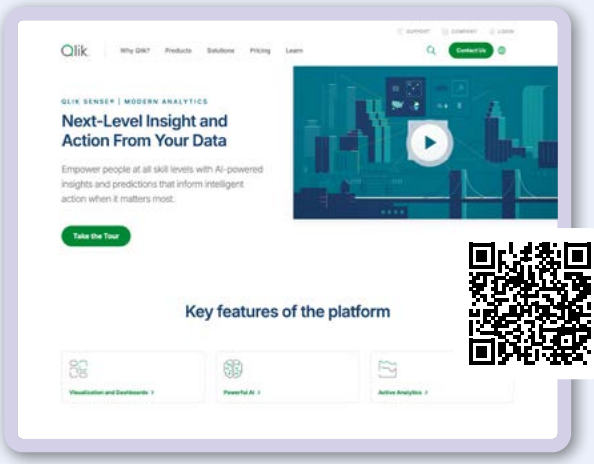
Read more about LARC



Tools for Engagement Dashboards
Looker Studio

Looker is a flexible, cloud-based platform that unifies institutional data and enables custom dashboards for tracking student performance, retention, and engagement. Its embedded analytics support collaboration and informed decision-making across departments.

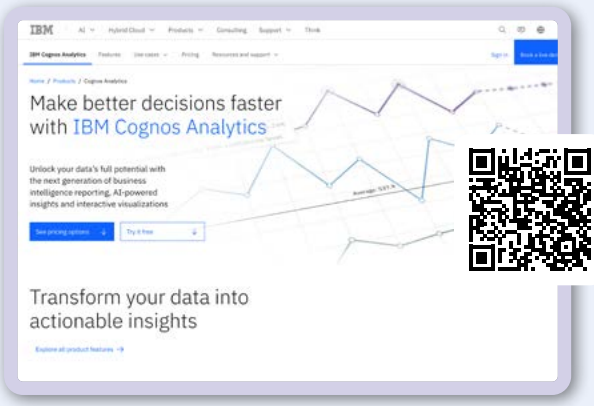
Explore Looker Studio



Tools for Engagement Dashboards
Qlik Sense

Qlik Sense uses AI and associative data indexing to help educators explore complex datasets, spot engagement trends, and identify at-risk learners. Its flexible, self-service dashboards support fast, adaptable insights for diverse educational needs.

Explore Qlik Sense



Tools for Engagement Dashboards
IBM Cognos Analytics

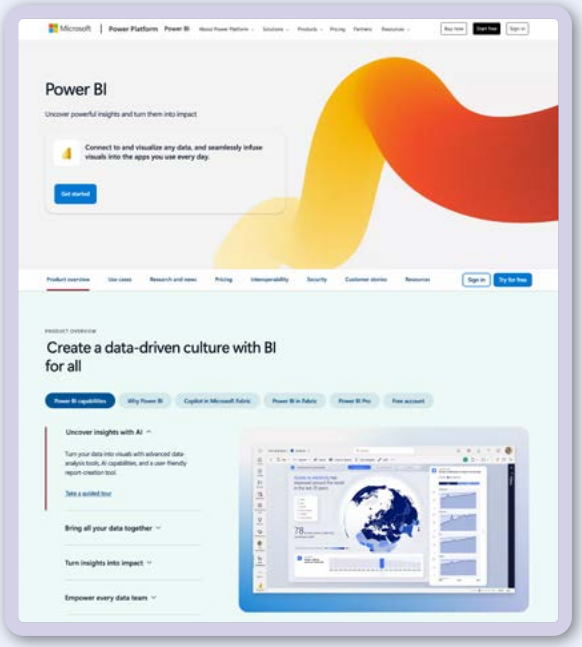
IBM Cognos Analytics offers AI-powered visualizations, automated data prep, and natural language queries. It helps administrators generate reports on engagement, course completion, and learning outcomes at scale.

Explore IBM Cognos Analytics

tools for Engagement Dashboards
Microsoft Power BI

Power BI integrates seamlessly with Microsoft 365 and Azure, offering real-time dashboards to track engagement, performance, and KPIs. Its AI features and broad data connectivity help administrators uncover trends and deliver insights to enhance teaching and learning.

Explore Microsoft Power Bi



PART IV – 2. Nudges for administrators – Nudge 6 – by Trendhuis

Automated Accessibility Prompts

Make every document accessible with just one prompt.

1. Target Behavior

Encourage administrators to prioritize accessibility by integrating default prompts, tools, and reminders into the digital systems educators use, nudging them to make course content accessible by default.

Instead of treating accessibility as a separate or burdensome task, administrators design systems that prompt and guide educators toward inclusive content creation as part of their regular workflow.

These prompts appear when educators upload files to learning management systems, edit syllabi, or share teaching materials. The goal is to make accessible practices the norm, reducing the cognitive and technical barriers for educators while supporting inclusive education.

2. Description of the Nudge

This nudge focuses on embedding automated accessibility reminders into the digital platforms used by educators—particularly during key content-related tasks. When educators upload, create, or edit materials (such as slides, videos, or PDFs), system-generated prompts remind them to apply accessibility features like:

- ✔ Adding alt-text to images
- ✔ Providing captions or transcripts for videos
- ✔ Structuring documents with proper headings
- ✔ Ensuring screen reader compatibility

The prompt might also include a real-time accessibility score or visual feedback (e.g., a green check mark for compliant documents). This approach reduces the effort required to “remember” accessibility, and nudges educators toward inclusive action without requiring manual enforcement.

Administrators set up the environment, integrating accessibility checkers and reminders directly into tools already used by educators (e.g., LMS platforms, intranet systems, Microsoft Office). The nudge is thus subtle but powerful, leveraging automation to embed good habits into everyday routines.

3. Nudging technique

Default accessibility features and real-time feedback

This nudge applies a default-setting technique by ensuring that accessibility checkers are always available and actively prompt users before publishing or submitting content. It also uses immediate feedback—such as scoring systems, visual cues, and tips—to guide educators toward accessibility improvements on the spot.

Together, these mechanisms lower the effort required to act accessibly and make it easier for educators to comply with inclusive practices without additional workload.

4. Implementation steps

- Integrate accessibility checker tools into core platforms (e.g., Microsoft 365, Moodle, Blackboard, SharePoint). Select tools that automatically scan content and suggest improvements (e.g., Microsoft Accessibility Checker, Blackboard Ally).
- Activate automated prompts to appear when users upload or create materials. These prompts should clearly indicate any accessibility issues and offer immediate suggestions for improvement.

- Customize messaging to highlight the benefits of accessible content—not only for compliance but also for improving student engagement and learning equity.
- Provide clear visual feedback, such as a checklist or compliance score, visible to educators upon completion or upload of content.
- Offer targeted training sessions and support materials for educators, helping them understand how to respond to prompts and improve accessibility without needing expert knowledge.
- Conduct periodic content audits using built-in analytics or reports from accessibility tools. Use this data to monitor progress, identify gaps, and further refine the nudging strategy.

5. Classification criteria

- **Cost of implementation:** Medium (depends on existing platforms and licensing)
- **Time required:** Medium (integration and training setup)
- **Ease of implementation:** High (especially if existing tools are used)
- **Digital tool(s) involved:** Accessibility checkers (e.g., Microsoft Accessibility Checker, Blackboard Ally, Grackle, WAVE)
- **Level of impact:** High (applies to all shared digital content)
- **Scalability:** High (can be deployed across faculties or campuses)

6. Expected outcomes

- Increased share of course content and administrative documents meeting accessibility standards
- Improved inclusion for students and staff with visual, auditory, or cognitive disabilities
- Strengthened institutional compliance with national or European digital accessibility regulations
- Improved educator awareness of accessibility best practices and tools
- Reduced retroactive accessibility fixes and associated workload

7. Evaluation and metrics

- **Accessibility compliance rate:** % of uploaded materials that pass built-in accessibility checks
- **Tool usage analytics**: Frequency and consistency of accessibility tool usage by educators
- **Educator feedback:** Surveys or interviews assessing ease of use, perceived value, and behavioral change
- **Impact tracking:** Monitor changes over time in student satisfaction or access barriers related to digital materials

8. Challenges or risks

- **Perceived extra workload:** educators may see prompts as time-consuming or disruptive to their workflow.
- ***Mitigation:*** *use user-friendly, low-friction tools that integrate seamlessly into existing systems. Frame prompts as quick suggestions rather than mandatory tasks.*
- **Low technical confidence:** some educators may not be familiar with accessibility features or unsure how to apply them.
- ***Mitigation:*** *offer short micro-trainings, quick-start guides, and tooltips directly within the platform to build confidence without requiring significant time investment.*
- **Integration complexity:** IT teams may face difficulties embedding accessibility checkers into learning platforms or content systems.
- ***Mitigation:*** *collaborate closely with platform providers and prioritize tools with proven integration success (e.g., Blackboard Ally, Microsoft tools).*
- **Inconsistent use:** without reinforcement, some educators may ignore prompts or fail to follow accessibility recommendations.
- ***Mitigation:*** *use feedback loops like compliance scores or visual indicators, and promote success stories that highlight the impact on students. Position accessibility as an element of teaching excellence and inclusive pedagogy, not just compliance.*

9. Resources needed

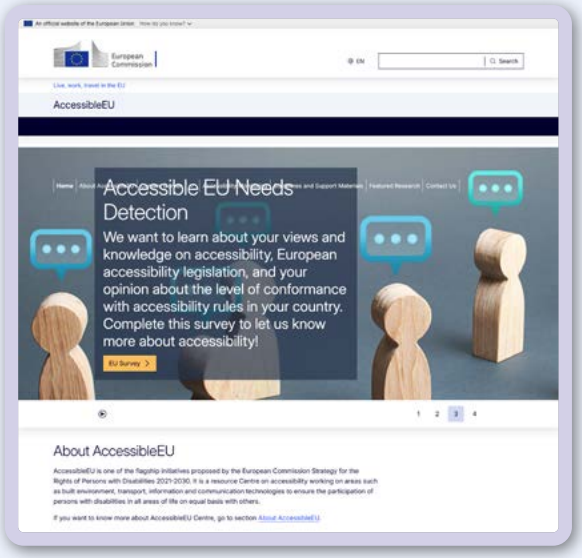
- **Accessibility Tools**
  Platforms like Microsoft Accessibility Checker or Blackboard Ally need to be enabled or licensed to provide automated checks and prompts.
- **IT Support**
  Technical staff are required to integrate these tools into learning management systems and ensure smooth operation over time.
- **Training Materials**
  Simple, quick-reference guides or videos should be created to help educators understand and act on accessibility prompts with minimal effort.
- **Staff Time**
  Instructional designers or accessibility leads should allocate time to set up prompts, tailor messaging, and provide basic support during rollout.
- **Budget**
  A moderate budget is needed for tool licensing, training development, and staff support—costs will vary depending on existing infrastructure and scale.

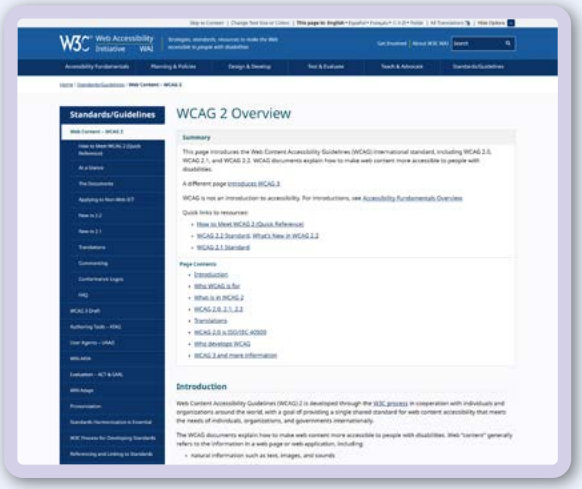
10. Examples

AccessibleEU Initiative

AccessibleEU, a European Commission initiative, supports accessibility policies across the EU by uniting experts and institutions to share best practices, promote standards like WCAG, and foster inclusive digital and physical environments. In higher education, it encourages universities to adopt accessible design and support all students.

Visit AccessibleEU

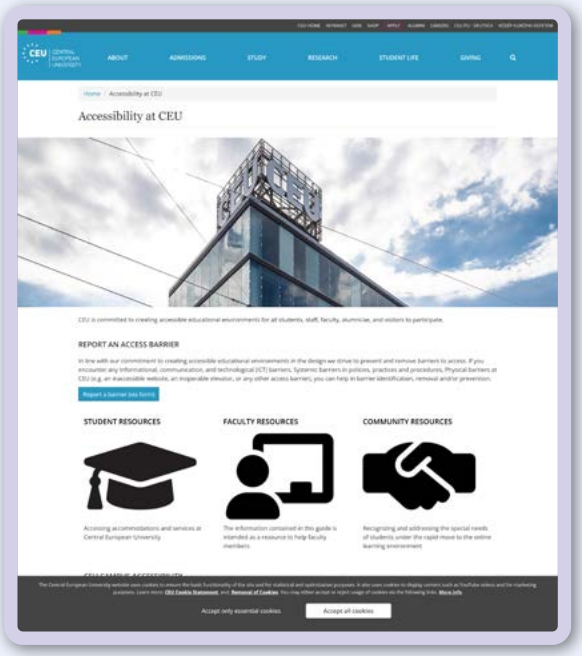




Web Content Accessibility Guidelines *(WCAG)*

The Web Content Accessibility Guidelines (WCAG), developed by the W3C, set international standards to ensure digital content is accessible to all users, including those with disabilities. Based on four core principles—Perceivable, Operable, Understandable, and Robust (POUR)—WCAG has three compliance levels (A, AA, AAA) and underpins accessibility requirements in EU laws like the Web Accessibility Directive and the European Accessibility Act, especially in higher education.

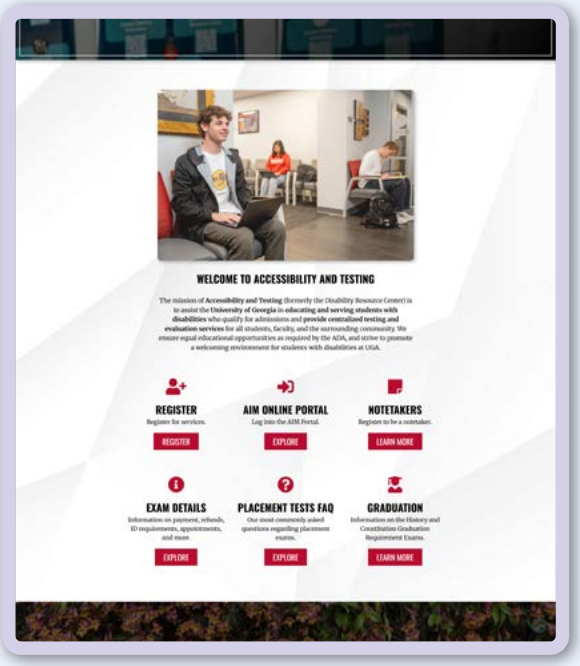
Learn more about WCAG guidelines



Central European University (CEU) *dedicated Accessibility Office*

CEU ensures digital accessibility through a dedicated Accessibility Office and web support team, aligning with WCAG standards. Efforts include faculty training, regular content checks, and clear reporting protocols. The university also promotes digital inclusion through partnerships and events.

Learn more about Accessibility at CEU



University of Georgia (USA)
Inclusive Learning

The University of Georgia (UGA) has developed a comprehensive digital accessibility initiative to support inclusive teaching practices. Through its Digital Accessibility Policy and centralized portal, UGA encourages faculty to proactively create accessible course content. The Disability Resource Center can work with students with disabilities to receive necessary accommodations.

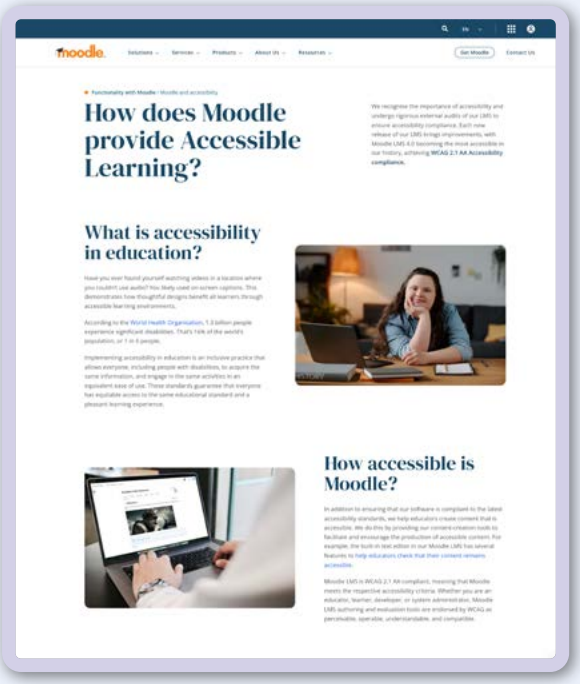
Visit the Disability Resource Center

Blackboard Ally
Accessible learning

Many universities that use Blackboard Ally receive in-platform nudges when instructors upload course materials. Ally:

- Scans files upon upload.
- Shows an accessibility score and issues.
- Offers suggestions or remediations.
- This feedback encourages educators to fix accessibility before materials go live

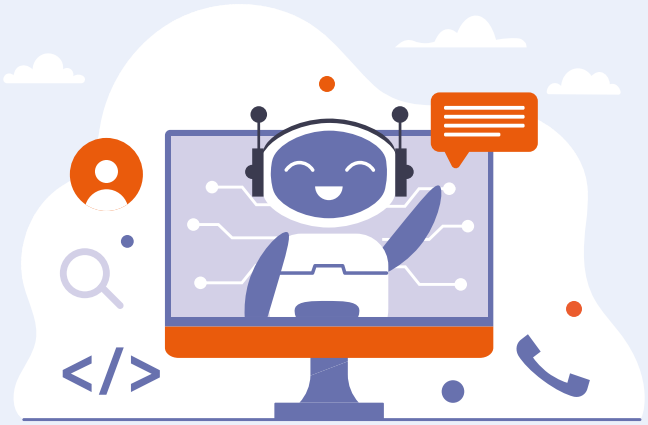
Learn more about Ally



Moodle
Accessible learning

Many universities across Europe and beyond use Moodle to support accessible learning due to its compliance with WCAG 2.1 AA standards. Tools like the Brickfield Toolkit, which adds prompts and an accessibility score to help fix issues like missing alt-text or poor structure—making inclusive content easier to create.

Learn more about accessibility with Moodle



PART IV – 2. Nudges for administrators – Nudge 7 – by the university of Barcelona

Preparing powerful information pills

Guide Responsible AI Use.

1. Target Behavior

This initiative aims to equip the Vice-Rectorate for Students and University Life team with the knowledge and tools to foster responsible AI use among students. Through curated resources and hands-on workshops, it empowers technicians and managers to create engaging content—such as short “information pills”—that promote ethical, transparent, and informed AI practices.

2. Description of the Nudge

Students have approached AI for superficial and often irresponsible and uninformed use.

The biggest problem with irresponsible use is that it does not allow students to learn, and they focus on being able to pass subjects by using generative AI to do homework for them.

The team responsible for students at the university can give them ideas and strategies for effective use of AI to learn and increase their work and learning capabilities.

Reports, guidelines and even regulations are rarely read by students. An interesting way to reach them is through small audio-visual information pills on social networks with good ideas, strategies that work, friendly recommendations, and original and useful proposals.

This nudge action wants to help the vice-chancellor’s team of students to understand what a responsible, ethical, and oriented use of AI is and to be able to transmit it to the students.

The team will be equipped with key concepts to be transmitted, and the competence of designing and scripting training pills will be developed.

The development of this competence to create direct, targeted and audio-visual messages will not end with this project but can be used in the future whenever you want to convey concepts to students that take time to be integrated.

3. Nudging technique

Firstly, the strategy of equipping the vice-chancellor's team of students with a wide range of quality content on:

- what students are doing with AI (based on empirical evidence)
- what generative AI tools help us to improve our capabilities
- what processes should be followed for selecting information, reading and comprehension supported by AI
- what academically honest and responsible strategies we should adopt for the use of AI in the creation of academic work.
- what regulations exist for the use of AI in academia

Secondly, a creative writing workshop for audiovisual scripts will be set up based on the content studied.

Thirdly, in order to create the final versions of the scripts for audiovisual training pills, we will use a peer to peer evaluation. This P2P strategy will allow us to obtain a collection of validated and suitable scripts.

Each of the training pills can be a nudge for the recipients, i.e. the students who will consume them on social networks.

4. Implementation steps

Step 1. Bring together the team that works in different sections of the vice-chancellor's office for students, with a trainer, in a brainstorming session to share their perception of the problems of students' use of AI.

Step 2. Prepare the necessary contents and resources (videos, guides, articles, books, ...) with strategies for a responsible and academically honest use of AI, and above all to take advantage of its potentialities in the learning processes in higher education. Organise the contents in the cloud for the entire vice-rectorate team.

Step 3. Allow time for the team to read and study the documents, giving each person the possibility to focus on those dimensions that seem to be of highest priority. Coordinating the team so that all the topics are studied.

Step 4.
Meeting of the entire team, with a mediator or trainer, to share the ideas obtained by reading all the different documents (each person on the dimension he/she has worked on).

Creation of a list of concepts to transmit, organised by priority and labelled by dimension. For example: useful tools, strategies for using AI in writing papers, strategies for using AI for data analysis, ...etc.

Step 5. Selection of concepts to write the script of a training pill in audiovisual format. Each person chooses two concepts and prepares a script for one of them.

Step 6. Meeting for collaborative work with the whole vice-chancellor's team. Peer evaluation strategy of the scripts. Each person reviews the script of a colleague and gives feedback with proposals for improvement, explaining to the author what changes are necessary.

Step 7. Working meeting of the team with an expert trainer in audiovisual scriptwriting, reviews some selected scripts and returns guidelines to orientate the audiovisual production, format, style, characters, time, ...

Step 8. Each person improves their script, and prepares the script of the second concept, introducing the tricks they have learnt for a good audiovisual script.

Step 9. Asynchronous task. Each script is reviewed by a partner. The author improves and finishes the script.

Step 10. The scripts are uploaded to the cloud so that their audiovisual production and sharing on the university's social networks can be managed.

Final step. Team meeting with a trainer, for reflection and metacognition, on the process experienced, what has been learned, and the product created. Thinking together about how to transfer what has been learnt to the next training and informative communications for the students.

5. Classification criteria

Assess the following factors:

- **Cost of application:** The cost will focus on training hours. The trainers will spend 16 hours to meet, train and advise the vice-chancellor's team of students, and to prepare materials and review productions. The cost can vary in different universities, between 90 and 120 euros per hour of training.
- **Time needed for implementation:** The proposal will be worked on for a short period of time, condensed over five weeks. It includes 5 training sessions of 2 hours each, and study time and personal work between sessions of at least 2 hours each week.
- **Ease of implementation:** Must be able to be carried out during the team's working day, easy to implement, 1 or 2 expert trainers needed.
- **Digital tool(s) used:** University's own cloud-based tools (Moodle, Google Drive, Canva, OneDrive, ...).
- **Level of impact (low, medium, high):** The impact can be high, not only for the students who will be the final recipients of the product created, but also for the team that will learn how to design this type of content and can transfer it to similar future tasks.
- **Scalability (Can it be applied in different contexts?):** It can be applied in all teams that are responsible for communicating and transmitting information to a group.

6. Expected outcomes

The expected results are in two scenarios:

- The student vice-chancellor's team will understand in depth how to use AI responsibly, thus overcoming the idea that the university should 'control' if students cheat, and seeking to focus on how students can responsibly take advantage of the potential of technology to learn. They can also transfer what they learn into future communications and training of students at the university, and create a serious, solid and reliable channel on the social networks frequented by students.
- Students will be able to access quality, well-founded information, tips, guidance and strategies to use AI responsibly and improve their learning processes at the university.

7. Evaluation and metrics

It can be counted how many scripted contents are uploaded and distributed on the university's social networks.

And it is also possible to monitor how many students access each of the contents.

It will be more complex to verify the real impact of these micro-training contents on the students and their skills.

8. Challenges or risks

There may be a risk that there is no budget to produce the designed audiovisual training pills.

Mitigation: *One option would be to rely on the support of young students, scholarship holders or students and teachers of communication, media or audiovisual creation degrees.*

9. Resources needed

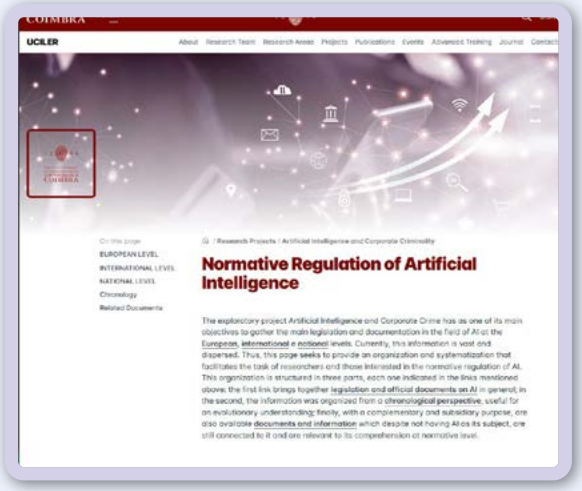
- A trainer specialised in the creation of training and/or audiovisual content or a specialist in audiovisual scriptwriting and another in the educational use of AI is required.
- Space for meetings and training sessions for the whole team at the university itself.
- The university's own cloud platform for sharing documents.

10. Examples

University of Coimbra
Normative Regulation of Artificial Intelligence

The exploratory project Artificial Intelligence and Corporate Crime has as one of its main objectives to gather the main legislation and documentation in the field of AI at the European, international e national levels. Currently, this information is vast and dispersed. Thus, this page seeks to provide an organization and systematization that facilitates the task of researchers and those interested in the normative regulation of AI.

Read more: University of Coimbra



University of Coimbra
Webinar on AI Ethics and Governance

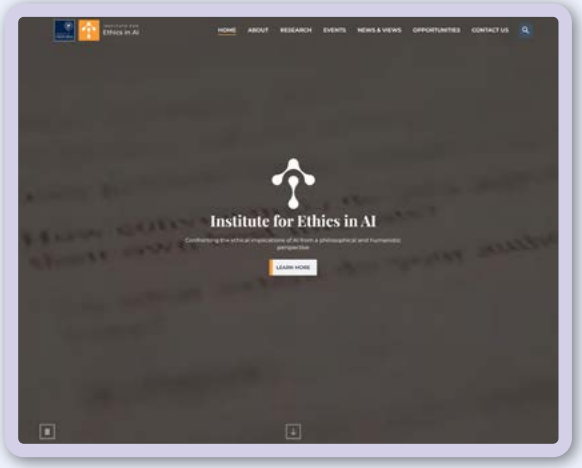
The “AI Ethics and Governance” open webinar, organized by the Equality & Diversity Working Group with the support of the University of Padova, reflects the Coimbra Group’s strategic effort to explore with its members the impact, opportunities, and challenges that AI presents to higher education.

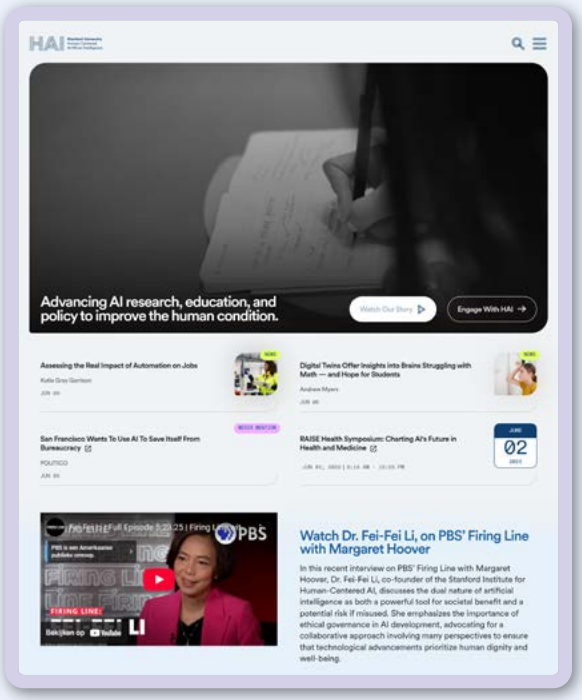
Watch the Webinar on AI Ethics and Governance

Oxford University
Institute for ethics in AI

The Institute for Ethics in AI brings together world-leading philosophers and other experts in the humanities with the technical developers and users of AI in academia, business and government. The ethics and governance of AI is an exceptionally vibrant area of research at Oxford University and the Institute is an opportunity to take a bold leap forward from this platform.

Visit the Institute for Ethics in AI





Stanford University (USA)
Human-Centered AI (HAI)

Stanford University's Human-Centered AI (HAI) initiative emphasizes the ethical development and deployment of AI technologies, advocating for transparency, accountability, fairness, and inclusivity. In addition to guiding researchers, Stanford provides clear policies for student use of AI tools such as ChatGPT. These policies stress the importance of academic integrity, encouraging students to use AI responsibly—supporting learning rather than replacing original work. Misuse, such as plagiarism or unauthorized assistance, is considered a violation of the university's honor code

Visit: HAI website

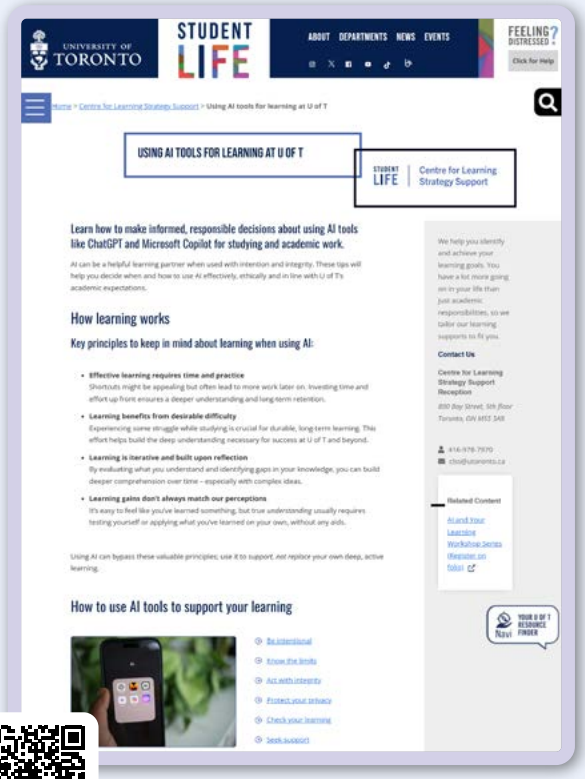
University of Toronto
AI tools for learning

The University of Toronto in Canada has implemented comprehensive policies to guide the integration of artificial intelligence in education and research. In the academic setting, the AI in Education Policy provides clear guidelines for the use of AI-assisted learning tools, emphasizing fairness, transparency, and the prevention of academic misconduct.

These guidelines ensure that students and educators use AI ethically and responsibly, maintaining the integrity of academic work.

Additionally, the university's Ethical Review for AI Research requires that projects involving AI undergo enhanced ethical scrutiny, particularly when they have implications for privacy, data security, or societal impact. This reflects a commitment to responsible innovation and the safeguarding of public trust in academic research.

Read more about using AI tools for learning



PART IV – 2. Nudges for administrators – Nudge 8 – by the university of Barcelona

Microlearning on the virtual campus

Learn fast. Teach smart.

1. Target Behavior

LMS platforms are continually evolving, offering new tools and features, and university lecturers are increasingly applying didactic strategies to enhance student learning. However, many still struggle to fully use the capabilities of digital tools available on the virtual campus, often due to limited time or training opportunities.

To support lecturers, teaching and staff support teams can embed micro-tutorials directly in the LMS. These serve as gentle prompts to help lecturers use digital tools more effectively, without requiring formal training. Automated, context-sensitive suggestions can further support their use.

2. Description of the Nudge

For many university teachers, getting to grips with the digital tools of the virtual campus and its didactic possibilities is complex, and they often do not have the time to attend training sessions lasting weeks.

Having a collection of short videos at hand, accessible from the virtual campus of each tool and having automatic suggestions in the virtual campus tools, can help them learn to use them faster, to use them better, or in a more pedagogical sense.

To this end, the technicians responsible for teaching support on the virtual campus should prepare these video tutorials and these automatic messages with suggestions for each tool on the virtual campus.

This example of nudge is based on helping this technical team to prepare these videos and suggestions for the teaching staff, by means of creation strategies with their own computer.

These videos and suggestive phrases will then be inserted into the campus tools by the technicians. In this way, teachers will see suggestions for the use of each tool in a floating

window when they start using them. They will also be able to access a video tutorial for each tool by means of a micro-icon located in each tool.

3. Nudging technique

- **Real-Time Suggestions:** timely, context-aware prompts (e.g., tooltips or pop-ups) appear as teachers engage with virtual campus tools, offering immediate, concise guidance. ***Behavioral insight:*** *just-in-time advice in context reduces cognitive effort and boosts compliance.*

- **Simplification:** information is delivered in bite-sized formats like short videos and clear texts, minimizing effort and decision fatigue. ***Behavioral insight:*** *Simplified content increases engagement by lowering barriers.*

- **Practical Ideas:** nudges provide actionable tips combining technical use with pedagogical benefits, encouraging creative and effective tool use. ***Behavioral insight:*** *Examples of achievable success motivate replication through social and goal-oriented learning.*

4. Implementation steps

Step 1. Meeting with the virtual campus support team, preparation of the project.

- Team work to detect the most complex tools of the virtual campus and those that are simpler or more commonly used by teachers.

- Organise groups to prepare short video tutorials of the most complex ones, and technical and dataset sentences of the most used and/or simplest ones.

- Divide the videos and phrases to be prepared among the different groups.

Step 2. Each small group prepares 2 videos of 2 different tools, and suggestions for two more tools (for each one prepare one technical suggestion and two didactic suggestions).

- The videos will be made with a screen and voice recording tool such as Screencast-o-matic, Vidyard, Ezvid, QuickTime, etc.

- The sentences are shared in the team's online database so that they can be revised and expanded throughout the courses.

Step 3. Working meeting to watch the videos, evaluate them among the whole team and discuss possible improvements.

Step 4. Production of the final version of the videos.

Step 5. The final videos are uploaded to a shared folder on the university's online platform..

5. Classification criteria

- **Cost of implementation:** there is no direct cost, the tools can be the university's own or free of charge, a trainer is not necessary, just a leader of the technical team.
- **Time required for implementation:** 4 weeks
  The longest time is the preparation of the video tutorials, but the 1st and last phase can be very fast.
- **Ease of implementation:** it is easy to implement, as the support technicians of the virtual campus know the tools and the needs of the teachers well.
- **Digital tool(s) involved:** virtual campus of each university and tools for recording video tutorials that record the screen and the voice of a speaker. Some free ones are: Screencast-o-matic, Vidyard, Ezvid, QuickTime, etc.
- **Level of impact (low, medium, high):** a medium-high impact is expected as it can be very useful for teachers who are new to the tools, but does not bring new information to those who are advanced users.
- **Scalability (can it be applied in different contexts?)** It can be applied to any tool in the university.

6. Expected outcomes

Teachers who need to learn more about the campus tools will have at hand, within each tool, a short, straightforward tutorial focused on the possibilities of the environment.

The automatic technical suggestions should be sufficient to be able to use the simple tools.
The pedagogical suggestions can give ideas for innovative teaching methodologies and uses.
The suggestions may vary over time and increase as the support team creates more phrases and ideas.

7. Evaluation and metrics

The number of video views and suggestions can be collected automatically through the metrics of the virtual campus systems.

The usefulness of the contents (suggestions and videos) can be evaluated every six months by questioning the teaching staff using the virtual campus.

8. Challenges or risks

Some teachers may be annoyed by the automatic appearance of suggestions when activating or working with a campus tool. So, a system for activating or deactivating suggestions in the virtual classroom settings could be considered.

9. Resources needed

- No exceptional resources or tools are needed.
- The proposed tools are free of charge and other tools or the university's own tools can be used.
- The meeting and work spaces are those of the campus support team.
- The cloud space or virtual platform of each university must be accessible.

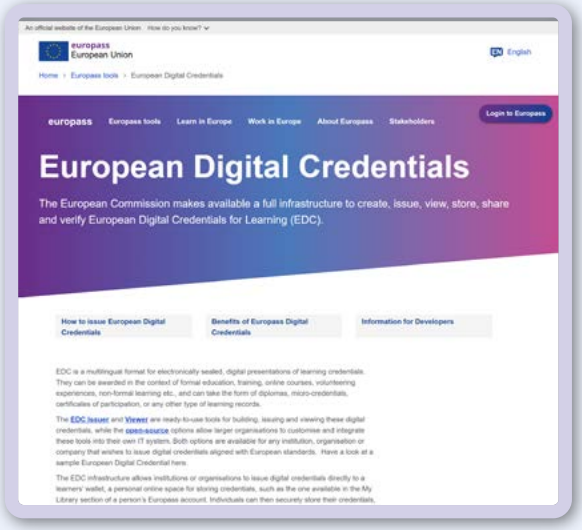
10. Examples

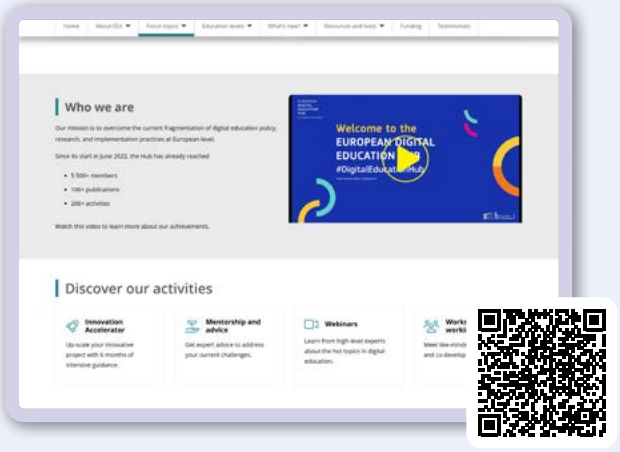
As digital learning evolves, microlearning has become a key focus in European education. These resources reflect how educators, platforms, and institutions are thinking about and shaping microlearning—through tools, design strategies, and policy-level support.

Europass
European Digital Credentials

This Europass page explains the initiative for European Digital Credentials, aiming to standardize and simplify the recognition of skills and qualifications across Europe. It highlights how digital credentials enhance transparency and portability for learners and professionals, making it easier to share verified achievements in a secure and accessible way.

link: European Digital Credentials





European Commission
European Digital Education Hub

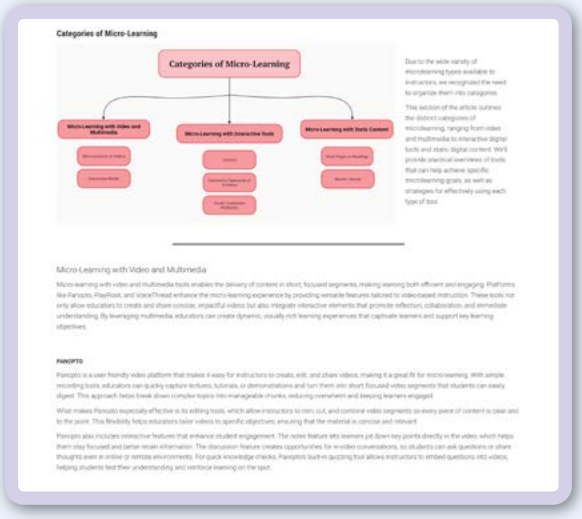
This official page from the European Commission introduces the European Digital Education Hub, a collaborative platform aimed at supporting innovation and digital transformation in education. It connects educators, researchers, and policymakers to share resources, best practices, and insights on digital teaching methods, including microlearning.

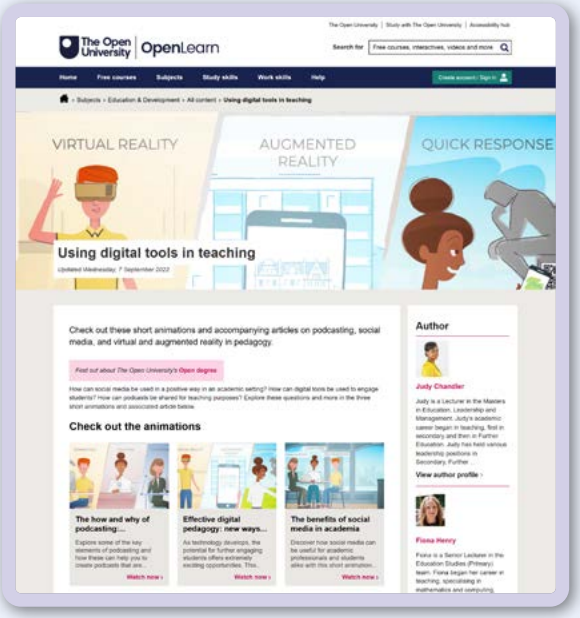
Link: the European Digital Education Hub

Delta State University
Microlearning with Digital Tools

This resource from Delta State University provides educators with a variety of digital tools to implement microlearning strategies. It focuses on interactive and user-friendly platforms that enable the creation of short, targeted lessons, helping learners stay motivated and retain information more efficiently.

Learn more about Microlearning





Open University
Using Digital Tools for Teaching

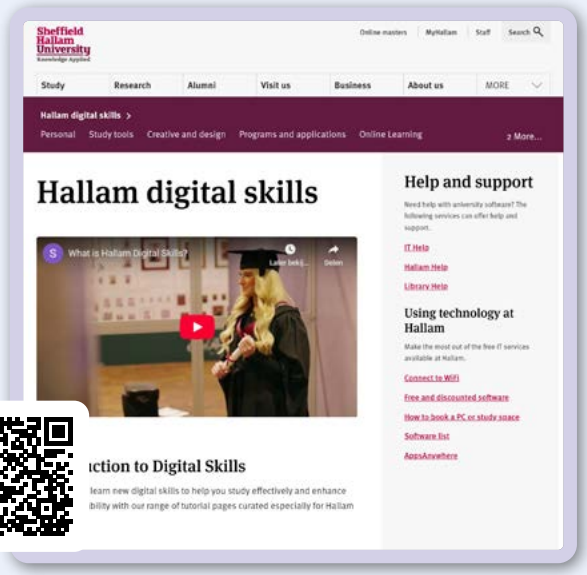
This OpenLearn course illustrates microlearning principles through short, practical sections designed for flexible, self-paced learning.

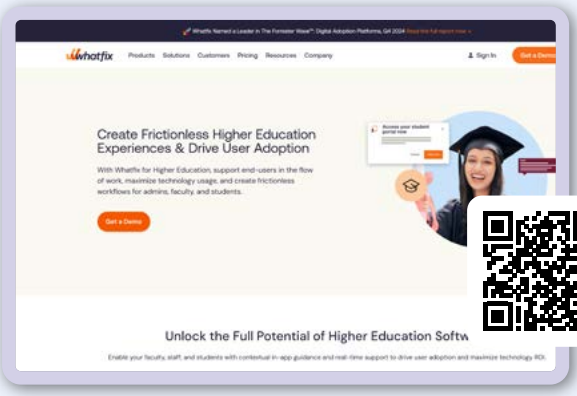
Visit the open learn course

Sheffield Hallam University'
Digital Skills Hub

Sheffield Hallam University's Digital Skills Hub offers short, engaging tutorials and workshops to help higher education educators improve their digital teaching skills. The resources are easy to navigate and focus on practical use of digital tools.

Visit Hallam University Digital Skills webpage





Whatfix
Digital Adoption Platform

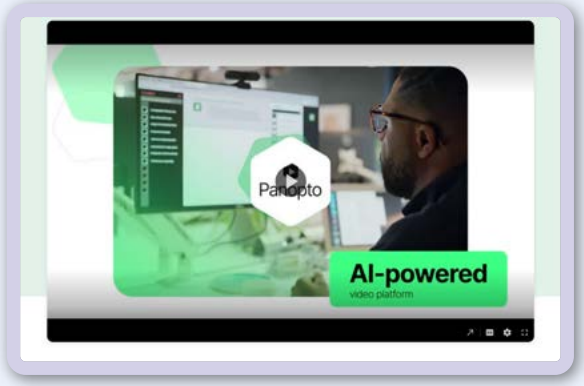
Whatfix offers a digital adoption platform for higher education that helps faculty, staff, and students learn software faster through in-app guidance and support.

Visit Whatfix for education

Panopto
Microlearning videos

Panopto helps educators create short, focused videos perfect for microlearning. Features like quizzes and note-taking boost engagement, while integration with LMSs like Moodle and Canvas makes content easy to deliver and track.

Learn more about Panapto



PART IV – 2. Nudges for administrators – Nudge 9 – by the university of Barcelona

Success stories to push for more success

Sharing Success, Motivating Growth.

1. Target Behavior

The technical team responsible for continuing teacher training will be guided through a structured process to design and develop a repository that collects and showcases successful teaching methodologies. This repository will serve as a resource to inspire and support university teaching staff in improving their instructional practices.

2. Description of the Nudge

In order for the technical team to be able to design a database and web platform where to collect and show successful teaching experiences at the university, they will receive a short and highly oriented training to achieve this goal.

They will be shown existing examples of repositories of good teaching practices, and their structure, strengths and weaknesses will be analysed.

The team will be encouraged to design together the structure of the database and website that will collect the successful practices.

Two examples of real successful practice in the university itself will be shown, following the designed structure. And it will be evaluated to meet the requirements with a checklist.

The designed structure will be validated in the team with the support of an expert trainer.

Once validated, it will be handed over to the technological development team and experiences and success stories will be collected from the university's own teaching staff.

3. Nudging technique

Social Proof
Presenting real examples of successful teaching practice repositories from other institutions and within the university reinforces that "others are doing it," establishing a norm.

Success Stories
Two successful practices from the university are showcased to inspire action and provide a template for replicability.

Default Templates
A pre-designed structure for the database and content entries (e.g., title, methodology, number of students) reduces decision fatigue and sets an easy path forward.

Checklists
A checklist for evaluating whether a success story fits the repository criteria fosters clarity and confidence in contributions.

Public Commitment
By co-creating and signing off on the repository structure, the team makes a psychological commitment to the project's success.

Salience and Framing
Framing contributions as part of a "university legacy" or "shared educational excellence" boosts engagement by giving intrinsic value to the act.

4. Implementation steps

Step 1. A trainer or facilitator will present the team with 2 or 3 examples of repositories of successful forematic practices.

The team with the trainer will analyse the structure and information of the repositories. They will discuss aloud and draw conclusions.

Step 2. A further team meeting with a mediator or trainer will retrieve the conclusions from the analysis of the repositories, and together the team will create a structure for the repository itself. For example: title of the successful practice, grade, academic year, subject, number of students, didactic methodology, activities carried out, ...etc.

Step 3. Two examples of academic success stories will be chosen and tried to explain them using the designed structure. Seeing how the success stories fit or do not fit into the designed structure, the structure will be finalised.

Step 4. The designed repository structure will be sent to the web development and technical team.

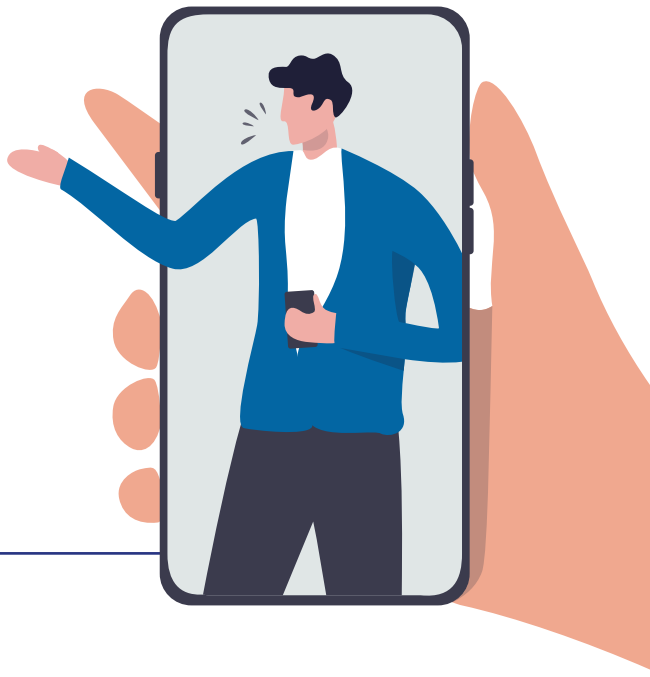
Step 5. The continuing education team at the university will collect the success stories from the university lecturers to fill the repository.

5. Classification criteria

- **Cost of implementation:** Time of a trainer for 2 weeks
- **Time needed for implementation:** two weeks in 3 working sessions of 3 hours per session.
- **Ease of implementation:** very easy
- **Digital tool(s) used:** University's own platform for sharing textual documents
- **Level of impact (low, medium, high):** Medium impact. Although it is very positive for teachers to have examples of didactic activities that work in the classroom, it is also true that only teachers who are really interested in improving their educational practice use this type of learning resources.
- **Scalability :** it can be applied to all learning processes that can be supported by well selected quality examples.

6. Expected outcomes

If after creating the repository structure an effort is made to collect educational success stories in different areas, and from different methodologies, it is certain that the repository can become an interesting tool for social learning.



7. Evaluation and metrics

The educational practices shared in the repository, and the accesses of teachers to consult them, can be counted.
In both cases, the number of accesses and creations, the typology, the teaching methodology used, the target audience, ... can be measured automatically.

8. Challenges or risks

There may be a risk that insufficient time and resources are devoted to collecting enough success stories to show a variety of opportunities. This can be resolved if quantitative and qualitative targets are set for the teacher education team to carry out over 3 or 4 courses, and can be sustained over time.

9. Resources needed

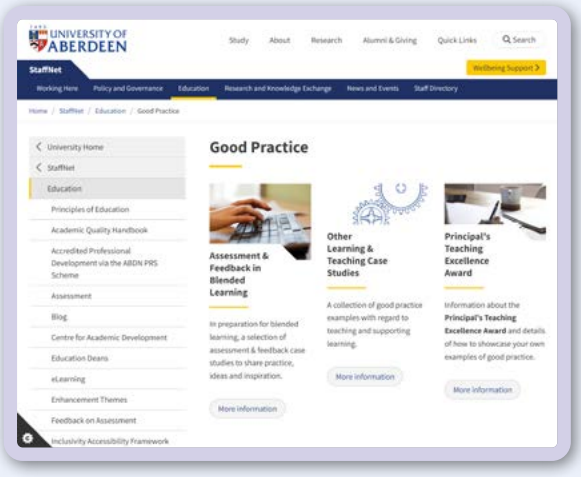
- **A Trainer or Mediator**
  An individual who guides the technical team through the process of designing the repository by presenting examples, facilitating discussions, and supporting collaboration.
- **Teamwork Time**
  Allocated time for the technical team to meet, analyze examples, design the repository structure, and validate it using real teaching success stories.
- **A Physical Space for Meetings and a Cloud Space for Sharing Documents**
  A suitable meeting room or virtual platform where the team can collaborate effectively along with a shared online space for storing and working on documents and templates.

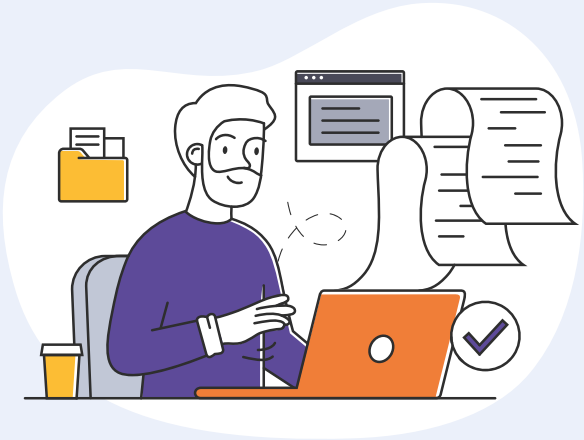
10. Example

University of Aberdeen
Good Practice in Teaching Archive

The University of Aberdeen maintains an archive of good practice case studies from across the university. These examples are categorized into themes for ease of navigation, providing a valuable resource for educators seeking to enhance their teaching practices.

Visit the Teaching Archive





PART IV – 2. Nudges for administrators – Nudge 10 – by Momentum

Reducing Paper Usage Through Digital Nudging

Encouraging a paperless culture in HE institutions

1. Target Behaviour

The objective is to reduce reliance on printed materials by promoting the use of digital tools for academic tasks such as document sharing, collaboration, and assignment submission among students and staff in higher education institutions.

This behavior change is shaped by a clear set of needs and barriers:

Needs

- Awareness of easy-to-use digital tools for document sharing and collaboration.
- Motivation to transition to digital workflows.
- Evidence of the environmental impact of reduced paper usage.

Barriers

- Habitual reliance on printed materials for lectures and assignments.
- Perception that digital tools are more time-consuming to learn and use.
- Limited knowledge of effective digital alternatives to paper-based tasks.

2. Description of the nudge

This nudge promotes a paperless culture by embedding small but consistent cues and incentives throughout the campus environment. It combines environmental messaging with practical support, gently guiding users toward digital habits through visuals, defaults, social cues, and peer influence.

3. Nudging techniques

- **Visual Prompts:** Display infographics at key locations like printers, libraries, and bulletin boards, showing the environmental savings of going paperless. For example, "1 ream of paper = 6% of a tree + 5kg CO_2 emissions" or "Each ton of recycled paper saves 17 trees and 7,000 gallons of water." Use dynamic displays, such as screens in common areas, to share real-time updates on the institution's paper-saving progress.

- **Feedback Mechanisms:** Send monthly emails or push notifications to staff and students highlighting collective achievements, such as "This month, our campus saved 50,000 sheets of paper—equivalent to 6 trees!" Pair these updates with tips for further reducing paper usage, like using PDF annotations or cloud-based collaboration tools.

- **Commitment Devices:** Create a digital pledge campaign where participants commit to going paperless for specific tasks (e.g., no printing lecture notes). Participants can display badges on their profiles in learning management systems (LMS) or digital communication platforms, fostering a sense of accountability and community.

- **Default Settings:** Configure printers to default to double-sided printing or grayscale to reduce unnecessary paper and ink usage. Include a popup message before printing that suggests digital alternatives like saving as a PDF or sharing via cloud storage.

- **Social Proof:** Highlight success stories of departments or individuals who have transitioned to paperless workflows. Share testimonials on digital screens or newsletters, such as "The English Department reduced their paper use by 70% using Google Drive and Microsoft OneNote."

- **Gamification:** Introduce a "Paperless Leaderboard" where departments or individuals earn points for reducing paper usage. Points can be accumulated by adopting digital tools, using cloud collaboration, or submitting digital assignments. Recognise top performers with awards or features in institutional newsletters.

- **Behavioural Triggers:** Use pop-ups in printer systems or document management platforms to prompt users to consider digital alternatives before printing. For instance, "Do you really need to print this? Consider sharing it digitally via email or cloud storage."

- **Convenience Nudges:** Ensure digital alternatives are easily accessible and user-friendly. Provide quick-access QR codes near printers that link to tutorials for using digital tools like Google Drive, DocuSign, or Adobe Acrobat for collaboration and signature collection.

- **Peer Influence:** Establish "Green Ambassadors" among faculty and students who promote digital tools and practices through workshops, peer-to-peer coaching, and social media campaigns. These ambassadors can act as role models, inspiring others to follow suit.

4. Example of implementation

- **Proposal:** Launch a “Digital Sustainability Champion” campaign where educators and students are encouraged to replace printed handouts with digital tools like Google Drive, Microsoft OneNote, or Moodle. Promote the campaign with a friendly competition between departments to see who can reduce their paper usage the most.
- **Incentive:** Departments that save the most paper over a semester receive a digital certificate of recognition and a small fund for eco-friendly upgrades (e.g., energy-efficient projectors).
- **Behavioural Triggers**: Use a browser extension or app (e.g., Forest) that gently reminds users to go digital whenever they attempt to print.

5. Classification Criteria

This nudge operates across digital and physical spaces and targets both students and staff. While many elements are voluntary, some—like printer defaults—are passive nudges. It falls under the category of sustainability and digital transformation in education.

6. Expected Outcomes

The initiative is expected to reduce paper consumption significantly across campus while increasing comfort and familiarity with digital tools. It aims to create a lasting shift in academic workflows toward more sustainable, efficient practices, supported by stronger environmental awareness and peer reinforcement.

7. Evaluation and Metrics

Success will be measured through printer usage logs, digital pledge sign-ups, tutorial engagement, and surveys assessing user experience and tool adoption. Additional indicators include participation rates in the leaderboard challenge and documented reductions in departmental paper usage.

8. Challenges or risks

Key challenges include resistance to changing established habits, concerns over digital fatigue, and potential gaps in digital access or skill. Ensuring support and addressing accessibility will be important to avoid exclusion and maximize participation.

9. Resources needed

The campaign requires graphic design support, IT capacity to adjust systems and build pop-ups, digital infrastructure (e.g., learning platforms and collaboration tools), a modest budget for incentives, and a team of Green Ambassadors to lead outreach and training.

Proposed digital tools:

- **Google Drive or OneDrive:** For sharing and collaborating on documents instead of printing.
- **Moodle or Canvas:** For distributing reading materials and assignments.
- **DocuSign:** For replacing paper forms with digital signatures.

10. Examples

Erasmus
Without Paper (EWP) Days

In September 2024, European Commission-led "Erasmus Without Paper" gatherings took place at universities including Perugia (Italy), Breda (Netherlands), and Granada (Spain). These events focused on accelerating digitalisation in administrative workflows—such as learning agreements and mobility processes—to replace paper-based systems across EU higher education.

Read more about the EWP days

University of Parma, Italy
Recycled Paper

Since 2024, the University of Parma has replaced all A3 and A4 printing with 100% recycled paper. This eco-conscious move is part of their EU GREEN alliance efforts to reduce both the environmental footprint and printing costs.

Read more about this initiative

PART IV – 2. Nudges for administrators – Nudge 11 – by Momentum

Promoting Digital Wellness for Students and Staff

Encouraging healthy digital habits in higher education environments

1. Target Behaviour

The target behavior is to encourage students and staff to adopt healthy digital habits by managing screen time to prevent burnout, integrating regular breaks and offline activities into daily routines, and practicing mindfulness to support mental well-being.

Barriers

- Overuse of digital devices leading to burnout and reduced productivity.
- Lack of awareness about digital wellness practices.
- Difficulty in balancing screen time with offline activities.

Needs

- Tools to monitor and manage screen time effectively.
- Encouragement to integrate breaks and offline activities into daily routines.
- Awareness of the benefits of digital wellness on mental health and academic/work performance.

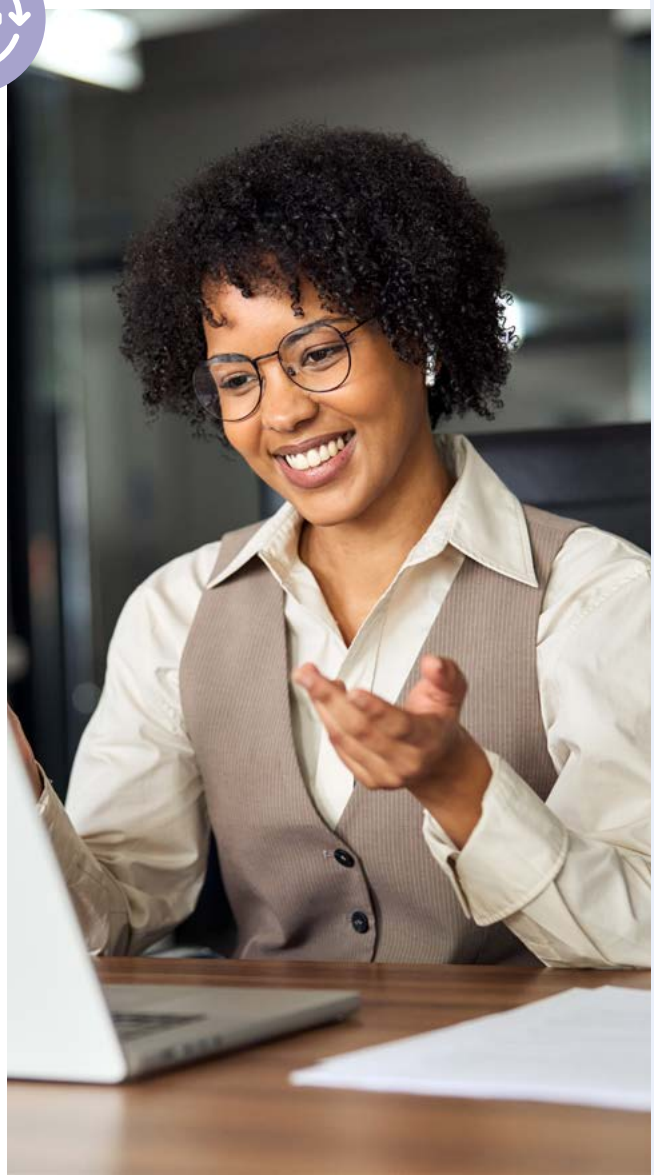
2. Description of the Nudge

A campus-wide initiative called *"Digital Wellness Week"*, supported by digital tools, visual prompts, and incentives. The nudge includes reminders, activity tracking, and feedback to subtly encourage behavior change without being forceful.

3. Nudging techniques

- **Visual Prompts:** Place digital banners on LMS dashboards or app home screens with reminders like, *"Take a 5-minute break to recharge and refocus!"* or *"Did you know? Regular breaks boost concentration by 20%."*
- **Feedback Mechanisms:** Use apps or LMS integrations that track screen time and provide weekly reports showing usage trends alongside wellness tips.
- **Digital Rewards:** Offer wellness badges or points for completing activities like taking regular breaks, reducing non-essential screen time, or participating in campus wellness workshops.

4. Example of implementation



- **Proposal:** Implement a "Digital Wellness Week" campaign, encouraging students and staff to participate in activities such as screen-free hours, mindfulness workshops, and time management tutorials. Use an app or digital platform to track participation and provide personalised suggestions for improving digital habits.
- **Incentive:** Participants who successfully complete the week's activities receive digital badges, recognition on social media, or entry into a prize draw for items like wellness kits, campus merchandise, or subscription services to mindfulness apps.
- **Behavioural Triggers:** Use LMS notifications or calendar integrations to remind users to take breaks or log off after extended periods of activity. For example, "You've been online for 2 hours—time to stretch or grab a coffee!"

5. Classification Criteria

- **Type of Nudge:**
  Informational: Providing wellness facts and tips
  Incentive-based: Digital rewards and recognition
  Timing-based: Reminders triggered by prolonged screen activity.
- **Target Audience:**
  Students and university staff (academic and administrative).
- **Delivery Mode:**
  LMS dashboards, mobile apps, calendar tools, email, and push notifications.

6. Expected Outcomes

- Increased awareness of digital wellness benefits
- Reduction in prolonged, unbroken screen time sessions.
- Improved focus, productivity, and mental well-being.
- Greater participation in wellness-related campus activities.

7. Evaluation and Metrics

- Pre- and post-surveys on digital habits and wellness awareness.
- Engagement data: Participation rates in the campaign, app usage stats.
- Behavioral metrics: Change in average screen time and frequency of breaks.
- Qualitative feedback: Testimonials or comments from participants.

8. Challenges or risks

- Digital fatigue may reduce willingness to engage with additional digital prompts.
- Low participation if incentives aren't appealing or communications are unclear.
- Privacy concerns around screen time tracking and app usage.

9. Resources needed

To implement this nudge effectively, you'll need visual design assets for banners and prompts, access to the LMS or app platforms for integration, a campaign budget for incentives and promotion, and staff support for coordination and tracking.

Proposed digital tools:

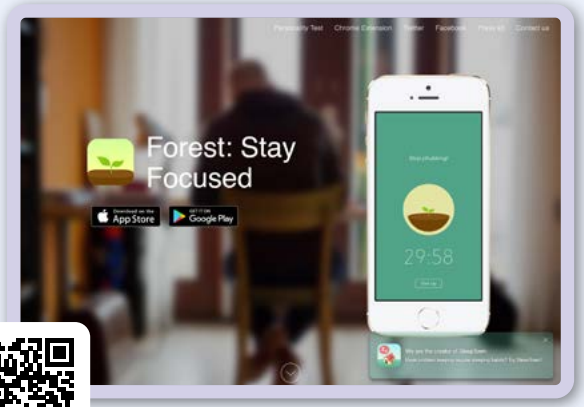
- **Forest or Focus To-Do:** Apps that encourage focus and manage screen time by gamifying breaks.
- **Google Calendar or Microsoft Outlook:** To schedule reminders for wellness breaks during work or study hours.
- **Headspace or Calm:** For promoting mindfulness and stress management.

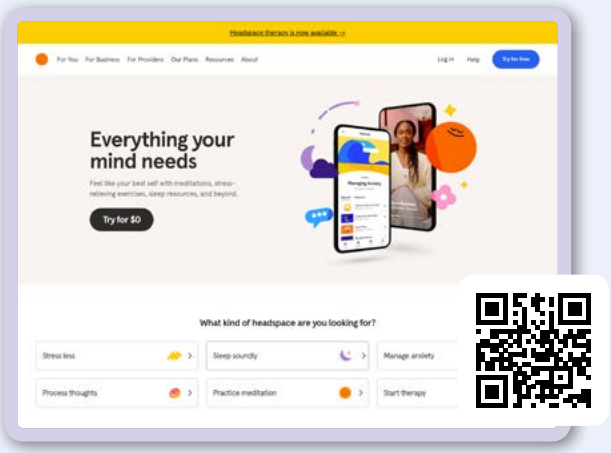
10. Examples

Forest
For Healthier Screen Habits

Forest is a focus app that helps users reduce screen time by letting them grow virtual trees while staying off their phones. If they leave the app early, the tree dies. Over time, users build a forest that reflects their focus habits. It's a simple, gamified way to promote digital wellness and mindful tech use.

Visit the Forest App

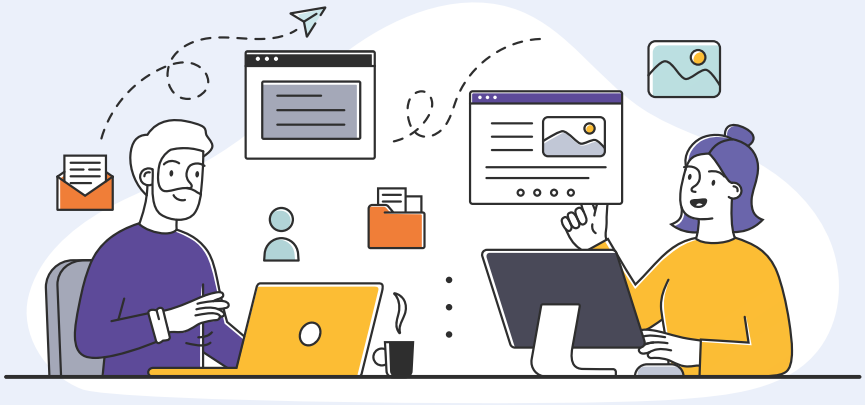




Headspace
Mindfullness and meditaion app

Headspace is a mindfulness and meditation app that supports mental well-being through guided sessions on stress, focus, sleep, and relaxation. It offers short, easy-to-follow practices that can fit into daily routines, making it a useful tool for promoting digital wellness and managing screen-related stress in academic settings.

Read more about Headspace



PART IV – 2. Nudges for administrators – Nudge 12 – by Momentum

Enhancing Participation in Online Knowledge-Sharing Platforms

Encouraging active participation in campus-wide online forums and knowledge-sharing tools

1. Target Behaviour

Encourage students and educators to actively participate in campus-wide online knowledge-sharing platforms. To do this effectively,

it's important to address key barriers and user needs:

Barriers

- Low engagement due to lack of awareness about the platform's benefits.
- Perception that contributing to forums requires extra time or effort.
- Hesitation to participate due to fear of judgment or lack of confidence.

Needs

- Clear communication of the value of participation for personal and institutional growth.
- A supportive and inclusive platform that reduces the perceived effort of engagement.
- Recognition for contributions to foster a sense of accomplishment.

2. Description of the Nudge

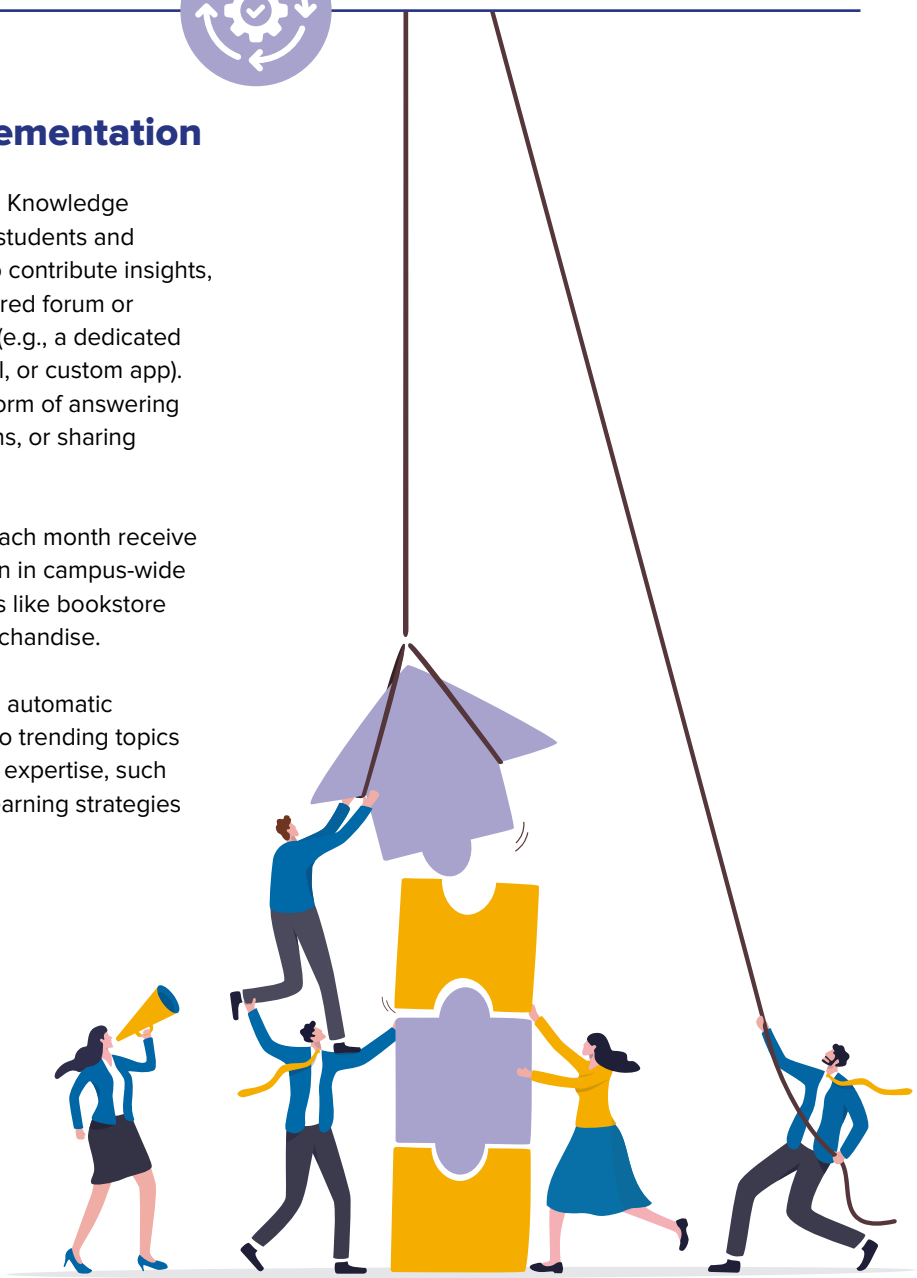
Introduce a "Campus Knowledge Champions" initiative that leverages recognition, instant feedback, and timely prompts to motivate community members to contribute insights, answer questions, and engage in discussions. This initiative highlights the value of participation, lowers psychological barriers, and makes contribution feel rewarding and visible.

3. Nudging techniques

- **Visual Prompts:** Use banners or pop-ups on campus digital platforms with messages like, “Your Voice Matters! Share Your Ideas and Solutions on the Campus Forum.”
- **Feedback Mechanisms:** Provide contributors with instant feedback on their posts, such as likes, upvotes, or comments, and send monthly summaries showing their engagement impact.
- **Digital Rewards:** Offer badges for milestones like first post, 10 upvotes, or active participation over a semester. Recognise top contributors in newsletters or events.

4. Example of implementation

- **Proposal:** Launch a “Campus Knowledge Champions” initiative where students and educators are encouraged to contribute insights, ideas, and solutions on a shared forum or knowledge-sharing platform (e.g., a dedicated Moodle page, Teams channel, or custom app). Contributions can be in the form of answering questions, starting discussions, or sharing resources.
- **Incentive:** Top contributors each month receive digital certificates, recognition in campus-wide emails, or even small rewards like bookstore vouchers or eco-friendly merchandise.
- **Behavioural Triggers:** Set up automatic notifications that alert users to trending topics or questions relevant to their expertise, such as, “A discussion on hybrid learning strategies needs your input!”



5. Classification Criteria

- **Type of Nudge:** Positive reinforcement, social proof, salience, personalization.
- **Delivery Mode:** Digital (pop-ups, emails, dashboards).
- **Frequency:** Continuous with monthly recognition events.

6. Expected Outcomes

- Increased visibility and participation in campus knowledge-sharing platforms.
- Improved sense of community and psychological safety in digital interactions.
- Enhanced quality of shared content through diverse contributions.
- Institutional culture shift toward collaboration and peer support.

7. Evaluation and Metrics

- **Quantitative:** Number of posts, replies, reactions, badges earned, and monthly active users.
- **Qualitative:** User feedback surveys on motivation and platform experience.
- **Recognition Impact:** Engagement levels of recognized contributors before and after recognition.

8. Challenges or risks

- Over-reliance on extrinsic rewards, reducing intrinsic motivation over time.
- Participation imbalance, where only a few users dominate the platform.
- Technical challenges in automating notifications or integrating reward systems.
- Perceived competitiveness might discourage hesitant users.

9. Resources needed

To implement this nudge, institutions need access to digital platforms (e.g., Moodle, Teams, Padlet), design and tech support for prompts and automation, admin oversight, and a small budget for rewards like certificates or campus vouchers.

Proposed digital tools:

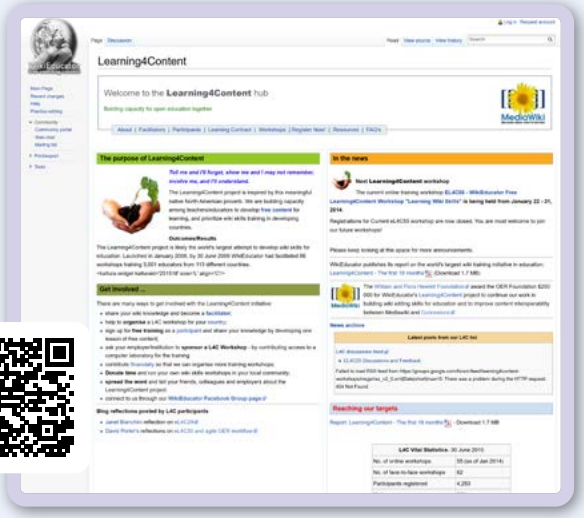
- **Microsoft Teams or Slack:** For creating topic-specific discussion channels.
- **Campus Moodle Forums:** To host and organise discussions within the institutional LMS.
- **Padlet:** For visual and interactive idea-sharing during live or asynchronous sessions.

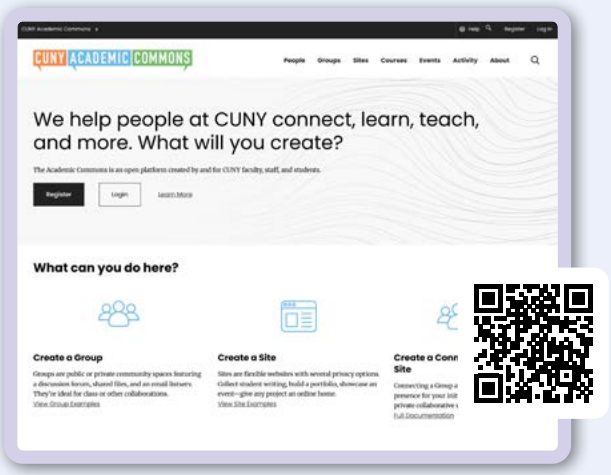
10. Examples

Wiki
Learning4Content

The Learning4Content (L4C) hub on WikiEducator offers educators free training to create and share educational resources collaboratively. It provides certification to recognize their contributions, helping reduce hesitation and making participation easier. This approach encourages more active engagement and builds a strong culture of knowledge sharing among educators.

Visit Learning4Content





CUNY
Academic Commons

The City University of New York (CUNY) created CUNY Academic Commons as an open, faculty-driven platform for collaboration. With over 53,000 members across 25 colleges, it supports educators in sharing research, teaching resources, and professional development.

Explore CUNY Academic Commons

PART IV – 2. Nudges for administrators – Nudge 13 – by ACEEU

Individualized support for students using AI

Encourage educators to use AI for personalized student support through fun and recognition.

1. Target Behaviour

Encourage educators to use AI tools to create individualized learning paths and provide personalized assessments for students.

Needs

- Personalized, timely feedback for students.
- Effective AI tools that enhance engagement.
- Awareness of AI's potential to save educators time.

Barriers

- Uneven digital skills among educators
- Perception that adopting AI requires too much extra time.

2. Description of the nudge

Introduce a gamified initiative that motivates educators to explore and apply AI tools in their teaching. By earning points, digital badges, or recognition for completing AI-related tasks, educators are encouraged to experiment with new technologies in a fun and low-pressure environment that supports professional growth.

3. Nudging techniques

The nudge leverages gamification and social recognition to motivate educators. By introducing elements like points, badges, and friendly competition, the process of adopting AI tools becomes engaging and enjoyable rather than burdensome.

Public acknowledgment of educators' efforts during staff events or through digital platforms reinforces positive behavior and builds a culture of innovation. This approach taps into intrinsic motivators such as achievement and social belonging, helping overcome reluctance tied to time constraints or lack of digital confidence.

4. Example of implementation

Launch a gamified challenge called “AI for Students” where educators earn points for experimenting with specific AI use cases, like generating personalized quiz banks or adaptive assignments. Reward participation with digital badges or recognition during staff events.

5. Classification Criteria

- **Behavioral domain:**
  Educator technology adoption in personalized student support
- **Technique type:**
  Gamification and social recognition.
- **Target group:**
  Educators with varying digital skill levels.

6. Expected Outcomes

- Increased AI tool adoption by educators.
- More personalized and timely student feedback
- Higher educator engagement with digital innovation.
- Enhanced student learning experiences through tailored content.

7. Evaluation and Metrics

- Number of educators participating in the challenge.
- Frequency and variety of AI tool usage among educators.
- Number of digital badges awarded.
- Educator feedback on perceived ease and benefits of AI adoption.
- Student engagement and satisfaction metrics related to personalized learning.

8. Challenges or risks

- Digital skill gaps may hinder some educators’ participation.
- Time constraints could reduce motivation despite gamification.
- Risk of superficial engagement if educators focus on rewards over meaningful AI use.
- Possible technical issues with integrating multiple platforms.

9. Resources needed

Proposed digital tools:

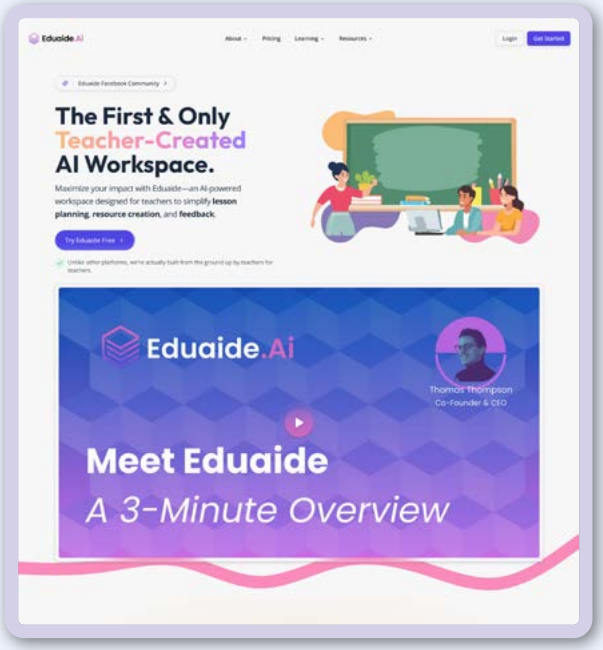
- **Eduaide** / **EduGPT** – AI-powered tools that assist educators in creating personalized quizzes and assignments.
- **Classcraft** – A gamified learning management system that allows educators to create challenges and reward participation. (mainly to implement the nudging)
- **Badgr** / **Credly** – Platforms for issuing digital badges to recognize educators’ AI adoption efforts. (mainly to implement the nudging)

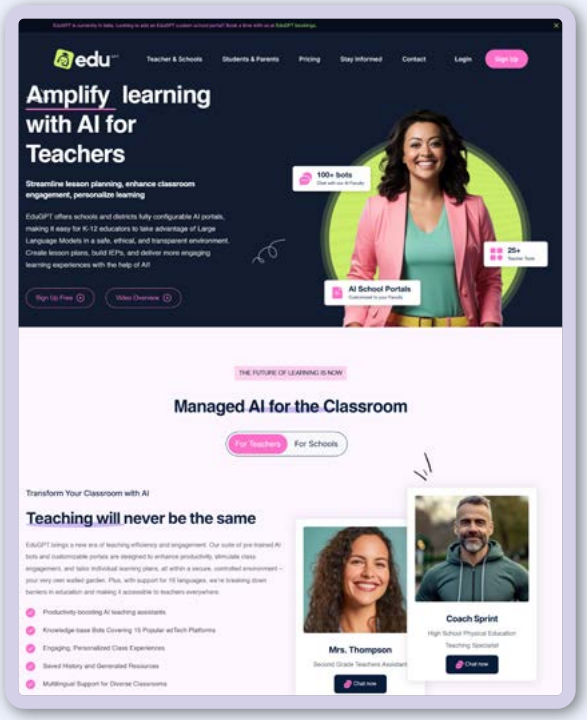
10. Examples

Eduade
AI-Driven Personalized Teaching and Assessment

Eduaide is an AI teaching assistant for higher education that helps educators plan lessons, create assessments, and give personalized feedback more efficiently. Designed with teachers in mind, it supports tailored instruction and reduces workload, allowing educators to focus on enhancing student learning and engagement.

Visite: Eduade website

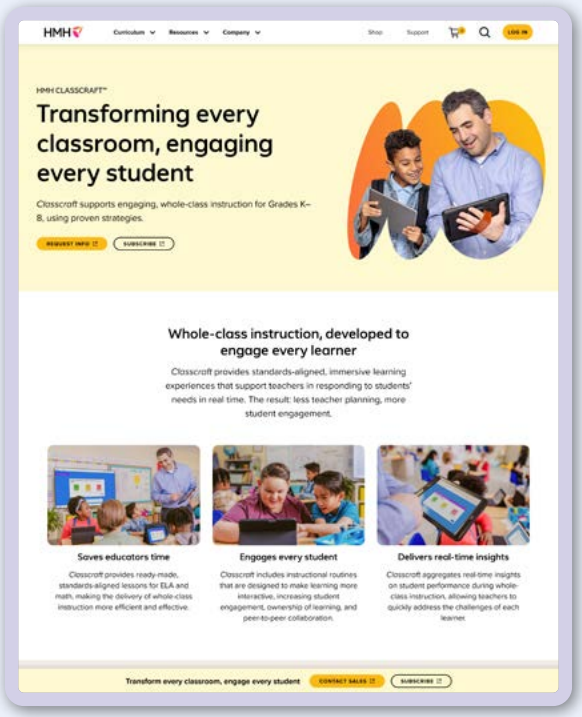




EduGPT
Amplify learning with AI

EduGPT is an AI-powered tool designed to assist higher education instructors in generating personalized learning materials, including quizzes, assignments, and study guides. By leveraging natural language processing, EduGPT helps reduce educators' workload and supports adaptive teaching tailored to individual student needs.

Visit EduGPT website

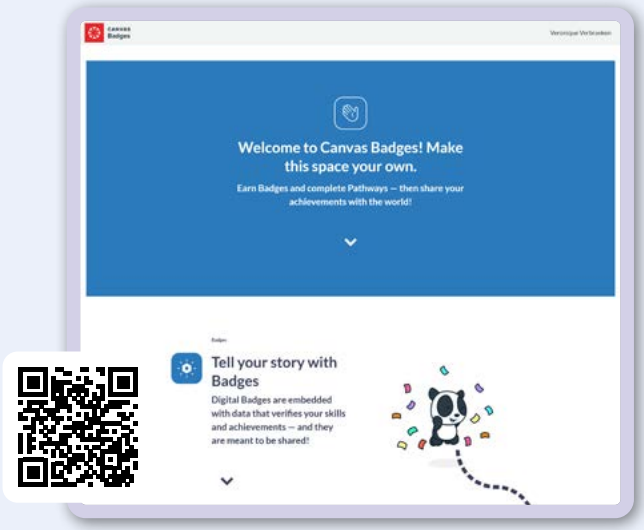


Classcraft

Turning Learning into a Game-Based Experience

Classcraft is a gamified learning platform that transforms classroom management and student engagement through game mechanics like quests, points, and rewards. Used in higher education and beyond, it motivates students by making learning interactive and fun while giving educators tools to track progress and foster collaboration.

Visit: Classcraft website



Badgr

Open Digital Badging

Badgr is a free, open-source platform that enables higher education institutions to issue, manage, and share digital badges and micro-credentials. It supports the creation of structured learning pathways, allowing educators to recognize and track student achievements across various learning experiences.

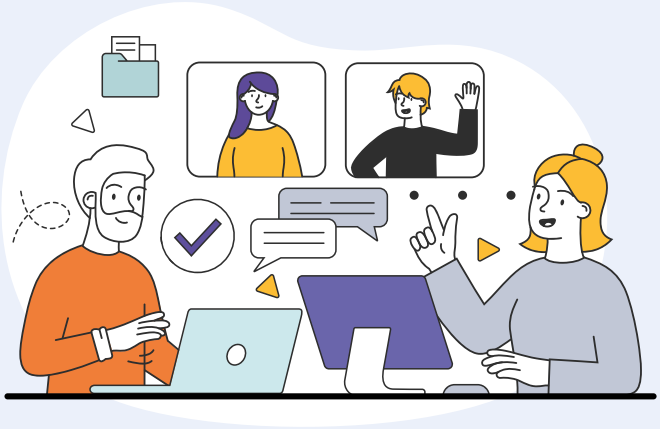
Visit Badgr website

Credly

Verified Digital Credentials

Credly is a leading digital credentialing platform that enables higher education institutions to issue, manage, and verify digital badges and micro-credentials. By partnering with organizations like the University of Phoenix, Credly enhances students' employability by providing verifiable evidence of their skills and achievements, which can be shared across professional networks and platforms.

Visit Credly website



PART IV – 2. Nudges for administrators – Nudge 14 – by ACEEU

Promoting Social Learning in Digital Environments

Stronger connections and collaboration in virtual classrooms

1. Target Behaviour

Encouraging educators to integrate structured, interactive social learning activities into their digital courses to foster collaboration among students.

Barriers

- Digital collaboration specific workplaces are not well-known;
- Traditional class is more comfortable, change means extra work and extra effort.

Needs

- There is a need for a “digital rooms, spaces” where both students and educators can benefit from digital collaboration;
- Need for more interactive and collaboration-driven class time

2. Description of the nudge

Educators are gently guided to make social learning a regular feature of their digital teaching by embedding small, structured opportunities for peer interaction within each course module. By establishing a simple, repeatable rule—such as integrating at least one collaborative activity per module—educators are supported in building a habit of promoting meaningful student engagement and digital collaboration over time.

3. Nudging techniques

Rule Setting and Anchoring works by linking a clear, manageable action to an existing structure, making it easier to adopt new behaviors. In this case, setting a rule like “one collaborative activity per module” creates a reliable pattern that reduces decision fatigue and encourages consistency. By anchoring the behavior to something familiar—like course modules—educators are more likely to follow through and gradually build habits that support social learning.

4. Example of implementation

Encourage educators to incorporate a weekly “collaboration moment” in their lesson plans. This could mean adding one group activity or discussion thread to their LMS courses and setting a personal rule: “One social learning activity per module.”

5. Classification Criteria

- **Type of Nudge:** Rule-based, structural
- **Mode:** Digital behavior setting in educational environments
- **Target Group:** Educators in digital learning environments

6. Expected Outcomes

- Increased digital peer interaction and social learning
- Improved student engagement in online courses
- Reduced educator resistance to using collaborative tools
- A gradual shift in norms toward collaboration-rich digital classrooms

7. Evaluation and Metrics

- Percentage of modules that include a collaborative element
- Educator feedback on ease of implementation
- Student engagement metrics (e.g., participation rates in group activities)
- Quality and depth of student interactions in digital spaces

8. Challenges or risks

- Resistance from educators unfamiliar with digital tools
- Perceived time constraints in lesson planning
- Technical difficulties or lack of student participation
- Ensuring collaboration moments are meaningful, not superficial

9. Resources needed

Proposed digital tools:

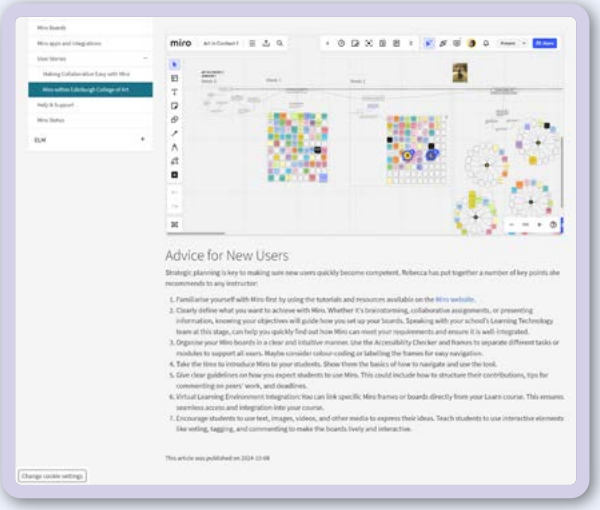
- **Zoom or Microsoft Teams (with Breakout Rooms):** For small group discussions during online lectures;
- **Miro Board;**
- **Padlet;**
- **Mentimeter;**
- **Mural;**
- **Kahoot**

10. Examples

University of Edinburgh
Miro

At ECA, Miro is extensively used to enhance collaborative learning and interactive teaching methods. Learning Technologist Rebecca Norris highlights its application in course design, facilitating virtual workshops, and supporting academic staff in integrating Miro for student collaboration and group work. In the Bachelor of Fine Arts Programme, Miro boards are set up with weekly formative tasks, allowing students to engage in real-time feedback and peer learning.

Read more about Miro at ECA



University of Melbourne
Padlet

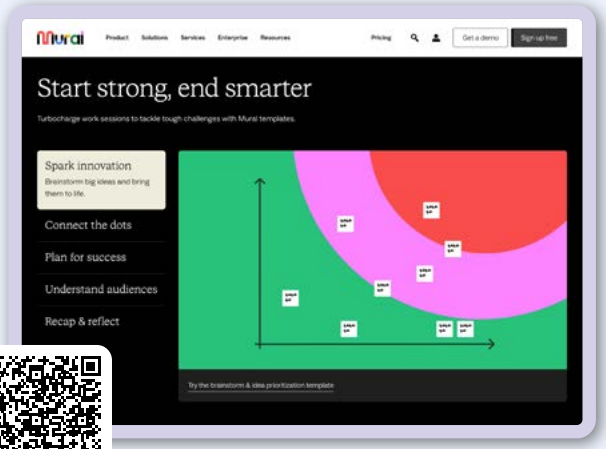
The University of Melbourne uses Padlet to support collaborative learning through virtual brainstorming, group activities, and peer feedback. Integrated into their LMS, Padlet enables easy sharing of interactive content for both in-class and online use. Teaching staff have access to unlimited Padlet walls, and students can contribute anonymously, fostering inclusive participation.

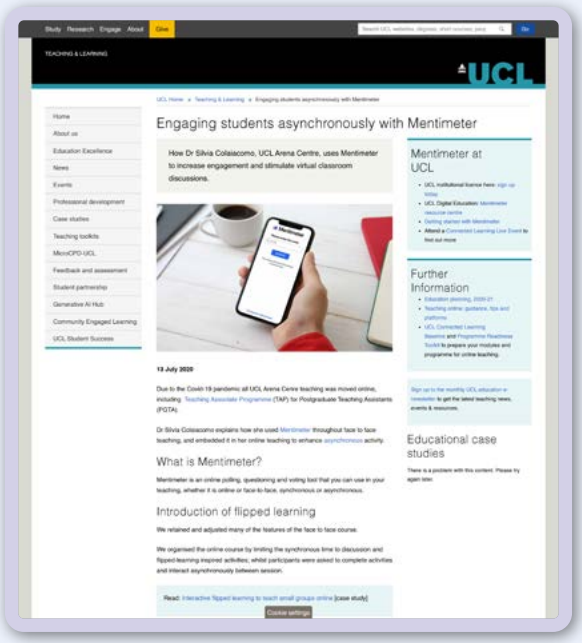
University of Melbourne Padlet Overview

Mural

MURAL is an online collaborative platform that offers virtual whiteboards for real-time teamwork. It enables students and educators to brainstorm, organize ideas, and work together visually, making it ideal for group projects, interactive workshops, and design thinking exercises. MURAL supports both in-person and remote learning, enhancing engagement and creativity in educational settings.

Visit Mural

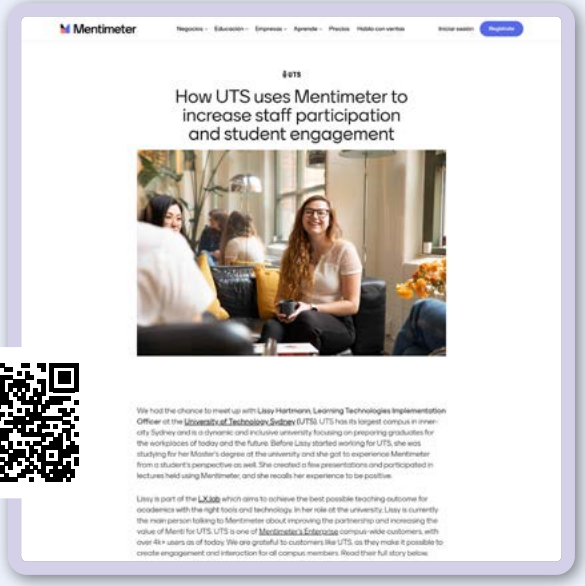




University College London
Mentimeter

UCL has adopted Mentimeter across various departments to enhance student participation and feedback. Dr. Silvia Colaiacomo from the UCL Arena Centre uses Mentimeter to facilitate asynchronous engagement by posing open-ended questions and collecting student opinions, which are then utilized to stimulate discussions in subsequent sessions. This method has been particularly effective in maintaining interaction in online and hybrid learning environments.

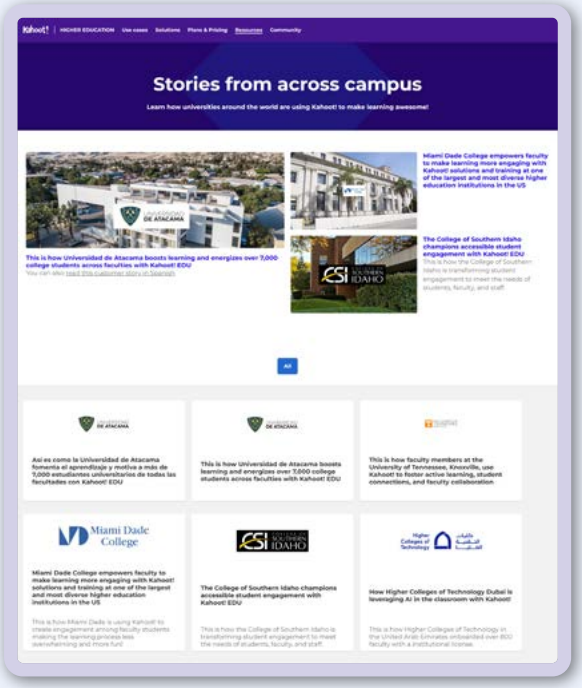
Read more about Mentimeter at UCL



University of Technology Sydney
Mentimeter

The University of Technology Sydney uses Mentimeter to boost student engagement with live polls and quizzes, creating an inclusive environment where students can participate anonymously. This helps instructors gauge understanding and adjust teaching in real time.

Read more about Mentimeter at UTS



Kahoot
Case studies

Kahoot! is a popular game-based learning platform used by many universities to boost student engagement and make learning interactive.

Explore university success stories

PART IV – Digital nudges for administrators by ACEEU - Nudge 15

Motivate, Innovate, Educate

75% of educators use digital tools to energize their teaching—Are you next?

1. Target Behaviour

Encourage educators to explore and adopt a variety of digital tools—including multimedia platforms, interactive apps, and AI tools like ChatGPT—to enhance their teaching effectiveness, increase student engagement, and foster collaboration.

Barriers

- Lack of Recognition: As the use of AI and other digital tools is quite new, most educators might not be familiar with their potential
- Lack of practical case examples

Needs

- Empowerment: educators need to have exemplary success story to motivate their goals towards.

2. Description of the nudge

A visual and narrative campaign uses social proof and success storytelling to show that digital tools are widely and effectively used by peers. It aims to overcome hesitation by highlighting practical benefits and normalizing adoption. Posters or digital content emphasize real usage data, quotes, and creative messaging.

3. Nudging techniques

- Social Proof: Highlight how many educators already use digital tools.
- Visual Salience: Use appealing posters, T-shirts, and banners.
- Role Modeling: Share peer success stories across communication channels.
- Priming: Repeated visual cues encourage educators to consider their own tool adoption.

4. Example of implementation

Launch a campaign titled “Teaching Transformed” with poster series featuring statements like:

“82% of faculty use Canva to design engaging course content.”

“Digital doesn’t mean complicated: See how Prof. Lee enhanced student feedback using Poll Everywhere.”

Distribute materials across faculty lounges, online portals, workshops, and internal newsletters. Encourage sharing on LinkedIn or ResearchGate.

5. Classification Criteria

- **Type:** Norm-based / Motivational
- **Channel:** Digital and physical
- **Audience:** Higher-ed faculty
- **Focus:** Boost digital tool adoption

6. Expected Outcomes

- Greater awareness of available digital tools
- Boosted willingness to try new platforms
- Improved engagement in tech training sessions
- Building informal peer networks for tool use

7. Evaluation and Metrics

- Survey educators before and after campaign on awareness and tool usage
- Monitor workshop sign-ups and attendance
- Track digital campaign interactions and shares
- Gather testimonials from new adopters

8. Challenges or risks

- Campaign may be ignored if repetitive
- Data must be accurate and trusted
- Provide support for interested educators
- Risk of overwhelm without clear first steps

9. Resources needed

- Poster and graphic design tools (Canva, Adobe Express)
- Internal tool usage data (surveys or IT services)
- Communication channels (email lists, lounges, staff meetings)
- Staff to coordinate storytelling and visuals
- Prompt faculty to share success quotes or stories

10. Examples

University of Hertfordshire
Digital Skills Week

University of Hertfordshire’s Digital Skills Week used posters and videos to promote digital tools, subtly encouraging faculty engagement through real-world examples. Visit Digital Skills Week

UNICAM
Università di Camerino

INFORMATICA

Nudging 360°
Nudging to Increase Digital Skills in Higher Education Institutions

NudgeWise

3. Self-nudges for educators

Taking charge of your digital journey

Educators can take the lead in enhancing their digital teaching practices by making small, deliberate changes to how they work. This section introduces self-nudges—practical, easy-to-apply strategies that support more confident, inclusive, and sustainable use of digital tools. By integrating these into daily routines, educators can build lasting habits that contribute to a culture of continuous digital improvement.

3.1 Ethical guidelines for using self-nudges

The self-nudges presented here have been carefully reviewed by the Ethical Council and refined accordingly.

They are intended as examples of actions educators can take to develop their own digital skills, enhance their teaching, and create meaningful learning experiences.

Educators are encouraged to experiment with self-nudges in ways that feel practical and manageable, keeping their goals and professional growth in mind.

HE educators and other users can follow these guiding principles when applying these or other self-nudges:

1. Act with purpose

Focus your learning goals

Use self-nudges intentionally, making sure they align with your teaching goals and values. Ethical self-nudging begins with autonomy—choosing for yourself what to focus on and why.

Ask yourself:
"What do I want to learn, and when?"
"Does this self-nudge reflect my priorities and growth as an educator?"

2. Keep it manageable and responsible

Balance ambition with care

Self-nudges should fit realistically into your daily life and respect ethical boundaries. Break complex tasks into smaller steps, and avoid approaches that create unnecessary pressure. Some nudges may involve handling personal or student data. Always protect privacy and comply with GDPR and institutional policies.

Ask yourself:
"Can I implement this in a way that balances effort with meaningful learning?"
"Am I handling data responsibly and safely?"

3. Reflect on outcomes

Learn from the impact of your actions

Self-nudging is ethical when it fosters conscious and intentional growth rather than unexamined routines. Take time to reflect on what you are doing, why you are doing it, and how it affects your teaching and learning. Reflection ensures that your nudges remain aligned with your goals and values.

Ask yourself:
"Do I understand why I am using this self-nudge?" "What effect is it having on my practice or my students' experiences?"

By following these principles, educators can apply self-nudges in an ethical and thoughtful way, supporting autonomy, responsibility, and continuous growth in digital teaching.

3.1 Overview of the self-nudges in this playbook

p. 228

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.

By the university of Camerino

p. 236

Self-nudge 2

One-Minute Digital Diary

The one-minute digital diary helps educators reflect on their use of digital tools by noting successes, challenges, and ideas for improvement after each class, supporting self-awareness and more effective use of those tools in the future.

By the university of Camerino

p. 244

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.

By the university of Camerino

p. 252

Self-nudge 4

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.

By Trendhuis

p. 258

Self-nudge 5

The class cheer-o-meter

The nudge encourages engagement through gamification – students earn points for participating and get fun rewards like memes or trivia. The self-nudge energizes the educator, supports collaboration, and enhances their connection with students.

By Trendhuis

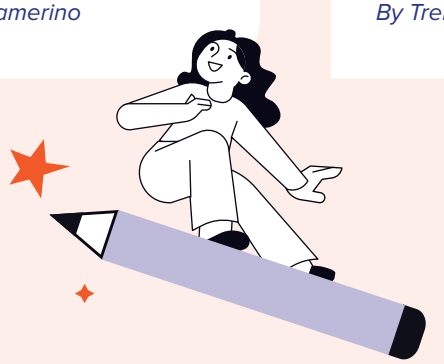
p. 264

Self-nudge 6

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.

By Trendhuis



p. 270

Self-nudge 7

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.

By Trendhuis

p. 276

Self-nudge 8

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.

By Trendhuis

p. 282

Self-nudge 9

Eco-friendly lesson planner

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.

By Trendhuis

p. 286

Self-nudge 10

Introduction to Auto-Nudge Pilot

This Nudging360 pilot encourages educators to integrate AI tools by setting ChatGPT as their default homepage for two weeks. The goal is to reduce AI avoidance in teaching, with success measured through a feedback survey.

By the university of Barcelona

p. 290

Self-nudge 11

Streamlining Grading and Feedback

This self-nudge helps educators reduce their workload by automating routine tasks such as grading, applying clear rubrics, and batching similar activities. It is easy to adopt, cost-free, and can be implemented using simple AI tools and email systems, making daily teaching more efficient and manageable.

By the university of Barcelona

p. 294

Self-nudge 12

Getting Started with Digital Tools

This Self-Nudge helps educators reduce workload by integrating digital tools through goal setting, weekly targets, reflection, and sharing experiences.

By the university of Barcelona

p. 298

Self-nudge 13

Digital Content Creator Challenge

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

By Momentum

p. 302

Self-nudge 14

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.

By Momentum

p. 306

Self-nudge 15

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.

By Momentum

p. 310

Self-nudge 16

Balancing Online and Offline Learning Materials

Educators are encouraged to set a "content ratio goal" and use visual cues like sticky notes or reminders to balance online and offline materials when planning courses.

By ACEEU

p. 314

Self-nudge 17

AI Experimentation Journal for Educators

Educators can start an "AI Experimentation Journal" to document their use of AI tools like Eduaide or EduGPT for tasks such as automating feedback or creating assignments.

By ACEEU

p. 318

Self-nudge 18

Learning Digital Tools for New Professors

New professors can create a "digital progress tracker" with small steps to learn essential tools, posting it in a visible spot to reduce overwhelm and encourage experimentation.

By ACEEU

PART IV – 3. Self-nudges for educators – Self-nudge 1 – by the university of Camerino

The Digital Breakthrough Board

"Track your digital journey, one tool at a time!"

1. Target behavior

Educators often express a desire to innovate but feel overwhelmed by the sheer number of digital tools available, unsure of where to start or how to measure their progress. This can lead to inertia, with educators relying on familiar methods instead of exploring new possibilities. The **Digital Breakthrough Board** aims to resolve this by fostering a sense of achievement and clarity in adopting digital tools.

This nudge encourages educators to integrate digital tools into their teaching practices by providing a simple, tangible way to track their journey. By **visually categorizing tools** they plan to try, those they've mastered, and the impact of these tools on their students, the board creates a motivating environment that celebrates progress and inspires further exploration. **The goal is to empower educators to experiment with technology** in manageable steps while receiving reinforcement from visible achievements and student feedback.

The **Digital Breakthrough Board** aims to transform passive intentions into active experimentation with digital tools. Educators often feel overwhelmed by the vast array of available technologies and uncertain about where to start or how to measure progress. This nudge addresses these barriers by fostering structured goal-setting and progress tracking, ultimately embedding a culture of consistent digital tool adoption.

1.1 Behavioral focus

- **Active engagement:** encourages educators to transition from passive consideration of digital tools to deliberate exploration and integration into their teaching practices.
- **Incremental progress:** facilitates step-by-step achievement, making the process less overwhelming and more manageable.
- **Intrinsic and extrinsic motivation:** combines gamification (intrinsic rewards of progress) with social proof (extrinsic validation through student feedback) to maintain sustained engagement.

1.2 Expected change

Educators will regularly assess and refine their teaching practices by visualizing milestones, achieving measurable progress, and incorporating feedback into their strategies.

2. Description of the Nudge

The **Digital Breakthrough Board** is both a visual tracker and a motivational tool designed to make the process of adopting digital technologies exciting and rewarding.

By dividing the board into three clear sections—*"Try Next"*, *"Mastered"*, and *"Student Feedback Wins"*— it transforms the often-daunting task of incorporating new tools into a structured, gamified journey.

The board can be physical (a whiteboard in an educator's office) or digital (using tools like Trello or Padlet). Educators start by listing tools in the *"Try Next"* column, such as platforms for interactive lectures, grading automation, or collaborative projects.

As they gain confidence and integrate a tool into their teaching, they move it to the *"Mastered"* column, signifying progress.

Finally, the *"Student Feedback Wins"* section highlights the positive outcomes of these efforts—student quotes, increased participation metrics, or improved engagement scores.

This section not only reinforces the value of digital tools but also ensures that educators link their efforts to real-world impacts on learners.

Examples of what the board might include:

1. **"Try Next" tool example:** *"Mentimeter for live polling"* with a note: *"Boosts interaction in large lectures."*

2. **"Mastered" tool example:** *"Padlet for brainstorming activities"* with the comment: *"Class discussions were more collaborative."*

3. **"Student Feedback Wins" example:** a sticky note reading: *"Student: 'The polls made lectures way more fun and interactive!'"*

The board's flexibility allows educators to personalize it to their needs while maintaining a structured approach to their digital transformation.

3. Nudging technique

3.1 Visual Cues

Definition

Visual cues are stimuli in an environment that draw attention to specific information or actions, making it easier for individuals to focus on their goals. They serve as a constant, subconscious reminder of priorities and can significantly influence decision-making and behavior.

Application in the Digital Breakthrough Board

The board itself acts as a highly visible, persistent reminder of the educator's commitment to exploring digital tools. By placing the board in a frequently visited location (e.g., office wall or desktop screen), educators are consistently prompted to engage with the goals and progress they have outlined. The structure of the board—divided into sections such as *"Try Next"*, *"Mastered"*, and *"Student Feedback Wins"*—creates a clear, visually intuitive system that simplifies tracking and motivates action.

Impact

- **Ease of recall:** the physical or digital presence of the board reduces cognitive load, as educators don't need to remember their next steps—they are laid out visually.
- **Motivation through visibility:** seeing progress (tools moving from "Try Next" to "Mastered")
- Provides immediate, **positive reinforcement**.
- **Reduction of procrastination:** the board counteracts the tendency to delay starting new tasks by making the steps visible and manageable.

3.2 Gamification

Definition

Gamification involves applying game-like elements—such as goals, rewards, and competition—to non-game contexts to increase engagement and motivation. It capitalizes on the human preference for achievement and incremental progress.

Application in the Digital Breakthrough Board
The board gamifies the process of adopting digital tools by creating a sense of progression. Moving a tool from the *"Try Next"* column to the *"Mastered"* column feels like a small victory, reinforcing a sense of accomplishment. Similarly, the addition of *"Student Feedback Wins"* adds a rewarding layer, where educators can visibly connect their efforts to tangible outcomes, like improved student engagement or positive comments.

Impact

- **Sense of achievement:** every move between columns represents progress, which keeps the educator engaged and motivated.
- **Forward momentum:** breaking the journey into smaller, achievable tasks ensures that progress doesn't feel overwhelming.
- **Long-term engagement:** the gamified structure encourages sustained participation, as educators are more likely to see the process as enjoyable rather than burdensome.

3.3 Social Proof

Definition

Social proof refers to the psychological phenomenon where individuals look to others' behaviors or opinions to guide their own actions. It is particularly effective when the proof comes from peers or stakeholders whose opinions are valued.

Application in the Digital Breakthrough Board

The *"Student Feedback Wins"* section leverages social proof by showcasing the real-world impact of using digital tools. For example, a sticky note might include a comment like, *"Students loved the interactive poll using Mentimeter—it made the lecture feel dynamic!"*

These visible endorsements validate the educator's efforts, reinforcing the idea that adopting new tools yields positive results.

Impact

- **Validation of efforts:** educators feel reassured knowing their peers or students appreciate their initiatives.
- **Encouragement to explore:** seeing tangible benefits motivates educators to continue experimenting with digital tools.
- **Community building:** sharing feedback among colleagues promotes a culture of collective learning and innovation.

4. Implementation steps

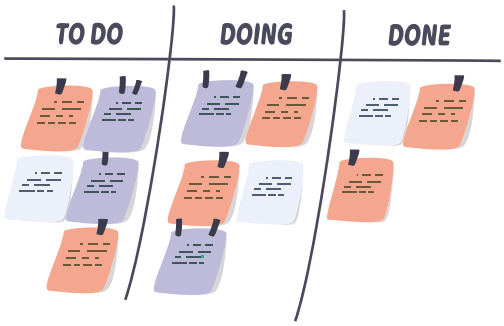
1. **Create the board:** provide templates for physical boards (e.g., printable designs for whiteboards) and digital options (e.g., Trello, Padlet).

2. **Identify tools:** help educators compile a starter list of digital tools relevant to their teaching goals, categorized by functionality (e.g., interactive lectures, assessment tools).

3. **Set weekly check-ins:** encourage educators to dedicate a few minutes each week to update their boards by moving tools or adding feedback.

4. **Celebrate milestones:** highlight progress during faculty meetings or newsletters to showcase successful digital transformations.

5. **Facilitate peer sharing:** encourage educators to share their *"Breakthrough Boards"* with colleagues to inspire collaboration and mutual learning.



5. Classification criteria

- ✔ **Cost of implementation:** low (materials for a physical board or free digital platforms).
- ✔ **Time required:** minimal (setup and weekly updates).
- ✔ **Ease of implementation:** high (easy to use and adapt).
- ✔ **Digital tools involved:** optional tools like Trello, Padlet or Notion Kanban board.
- ✔ **Level of impact:** high (addresses inertia and fosters sustained motivation).
- ✔ **Scalability:** high (applicable to various educators and institutions)

6. Expected outcomes

- ✔ **Increased adoption:** more educators integrating digital tools into their teaching.
- ✔ **Improved engagement:** students experiencing more dynamic and interactive learningenvironments.
- ✔ **Sustained motivation:** educators maintaining a consistent habit of experimenting with and refining their use of technology.
- ✔ **Shared success:** creation of a collaborative culture where educators share their learnings and successes with peers.

7. Evaluation Metrics

- ✔ Number of tools moved from *"Try Next"* to *"Mastered"*.
- ✔ Frequency of updates to the board.
- ✔ Educator feedback on the motivational impact of the board.
- ✔ Improvement in student engagement metrics (e.g., participation rates, satisfaction scores)

8. Challenges & Mitigations

Risk: educators may lose interest if progress feels slow or unnoticed.

Mitigation: incorporate peer recognition through faculty-wide showcases of successful boards.

Risk: difficulty identifying appropriate tools.

Mitigation: Provide curated recommendations and tool overviews tailored to subject areas.

9. Resources needed

9.1 Templates and examples

Printable templates for physical boards and digital boards like Trello, Padlet or Notion will help educators start quickly and with minimal effort. These resources ensure consistency across departments while allowing for personalization.

9.2 Curated tool list

A comprehensive but accessible list of recommended digital tools, categorized by functionality (e.g., engagement tools, assessment tools), ensures educators can easily identify where to begin. This list should include a brief description, example use cases, and links to tutorials.

9.3 Student feedback collection guide

Provide educators with simple templates or digital forms (e.g., Google Forms) to collect student feedback on digital tools used. This ensures the "Student Feedback Wins" section is populated with authentic, meaningful quotes or metrics that validate their efforts.

9.4 Support for implementation

Faculty workshops or one-on-one coaching sessions will help educators set up their boards and explore initial tools. Peer-led workshops showcasing how colleagues use their boards can sustain engagement over time.

9.5 Recognition system

Develop a framework for celebrating milestones, such as monthly or semester-based recognition for educators who demonstrate significant progress or share impactful results. This
creates an additional layer of motivation and peer support.

10. Examples

Here are examples of universities that have effectively embraced digital transformation using innovative tools and practices, which align with the concept of the *Digital Breakthrough Board*:

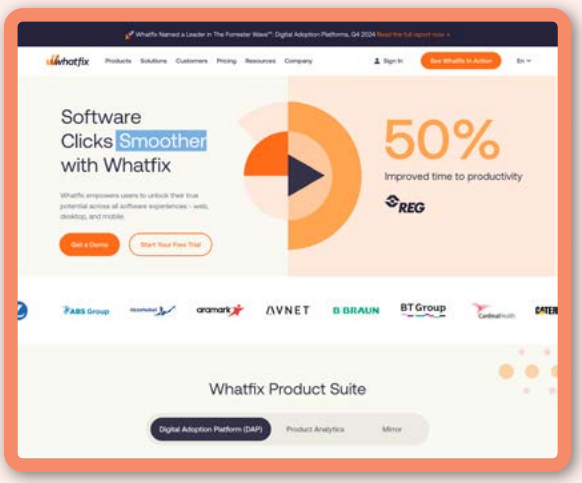
1. University of Leeds
Comprehensive Digital Transformation Strategy

The University of Leeds places digital transformation at the heart of its strategic objectives. Their efforts include:

- A centralized approach to equipping educators with digital tools and support.
- Implementation of a digital transformation toolkit to evaluate progress and scale successful practices.
- A focus on engaging faculty in iterative improvements and collaborative projects using digital methods.

This aligns with the Digital Breakthrough Board idea, as Leeds emphasizes structured, measurable progress and cross-departmental learning to promote digital adoption. The university's approach to empowerment and visibility of achievements mirrors the motivation behind tracking tools like the board.

More details: Digital Transformation Strategy



2. University of Nebraska
Leveraging Whatfix for Digital Training Learning Lab

The University of Nebraska has used *Whatfix*, a digital adoption platform, to integrate new technologies into teaching practices. They report using in-app guidance for training educators on complex digital workflows, helping faculty adopt tools efficiently. For instance:

- They deployed point-of-need content for educators to understand and use paperless electronic workflows.
- Metrics were used to assess adoption, providing actionable insights on digital tool mastery.

The Digital Breakthrough Board could complement such initiatives by visually tracking adoption rates and educator feedback, reinforcing digital learning milestones.

More details: Whatfix website

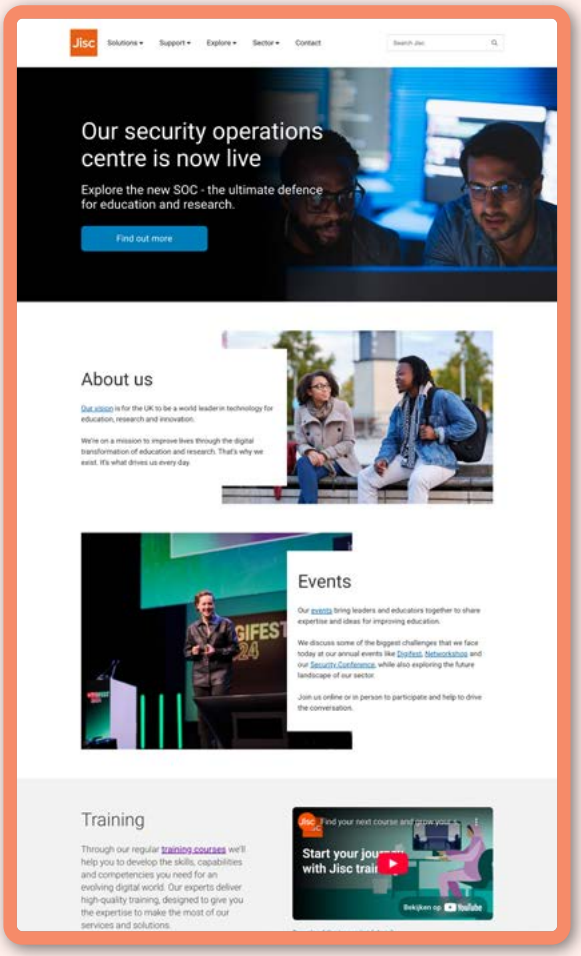
3. Arizona State University
Adaptive Platforms for Engagement

ASU leads in integrating adaptive learning platforms that track educator and student progress in real time. Their use of personalized dashboards helps faculty:

- ✔ Identify gaps in student engagement.
- ✔ Optimize digital teaching strategies based on analytics.

This parallels the Breakthrough Board's focus on visible progress, as ASU's tools provide instant feedback on the effectiveness of new methods. Faculty can iterate their teaching approaches dynamically.

To learn more about the role of digital adoption in adaptive learning, visit: Digital Adoption



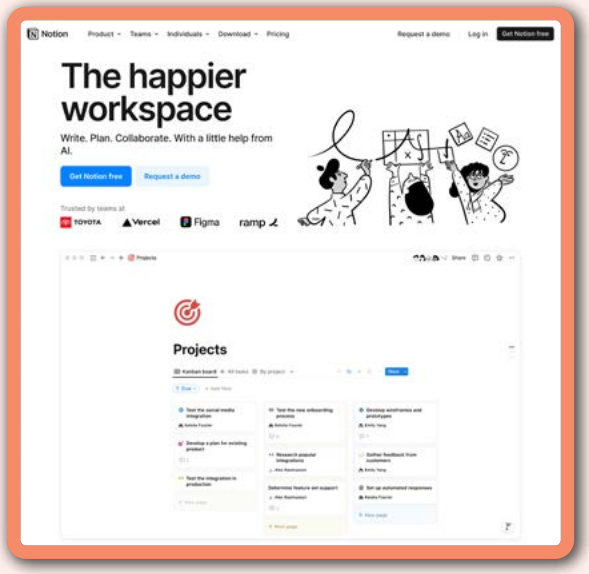
4. Jisc Digital Strategies
Toolkits for UK Universities

Jisc has developed maturity models and toolkits to help universities like King's College London evaluate and implement digital strategies. These include:

- ✔ Frameworks for assessing digital maturity.
- ✔ Collaborative platforms for tracking adoption and success.

The Digital Breakthrough Board aligns with Jisc's emphasis on tracking and celebrating milestones to maintain engagement across faculties.

More details: Jisc Digital Transformation Toolkit

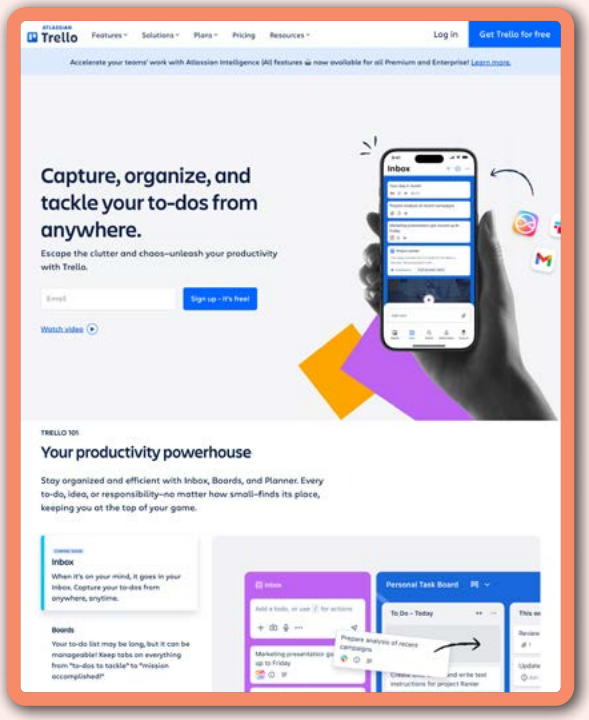


5. Notion

All-in-one workspace for organization and collaboration

Notion is a great option for creating a board for educators exploring digital tools! It's highly customizable and can track progress, achievements, and rankings in a visual and interactive way.

More details: Notion



6. Trello

User-friendly task management tool

Trello is an excellent choice for creating a *"Digital Breakthrough Board"*. With its intuitive Kanban-style boards, educators can track their progress, earn badges, and move through different stages of digital tool adoption. Trello's visual approach makes it easy to gamify the process and encourage engagement.

More details: Trello

7. Padlet

A simple tool for tracking progress

Padlet lets users create visually appealing boards to track achievements, milestones, and progress. The simple drag-and-drop design makes it quick to update and personalize, keeping educators engaged and motivated.

More details: Padlet

PART IV – 3. Self-nudges for educators – Self-nudge 2 – by the university of Camerino

One-Minute Digital Diary

"Reflect, refine, and elevate your digital teaching—one minute at a time."

1. Target behavior

As educators, we often dive straight into the next task after teaching a class, missing the opportunity to reflect on what worked well and where improvements can be made. This lack of reflection can limit our ability to refine our teaching practices and adopt new tools effectively. The **One-Minute Digital Diary** addresses this by introducing a quick, structured routine for reflecting on the role of digital tools in our teaching.

This nudge encourages consistent reflection on how digital tools enhance or could enhance our lessons. By spending just one minute after each class documenting successes, challenges, and potential improvements, educators can gradually integrate meaningful insights into their teaching practices.

This habit builds a bridge between experimentation and actionable progress, helping overcome inertia and fostering an iterative approach to digital transformation.

The **One-Minute Digital Diary** seeks to instill a habit of reflective practice among educators. Many educators miss opportunities for self-assessment due to time constraints or lack of structured reflection frameworks. This nudge simplifies and embeds reflection into their routine, enabling continuous improvement.

Behavioral focus

- ✔ **Self-awareness:** promotes self-awareness by encouraging educators to regularly evaluate their teaching methods and the effectiveness of digital tools.
- ✔ **Feedback utilization:** ensures that educators act on insights gained from both personal reflection and student feedback to iteratively improve their methods.
- ✔ **Habit formation:** utilizes simplification and prompting techniques to integrate reflection into daily workflows seamlessly.

Expected change

Educators will adopt a reflective mindset, leading to the incremental refinement of digital teaching strategies and an enhanced ability to adapt to student needs.

2. Description of the Nudge

The One-Minute Digital Diary is a self-nudging technique designed to cultivate reflection and incremental improvement in the use of digital tools. It leverages simplicity and structure to ensure that reflection becomes an effortless, habitual part of the educator's workflow.

After each class or tutoring session, I dedicate one minute to documenting three key points in my diary:

1. **Tool used:** what digital tool(s) did I use today, and for what purpose?
2. **Success or challenge:** what went well, and what didn't?
3. **Next step:** what could I do differently or try next time?

This diary can be physical (a notebook), digital (a simple note-taking app), or integrated into existing systems (e.g., an LMS journal or feedback tool). To make this habit stick, I place a visible prompt, such as a sticky note on my laptop or a recurring calendar reminder, with the message: *"One-Minute Reflection: What worked today?"*

Over time, these small reflections accumulate into a rich repository of insights. Reviewing them monthly allows me to identify patterns, highlight successes, and adjust strategies for using digital tools more effectively. This iterative process ensures continuous growth and maximizes the impact of digital technologies in my teaching.

3. Nudging technique

3.1 Reflection and Feedback

The diary nudges educators to engage in systematic reflection, turning insights from everyday teaching experiences into actionable steps. Reflection allows them to identify what works and what doesn't, fostering an iterative improvement process.

3.2. Simplification

By reducing the reflection process to a one-minute activity with three simple prompts, the nudge lowers cognitive barriers. It becomes easy to adopt and integrate into a busy teaching schedule. Simplification ensures that reflection feels effortless rather than a daunting task.

3.3. Prompting

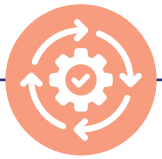
Visual and temporal triggers like sticky notes, desktop notifications, or calendar reminders serve as prompts, ensuring the habit of reflection becomes ingrained. These cues eliminate the need to rely on memory, embedding the practice into daily routines.

3.4. Habit formation through repetition

Repeated daily use of the diary reinforces the habit, making it an automatic behavior. Over time, the act of reflection becomes second nature, ensuring sustained engagement with digital transformation goals.

3.5. Goal anchoring

The structured format (Tool, Success/Challenge, Next Step) anchors educators to focus on actionable and measurable outcomes. This creates a clear pathway to growth, ensuring that the nudge aligns directly with broader teaching objectives.



4. Implementation steps

4.1 Choose a diary format

- Select a medium that suits personal preferences:
  Physical: a small notebook or index cards for handwritten entries.
  Digital: note-taking apps (e.g., Google Keep, Notion, OneNote) or journaling templates embedded within LMS platforms.
- Offer pre-designed templates with the three reflection prompts.

4.2 Create a prompting system

- **Place sticky notes** with reminders like *"Reflect for 1 Minute!"* on laptops or desks.
- **Set recurring digital notifications** via apps or calendars immediately after teaching sessions.
- **Create visual cues** in frequently accessed locations (e.g., office door, whiteboard).

4.3 Establish a routine

- **Encourage educators** to allocate a dedicated, consistent time (e.g., right after class) for diary entries.
- **Recommend integrating** the practice into existing workflows, such as during coffee breaks or before logging off.

4.4 Provide guidance for meaningful reflections

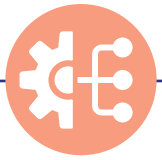
- **Share examples** of completed entries to guide new users.
- **Offer prompts** for deeper insights, such as:
  "How did today's tool affect student participation?"
  "What surprised you about the digital interaction?"

4.5 Plan for Monthly Reviews

- Schedule monthly reminders for educators to review their diary entries.
- Provide instructions on how to analyze patterns and translate insights into actionable strategies.
- Facilitate peer-sharing sessions to discuss trends and best practices.

4.6 Incorporate Feedback Loops

- Encourage educators to gather student feedback about the tools and note it in the diary.
- Use these insights to adjust teaching practices and validate progress.



5. Classification criteria

- **Cost of implementation:** minimal (existing tools or inexpensive materials).
- **Time required:** very low (one minute per entry, 10–15 minutes monthly for reviews).
- **Ease of implementation:** high (simple prompts and structure).
- **Digital tools involved:** note-taking apps, sticky note tools, or basic LMS functionalities.
- **Level of impact:** high (sustains a habit of continuous improvement).
- **Scalability:** high (adaptable across educators and institutions).

6. Expected outcomes

- **Incremental growth:** educators refine their practices with every reflection.
- **Enhanced tool integration:** consistent use of the diary fosters deeper and more strategic use of digital tools.
- **Improved student outcomes:** adjustments based on diary insights lead to better engagement and participation.
- **Cultural Shift:** educators adopt a reflective mindset, embedding innovation into the institution's teaching culture.

7. Qualitative metrics

- **Content Analysis of reflections:** evaluate diary entries for depth and relevance, focusing on patterns such as challenges identified, successes noted, and areas of improvement.
- **Indicator:** rich, diverse entries that reflect both successes and thoughtful critiques.
- **Feedback from Educators:** gather anecdotal evidence from educators on how the diary has influenced their teaching practices, particularly in their adoption of digital tools
- **Peer sharing insights:** assess how often educators discuss their diary reflections with peers, indicating whether the practice fosters collaboration and shared learning.(e.g., participation rates, satisfaction scores)

8. Challenges & risks

While the One-Minute Digital Diary is designed to be simple and effective, potential challenges or risks may arise during its implementation:

8.1 Forgetting to reflect regularly

Challenge: educators may skip entries due to time constraints or a lack of immediate reminders.

Mitigation: Incorporate consistent prompts, such as sticky notes or app notifications, and encourage educators to pair reflection with an existing habit (e.g., after completing a lecture).

8.2 Superficial entries

Challenge: entries may lack depth or actionable insights if educators rush the process or view it as a chore.

Mitigation: provide examples of meaningful reflections and offer prompts (e.g., "What surprised you in today's class?" or "How could the tool be more effective?").

8.3 Resistance to habit formation

Challenge: some educators may resist adopting the diary due to skepticism about its value or the effort required.

Mitigation: share success stories from other educators who have benefited from the practice and highlight tangible improvements in teaching and student engagement.

8.4 Limited application of insights

Challenge: educators may document reflections but fail to translate them into actionable changes in teaching practices.

Mitigation: Encourage monthly reviews of diary entries to identify patterns and develop specific action plans.

8.5 Data overload

Challenge: educators may feel overwhelmed by the amount of data collected in their diaries, leading to disengagement.

Mitigation: emphasize quality over quantity and guide educators in focusing on the most impactful insights.

9. Resources needed

9.1 Diary templates and examples

Educators need templates tailored to the diary's structure. These can be physical templates (e.g., printable worksheets) or pre-built digital notes compatible with tools like Notion or Google Docs. Providing examples of completed entries can guide meaningful reflections.

9.2 Prompts and visual cues

Sticky notes, posters, or on-screen notifications ensure educators remember to reflect. For example, placing a sticky note on a laptop with the question "What tool worked best today?" acts as a persistent reminder.

9.3 Digital platforms

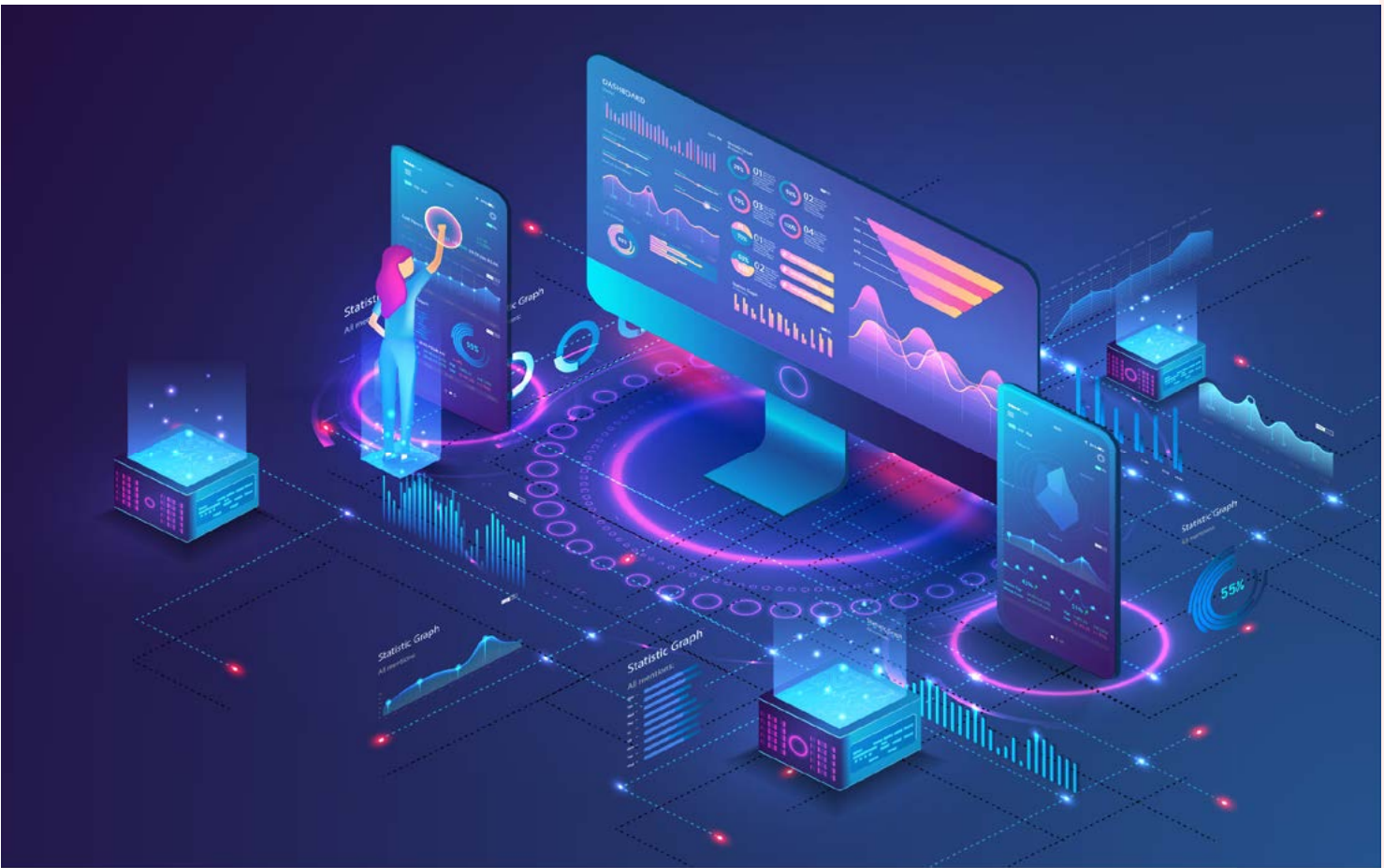
Tools like Google Keep, Notion, or OneNote enable convenient and organized entries. For institutions, integrating a reflection module within existing LMS platforms (e.g., Moodle, Canvas) offers seamless access.

9.4 Review framework

A simple guide for reviewing entries monthly helps educators identify trends and create action plans. This might include step-by-step instructions on categorizing insights (e.g., engagement, challenges) and prioritizing next steps.

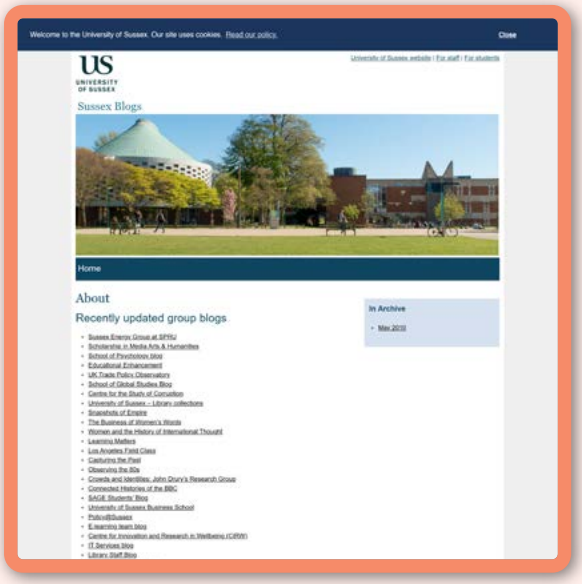
9.5 Support for habit formation

Faculty workshops or mentorship programs can support educators as they adopt the practice. Encouraging peer groups to share diary reflections fosters collaboration and accountability.



9. Examples

Here are some examples of reflective practices in universities that align with the *One-Minute Digital Diary* approach. These institutions integrate structured reflection methods to enhance teaching quality and adapt digital tools effectively:



2. University of California, Irvine
Reflective Practice Toolkit

UCI's Division of Teaching Excellence and Innovation emphasizes the importance of reflective writing as a means for continuous professional development. The toolkit includes structured frameworks like the Gibbs Reflective Cycle and practical strategies for implementing digital reflection in teaching.

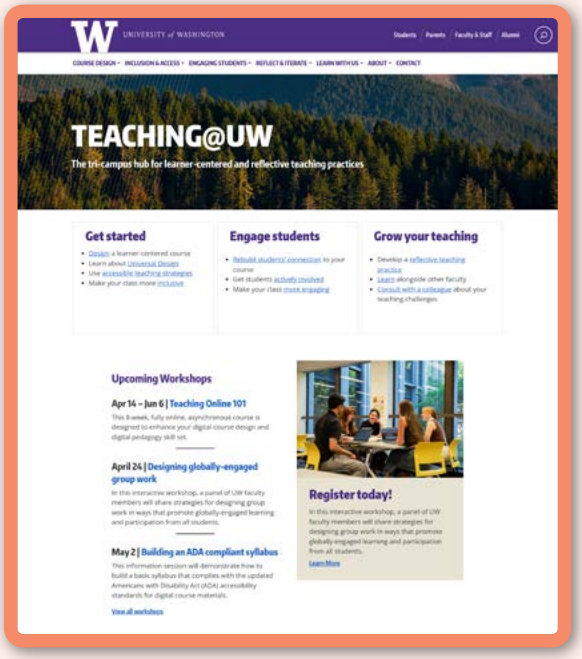
These frameworks support faculty in analyzing the effectiveness of digital tools and refining their practices.

Learn more: UCI - Reflective Practice Toolkit

1. University of Sussex
Digital Reflective Practices

The University of Sussex promotes reflective practices through tools such as blogs, audio/video journals, and digital diaries. Faculty members are encouraged to document their experiences with digital tools and teaching strategies, providing an avenue for regular reflection and iterative improvement. These practices help instructors identify successes and challenges, making their teaching more effective over time.

Learn more: University of Sussex - Digital Reflective Practises



3. University of Washington
Reflect and Iterate Program

The University of Washington's "Reflect and Iterate" initiative encourages faculty to self-assess their teaching using structured feedback tools and digital platforms. Regular reflection sessions allow educators to analyze their digital teaching methods and adapt them to better engage students. The program provides templates and guided practices for recording insights after each class, closely resembling the concept of a *"One-Minute Digital Diary"*.

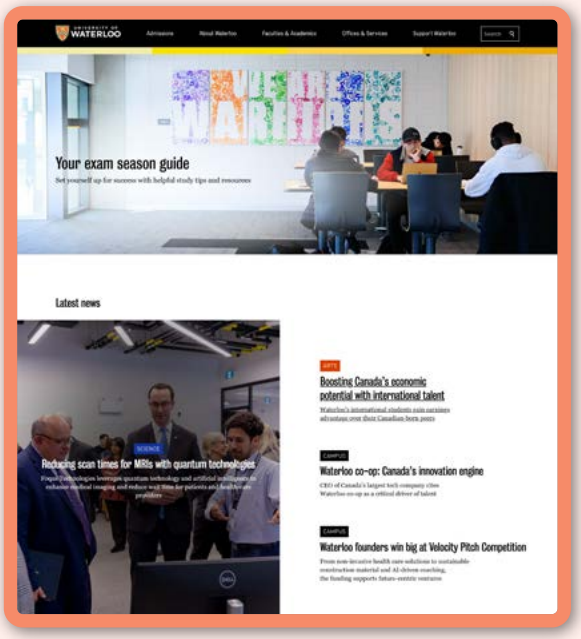
Learn more: UW Reflect and Iterate

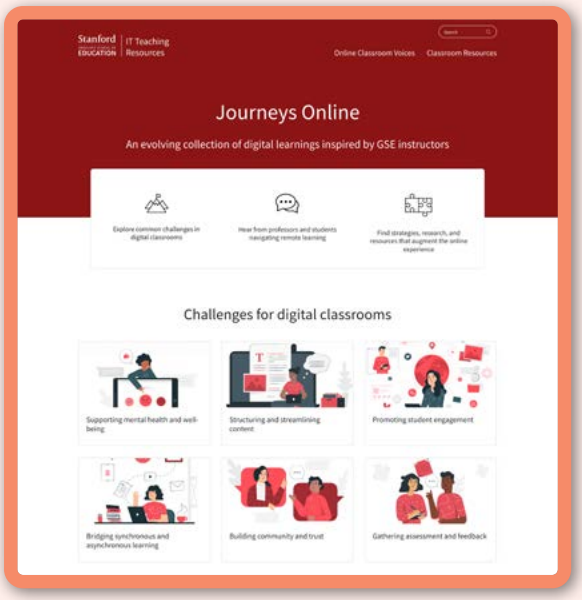
4. University of Waterloo
Tools for Reflecting on Teaching

The University of Waterloo's Centre for Teaching Excellence encourages the use of digital platforms like OneNote and Google Docs for maintaining a teaching journal. Faculty are trained to reflect on their teaching practices systematically, focusing on what tools worked well, what didn't, and how to adapt.

This practice builds a culture of continuous improvement and supports long-term innovation in teaching strategies.

Learn more:
University of Waterloo - Reflective Teaching





5. Stanford University
Enhancing Reflection Through AI

Stanford explores how digital tools, including AI-enhanced platforms, can assist educators in reflecting on their teaching practices. By analyzing reflection data, educators can identify trends and make evidence-based decisions about their teaching methods and tool integration.

Learn more: Stanford - Reflective AI Tools

PART IV – 3. Self-nudges for educators – Self-nudge 3 – by the university of Camerino

The Digital Deal

"Make a deal with yourself: innovate, succeed, and reward your progress!"

1. Target behavior

Digital transformation in teaching can feel like an uphill battle for educators. Despite the proven benefits of integrating technology into classrooms, the process often demands time, effort, and persistence, with little immediate payoff. This gap between effort and reward can leave even the most motivated educators feeling stuck, relying on familiar methods instead of exploring new possibilities.

The Digital Deal bridges this gap by using the power of self-reward to turn digital experimentation into an engaging, goal-oriented journey. By tying short-term incentives to milestones in adopting or mastering digital tools, educators create a personalized motivation system that transforms digital transformation into a rewarding experience.

Whether it's mastering an online quiz tool or enhancing engagement with interactive lecture software, this nudge helps educators stay energized, motivated, and inspired.

1.1 Behavioral Change

The Digital Deal addresses motivational gaps by linking professional achievements to personally meaningful rewards. Educators often lack immediate incentives for adopting new digital tools, which can discourage consistent efforts toward digital transformation. This nudge provides a tangibleframework for motivation and accountability.

1.2 Behavioral Focus

- **Goal-Oriented Behavior:** Encourages educators to set and pursue specific, achievable digital transformation goals.
- **Reward Responsiveness:** Leverages the power of extrinsic rewards to maintain momentum and drive sustained behavior change.
- **Commitment and Accountability:** Creates psychological ownership and accountability through self-imposed agreements.

1.3 Expected Change

Educators will actively set and achieve milestones in digital tool adoption, fostering a sense of accomplishment and reinforcing long-term commitment to professional growth.

2. Description of the Nudge

The Digital Deal is a self-nudge strategy where educators craft a personal contract to link professional milestones with meaningful, self-chosen rewards. The process is simple yet transformative: educators define their goals for experimenting with digital tools, set achievable milestones, and pair each milestone with a reward that excites them.

This system gamifies the adoption of digital tools by breaking the journey into manageable, rewarding steps. It reframes digital transformation from a daunting task into a series of small, fulfilling victories.

Educators start by listing digital tools or methods they want to adopt, identify how these align with their teaching goals, and set specific actions for success.

For example:

Goal: Use an online collaboration tool (e.g., Miro) in three group projects.
Reward: Treat yourself to a nice dinner.

Goal: Implement a gamified quiz (e.g., Kahoot) and receive positive feedback from students.
Reward: Watch a favorite movie guilt-free.

Goal: Successfully integrate two digital tools into lectures this semester.
Reward: Plan a weekend getaway.
The “deal” is not only a written commitment but also a motivational tool that fosters consistency and excitement.

3. Nudging Technique

1. **Incentivization**
   Rewards add a tangible benefit to professional achievements. By linking effort to personal enjoyment, educators remain motivated and energized to experiment with digital tools.

2. **Commitment Device**
   Writing a personal contract or sharing goals with a colleague strengthens accountability. Knowing that the “deal” exists makes it harder to break the commitment.

3. **Gamification**
   The system breaks digital transformation into manageable milestones, transforming the process into a game-like challenge where each success unlocks a reward.

4. **Positive Framing**
   The emphasis on personal growth and celebrating victories encourages educators to view digital transformation as an opportunity rather than a chore.

4. Implementation Steps
(Self-Driven)

Step 1: Define My Goals

I'll start by brainstorming specific, achievable objectives. I'll think about the digital tools I've wanted to explore and connect them to my teaching challenges:

- ✔ *"I'll use a polling tool like Mentimeter in three lectures to increase participation."*
- ✔ *"I'll try using Padlet for collaborative brainstorming and evaluate its effectiveness."*

I'll write these goals clearly and make them visible, perhaps on my desk or computer desktop.

Step 2: Set Rewards That Motivate Me

I'll reflect on what genuinely excites me as a reward. For small milestones, I might treat myself to a coffee or a favorite snack. For larger successes, I'll plan a bigger reward, like a dinner out or a day off to relax.

Example:
Goal: *"Successfully integrate a new digital tool into my final exam prep session."*
Reward: *"Buy that book I've been wanting."*

Step 3: Write My Digital Deal

I'll formalize my commitment by writing my *"Digital Deal"* on paper or digitally. Example:

"I commit to trying one new digital tool each month. For every three tools I successfully implement, I'll treat myself to a dinner at my favorite restaurant."

Having this written contract will serve as a powerful motivator. I might even share it with a colleague for added accountability.

Step 4: Track My Progress

I'll set up a simple tracker to monitor my milestones. A small notebook, a Google Sheet, or even a dedicated column on my office whiteboard will do the trick. After each class, I'll take 30 seconds to record my progress and note any successes or challenges.

Step 5: Celebrate My Wins

When I hit a milestone, I'll follow through on the reward without hesitation—it's part of the deal! For larger achievements, I'll share my experience with colleagues in a department meeting or casual conversation to inspire and learn from others.

Step 6: Reset and Repeat

At the end of each semester, I'll evaluate what I've achieved. I'll reflect on what worked, what didn't, and adjust my goals and rewards for the next cycle. This will keep the process fresh and exciting.

5. Expected Outcomes

- **Sustained Motivation:** Short-term rewards keep me energized and engaged with digital experimentation.
- **Improved Engagement:** New tools lead to better interaction and student outcomes.
- **Personal Growth:** Celebrating successes fosters a positive association with professionaldevelopment.

The Digital Deal turns professional growth into a fun, fulfilling journey while aligning personal rewards with educational innovation.

6. Evaluation Methods

6.1 Quantitative Metrics

- **Goal Achievement Rate:** The percentage of defined digital transformationgoals completed within a specified period.
- **Tool Adoption Frequency:** The number of new digital tools integrated into teaching practices over a semester.
- **Time Commitment:** Average time spent by educators experimenting with and mastering new digital tools.
- **Student Engagement Metrics:** Improved attendance, participation rates, or feedback scores linked to digital tool usage.

6.2 Qualitative Metrics

- **Reflection Feedback:** Educators' self-reported satisfaction with the reward system and its influence on their motivation.
- **Behavioral Insights:** Feedback gathered during peer-sharing sessions or workshops to assess perceived challenges and successes in implementing the deal.
- **Perceived Impact:** Anecdotal evidence of how digital tool integration has enhanced classroom dynamics or streamlined teaching processes.

6.3 Longitudinal Tracking

- Evaluating sustained engagement by tracking educators' participation in subsequent cycles of the Digital Deal.
- Monitoring the continuation of self-reward systems beyond initial implementation.

7. Challenges or Risks

While The Digital Deal is designed to be straightforward and impactful, certain risks and challenges may arise during its implementation.

7.1 Challenges

1. **Inconsistent Follow-Through**
   Educators may struggle to complete their "deal" due to competing professional demands or loss of motivation

   Mitigation
   - ✔ Introduce peer accountability by encouraging educators to share their deals with colleagues.
   - ✔ Offer institutionally supported incentives or recognition to supplement personal rewards.

2. **Misalignment of Rewards**
   The rewards chosen by educators may lack personal significance or fail to provide sufficient motivation.

   Mitigation:
   - ✔ Provide guidance on selecting meaningful, proportional rewards during the planning phase.
   - ✔ Use examples or case studies to inspire effective goal-reward pairings.

3. **Over-Ambitious Goal Setting**
   Educators might set goals that are too broad or difficult, leading to frustration or abandonment.

   Mitigation:
   - ✔ Encourage educators to start with smaller, achievable milestones and progressivelyscale their ambitions.
   - ✔ Provide templates for breaking larger goals into manageable steps.

4. **Reward Neglect**
   Educators may achieve their goals but fail to follow through on their rewards, undermining the nudge's motivational effect.

   Mitigation:
   - ✔ Emphasize the importance of celebrating milestones as a critical step in the process.
   - ✔ Facilitate public recognition or group celebrations to reinforce the reward system.

7.2 Risks

1. **Short-Term Engagement**
   Some educators may view the Digital Deal as a temporary effort, reverting to old habits once initial goals are completed.

   Mitigation:
   - ✔ Encourage continuous goal-setting cycles to maintain momentum.
   - ✔ Integrate the Digital Deal into professional development plans for long-term adoption.

2. **Cultural Resistance**
   Institutions with limited emphasis on digital transformation may lack the supportive environment necessary for widespread adoption.

   Mitigation:
   - ✔ Promote early successes as examples of the program's impact to encourage broader participation.
   - ✔ Align the Digital Deal with institutional priorities to ensure administrative backing.

8. Resources Needed

8.1 Personal Tracker

I'll need a simple system to monitor my progress. A physical notebook might feel tactile and rewarding, while a Google Sheet or app like Notion could help me organize data and track trends.

8.2 Templates for "Digital Deals"

Pre-designed templates with sections for goals, milestones, and rewards will make the process more formal and motivating. For example, a customizable PDF with goal-setting prompts and progress columns.

8.3 Digital Tools and Tutorials

Easy access to tools I want to explore is essential. I'll bookmark tutorials or training resources for platforms like Mentimeter, Padlet, or Miro so I can quickly troubleshoot and refine my approach.

8.4 A Support Network

Sharing my progress and rewards with colleagues or mentors can provide encouragement and accountability. I'll create informal check-ins to share ideas and learn from their experiences.

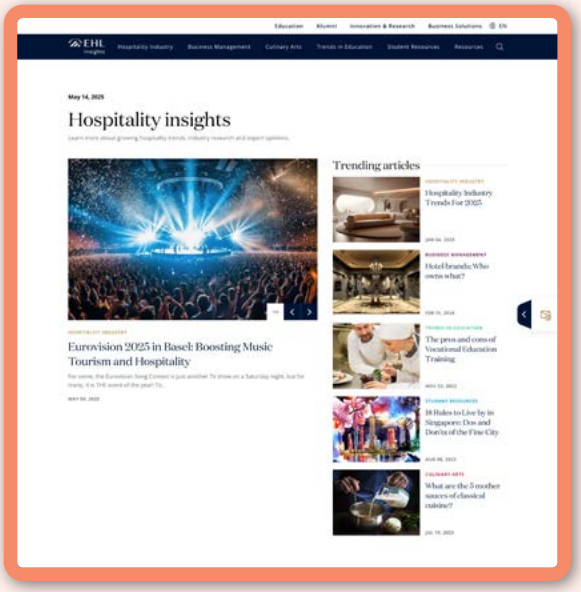
9. Examples

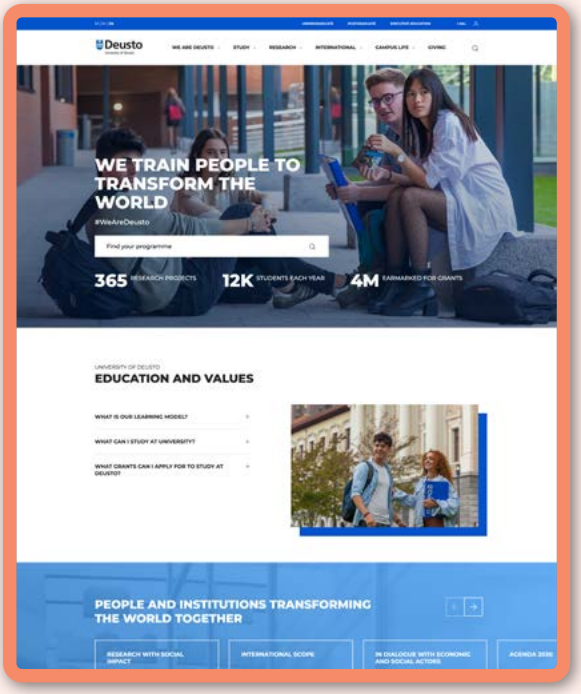
Here are examples of universities worldwide that implement strategies closely aligned with the *"Digital Deal"* self-nudge, focusing on motivating and rewarding educators for integrating digital tools into their teaching:

1. EHL Hospitality Business School *(Switzerland)*

EHL integrates gamification and digital tools into teaching while recognizing educators' efforts in adopting these methods. For instance, faculty who successfully implement innovative tools in their classrooms receive institutional support and are spotlighted during events and workshops. EHL's structured recognition system aligns with the concept of rewarding milestones in digital adoption.

EHL's Digital Transformation





2. University of Deusto *(Spain)*

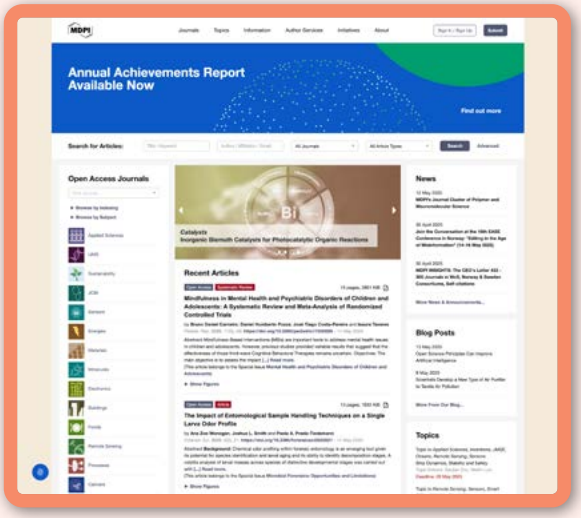
The University of Deusto emphasizes innovation in teaching through its faculty training programs and rewards educators for adopting new digital practices. Their programs provide incentives such as professional development credits and peer recognition for faculty who integrate digital tools effectively.

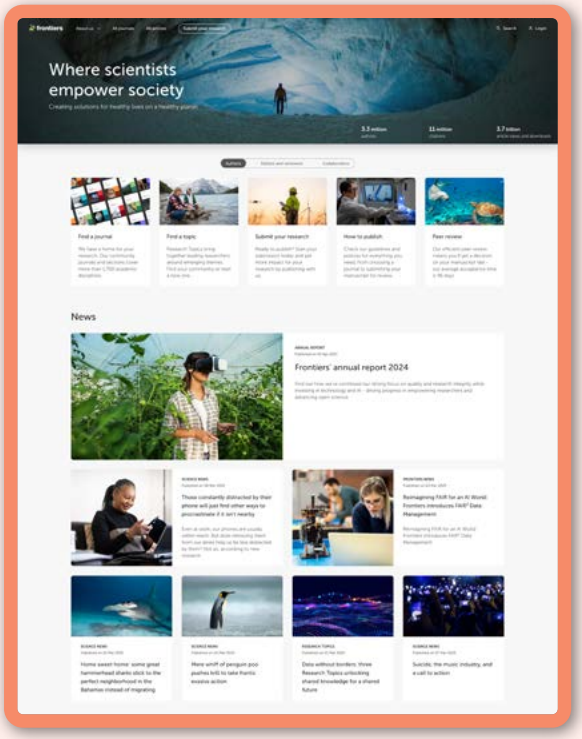
University of Deusto
Digital Transformation Insights

3. Pontifical Catholic University of Paraná *(Brazil)*

This university has implemented structured initiatives to promote digital transformation by rewarding faculty who adopt innovative pedagogical approaches. They provide recognition for educators who achieve specific milestones in blended and online learning, aligning well with the idea of incentivized digital progress.

Read more at MDPI:
Digital Transformation Case Studies





4. Norwegian Higher Education Institutions *(Norway)*

Norwegian universities promote active digital learning by blending technology with innovative

teaching practices. Educators who contribute to the development of digital learning environments are acknowledged through institutional programs, fostering continuous engagement and experimentation with new tools.

Frontiers:
Digital Transformation in Higher Education

PART IV – 3. Self-nudges for educators – Self-nudge 4 – by Trendhuis

The Lecture Quest: Unlocking Knowledge Together

"Turn your lesson into an adventure—one level at a time!"

1. Target behavior

Encourage educators to nudge themselves into using gamified storytelling as a regular teaching strategy, making lessons more engaging and participatory without requiring a full overhaul of content.

2. Description of the Nudge

This self-nudge helps educators shift from traditional, passive lectures to active, story-driven sessions—by transforming their own mindset and lesson planning process. Instead of preparing a linear lecture, the educator reframes the session as a mini-quest: each section becomes a "level" students must unlock through discussion, problem-solving, or reflection.

By using a simple storytelling structure and small, repeatable elements (like visual progress maps or meme rewards), the educator builds a low-effort habit that boosts creativity, student participation, and personal enjoyment of teaching.

This self-nudge doesn't just change student behavior—it changes how educators approach their role in the learning process.

3. Nudging technique

Gamification and Storytelling
Use narratives and small rewards to boost engagement and encourage teamwork.

This strategy helps educators nudge themselves toward more engaging teaching by intentionally embedding storytelling, visual progress cues, and micro-rewards into the lesson design process.

When you design your lesson like a game, you're not only making it better for your students—you're also nudging yourself to teach with more joy, energy, and purpose.

When you turn your lesson into a quest, you're doing more than just making it playful for students—you're also:

- ✔ **Making lesson planning more fun and creative** – Instead of doing the same routine, you enjoy creating a story around your content.
- ✔ **Making teaching easier** – A simple quest format (3 levels + 1 reward) provides a ready structure, saving you from starting from scratch.
- ✔ **Using visual tools as reminders** – A treasure map or space mission slide helps you remember to keep the class active and involved.
- ✔ **Encouraging new ideas** – Trying fresh themes shows you and your students that learning can be creative and flexible.
- ✔ **Getting positive feedback** – When students smile, laugh, or participate more, it's a small reward that boosts your motivation to keep going.

4. Implementation steps

1. **Design the Quest Framework**
   Action: Create a simple, themed storyline that aligns with the lecture content.
   Example: "Today, we're exploring the Galaxy of Learning. Each question you answer correctly fuels our spaceship to the next planet!"

2. **Set Up "Levels" and Challenges**
   Action: Divide the lecture into sections, each representing a "level" or challenge.
   Example: Level 1: Answer questions to decode a map. Level 2: Solve a group puzzle to unlock a treasure.

3. **Create Visuals and Progress Indicators**
   Action: Use presentation tools to display the quest visually, showing progress and milestones. *Example: A treasure map that fills in with each level completed or a spaceship moving from planet to planet.*

4. **Incorporate Rewards and Surprises**
   Action: Add small, fun rewards for each level completed.
   Example: "You've reached Planet Curiosity! Unlock today's meme of the day!" or "Treasure Unlocked: An extra hint for the next quiz!"

5. **Encourage Collaborative Problem-Solving**
   Action: Create group challenges where students must work together to progress in the quest.
   Example: "Decode this message as a group to open the treasure chest!"

6. **Use Student-Driven Contributions**
   Action: Allow students to add to the story by submitting their own ideas or twists.
   Example: "What happens next on our journey? Write the next clue!"

7. **Gamify Feedback and Reflection**
   Action: At the end of the lecture, reflect on the quest. Reward the class with a collective "title" or badge.
   Example: "You've completed the Quest for Knowledge! You are now Official Explorers of Learning!"

5. Classification criteria

- **Cost of implementation:** Low
- **Time required:** Low to Medium
- **Ease of implementation:** High
- **Digital tool(s) involved:** Presentation software, interactive tools (e.g., Kahoot, Padlet), and storytelling templates
- **Level of impact:** High
- **Scalability:** Medium to High

6. Expected outcomes

- Students actively participate in lectures and group activities.
- Educators feel more engaged and creative in delivering content.
- Improved student retention and understanding through immersive learning.

7. Evaluation & Metrics

1. **Engagement Metrics**
   Track student participation rates during the quest.
2. **Student Feedback**
   Collect feedback on the quest format and its impact on learning.
3. **Learning Outcomes**
   Measure improvements in quiz scores or assessments related to the quest content.
4. **Educator Feedback**
   Evaluate how educators feel about the integration of storytelling into their teaching.

8. Challenges & Mitigations

Time Constraints
Educators may feel they lack time to prepare. ***Mitigation:*** Provide pre-made quest templates to save time.

Low Participation
Some students may be hesitant to engage. ***Mitigation:*** Design low-stakes, fun activities to encourage even shy students to participate.

Overwhelming Complexity
A quest that is too elaborate may distract from the lesson's objectives. ***Mitigation:*** Keep the storyline simple and focus on content-related challenges.

Why You'll Be a Fan

- The laughter and excitement as students cheer each level unlock will make your day.
- You'll see shy students light up when they contribute to the story.
- The creativity it sparks in both you and your students will keep lectures fresh and exciting.

This nudge transforms lectures into adventures, creating a memorable and effective learning experience for all. Let me know if you'd like more twists or support in implementing it!

9. Resources needed

To successfully run The Lecture Quest, you'll need a few easy-to-use tools and materials. These don't have to be high-tech or time-consuming—just fun, flexible, and purposeful.

9.1 Quest Templates

Use pre-made or custom templates to build the storyline and visual journey of the quest.

Example: a PowerPoint or Google Slides deck with a treasure map, space mission, or fantasy journey theme.

Tip: create reusable templates with "Level 1," "Challenge Zone," or "Victory Unlocked" slides for easy planning each time.

9.2 Interactive Tools for Challenges

Choose simple online tools to create quizzes, polls, puzzles, or mini-games students can solve to move through the quest.

Examples:
- ✔ Kahoot – for team quizzes
- ✔ Mentimeter – for live polls or word clouds
- ✔ Padlet – for collaborative problem-solving or posting clues

Tip: keep it low-stakes and playful—these tools should support learning, not stress students.

9.3 A Collection of Small, Creative Rewards

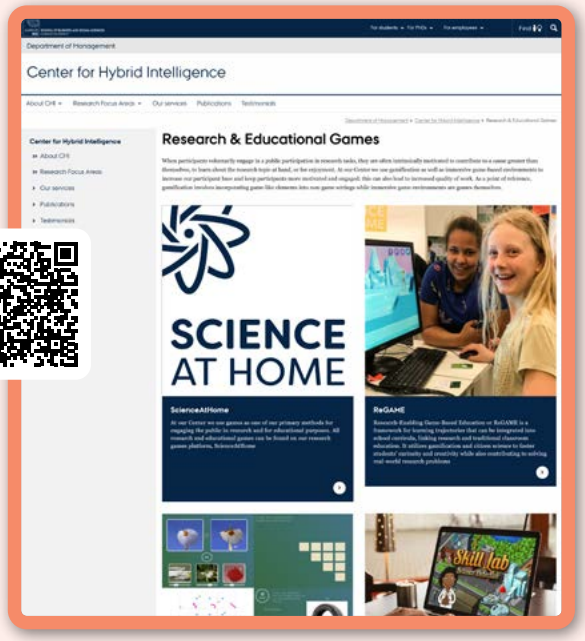
Use fun and lightweight rewards to celebrate progress and keep motivation high. These can be digital or verbal.

Examples:
- ✔ Funny memes or gifs for each "level up"
- ✔ A helpful hint or shortcut for an upcoming quiz
- ✔ Silly titles like "Map Master" or "Galaxy Guide" students can earn
- ✔ Mystery box slides with surprises (e.g., bonus points, a video clip)

Tip: rewards don't need to be serious—just enough to spark a smile or curiosity.

10. Examples

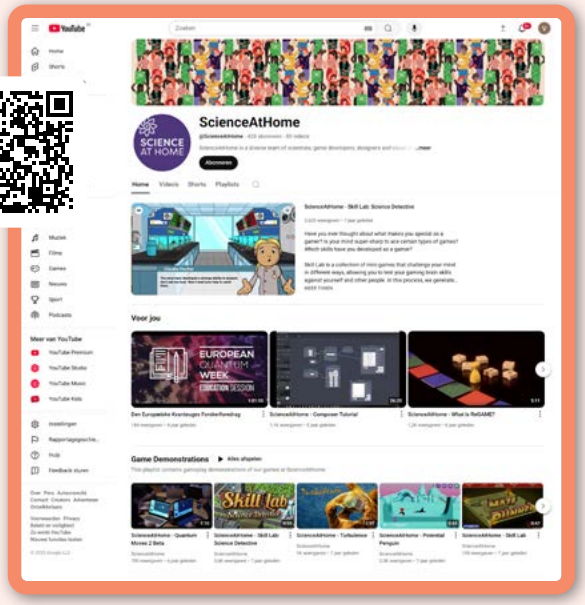
Many universities use gamification and storytelling to make lessons more engaging for students and teachers. These examples show how quests, puzzles, and narratives help make learning fun and memorable across subjects.



Aarhus University
ScienceAtHome
& Gamified Research

Aarhus University turns science into a quest through its ScienceAtHome platform. Students and the public solve real quantum physics challenges through interactive games. Their Center for Hybrid Intelligence studies how games foster learning and human–AI collaboration. Even abstract or advanced topics can become approachable through game-based storytelling.

Visit Research and Educational Games



Aarhus University
ScienceAtHome Youtube Channel

Aarhus University's YouTube channel shares exciting videos showing how their gamified science quests work in practice. It's a great place to see storytelling and game elements brought to life—and get inspired for your own lessons!

Watch: ScienceAtHome Youtube Channel

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Quest-based Gamification in a software development lab course: a case study

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Abstract
Motivation and engagement play a crucial role in student success in a cours Students may lose interest or underestimate courses that tackle non-co learning outcomes to their specific curriculum or program. Gamificatio using game elements (e.g., rewards, challenges) in non-game contexts, is o way to motivate and engage students. Some educational courses use projec based learning, where students tackle problems, overcome obstacles, and ga knowledge. Quest-based games are designed as systems of challenges th players must complete to advance and win the game. They were linked wi education by applying specific game mechanics to a computing course unit. This paper case studies the application of a quest-based gamification approach in a mandatory software engineering course to boost engagement among higher education students. Results were collected through observational methods and surveying the students, indicating a tendency for higher grades in course years implementing gamification while maintaining satisfactory levels of motivation and engagement.

Keywords: *Gamification; education; quest-based games; software Engineering.*

University of Porto
Gamified Software Development Lab

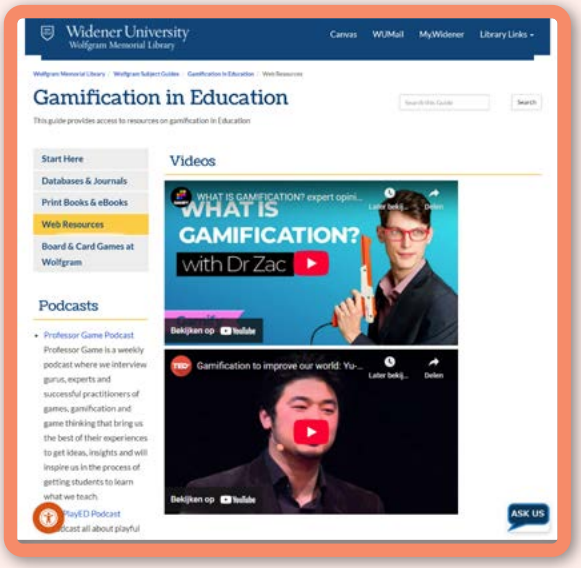
At the University of Porto, a mandatory software development lab course used quest-based gamification. Through quests, open strategies, non-linear paths, guidance tools, and challenge-based rewards, the course boosted motivation and improved student engagement.

Read: Case Study quest-based gamification

Widener University
Gamification Tools for Faculty

Widener supports educators by offering gamification tutorials, templates, and teaching tools. Their Teaching & Learning Technologies (TLT) team helps integrate platforms like Poll Everywhere, Canvas Studio, and Hypothesis to create interactive, rewarding learning experiences. You don't have to build from scratch—many tools and templates are already available to support your Lecture Quest journey.

Visit: Widener University Gamification



Augusta University
Gamification Support for Faculty

Augusta University helps educators design engaging, gamified lessons with multimedia support, templates, and tools to enhance student learning.

Visit: Augusta University multimedia design

Augusta University
Educator Panel: Speaking of Higher Ed Gamification in Higher Ed (Texas A&M)

This podcast series explores innovative teaching in higher education. In the gamification episode, Jeff Mastromonico and Arthur Takahashi share how game elements like escape rooms, storytelling, and simulations can increase student motivation and engagement.

Watch: the gamification episode

Most quest-based learning examples come from K-12 settings, so documented cases in higher education are limited, highlighting a valuable opportunity for more research and development in this field.

PART IV – 3. Self-nudges for educators – Self-nudge 5 – by Trendhuis

The Class Cheer-o-Meter

"Light up your lectures, one cheer at a time!"

1. Target behavior

This nudge aims to promote active, real-time student participation during lessons, turning passive listeners into engaged contributors. Many educators struggle with students who hesitate to ask questions, respond to prompts, or collaborate openly.

This often leads to low classroom energy, limited peer interaction, and a less dynamic learning environment. It also hinders the educator's ability to gather immediate feedback and support student understanding as the lesson unfolds. Encouraging even small moments of interaction—like quick polls, digital check-ins, or peer discussions—can help break the ice, boost student confidence, and create a more connected and responsive classroom experience.

When students begin to engage more freely, the overall cheer and atmosphere of the classroom improve, making learning feel more enjoyable and motivating for everyone.

2. Description of the Nudge

This self-nudge transforms student engagement into a game. Educators use a digital *"Cheer-o-Meter"* displayed during lessons, where every meaningful student interaction—like answering a question, asking one, or solving a problem—adds points to a shared class score.

The meter fills up as the class participates, triggering fun animations or music when milestones are hit. The class can earn "rewards," such as ending the lecture with a favorite meme, a group photo, or a quick trivia game.

3. Nudging technique

This nudge uses **gamification and real-time feedback** as tools to motivate educators themselves to actively foster student participation during lessons.

Rather than directly nudging students, it encourages educators to change their own behavior by making engagement tracking visible, fun, and rewarding.

- **Gamification for Educators**
  The Cheer-o-Meter makes boosting student participation a clear, game-like challenge. The progress bar gives instant visual feedback, motivating educators to reach goals and actively engage the class.
- **Real-Time Feedback for Educators**
  The live-updating meter shows student engagement in real time, helping educators spot peaks and dips. This lets them quickly adjust—ask more questions, involve quieter students, or add activities

Together, these techniques encourage educators to:

- Regularly monitor and respond to student participation, rather than relying on guesswork or post-class reflections.
- Celebrate and reinforce small wins as they happen, increasing their own motivation and satisfaction.
- Make engagement a fun, shared goal that they can visibly influence, reducing feelings of frustration or helplessness.
- Build a habit of incorporating interactive teaching techniques naturally, supported by the Cheer-o-Meter's feedback loop.

  By nudging educators to take ownership of participation in a gamified, real-time way, this approach fosters a more dynamic, responsive teaching style that benefits both teachers and students.

4. Implementation steps

1. **Develop the Cheer-o-Meter Tool**
   Action: Create or customize a digital tool (e.g., a PowerPoint widget, LMS add-on, or standalone app) with a visual meter and customizable milestones.
   Example: A progress bar with emojis that grows with every interaction, ending in a burst of fireworks when filled.

2. **Integrate with Classroom Technology**
   Action: Display the Cheer-o-Meter on the classroom screen or LMS during lessons.
   Example: "Great question, Sarah! +10 points to the Cheer-o-Meter!"

3. **Set Participation Goals**
   Action: Define clear interaction goals, such as 20 questions asked/answered per class or solving a collaborative challenge.milestones. *Example: If we hit 50 points, we'll unlock today's trivia challenge!"*

4. **Interactive Rewards**
   Action: Let students vote on their favorite mini-rewards (e.g., a quick YouTube clip, a meme, or sharing a joke).
   Example: "The Cheer-o-Meter hit 100 points! Time for our meme of the day!"

5. **Create a Friendly Leaderboard**
   Action: Track participation across multiple sessions or courses.
   Example: Show which class is the "most interactive" of the week or semester.

6. **Feedback and Reflection**
   Action: At the end of the class, review what worked and celebrate the class's contribution.
   Example: "You asked 25 amazing questions today! Let's aim for 30 next time!"

7. **Student-Driven Cheer Challenges**
   Action: Allow students to suggest interactive activities (e.g., a rapid-fire Q&A session) to drive up the Cheer-o-Meter score.

5. Classification criteria

- **Cost of implementation:** Low
- **Time required:** Low to Medium
- **Ease of implementation:** High
- **Digital tool(s) involved:** Presentation software, LMS plugins, or a simple web-based app
- **Level of impact:** High
- **Scalability:** Medium to High

6. Expected outcomes

- Increased student participation and energy during lessons.
- Improved educator-student rapport through collaborative fun.
- A more dynamic and engaging classroom environment.

7. Evaluation & Metrics

1. **Participation Rates**
   Track the number of student interactions per class

2. **Class Feedback**
   Ask students how the Cheer-o-Meter impacted their engagement and enjoyment.

3. **Performance Metrics**
   Compare student performance and participation before and after using the Cheer-o-Meter.

8. Challenges & Mitigations

Overly Competitive Dynamics: some students may feel left out if they aren't as active.

Mitigation: *celebrate all contributions and encourage quieter students with inclusive challenges.*

Technical Glitches: issues with displaying or updating the Cheer-o-Meter.

Mitigation: *use simple and reliable tools and test the setup beforehand.*

Sustaining Interest: students might lose interest over time.

Mitigation: *regularly refresh rewards and themes to keep it exciting.*

Why You'll Be a Fan

- ✔ Every point brings cheers and laughter from students.
- ✔ The burst of joy when the Cheer-o-Meter hits its goal is infectious.
- ✔ You'll build a fanbase of students who look forward to your lectures as the highlight of their day.

This nudge transforms lectures into adventures, creating a memorable and effective learning experience for all. Let me know if you'd like more twists or support in implementing it!

9. Resources needed

9.1 A Cheer-o-Meter Tool

This could be a simple, customizable PowerPoint slide with a visual scale that tracks class participation and energy levels in real time, or a built-in plugin within the school's Learning Management System (LMS) that allows for quick, interactive feedback. The tool should be easy to update during lessons and visually engaging to maintain student interest.

9.2 A Selection of Fun Reward Options

These can include humorous memes, short music clips, mini-games, or quick trivia challenges that serve as positive reinforcement when the class reaches certain cheer or engagement milestones. The goal is to create a sense of shared achievement and make participation feel fun rather than forced.

9.3 Educator Training

Teachers may need a short workshop or guide to learn how to introduce and use the Cheer-o-Meter effectively. This includes tips on setting participation goals, using the tool without disrupting the flow of the lesson, and aligning it with learning objectives while maintaining a supportive and inclusive classroom climate.

9.4. Student Orientation

Students should be briefly introduced to the Cheer-o-Meter at the start, so they understand how it works and why it's being used. A quick slide, video, or verbal explanation can set expectations and encourage participation. Involving students in choosing rewards can also boost engagement and ownership.

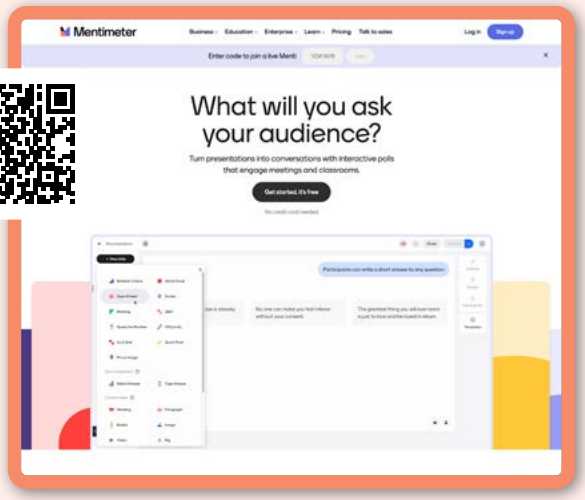
10. Examples

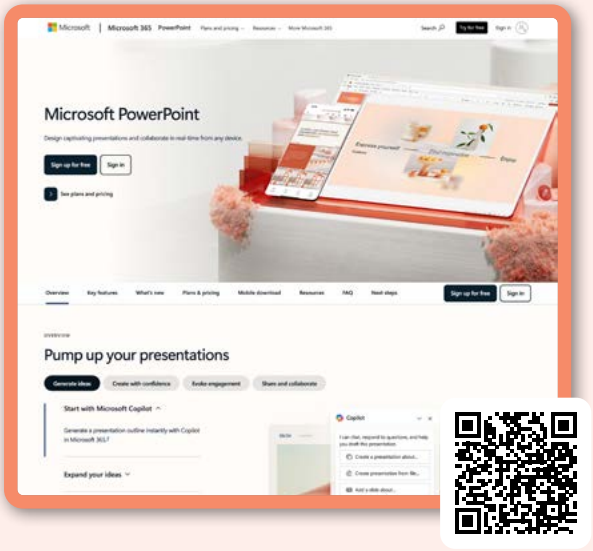
Mentimeter *Cheer-o-Meter*

How it works:

- Create a live emoji slider or mood poll that asks, “How’s the energy in class right now?”
- Students vote using their phones (options like 😐 😌 😀 🤩).
- Show the results live on screen—when the class reaches a higher *“cheer level”*, reward them with a meme, music clip, or quiz break.

Tool: Mentimeter





PowerPoint *Cheer-o-Meter*

How it works:

- Design a visual meter with 5–6 cheer levels (e.g., *“Sleepy”*, *“Getting There”*, *“Buzzing”*, *“On Fire!”*).
- Use an arrow or icon that moves up the meter on different slides.
- As the class shows participation (answering, asking questions, completing tasks), advance the slide to a higher level.

Tool: Powerpoint

Wheel of Names *Cheer Rewards*

How it works:

- Set participation milestones (e.g., after 3 student contributions, spin the wheel).
- Fill the wheel with fun, low-stakes rewards like “Play a meme,” “1-minute dance break,” “Trivia challenge,” or “Class chooses the next task.”
- Spin the wheel live when the class reaches a new cheer level—adds surprise and excitement.

Tool: Wheel of names

ClassDojo *Cheer-o-Meter*

How it works:

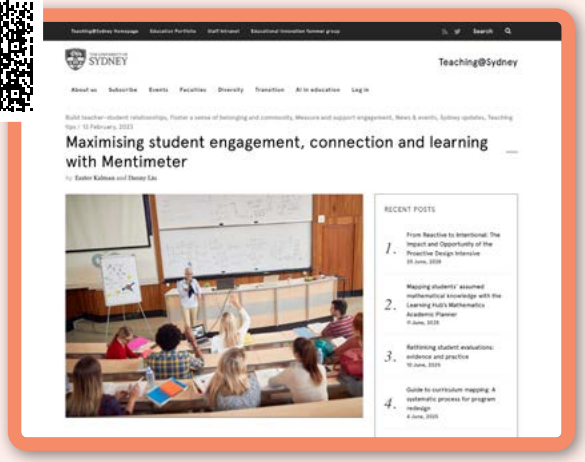
- Design 5–6 cheer levels (e.g., *"Dozing Off"*, *"Warming Up"*, *"Getting Loud"*, *"On Fire!"*, *"Rockstar!"*, *"Champion!"*) linked to points students earn for participation.
- Give points in ClassDojo for participation like answering or collaborating, and display the class's progress live on the leaderboard as a visual *"Cheer-o-Meter"*.
- Celebrate reaching new levels with virtual badges or rewards to keep students motivated and engaged.

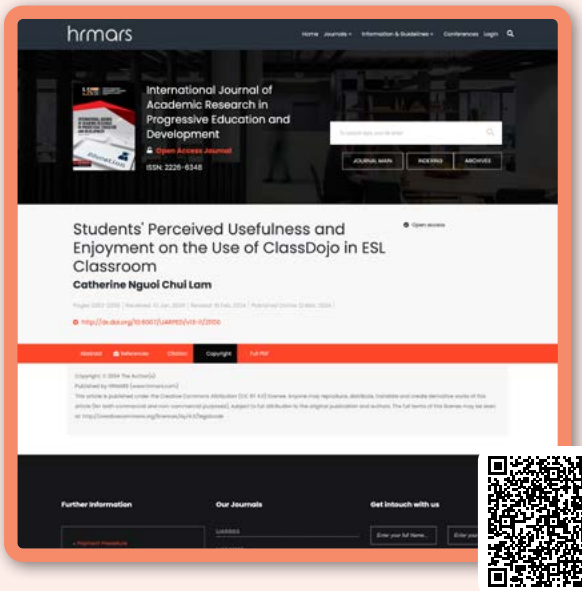
Tool: ClassDojo

University of Sydney
Case Study on Using Mentimeter to Enhance Student Engagement

Though not a Cheer-o-Meter, this case study highlights how the University of Sydney integrated Mentimeter into large lectures to boost active participation, foster inclusive discussions, and strengthen student connection during classes. It outlines practical implementation strategies and demonstrates measurable improvements in student engagement and interaction.

Read: the Case Study

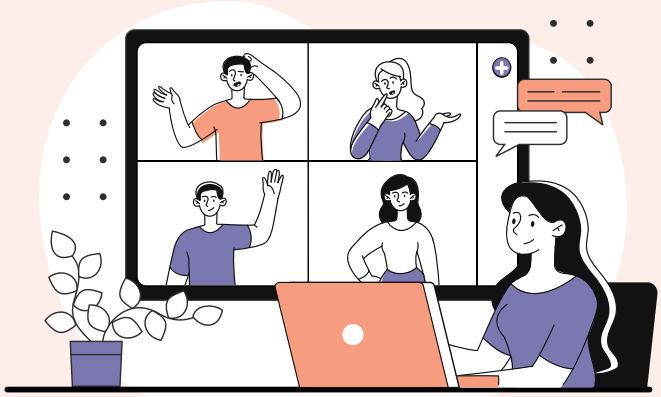




Universitas Kristen Satya Wacana
ClassDojo

Research at Universitas Kristen Satya Wacana examined the use of ClassDojo in a university context. The study found that the platform's gamification elements positively influenced student motivation and engagement, leading to improved classroom participation and a more dynamic learning environment.

Read more about: the research



PART IV – 3. Self-nudges for educators – Self-nudge 6 – by Trendhuis

Collaboration Sparks: Educators and Administrators Unite

"Bridge the gap, create together."

1. Target behavior

Encourage educators to proactively engage in structured, ongoing collaboration with institutional administrators to create greater coherence between teaching practices and institutional goals.

This behavior aims to break down silos that often exist between faculty and leadership by fostering two-way communication, co-development of strategies, and shared decision-making.

This addresses common challenges in higher education, including:

- **Lack of alignment between teaching practices and institutional priorities:** educators may introduce innovations or digital tools in their teaching that are not fully supported—or even known—by institutional leadership, limiting their sustainability and impact.
- **Missed opportunities to use institutional resources effectively:** administrators often manage valuable supports (training, tools, funding) that educators may not know how or when to access.
- **Fragmented strategic efforts:** without regular dialogue, faculty and administrators may work toward different goals, reducing the effectiveness of both policy and pedagogy.

Promoting this collaborative behavior fosters:

- a shared vision for student-centered education.
- more effective and efficient use of institutional supports.
- a mutual understanding of both strategic goals and classroom realities.

The goal is a collaborative culture where educators and administrators co-shape decisions to improve teaching, student outcomes, and institutional success.

2. Description of the Nudge

This self-nudge integrates a collaborative feedback loop between educators and administrators. Educators receive prompts to engage with administrators through structured, interactive sessions focused on aligning teaching practices with institutional objectives. These sessions include joint brainstorming, sharing success stories, and addressing barriers to achieving shared goals.

3. Nudging technique

This self-nudge combines interactive prompts and social proof to spark and sustain cooperation between educators and administrators.

- ✔ **Interactive Prompts**
  Timely, targeted messages (via LMS, email, or meeting tools) encourage educators to suggest discussion topics, reflect on shared challenges, and contribute to joint planning. These prompts make collaboration feel simple and actionable.

- ✔ **Social Proof**
  By highlighting successful educator–administrator partnerships—through stories, recognition boards, or digital badges—the nudge normalizes and celebrates collaboration. Seeing peers engage reinforces the idea that joint effort is both valuable and expected.

Together, these techniques reduce barriers, increase visibility of collaboration, and help embed a culture of shared ownership and aligned action.

4. Implementation steps

1. **Design Collaborative Forum**
   Action: Create virtual or in-person forums where educators and administrators meet regularly to discuss goals, challenges, and resource needs.
   Example: Monthly "Alignment Sessions" where educators present teaching needs and administrators provide insights on policy or resources.

2. **Send Interactive Prompts**
   Action: Embed reminders in the LMS or email system for educators to propose discussion points or updates for the next collaborative session.
   Example: "What's one challenge you face that administrators can help with? Share it for the next Alignment Session!"

3. **Develop Joint Action Plans**
   Action: Use the sessions to co-create actionable goals that educators and administrators can track together.
   Example: An action plan to integrate more digital tools in classrooms, with administrators supporting tool acquisition and training.

4. **Integrate Feedback Loops**
   Action: After each session, collect feedback from both groups to evaluate outcomes and identify further areas for collaboration.
   Example: "Did the session help address your needs? What can we improve?"

5. **Incorporate Gamification & Recognition**
   Highlight and reward successful partnerships.
   Example: "Top Collaborators of the Month: [Educator] + [Administrator] 🎉"

6. **Facilitate Knowledge Sharing**
   Build a shared digital repository of action plans, session summaries, and best practices.
   Example: A shared drive with templates for resource allocation, reports, and case studies.

7. **Continuously Evaluate and Iterate**
   Action: Regularly review the collaboration process and outcomes, adapting the system to improve efficiency and engagement.

5. Classification criteria

- **Cost of implementation:** Medium
- **Time Required:** Medium
- **Ease of Implementation:** Medium
- **Digital Tool(s) Needed:** LMS, shared drives (e.g., Google Drive, SharePoint), video conferencing platforms
- **Impact Level:** High
- **Scalability:** Medium to High

6. Expected outcomes

- Stronger alignment between teaching practices and institutional objectives.
- Increased collaboration and mutual understanding between educators and administrators.
- Better resource allocation and shared problem-solving.

7. Evaluation & Metrics

1. **Collaboration Participation**
   Track the percentage of educators and administrators participating in forums.
2. **Session Feedback Quality**
   Ratings on usefulness, clarity, and satisfaction.
3. **Progress on Joint Goals**
   Track implementation and impact of action plans.
4. **Resource Allocation Improvements**
   Assess alignment and satisfaction.

8. Challenges & Mitigations

Scheduling Conflicts: finding times that suit both educators and administrators. ***Mitigation:*** *Use doodle polls or flexible scheduling options.*

Engagement Resistance: some educators or administrators may feel disengaged. ***Mitigation:*** *Highlight success stories and offer incentives for participation.*

Follow-Through Gaps: action plans may not be implemented effectively. ***Mitigation:*** *Assign clear responsibilities and track progress with reminders.*

9. Resources needed

9.1 Video Conferencing Tools

Platforms such as Zoom, Microsoft Teams, or Google Meet are essential for holding virtual *"Alignment Sessions"*, especially when participants are in different locations or have limited availability.

9.2 Collaboration Platforms

Shared platforms like Google Drive or SharePoint
- ✔ Joint action plans
- ✔ Meeting notes
- ✔ Best practice case studies
- ✔ Resource request templates

9.3 LMS or Communication Tools

Use your Learning Management System (e.g., Moodle, Canvas) or email system to send interactive prompts and session reminders. Tools like Microsoft Outlook, Gmail, or Slack can also be integrated for targeted nudging.

9.4 Templates and Toolkits

Provide ready-to-use templates for:
- ✔ Session agendas and feedback forms
- ✔ Action plan worksheets
- ✔ Collaboration success stories (for social proof)

These reduce preparation time and ensure consistency across sessions.

9.5 Recognition Tools

Use simple tools for gamification and recognition:
- ✔ Digital badges (via Badgr or Credly)
- ✔ Certificates (via Canva or Google Docs)
- ✔ A leaderboard (via Google Sheets or Trello)

9.6 Facilitators or Moderators

Assign a neutral facilitator—could be a member of the teaching & learning team, a department lead, or a trained peer—to guide discussions, document outcomes, and maintain momentum.

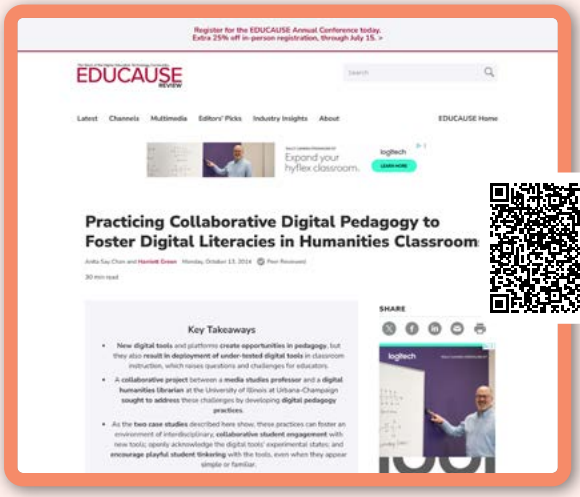
9.7 Data Collection Tools

Use tools like Google Forms, Microsoft Forms, or your institution's feedback system to:
- ✔ Collect post-session evaluations
- ✔ Monitor participation
- ✔ Track progress on shared goals

This nudge fosters a culture of collaboration and shared responsibility between educators and administrators, ensuring aligned goals and improved outcomes for all stakeholders. Let me know if you'd like further refinements or support!

10. Examples

Across universities worldwide, collaboration between educators, administrators, and support staff is key to driving effective digital transformation. The following examples showcase how joint efforts lead to innovative learning environments, stronger digital literacy, and improved student outcomes.



University of Illinois
Digital Pedagogy in Humanities

Collaborators: media studies professors and digital humanities librarians

- ✔ Co-developed and piloted digital pedagogy strategies to integrate tools in humanities courses
- ✔ Encouraged experimentation and playful student engagement with often new or under-tested tools.

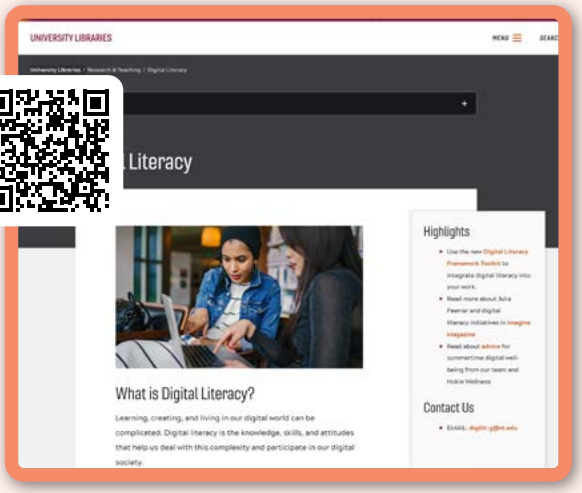
Impact: enabled tech-rich, interdisciplinary learning and strengthened faculty's digital skills.

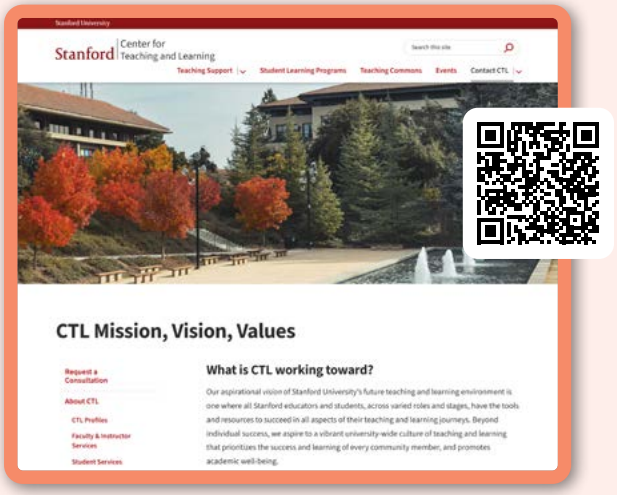
Read more on educause

Virginia Tech
Digital Literacy Framework

Virginia Tech's Digital Literacy Framework places learners at the center, surrounded by core competencies like ethics, collaboration, and creation—shaped by values such as equity and curiosity. Co-developed by faculty, librarians, and administrators, it reflects a shared commitment to inclusive, multiliteracy learning.

Learn more about:
the Digital Literacy Framework

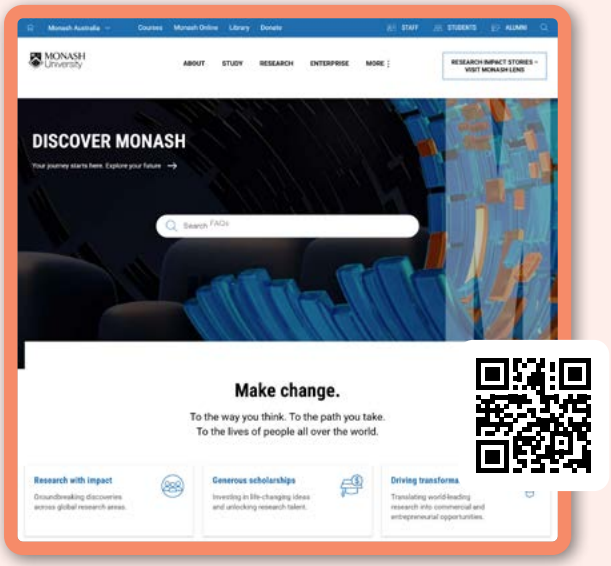




Stanford
Center for Teaching and Learning

Stanford's Center for Teaching and Learning (CTL) fosters a university-wide culture where educators and administrators collaborate to support teaching and academic well-being. CTL partners with faculty, staff, and programs to ensure all learners and teachers have the tools for success.

Visit: Center for teaching and learning



Monash University
Online Student Orientation Hub

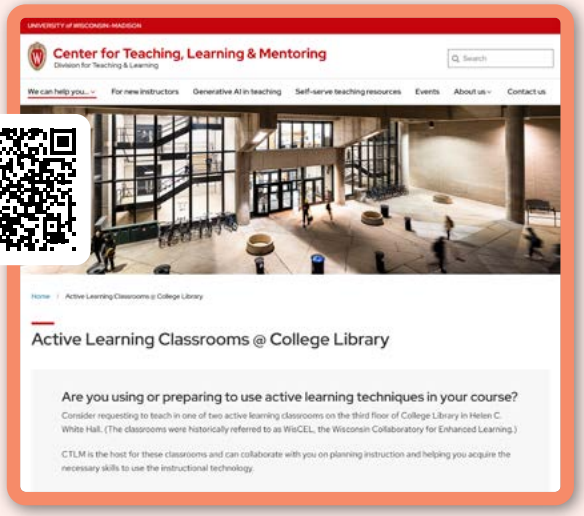
- Who: academic staff, educational designers, librarians, IT specialists, and university leadership.
- What they built: “Monash Online Learning Hub”, a unified orientation platform with modules on planning, digital tool use, and connection across disciplines.
- Result:launched the first central online orientation hub; improved student satisfaction, retention, and digital readiness.

Visit: Monash University

UW–Madison
Collaborative Classrooms

- Collaborators: faculty, instructional designers, administrators, and library staff.
- What they did: co-designed technology-enhanced, flipped classroom modules using collaborative spaces and real-time feedback tools. Administrators provided infrastructure and scheduling; educators drove pedagogical design and delivery.
- Impact: clear improvements in student engagement and grades, along with strengthened faculty digital facilitation skills.

Read more about: active learning classrooms



EdTech for Educators
Teacher Collaboration

Digital technology is transforming education by enabling teachers to collaborate beyond traditional boundaries. Through online platforms and social media, educators can share lesson plans, mentor colleagues, and access resources, fostering a supportive and connected professional community.

Read more about: digital collaboration

PART IV – 3. Self-nudges for educators – Self-nudge 7 – by Trendhuis

Micro-Learning Moments

"Transform downtime into learning time."

1. Target behavior

Encourage educators to use brief moments of free time—like between classes or meetings—to explore new teaching strategies, tools, or concepts.

By setting up simple cues (like a pinned tab, daily LMS widget, or automated reminder), educators can nudge themselves to explore a short video, try out a new tool, or reflect on a teaching strategy.

This behavior shift helps address common challenges in professional development, such as:

- **Feeling too busy:** many educators find it difficult to commit to long-form training due to full teaching schedules and administrative workloads.
- **Low engagement with traditional formats:** lengthy workshops or static online courses may feel disconnected from immediate classroom needs.
- **Overwhelm with digital tools:** with so many new technologies emerging, educators may not know where to start or how to apply them meaningfully.
- **Reluctance to change:** without regular, low-pressure exposure to new ideas, some educators may default to familiar methods out of habit.

The goal is to foster a mindset of continuous micro-learning—where even a few spare minutes can become opportunities to discover a new idea, reflect on practice, or gain inspiration. This promotes a culture of incremental improvement and lifelong learning, where development is not an extra task, but a natural part of the educator's daily rhythm.

2. Description of the Nudge

This self-nudge uses the power of micro-learning to encourage continuous professional development. Educators receive gentle prompts via their LMS dashboard or email, directing them to bite-sized, high-impact resources—such as a 2-minute video tip, a quick quiz on a new teaching tool, or a short read about an emerging educational trend. These micro-learning moments make development effortless and accessible, even during a coffee break.

3. Nudging technique

Self-Nudging with Micro-Learning Prompts and Gamification. This self-nudge encourages educators to shape their own environment to make learning easy and habitual. By setting up simple, low-effort cues—such as LMS widgets, pinned browser tabs, or calendar alerts—they can prompt themselves to engage with short, curated learning content during spare moments.

Micro-learning activities (like 2-minute videos or quick quizzes) are paired with light gamification—such as points, badges, or personal progress tracking—to boost motivation and reinforce the habit. This approach makes professional development feel accessible, flexible, and rewarding—on the educator's own terms.

4. Implementation steps

1. **Curate Micro-Learning Content**
   Action: Collect short, high-impact resources (e.g., 2–5 minute videos, quick tips, infographics) focused on practical teaching strategies and tools. *Example: A 3-minute video demonstrating how to use breakout rooms effectively in virtual classes.*

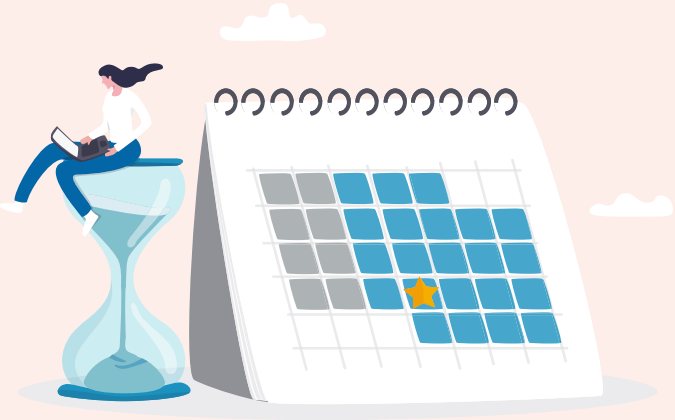
2. **Add Micro-Learning Prompts to Daily Workflow**
   Action: Set up simple access points—such as an LMS widget, pinned browser tab, or mobile shortcut—to keep learning visible and accessible *Example: A daily "Teaching Tip" widget on the LMS dashboard that updates each morning with a quick strategy.*

3. **Schedule Gentle Self-Reminders**
   Action: Use personal calendar notifications or to-do apps to prompt engagement during common downtime moments (e.g., after class, before a meeting). *Example: A calendar alert at 3 PM reminding you to watch a 2-minute video on student engagement.*

4. **Incorporate Light Gamification**
   Action: Track your own progress with badges, checklists, or point systems to boost motivation and celebrate small wins.
   Example: Earning a "Storytelling Pro" badge after completing three micro-learning modules on storytelling techniques.

5. **Reflect and Reinforce**
   Action: After each activity, jot down one way you might apply it in your teaching, or share it with a colleague to reinforce learning.
   Example: Writing a quick note after watching a video: "Try adding a real-world example in my next lecture."

6. **Refresh Content Regularly**
   Action: Continuously refresh the library with new, relevant content based on trends and educator feedback.
   Example: Adding new resources on emerging digital tools each month, such as a quick tutorial video or a brief article.



5. Classification criteria

- **Cost of implementation:** Low to Medium
- **Time required:** Low
- **Ease of implementation:** High
- **Digital tool(s) involved:** LMS widget, content hosting platforms (e.g., YouTube, Vimeo)
- **Level of impact:** High
- **Scalability:** High

6. Expected outcomes

- Increased adoption of innovative teaching methods.
- Higher engagement in professional development activities.
- Improved educator confidence in applying new tools and techniques.

7. Evaluation & Metrics

1. **Usage Analytics**
   Monitor how often educators access and complete micro-learning modules.
2. **Educator Feedback**
   Survey educators on the usefulness and applicability of the content.
3. **Classroom Application**
   Track changes in teaching practices based on the micro-learning content.
4. **Peer Influence**
   Analyze leaderboard activity to determine how gamification motivates participation.

8. Challenges & Mitigations

Content Fatigue: educators may lose interest if content is repetitive. ***Mitigation:*** *Regularly update the library with diverse topics and formats.*

Technical Barriers: difficulty integrating widgets into LMS. ***Mitigation:*** *Test integrations thoroughly and provide IT support.*

Time Resistance: perceived lack of time to engage with content. ***Mitigation:*** *Emphasize the short duration of activities (2-5 minutes).*

9. Resources needed

9.1 A Curated Library of Micro-Learning Content

A well-organized collection of concise, high-quality learning materials tailored to educators' needs. This can include short videos, infographics, quizzes, and tip sheets focused on practical teaching strategies and digital tools. Content should be regularly reviewed and updated to remain relevant and engaging.

9.2 LMS Customization for Widgets and Prompts

Technical support and development resources are needed to integrate micro-learning widgets or modules into the existing Learning Management System. This involves configuring dashboards, creating notification systems, and ensuring content is personalized based on educator preferences or teaching profiles.

9.3 Gamification Tools or Plugins for Tracking and Rewarding Participation

Software or plugins that enable the tracking of educators' engagement with micro-learning activities and allow for awarding points, badges, or other incentives. These tools help motivate participation by visualizing progress and fostering a sense of achievement.

9.4 Feedback Collection Tools, such as Google Forms or LMS Surveys

Easy-to-use instruments for gathering educator feedback on the usefulness and applicability of micro-learning content. These tools facilitate ongoing evaluation and improvement by capturing insights about user experience, learning impact, and content preferences.

This nudge transforms small moments into opportunities for growth, encouraging educators to seamlessly integrate professional development into their daily routine. Let me know if you'd like additional refinements or support!

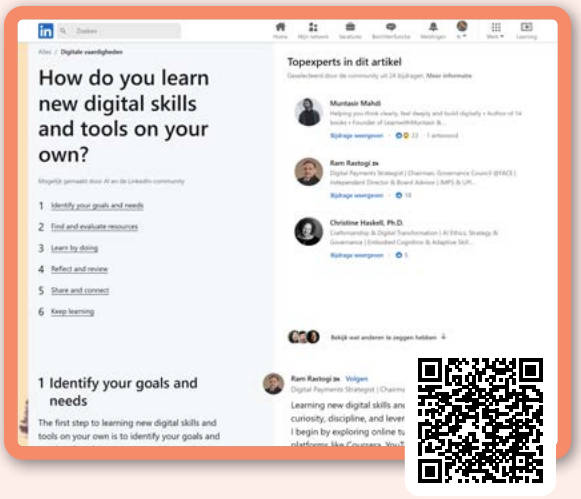
10. Examples

In today's fast-changing education, staying updated with digital tools is vital. Microlearning—short, focused content—is an effective way for educators to keep learning in manageable bursts.

What is Microlearning?
2-Minute Explainer

This concise video explains microlearning as delivering education in small, focused chunks. It highlights how microlearning boosts engagement, improves retention, and offers flexible learning opportunities.

Watch Microlearning video



Linkedin
How Do You Learn New Digital Skills and Tools on Your Own?

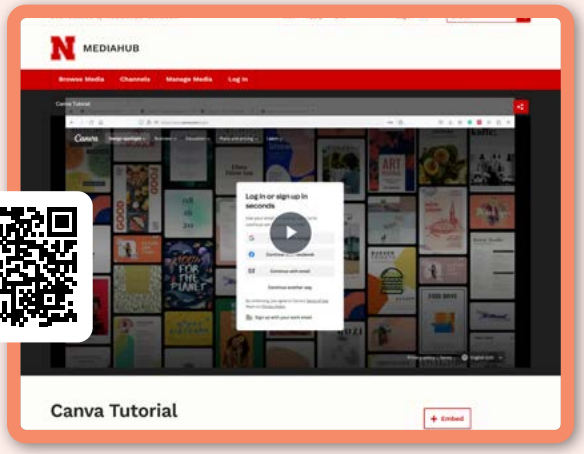
This LinkedIn article offers clear, practical steps for self-directed digital learning—like setting goals, exploring resources, practicing, reflecting, and connecting with others to grow your skills continuously.

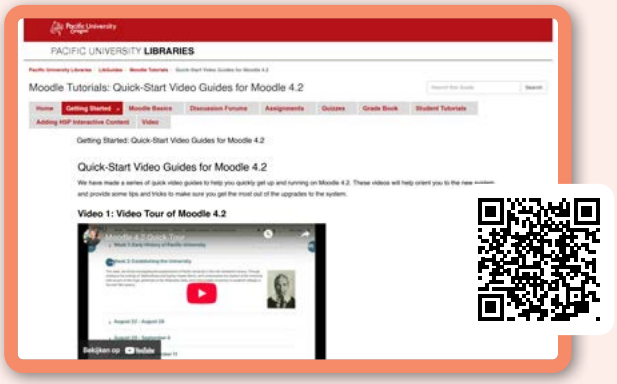
read How do you learn new digital skills?

University of Nebraska–Lincoln
Canva tutorial

The University of Nebraska–Lincoln provides a concise video covering the basics of Canva and how to design and customize a flyer, tailored for educational purposes.

Watch Canva tutorial





Pacific University
Quick-Start Video Guides for Moodle

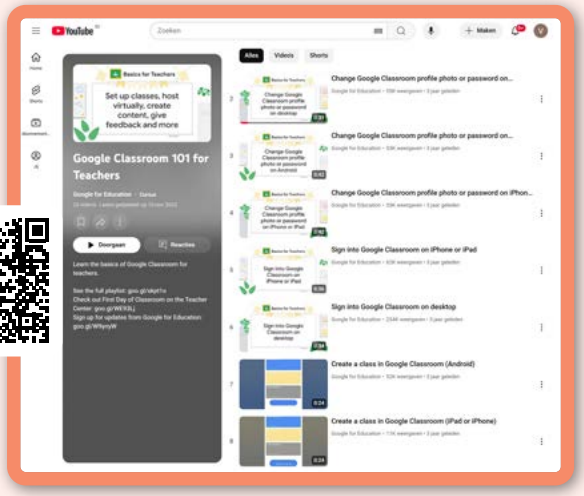
Pacific University provides a series of short video guides to help educators quickly get up and running on Moodle 4.2. Topics include using bulk editing, inserting activities and resources inline, and working with activity completion.

Watch: the video-guides

Google Classroom
Fundamentals

This official Google for Education playlist offers short, focused videos (3–6 minutes each) guiding educators through key Classroom features—like class setup, assignment management, announcements, and feedback.
Perfectly suited for microlearning.

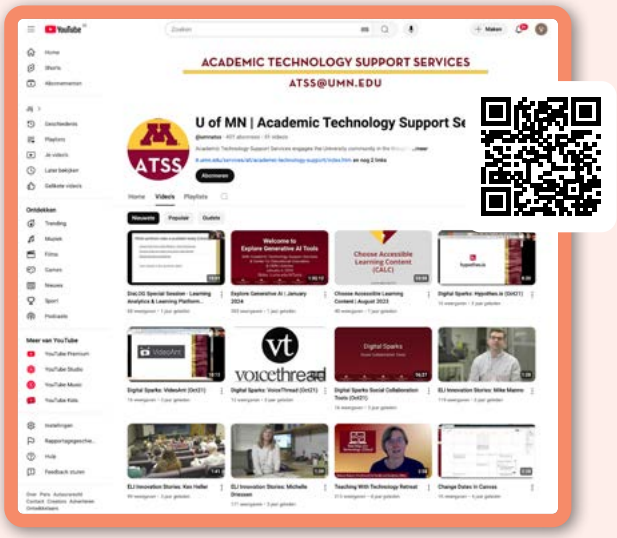
Watch Google Classroom Playlist



University of Kentucky
Bite-Sized Digital Tool Tutorials

This playlist, by the University of Kentucky, offers a series of short, practical tutorials on tools like Canvas and Zoom. Each video focuses on one task, making them ideal for quick, on-the-go learning.

Watch the Higher Elearning playlist



UMN Academic Technology
YouTube Channel

This channel offers a broad collection of concise, practical videos focused on digital tools widely used in higher education—like Zoom, Canvas, Kaltura, and other instructional tech. Videos typically run 2–6 minutes, making them ideal for microlearning and quick upskilling.

Watch the UMN Youtube Channel

Mentimeter
4 minute tutorial

This 4-minute tutorial is a perfect example of microlearning—focused, practical, and immediately useful. It shows how to use Mentimeter to create interactive polls and quizzes, offering a quick digital skill boost that fits easily into a busy schedule.

Watch: Mentimeter made simple

PART IV – 3. Self-nudges for educators – Self-nudge 8 – by Trendhuis

Active Lessons: Engage Your Students

"Encourage interaction, one quiz or discussion at a time."

1. Target behavior

Encouraging educators to actively use interactive methods—such as polls, quizzes, and discussions—to boost engagement and foster real-time feedback in both physical and virtual classrooms.

Teaching often relies on lectures with little student participation, especially online or hybrid. This passive approach can cause disengagement, lower motivation, and weaker learning outcomes.

Educators take initiative to add interactive elements, transforming students from passive listeners into active participants.

By integrating tools like Kahoot, Mentimeter, or Poll Everywhere, educators can:

- ✔ Assess student understanding instantly.
- ✔ Spark curiosity and deeper thinking.
- ✔ Build a sense of belonging and inclusion.
- ✔ Adapt teaching based on student responses.

This approach encourages educators to design lessons that foster active participation, boosting attention, retention, and satisfaction. The goal is to embed a culture of interactive teaching where engagement is a natural part of lesson design.

2. Description of the Nudge

This self-nudge helps educators intentionally make lessons more interactive by prompting them—through LMS or presentation tool reminders—to add polls, quizzes, or discussions. Ready-made templates from tools like Kahoot or Mentimeter lower the effort, making it easier for educators to choose active engagement.

3. Nudging technique

Self-awareness and Timely Prompts
Educators use gentle digital reminders during lesson planning or delivery to consciously prompt themselves to insert interactive elements. These timely cues encourage small, deliberate actions that gradually build a habit of active, student-centered teaching with minimal disruption.

4. Implementation steps

1. **Review your digital teaching tools**
   Action: Check if your current tools (e.g., Moodle, PowerPoint, Google Slides) allow easy use of interactive features or integration with tools like Kahoot or Mentimeter. *Tip: Look for plugins, add-ons, or simple web links that embed easily in your materials.*

2. **Choose and set up one interactive tool**
   Action: Select one tool (e.g., Mentimeter) and create a basic account. Try linking it into your lesson prep or slide deck. *Tip: Start small—one quiz or poll in a week is already a step forward.*

3. **Use or adapt existing templates**
   Action: Search for ready-made quizzes or polls that match your topic. Adapt them to save time. *Tip: Many tools offer searchable template libraries you can filter by subject.*

4. **Add simple reminders to your workflow**
   Action: Add gentle cues to your lesson prep (e.g., calendar alerts, sticky notes, LMS to-do lists). *For example: Before the lesson: "Have you planned an interactive activity for this session?" During the lesson: "Consider adding a poll or quiz to boost engagement."*

5. **Build your own toolkit gradually**
   Action: Create a folder or slide bank with your favorite polls, quizzes, and discussion prompts to reuse and adapt. *Tip: Save what works well so you don't start from scratch each time.*

6. **Reflect and adjust**
   Action: After each class, take 1–2 minutes to note what worked and what didn't. Use this time also to gather quick student feedback through the LMS or informal check-ins. *Tip: Regular reflection helps identify small improvements and keeps your interactive teaching evolving.*

7. **Track your own progress**
   Action: Keep a simple checklist, spreadsheet, or journal to log how often you use interactive tools and what the results are.
   Tip: Track small wins—e.g., "Used a poll today, students responded quickly"—to build momentum and confidence.

8. **Self-motivate with small rewards**
   Action: Set personal goals and reward yourself when you meet them (e.g., "If I use interactive tools in 3 out of 4 sessions this month, I'll treat myself."). *Tip: You can even track your use with stickers, points, or a shared progress board.*

9. **Evaluate and plan ahead**
   Action: *At the end of each term, evaluate how interactive methods affected your teaching and student engagement. Plan small changes for the next term. Tip: Set clear, simple goals for improvement to keep motivation high and progress steady.*

5. Classification criteria

- **Cost of implementation:** Low to Medium
- **Time required:** 4–8 weeks for setup and initial training; ongoing maintenance and updates.
- **Ease of implementation:** Moderate — requires IT support for LMS integration and coordination with educators
- **Digital tool(s) involved:** LMS platforms (Moodle, Blackboard), presentation software (PowerPoint, Google Slides), interactive tools (Kahoot, Mentimeter, Poll Everywhere).
- **Level of impact:** High
- **Scalability:** High

6. Expected outcomes

- Increased use of interactive teaching methods (polls, quizzes, discussions) by educators.
- Higher student engagement and participation during lessons.
- Improved knowledge retention and understanding through active learning.
- Enhanced educator confidence and ease in integrating interactive tools.
- Development of a culture of more student-centered, dialogical teaching.
- Positive feedback from students and educators on lesson engagement.

7. Evaluation & Metrics

7.1 Methods

LMS and tool usage statistics
What to measure?

- Number of times interactive tools (e.g., Kahoot, Mentimeter, Poll Everywhere) are used during lessons.
- Frequency of LMS prompts and how often educators follow them.

Student feedback
What to measure?

- Engagement and satisfaction with interactive elements in lessons.
- Improvements in perceived learning experience.

Learning outcomes
What to measure?

- Improvements in test or assessment results after lessons with interactive elements.
- Compare students' performance before and after implementing the nudge.

Educator feedback
What to measure?

- Educators' satisfaction with the ease of use and accessibility of the nudge.
- Perceived impact of interactive tools on student engagement.

7.2 Key Performance Indicators (KPIs)

Indicator	Self-check Question	How to Reflect or Track
Use of interactive tools	Am I regularly using polls, quizzes, or discussions?	Keep a quick log or checklist after lessons
Student engagement & feedback	Are students more responsive and valuing the interaction?	Observe participation, use quick polls or check-ins
Learning outcomes	Are students grasping content better with these methods?	Compare test results or in-class performance
Ease of integration	Is it getting easier to add interactive elements?	Reflect monthly on effort vs. benefit

7.3 Evaluation Frequency

- Monthly: reflect on your use of interactive tools and review LMS or tool data (e.g., poll and quiz participation) to monitor engagement.
- Per semester: assess changes in student engagement and performance to evaluate the impact of your interactive teaching efforts.

7.4 Data Processing

- Tracking tools: use checklists or spreadsheets to track when and how you add interactive elements.
- Reflection prompts: add quick notes on what worked, what didn't, and how students responded.
- Visual cues: create simple graphs to identify teaching trends over time.

8. Challenges & Mitigations

Feeling unsure or overwhelmed?
Remember, ready-made templates and simple guides make adding interactive elements easy.

Technical hiccups?
Check for tool compatibility early and reach out to IT support to resolve issues quickly.

Low motivation to change?
Set small, achievable goals and reward yourself for each step toward more interactive teaching.

Students not engaging?
Start with simple, low-pressure activities to gradually build their participation and comfort.

9. Resources needed

- **Interactive tools:** basic access to tools like Kahoot, Mentimeter, or Poll Everywhere (free or institutional accounts).
- **Templates:** ready-made quizzes, polls, or slide templates to save time.
- **Digital platform access:** LMS (e.g., Moodle, Blackboard) and presentation tools (e.g., PowerPoint, Google Slides).
- **Tracking sheet:** simple spreadsheet or checklist for self-monitoring.
- **Optional:** time for brief training, peer sharing, or exploring tool features.

10. Examples

The examples below include a mix of practical tools, educator insights, and expert resources that support the use of gamification in education. Some illustrate direct applications in higher education, while others offer flexible platforms that can be adapted to create engaging, game-like learning experiences.

Professor Karl Kapp
Gamification in Higher Education

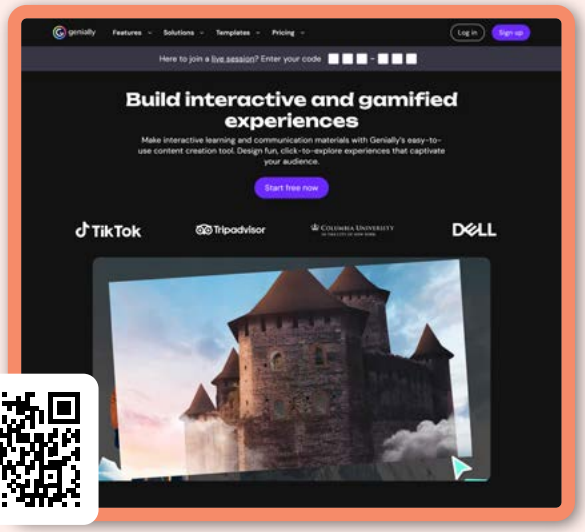
Although this resource is from some time ago, Karl Kapp's message remains highly relevant. He contrasts video games—which immediately prompt players to act—with traditional lessons, where students often stay passive. His pitch highlights how game mechanics can make higher education more interactive, motivating students to engage deeply through action and challenge.

Watch the video about Games and Learning

Genially
Interactive and Gamified Content

Genially lets educators create free, interactive and gamified content like quizzes, escape rooms, and case studies—no coding needed. It's great for boosting engagement in higher ed and works well with LMS platforms.

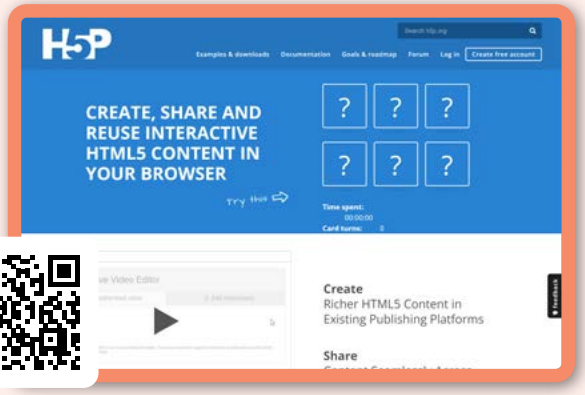
Explore Genially



H5P
Open source interactive content

H5P is a free, open-source tool for creating interactive content—quizzes, drag-and-drops, interactive videos, timelines, and more—directly in your LMS (Moodle, Canvas, WordPress). It boosts engagement, offers instant feedback, and lets you reuse or adapt content easily.

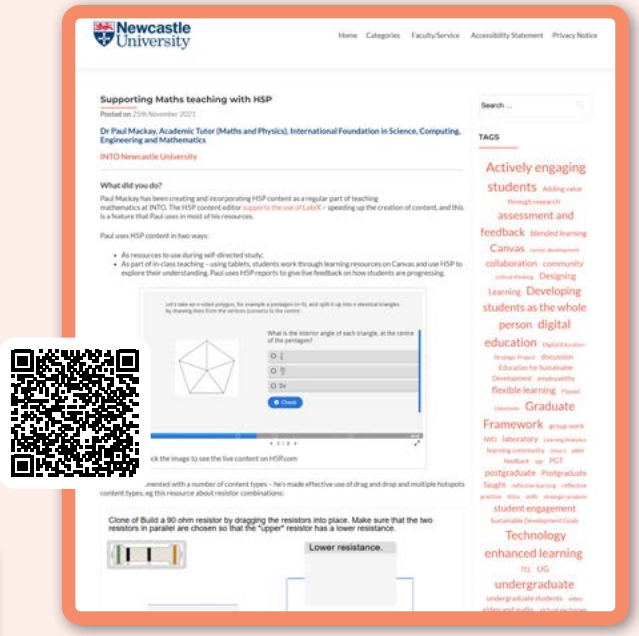
Explore H5P

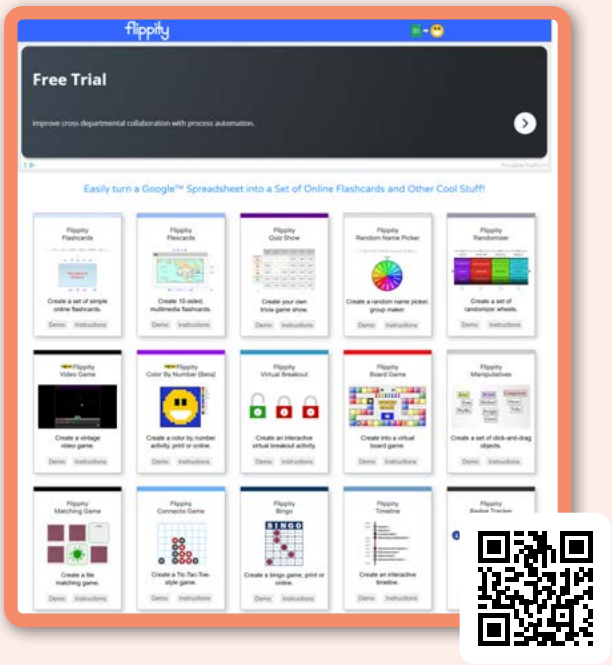


Newcastle University
Supporting Maths teaching with H5P

Dr Paul Mackay from INTO Newcastle University uses H5P in his math classes to make learning interactive. With drag-and-drop, hotspots, and crosswords, he turns passive lectures into active sessions. Students engage more, and he gains insights into their progress through built-in analytics.

Read about Paul Mackay'smath classes





Flippity
Turn Google sheets into flashcards

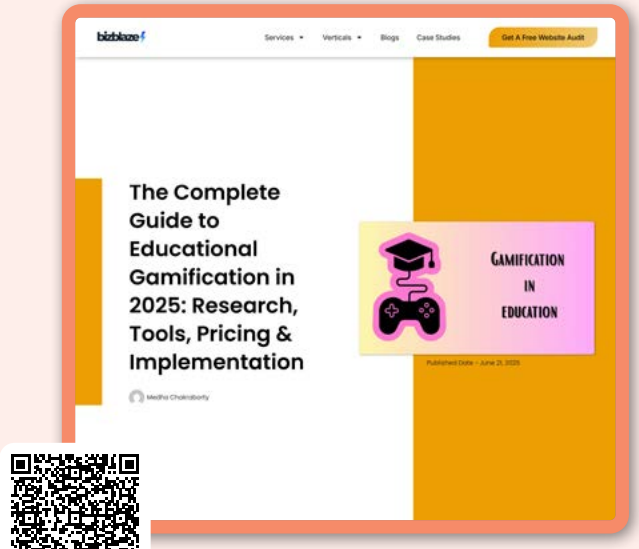
Flippity is a free tool that turns Google Sheets into interactive games and activities—like flashcards, quizzes, bingo, and board games. It's simple to use, highly customizable, and great for adding gamified learning elements to your lessons.

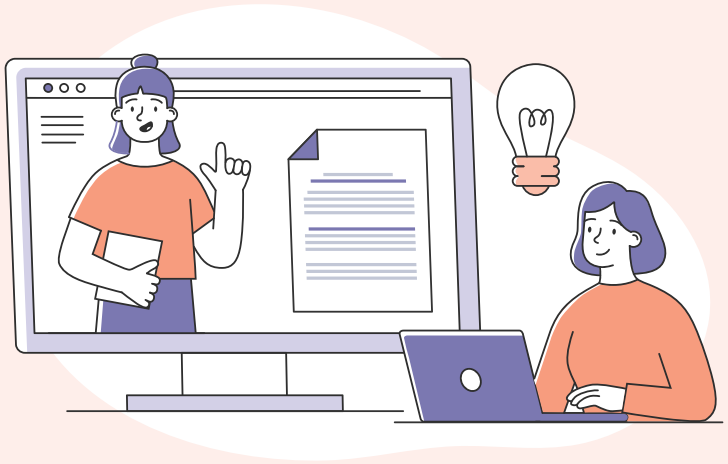
Explore Flippity

Bizblaze
Guide to Educational Gamification

BizBlaze's 2025 guide provides a comprehensive overview of educational gamification, covering current research, tools, pricing, and implementation strategies. It outlines how gamified approaches can be applied across various learning environments.

Explore the guide to educational gamification





PART IV – 3. Self-nudges for educators – Self-nudge 9 – by Trendhuis

Eco-Friendly Lesson Planner

"Plan smarter, print less."

1. Target behavior

This self-nudge encourages you, as an educator, to choose digital tools for lesson planning instead of printing. The goal is to make uploading and sharing materials digitally your default habit. By doing this, you reduce paper use and save money.

It helps you track your progress and celebrate your achievements. It also provides gentle reminders to keep using digital methods. Over time, these small changes make eco-friendly lesson planning an easy and natural part of your routine.

2. Description of the Nudge

This self-nudge integrates a digital lesson planner tool into educators' daily routines. The tool helps educators easily upload and share materials digitally, eliminating the need for printed handouts. It includes visual prompts that highlight the environmental benefits (such as CO2 savings) and the financial savings (reduced printing costs) associated with going paperless. The goal is to make sustainable choices a default behavior while ensuring the platform remains user-friendly and accessible.

3. Nudging technique

- Prompting: you set up regular, clear reminders for yourself to share materials digitally before lessons.
- Feedback: you track and celebrate your progress with positive messages like "You've saved 50 pages this month!" to motivate yourself.
- Default Settings: you arrange your tools and workflow so uploading digitally is always the easiest and most seamless choice for you.

4. Implementation steps

1. **Choose Your Digital Platform**
   Action: Use your university's LMS if it's required, or select a trusted digital tool to organize your lessons. *Example: Log into Moodle or Canvas if provided. If not, set up a Google Drive folder or use Google Classroom to store and share your lesson materials.*

2. **Set Up Progress Tracking**
   Action: Keep a simple record of how many pages you avoid printing by uploading digitally.
   Example: *Maintain a basic spreadsheet or use a feature in your LMS dashboard to track how many documents you uploaded instead of printing.*

3. **Schedule Personal Reminders**
   Action: Create calendar alerts to remind yourself to upload digital materials ahead of your classes.
   Example: Set a recurring reminder for one or two days before each class with a note like "Upload lesson files to reduce paper use."

4. **Learn Platform Features**
   Action: Dedicate some time to understanding your platform's tools to maximize digital sharing.
   Example: Watch official tutorials, attend a training session, or explore the help section of your LMS to learn how to upload, organize, and share files efficiently.

5. **Review and Celebrate Progress**
   Action: Regularly review your digital uploads and recognize your success in reducing paper.
   Example: After reaching milestones like 100 pages saved, reward yourself or share the achievement with your team to stay motivated

6. **Seek Continuous Improvement**
   Action: Look for new strategies and tools to further improve your digital lesson planning.
   Example: Experiment with interactive quizzes or multimedia materials, and exchange tips with fellow educators on sustainable teaching practices.

5. Classification criteria

- **Cost of implementation:** Low
- **Time required:** Medium (1-2 hours to set up and train educators)
- **Ease of implementation:** High
- **Digital tool(s) involved:** Digital tools involved: Lesson planning platform, tracking system, email notifications, in-app reminders
- **Level of impact:** Medium
- **Scalability:** High (can be scaled across departments or institutions)

6. Expected outcomes

- Increased adoption of digital tools for lesson planning and resource sharing.
- Reduction in paper usage and printing costs.
- Heightened awareness of sustainability in teaching practices.
- Better resource organization with the digital platform, improving accessibility for students.

7. Evaluation & Metrics

- Keep a simple record of how often you upload lesson materials digitally versus how often you print. This helps you see your own shift toward more sustainable practices over time.
- Estimate your paper savings by noting how many pages you've avoided printing each week or month. You can also calculate rough cost savings (e.g., "20 pages saved this week = approx. €1 in printing costs").
- Reflect on your own experience with digital planning: Is it getting easier? Do you feel more organized? Is it benefiting your students?
- Notice your habits: How often are you logging into the platform? Are your materials mostly digital now? Use these small observations to adjust and improve your own routine.

8. Challenges & Risks

Feeling unsure about digital tools
If you're more comfortable with traditional planning methods, start small. Choose one digital habit to build (e.g., uploading handouts) and give yourself time to learn. Look for tutorials or ask a colleague for a quick demo.

Running into technical issues
Technical hiccups can be frustrating. Bookmark help pages, take notes on what works for you, and don't hesitate to ask for support early on. Over time, your confidence will grow.

Reminder fatigue
Too many reminders can feel annoying. Experiment with how often and when you set your own alerts so they feel helpful—not stressful. You're in control of your own pacing.

9. Resources needed

9.1 Digital Lesson Planning Platform

A reliable platform where you can organize and share your lesson materials. This could be a university-provided system like Moodle, Canvas, or Google Classroom, or a self-selected tool like Google Drive or Notion. Choose a tool that you find intuitive and easy to maintain.

9.2 Training Materials and Tutorials

Access to beginner-friendly guides, short videos, or step-by-step tutorials that help you get comfortable with the platform. Look for resources that also explain the benefits of going paperless—not just how to do it, but why it matters for sustainability and efficiency.

9.3 Basic Technical Support

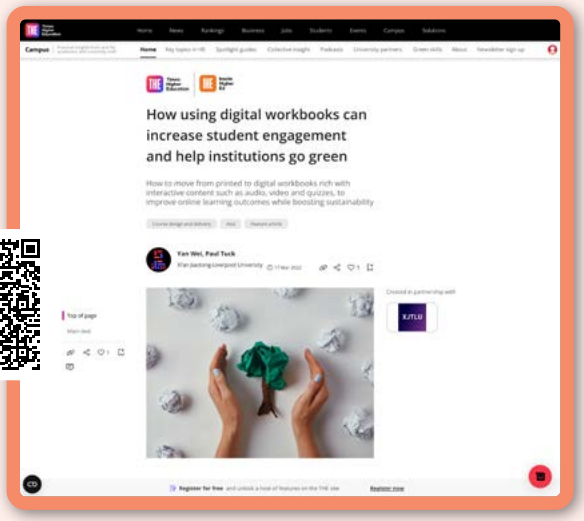
Occasional help from IT staff or a peer who can assist you with setup questions, login issues, or small troubleshooting moments. If you're on your own, having a go-to help article, FAQ, or community forum can make a big difference.

9.4 Personalized Tools for Tracking and Reminders

While full customization may not always be possible, you can often adapt existing features—like using digital dashboards, calendar apps, or spreadsheet templates—to track your progress and set your own reminders. The simpler and more visual, the better for reinforcing your habit.

10. Examples

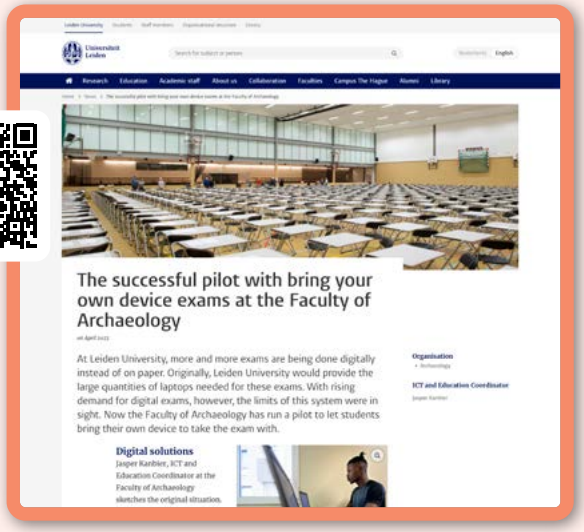
As sustainability becomes a strategic priority, universities across Europe are shifting from traditional paper-based methods to digital alternatives. From digital exams to interactive workbooks, these practices are not only eco-friendly but also improve accessibility, feedback speed, and student engagement.



Xi'an Jiaotong–Liverpool University
Digital Workbooks

Times Higher Education highlights how Xi'an Jiaotong–Liverpool University replaced Word worksheets with interactive H5P workbooks. In one 800-student module, this saved 288,000 printed pages in a semester—boosting sustainability and student engagement.

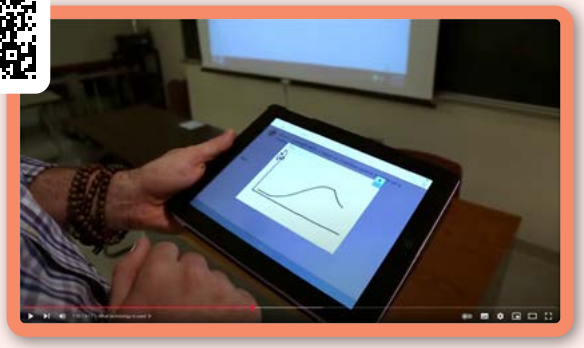
Learn more about digital workbooks at XJTLU



Leiden University
Digital Exams

Leiden University introduced "bring your own device" digital exams using secure lockdown software. Students took exams on their own laptops, eliminating printing and allowing for quicker grading and feedback. The approach proved comfortable and efficient for students.

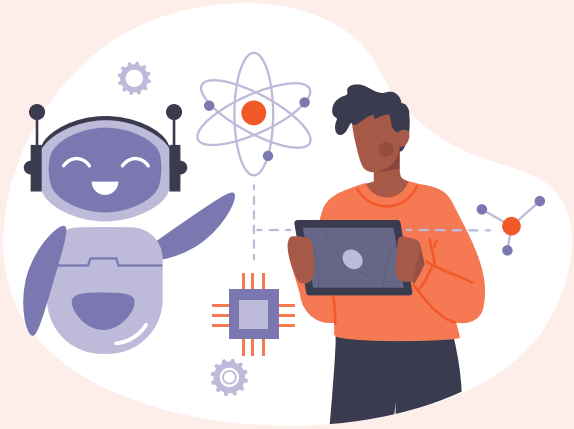
Learn more about digital exams at Leiden University



Dr. Kevin Berkopes
Paperless Teaching Success

In this episode of UITS Tech Bytes, Dr. Kevin Berkopes, Executive Director of IUPUI's Mathematics and Statistics Assistance Centers, discusses how adopting paperless classrooms transformed their teaching. By utilizing digital tools, they reduced paper waste, streamlined grading, and enhanced student engagement and accessibility.

Watch video about paperless teaching



PART IV – 3. Self-nudges for educators – Self-nudge 10 – by the university of Barcelona

Introduction to Auto-Nudge Pilot

"Make ChatGPT your default teaching assistant!"

1. Target behaviour

Encourage educators to increase the routine use of AI-powered digital tools such as ChatGPT in their teaching workflows by reducing hesitation, uncertainty, or avoidance behaviors often caused by lack of familiarity, perceived complexity, or doubts about usefulness.

The goal is to foster gradual habit formation. Educators should feel comfortable and confident using AI for tasks like lesson planning, content creation, student communication, and feedback. This should help save time and effort in these activities.

2. Description of the Nudge

This pilot invites educators to set ChatGPT (or similar AI tools like Gemini, Copilot) as their browser's default home page for two weeks. By making AI easily accessible, the nudge aims to subtly integrate its use into daily teaching activities such as lesson preparation, class delivery, and student follow-up.

At the end of the period, educators reflect on whether they used the tool more frequently.

3. Nudging Techniques

This nudge uses the default setting strategy by making ChatGPT the browser's homepage. This simple change makes the AI tool more visible and accessible, encouraging educators to use it more often by reducing the effort needed to access it.

The default acts as a gentle prompt that supports habit formation through repeated exposure.

Ethical note: "ChatGPT is only one of the suggested tools that can be used to support the implementation of this self-nudge. Please note that each educator can choose the AI tool that they prefer"

4. Implementation Steps

- **Set ChatGPT (or similar AI tools like Gemini or Copilot) as your browser's default homepage**
  This makes the AI tool easy to access whenever you open your browser, gently encouraging you to explore its capabilities regularly.
- **Use the AI tool in your daily teaching activities**
  Try incorporating ChatGPT for tasks such as preparing lessons, generating content, delivering classes, or following up with students. The goal is to gradually make AI a helpful part of your workflow.
- **Maintain this practice for two weeks**
  This time frame helps you build a habit and see how AI tools can support your teaching without requiring extra effort.
- **Reflect on your experience after two weeks**
  Consider how often you used the AI tool, whether it helped reduce your workload, and if you feel more confident using it. You can also share your feedback if desired.

5. Classification criteria

- **Cost:** None (free implementation)
- **Time:** Approximately 4 weeks (planning, execution, feedback)
- **Ease:** Simple and easy to implement
- **Tools involved:** AI tools (ChatGPT, Gemini, Copilot), email communication
- **Impact level:** Medium (expected moderate increase in AI usage)
- **Scalability:** High — applicable across various educational contexts and institutions

6. Expected outcomes

- Increased frequency of AI tool usage among educators during teaching activities.
- Raised awareness and familiarity with AI as a teaching assistant.
- Qualitative insights on educators' acceptance and integration of AI tools.

7. Evaluation & Metrics

Self-evaluate your experience:

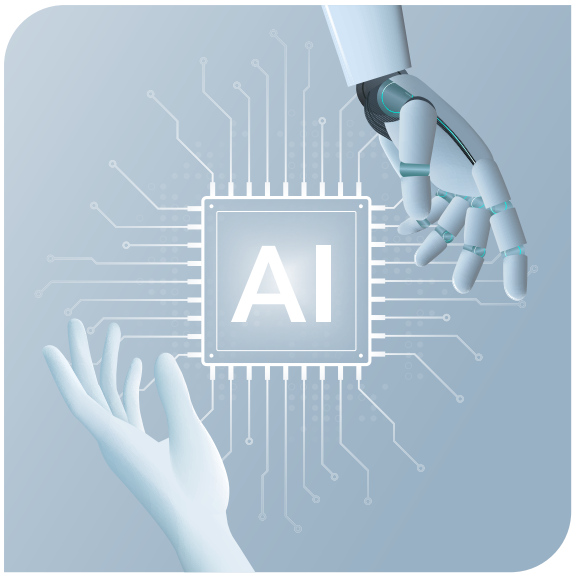
- How often did you use ChatGPT (or a similar tool) in your teaching activities?
- Did the tool help reduce your workload or improve your efficiency?
- How comfortable and confident did you feel using AI for teaching-related tasks?
- What difficulties or barriers, if any, did you encounter?

This self-assessment helps educators become aware of their own progress and supports informed decisions about continuing AI integration.

8. Challenges & Mitigations

Challenge:
You might feel too busy or overwhelmed to try something new—even something small like setting a new homepage. When under time pressure, it's easy to stick with familiar routines.

Self-Mitigation:
Remind yourself that this self-nudge is meant to make things easier, not harder. It takes just a minute to set your homepage, and it might save you time each day by putting a helpful AI tool right in front of you. You decide when and how to use it—no pressure, just a small step toward lightening your teaching load.



9. Resources needed

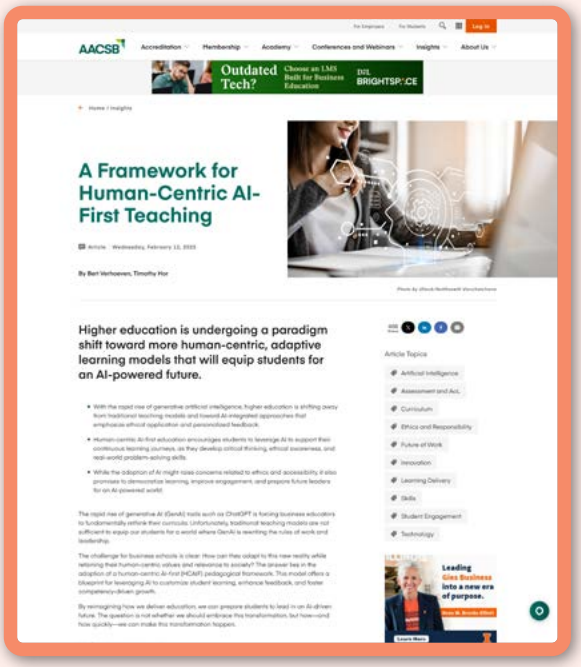
- **Digital tools:**
  Access to ChatGPT or
  a similar AI platform (e.g., Gemini, Copilot)
- **Browser access:**
  Ability to change
  your homepage settings
- **A few minutes:**
  Time to set it up
  and reflect after two weeks
- **Optional:**
  A journal or notes app to briefly
  track your experience and usage

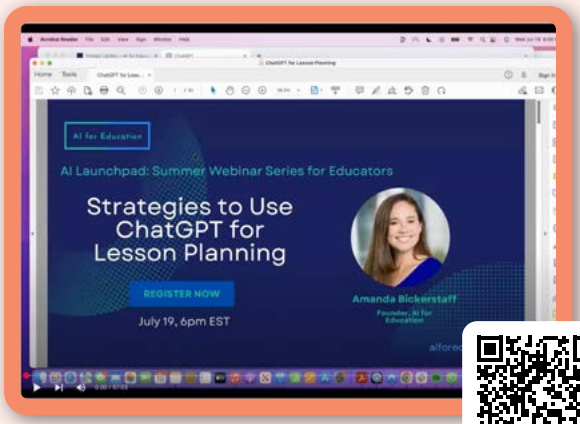
10. Examples

Human-Centric AI-First Teaching
A Framework for Empowering Educators

This AACSB article presents a framework for integrating AI into teaching that centers on human agency, ethics, and collaboration. It encourages educators to rethink roles, enhance learning outcomes, and use AI as a partner—not a replacement—in the classroom.

Learn more about:
Human-Centric AI-First Teaching





AI for Education
How to Use ChatGPT for Lesson Planning

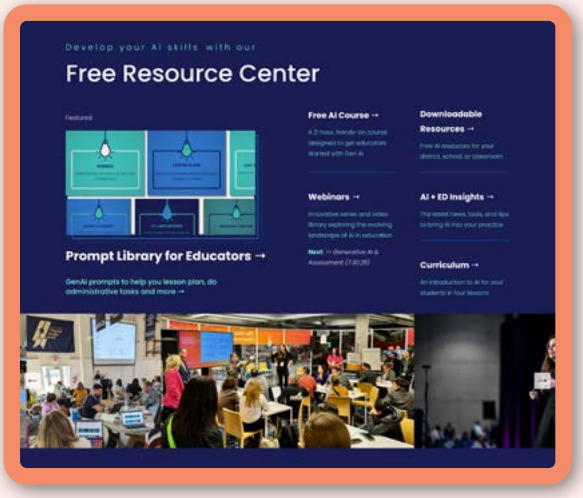
Learn how to use ChatGPT to create customized lesson plans, activities, and presentations with ease. Led by Amanda, AI for Education CEO and former teacher, this practical session shows how to save time and boost creativity.

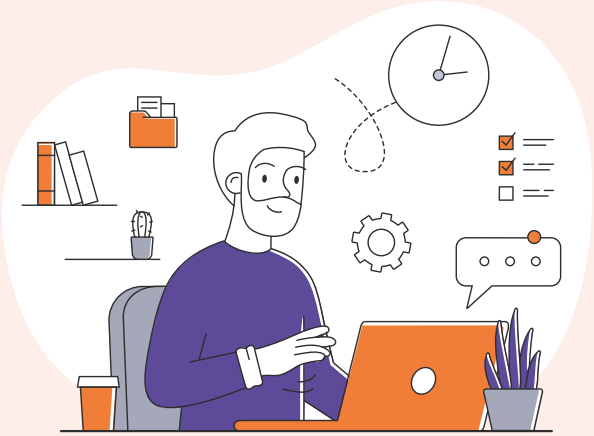
Watch ChatGPT for Lesson Planning Video

AI for Education
Free Resource Center

The AI for Education Free Resource Center offers educators a wealth of tools, guides, and training materials to help integrate AI into teaching effectively and ethically. It provides practical support for K12 and higher education professionals looking to harness AI to enhance learning and save time.

Visit AI for education
Free resource Center





PART IV – 3. Self-nudges for educators – Self-nudge 11 – by the university of Barcelona

Streamlining Grading and Feedback

"digital shortcuts for smarter teaching"

1. Target behaviour

This nudge encourages educators to start using digital tools for grading and feedback—especially those already available in their LMS. The focus is on overcoming the tendency to stick with manual methods, which often take more time and lead to inconsistent results.

By using features like auto-grading, rubrics, and planned grading blocks, educators can save time, reduce stress, and maintain a higher level of consistency in how students are assessed.

2. Description of the Nudge

This self-nudge encourages educators to explore digital grading tools through three practical steps.

Automate Routine Tasks
Reminder: Upload weekly quizzes in your LMS using auto-grading features to minimize manual effort.

Use Rubrics for Consistent Feedback
Reminder: Consider testing rubrics for assignments to support consistency. Keep in mind that creating effective rubrics requires time and adaptation to your teaching context.

Batch Processing
Reminder: Schedule fixed grading times weekly to avoid task overload and reduce cognitive switching.

Ethical note: "These practices act as self-nudges to streamline workflow and reduce repetitive tasks. They should be applied carefully, making sure educators continue to provide thoughtful evaluation and personalized feedback for students where needed."

3. Nudging Techniques

To help educators streamline grading and feedback, this nudge employs three practical techniques. Each technique encourages simple, actionable steps supported by familiar digital tools, making it easier to save time, maintain consistency, and reduce stress throughout the grading process.

3.1 Automate Routine Tasks

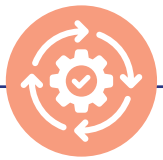
- **What:** Use the LMS's auto-grading feature for quizzes that have multiple-choice or short-answer questions.
- **Why:** It saves time because the system grades these quizzes automatically.
- **How:** Set a weekly reminder to create and upload these quizzes so the auto-grading can do its work.
- **Tools:** Built-in quiz and grading features in the LMS (e.g., Moodle, Canvas).

3.2 Use Rubrics for Consistent Feedback

- **What:** Create rubrics — clear scoring guides — for assignments to make grading fair and quicker.
- **Why:** Rubrics help ensure all students are graded consistently and feedback is clearer.
- **How:** Prepare rubrics at the start of the semester for key assignments and reuse them.
- **Tool:** LMS rubric builder or a reusable document template, which let you define grading criteria and levels clearly

3.3 Batch Processing for Efficiency

- **What:** Group your grading tasks into dedicated blocks of time instead of spreading them out.
- **Why:** This helps reduce mental fatigue and avoids distractions from switching tasks too often.
- **How:** Use your calendar to reserve specific times each week just for grading and feedback.
- **Tool:** Calendar or scheduling app (like Outlook, Google Calendar) allow you to block focused time slots and set reminders.



4. Implementation Steps

- **Opportunities to Improve Your Grading**
  Reflect on how automating routine tasks, using rubrics, and batching grading can reduce your workload and improve feedback quality.
- **Decide to Introduce New Practices**
  Choose to set reminders, create rubrics, and schedule focused grading times based on what fits best with your teaching style and schedule.
- **Use Practical Tools Available to You**
  Use your LMS features to build auto-graded quizzes and rubrics, and leverage calendar apps to organize dedicated grading sessions.
- **Maintain Regular Habits**
  Develop your grading routine by consistently using reminders and time blocks to stay organized and reduce last-minute stress.
- **Evaluate and Adjust Your Approach**
  Periodically review how these strategies affect your workload and feedback quality, and adjust your practices to optimize your workflow.
- **Share Your Experiences When Ready**
  Share any successful tips or strategies with your colleagues to help build a supportive community focused on efficient grading.

5. Classification criteria

- **Cost of Implementation:** None
- **Time to Implement:** 4 weeks
- **Ease of Implementation:** Easy
- **Digital Tools Involved:**
  LMS (e.g., Moodle, Canvas),
  email/calendar, AI-assisted tools
- **Level of Impact:** Medium
- **Scalability:** High
  applicable across institutions and disciplines

6. Expected outcomes

- Increased adoption of digital grading and feedback tools
- Reduced grading workload and burnout
- More consistent and timely feedback for students

Success Indicators:

- Educators report increased use of rubrics and auto-grading features
- More structured grading routines adopted

7. Evaluation & Metrics

What to evaluate

- How often you use the auto-grading tools and rubrics.
- Your perception of time saved and reduced grading effort.
- Consistency and clarity of feedback provided to students.
- Overall satisfaction with the grading process.

How to measure

- A brief survey or self-assessment completed after a few weeks of using the techniques.
- Optional tracking of quiz and rubric usage through LMS data, if available.

When to evaluate

Typically 4 to 6 weeks after adopting the new grading strategies, allowing time for habits to form.

8. Challenges & Mitigations

Challenges You Might Face

- Feeling pressed for time or overwhelmed by your current workload, making it harder to try new tools.
- Not being fully familiar with all the LMS features that could help you.

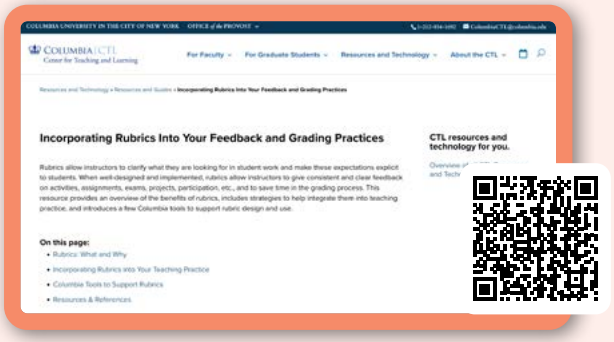
How You Can Overcome Them:

- Use brief how-to guides or connect with colleagues for support when needed.
- Keep in mind the potential time savings and reduced effort this approach offers.
- Approach these changes as optional, small steps you can try at your own pace without pressure.

9. Resources needed

- Access to LMS with grading and rubric features
- Email or calendar tool for reminders
- Templates for rubrics
- Minimal support for initial setup (e.g., peer sharing or FAQ)

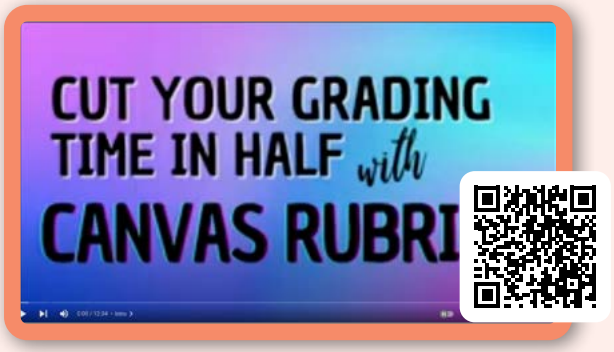
10. Examples



Columbia University's *Incorporating Rubrics*

This guide offers practical strategies and tool support for designing and using rubrics effectively in higher education. It explains how rubrics clarify grading criteria, align assessment with learning goals, and improve the transparency and consistency of feedback.

Learn more about incorporating rubrics



Canvas Rubrics Tutorial *Youtube Video*

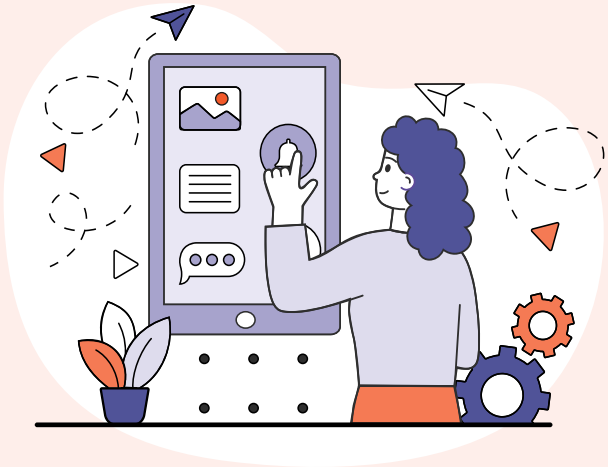
This video explains how to create and use rubrics in Canvas LMS. You'll learn how to build a rubric, attach it to an assignment, and use it to grade student work efficiently.

Watch Canvas Rubrics Tutorial

Moodle Rubrics Tutorial *Youtube Video*

This beginner-friendly video shows how to create a rubric in Moodle. It's part of a full series to help educators get started with teaching on Moodle.

Watch Moodle Rubrics Tutorial



PART IV – 3. Self-nudges for educators – Self-nudge 12 – by the university of Barcelona

Getting Started with Digital Tools

"Teach smarter: one digital tool at a time."

1. Target behaviour

Educators often avoid using digital tools in their teaching due to perceived complexity, lack of time, uncertainty about their value, or discomfort with new technologies. This hesitation can result in missed opportunities to streamline tasks such as grading, feedback, and lesson delivery.

This self-nudge promotes small, manageable steps—like using one digital tool weekly—to reduce resistance and build digital confidence. Gradually, this leads to more efficient teaching, lighter workload, and greater student engagement through interactive, tech-enhanced learning.

2. Description of the Nudge

Problem Addressed
Educators often avoid integrating digital tools into their teaching due to time constraints, lack of digital confidence, or perceived complexity.

Self-nudge strategy
Small goal setting to encourage gradual, low-pressure experimentation with one digital tool, aimed at reducing cognitive resistance and lowering the barrier to entry.

3. Nudging Techniques

Small Goal Setting

Steps include:

- ✔ **Pick One Tool:** Choose a digital tool you'd like to try (e.g., Kahoot).
- ✔ **Set a Small Goal:** Use this tool once per week in your teaching.
- ✔ **Make a Reminder:** Schedule a recurring reminder in your calendar or phone.
- ✔ **Reflect:** After each use, reflect briefly on what worked, what didn't, and one idea for next time.
- ✔ **Share:** Discuss your experience with a colleague, ask for suggestions, or share successes.

4. Implementation Steps

Setup Phase

- Identify a digital tool to test.
- Create a small, achievable weekly goal.

Pilot Phase (One Semester)

- Start using the tool weekly.
- Track impact on workload and student engagement.
- Gather informal student feedback.

Evaluation Phase

- Reflect on your experience after each session
- Adjust your approach based on what works best for you.

5. Classification criteria

- **Cost of Implementation:** No financial cost
- **Time to Implement:** 1 ½ semester
- **Ease of Implementation:** Difficult
- **Digital Tools Involved:** LMS, email
- **Level of Impact:** Low
- **Scalability:** Yes

6. Expected outcomes

- Increased comfort and familiarity with digital tools.
- Gradual reduction in grading and feedback workload.
- Enhanced engagement through digital integration.

7. Evaluation & Metrics

- Pre- and post-semester educator self-assessment survey (confidence and frequency of tool use).
- Informal student feedback on digital engagement.
- Journal or log of weekly reflections on tool usage.

8. Challenges & Mitigations

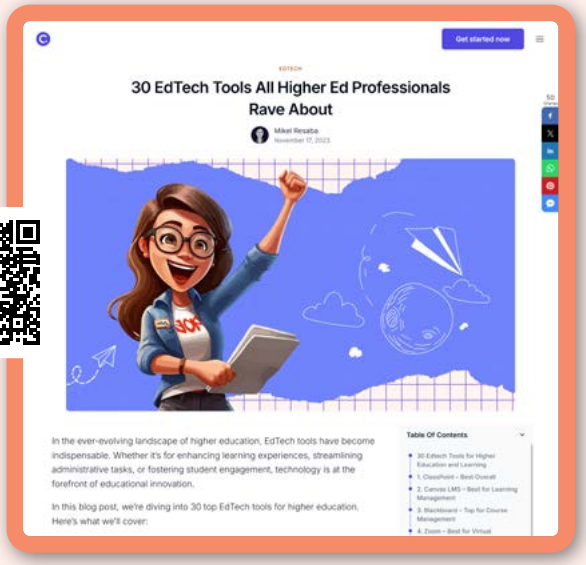
- **High workload or time pressure**
  Mitigation: Set a small, manageable goal (e.g., one tool, once a week).
- **Initial resistance to digital tools**
  Mitigation: Encourage peer support and informal experience sharing.
- **Low motivation or follow-through**
  Mitigation: Use reminders and celebrate small wins to stay engaged.

9. Resources needed

- One selected digital tool (e.g., Kahoot)
- Personal calendar or reminder system
- Time for reflection and adjustment
- Optional: Peer group or informal teaching circle

10. Examples

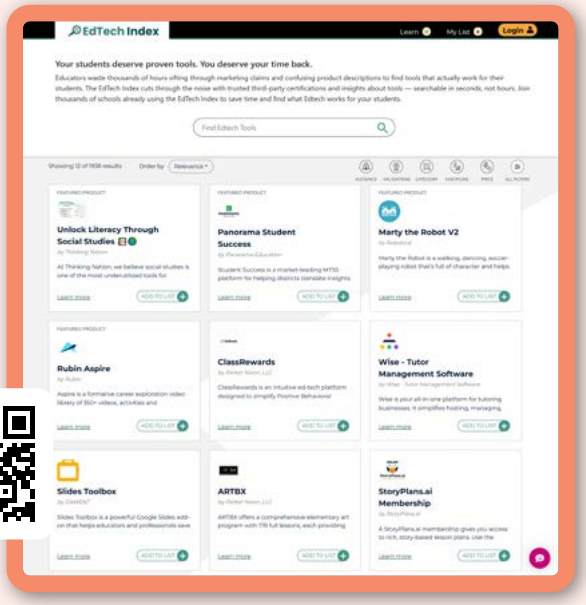
These examples offer a mix of video tutorials, comprehensive tool lists, and detailed reviews to guide educators in higher education.



ClassPoint
30 EdTech Tools for Higher Education

ClassPoint provides comprehensive reviews of 30 top EdTech tools for higher education, including Canvas LMS, Turnitin, Zoom, Google Classroom, and Padlet. Each tool is assessed for its key features, pros, cons, pricing, and best-use scenarios.

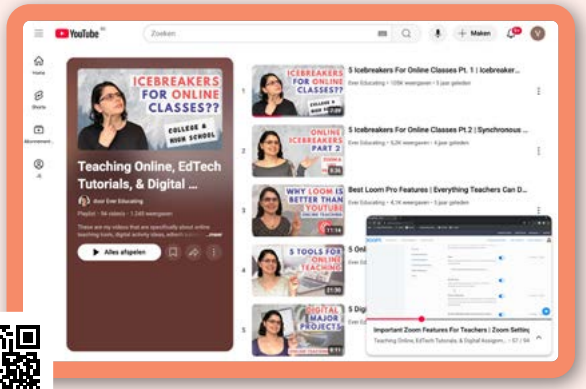
Explore 30 Edtech Tools



EdTech Index
A Trusted Directory of Quality-Evaluated Learning Tools

The EdTech Index by ISTE offers a curated, searchable catalog of 1,500+ digital learning tools. Each tool includes quality badges for safety, usability, and pedagogical impact, making it a valuable resource for higher education educators and decision-makers.

Explore EdTech Index



Online Teaching Tools & EdTech Tutorials
by Dr. Kristen Tangen

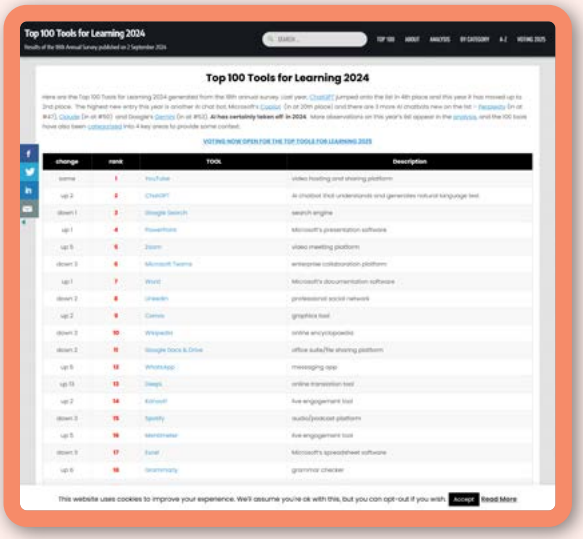
This curated YouTube playlist by Dr. Kristen Tangen offers practical tutorials and ideas for using digital tools, LMS features, and interactive activities. Designed for college instructors, it supports gradual integration of tech into online and hybrid teaching to boost engagement and effectiveness.

Watch EdTech Playlist

Top Tools for Learning
A Global Guide to Digital Education Tools

TopTools4Learning.com, curated by learning expert Jane Hart, ranks the most-used digital tools in education, training, and personal learning. Each tool includes a brief description and link, making it a valuable resource for educators seeking trusted, effective edtech solutions.

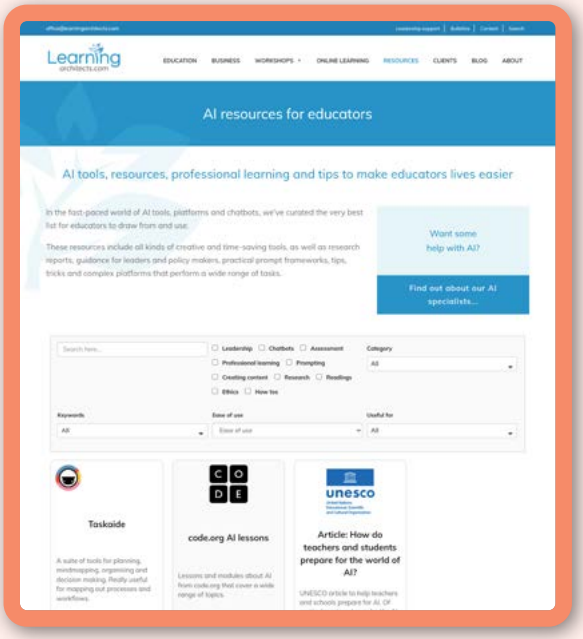
Explore toptools4learning.com



Learning Architects
AI Resources for Educators

Learning Architects offers a curated collection of AI tools designed for educators, allowing users to search by category. Each tool has a brief description, an image, and a link, helping higher education professionals easily find and use AI tools to support teaching and learning.

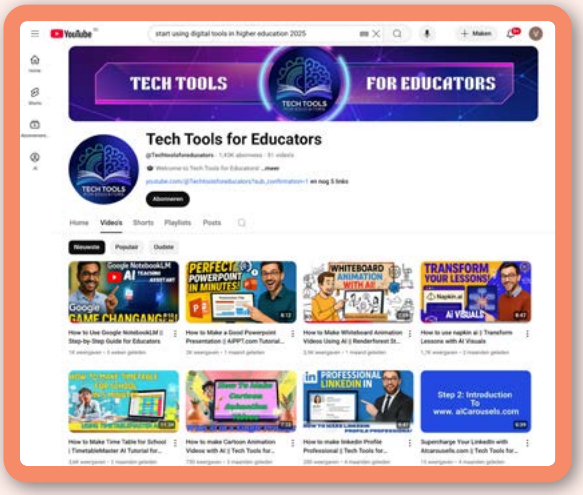
Explore AI Resources for Educators

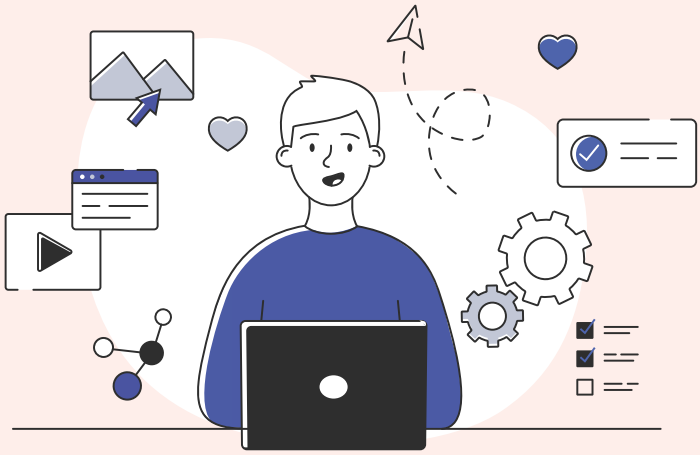


Tech Tools for Educators
Youtube Channel

This channel offers practical tutorials and overviews of AI tools for teaching. Topics include AI for lesson planning, tools for student engagement, formative assessment platforms, classroom collaboration apps, and content creation tools.

Watch Tech Tools for Educators Youtube channel





PART IV – 3. Self-nudges for educators – Self-nudge 13 – by Momentum

Digital Content Creator Challenge

"Empower your teaching by creating one engaging digital resource at a time."

1. Target behaviour

Encourage lecturers to consistently create and integrate digital materials—videos, interactive slides, infographics, quizzes, podcasts, and digital handouts—into their teaching. This supports student engagement, diverse learning, and digital teaching confidence.

Barriers

- Limited experience with digital tools.
- Perception that developing digital materials is time-consuming.
- Uncertainty about how to effectively integrate digital resources into teaching practices.

Needs

- Access to user-friendly digital content creation tools.
- Structured guidance on developing engaging digital materials.
- Motivation to incorporate digital resources into curricula.

2. Description of the Nudge

This challenge invites lecturers to create digital teaching resources during the semester. Prompts, feedback tools, and small rewards support habit formation and build confidence in content creation.

Ethical note: "Check relevant information to protect sensitive data when using this self-nudge."

3. Nudging Techniques

- **Visual Prompts:** Set up desktop wallpapers or screensavers with tips like, "Explore new digital tools to enhance your teaching materials today!"
- **Feedback Mechanisms:** Utilise platforms that provide instant feedback on digital content quality, such as readability scores or engagement metrics.
- **Digital Rewards:** Implement a personal achievement system where creating and using digital content earns badges or points, fostering a sense of accomplishment.

4. Example of implementation

- **Proposal:** Initiate a “Digital Content Creator” self-challenge where lecturers commit to developing a specific number of digital resources (e.g., interactive presentations, videos, or online quizzes) over a semester. Utilise tools like Canva for Education, H5P, or Screencast-O-Matic to facilitate content creation.
- **Incentive:** Track progress using a digital portfolio or a habit-tracking app. Upon reaching personal milestones, reward yourself with a small treat or a break, reinforcing positive behaviour.
- **Behavioural Triggers:** Set recurring calendar reminders with encouraging notes, such as, “Have you created a new digital resource this week? Enhance your teaching toolkit!”

5. Classification criteria

- **Type of Nudge:** Self-nudge
- **Category:** Behavioural trigger, motivational reinforcement, gamification
- **Level:** Individual (lecturer-focused)
- **Delivery Mode:** Digital (calendar, apps, screen prompts)

6. Expected outcomes

- Increased frequency and confidence in creating digital content
- Enhanced teaching quality through multimedia and interactive materials
- Improved student engagement via diversified instructional formats

7. Evaluation & Metrics

- Number of digital resources created per semester
- Self-reported satisfaction and confidence with digital content creation
- Peer or student feedback on the use of newly created digital materials
- Engagement metrics (e.g., quiz completion rates, video views)

8. Challenges & Mitigations

Challenge: Time constraints
Mitigation: Emphasise short, manageable goals (micro-content).

Challenge: Tool unfamiliarity
Mitigation: Link to quick-start guides or offer peer demos.

Challenge: Motivation drop-off
Mitigation: Build in micro-rewards and visualise progress (e.g., habit tracker).

9. Resources needed

Digital Creation Tools

- **Canva for Education** – for creating slides, infographics, posters, and digital handouts
- **H5P** – for building interactive quizzes, timelines, presentations, and learning activities
- **ScreenPal** (formerly Screencast-O-Matic) – for recording short video lessons, tutorials, or voice-over presentations

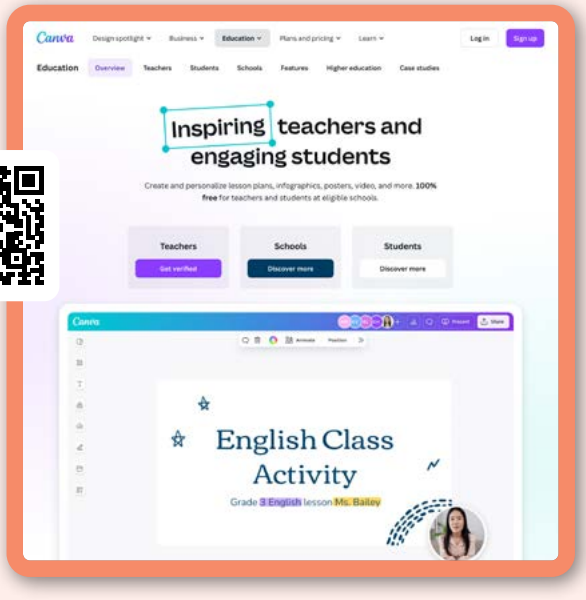
Motivational & Tracking Tools

- **Habit-tracking apps** (e.g., Habitica, Streaks, Notion, Trello) – to monitor progress and maintain consistency
- **Digital portfolio platforms** (e.g., Google Drive, OneDrive, Padlet) – to organize and showcase created content
- **Calendar/reminder tools** (e.g., Google Calendar, Outlook) – for scheduling nudges and self-check-ins

Optional Support Materials

- Quick-start guides or video tutorials for using tools
- Templates for presentations, quizzes, or video scripts
- Peer-sharing platforms or communities for feedback and inspiration

10. Examples



Canva for Education
Visual Learning Materials

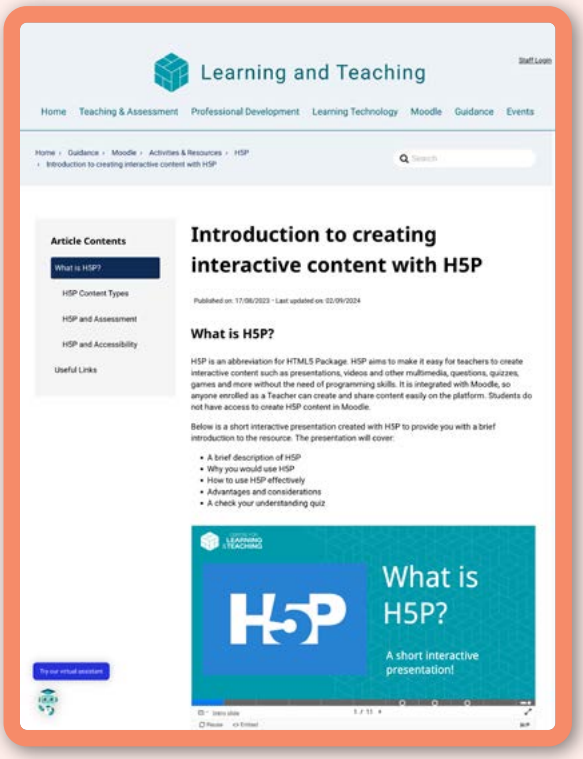
Canva for Education enables lecturers to design engaging infographics, presentations, and handouts that support visual learning. Its drag-and-drop interface and education templates make content creation simple and impactful for both teaching and student projects.

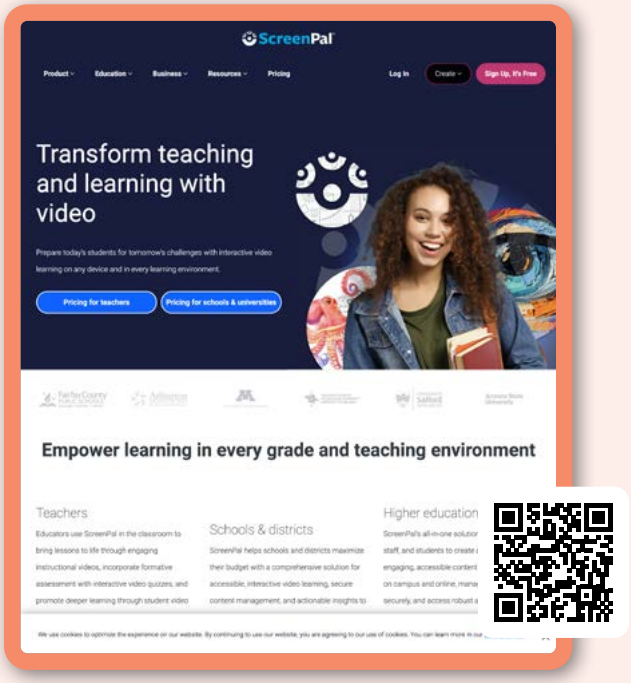
Explore Canva for Education

University of Bath
Intro to H5P Guide

This hands-on guide shows educators how to use H5P in Moodle to create interactive quizzes, videos, and learning activities. With clear examples and step-by-step support, it helps teachers build engaging, accessible digital content without coding skills.

Explore the H5P guide

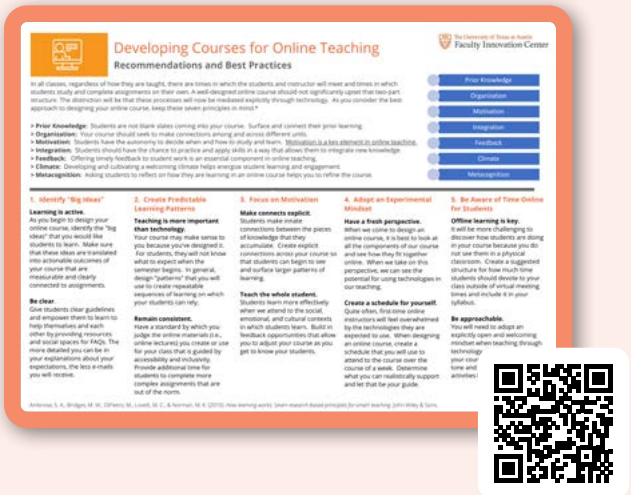




ScreenPal
Easy Video Creation for Educators

ScreenPal lets educators record screen, webcam, and voice to create tutorials, feedback, and lessons. It supports quick editing, closed captions, and sharing—ideal for flipped classrooms and blended learning.

Explore Screenpal



University of Texas at Austin
Guide for online course development

The University of Texas at Austin's Faculty Innovation Center offers a short pdf guide for online course development. It outlines principles such as motivation, consistency, and feedback, and provides practical advice for designing courses that balance structure, clarity, and student engagement.

Explore guide for online course developement

PART IV – 3. Self-nudges for educators – Self-nudge 14 – by Momentum

Integrating AI Ethics into Teaching Practices

"Small weekly reflections. Big ethical impact."

1. Target behaviour

The desired behaviour is for lecturers to regularly and intentionally incorporate AI ethics and critical thinking about AI technologies into their teaching practices, regardless of discipline. This includes:

- **Identifying ethical dimensions of AI applications** relevant to their field (e.g., fairness in algorithmic grading for educators, data privacy in health sciences, or authorship and creativity in the arts).
- **Designing small, discipline-specific learning activities** that encourage students to reflect on these ethical challenges (e.g., case studies, debates, short prompts, peer discussions).
- **Developing a habit of reflective teaching**, through weekly self-prompts that connect their discipline with evolving ethical implications of AI.
- **Using digital tools to document and improve** their approach, fostering a culture of continuous learning and responsible innovation.

This target behaviour aims to move educators from passive awareness to active engagement with AI ethics, helping them prepare students for responsible participation in a tech-driven world.

Barriers

- Limited understanding of AI ethics and how to apply it in subject-specific contexts.
- Perception that AI is a complex topic, best left to specialists.
- Lack of easily accessible resources tailored for educators to teach AI ethics.

Needs

- Access to curated, educator-friendly AI ethics resources.
- Motivation to explore real-world implications of AI across disciplines.
- Tools to create engaging lessons on AI ethics, tailored to various subject areas.

2. Description of the Nudge

This gentle self-guided prompt invites lecturers to dedicate a focused, manageable moment each week to explore ethical issues related to AI in their field.

Instead of tackling AI ethics broadly, educators are encouraged to develop quick, targeted classroom activities—such as case studies or debates—that connect AI's real-world impacts to their discipline.

Using simple digital tracking tools, lecturers can monitor their progress and gradually embed ethical reflection into their teaching practice, promoting ongoing engagement and responsible innovation.

3. Nudging Techniques

- **Visual Prompts:** Add reminders in teaching dashboards or email signatures with messages like, *"How are you preparing your students for ethical AI decisions?"*
- **Feedback Mechanisms:** Use AI-assisted teaching platforms (e.g., ChatGPT or Turnitin AI) to provide suggestions for incorporating ethical scenarios into lesson plans.
- **Digital Rewards:** Develop a system where lecturers who include AI ethics discussions in their courses earn digital badges or certificates for fostering responsible AI education.

4. Example of implementation

- **Proposal:** Create a *"Weekly AI Reflection"* practice where lecturers identify one way AI impacts their discipline and design a classroom discussion or activity around its ethical implications.
- **For example:**
  - In business classes, discuss the ethics of AI-driven recruitment.
  - In creative subjects, explore AI's role in art and originality.
  - In STEM fields, consider AI in data privacy and cybersecurity.
- **Incentive:** Use a digital tracker (e.g., Notion or Trello) to document weekly reflections. At the end of the semester, lecturers can compile these reflections into a resource or workshop to share with peers, showcasing their innovative AI teaching approaches.
- **Behavioural Triggers:** Set a personal goal to review one case study or article on AI ethics weekly. Enable app notifications from platforms like Google Scholar or newsletters like *"AI Ethics Weekly"* to remind and inspire new ideas.

5. Classification criteria

- **Type:** Self-nudge
- **Frequency:** Weekly
- **Level:** Individual, course-level
- **Format:** Reflection and action-based
- **Digital Support:** Yes
  (Notion, Trello, AI tools, newsletter feeds)

6. Expected outcomes

- Increased awareness and confidence among lecturers in addressing AI ethics.
- Richer student discussions and critical thinking about technology.
- A growing library of subject-specific AI ethics teaching materials.
- Improved cross-disciplinary collaboration on digital ethics themes.

7. Evaluation & Metrics

- **Engagement:** Number of reflections completed per lecturer per semester.
- **Curricular Integration:** Number of AI ethics activities included in syllabi.
- **Peer Sharing:** Contributions to shared teaching resources or internal workshops.
- **Recognition:** Number of digital badges earned or issued.

8. Challenges & Mitigations

- **Lack of time or prioritization**
  Mitigation: Emphasize the "5-minute" nature of the reflection and provide ready-to-use prompts.
- **Unfamiliarity with AI ethics**
  Mitigation: Offer a starter kit with curated beginner-friendly articles and cases per discipline.
- **Low perceived relevance**
  Mitigation: Include domain-specific examples showing the tangible impact of AI.

9. Resources needed

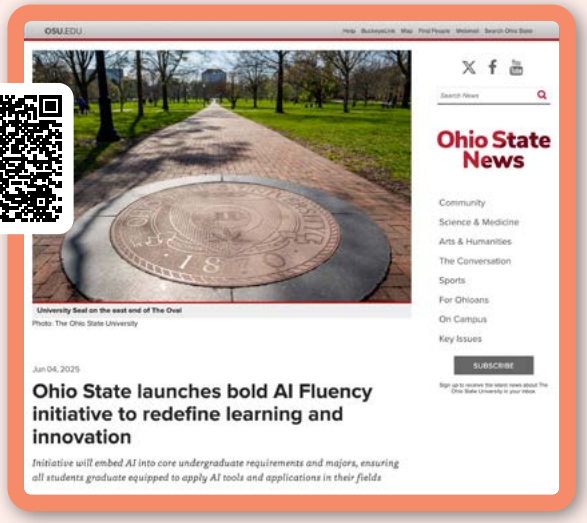
- **AI Ethics Case Study Platforms:** Tools like AI Global or OpenAI's ethical research database for curated examples.
- **Trello or Notion:** For organising reflections and lesson ideas on AI ethics.
- **Kialo or Padlet:** To facilitate student discussions on ethical dilemmas posed by AI.

10. Examples

Ohio State University
Comprehensive AI Fluency Initiative

Ohio State University has introduced a pioneering AI Fluency initiative, starting in Fall 2025, to ensure all undergraduates are proficient in artificial intelligence. The program integrates AI education across curricula, emphasizing ethical applications and preparing students for AI-driven futures.

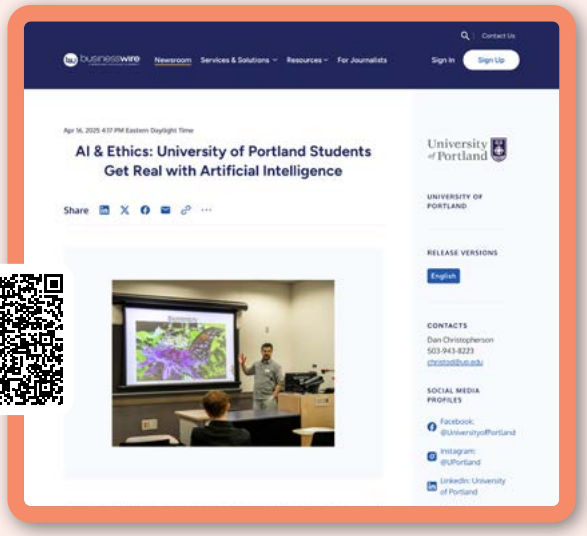
Learn more about the AI Initiative

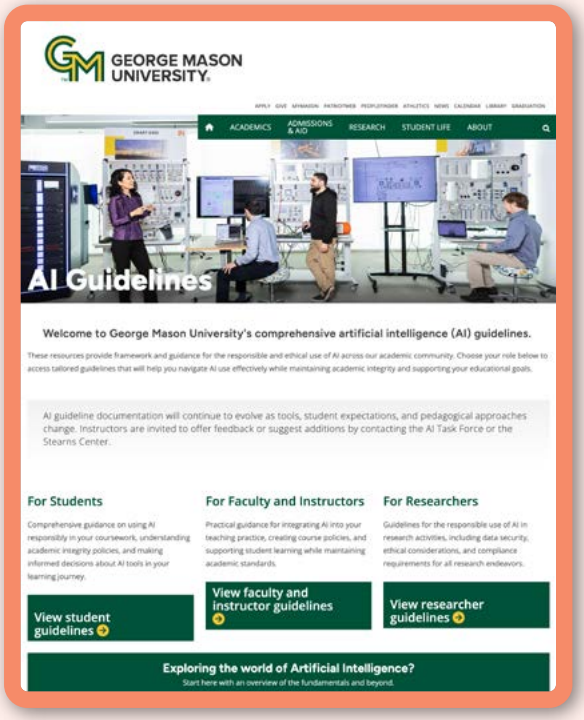


University of Portland
AI Ethics Across Disciplines

Starting in 2025–26, the University of Portland will embed AI ethics into six courses across diverse fields. The curriculum will address data privacy, bias, and societal impact, equipping students with the critical skills needed to engage with the ethical challenges of AI in real-world contexts.

Learn more about
AI Ethics at the University of Portland

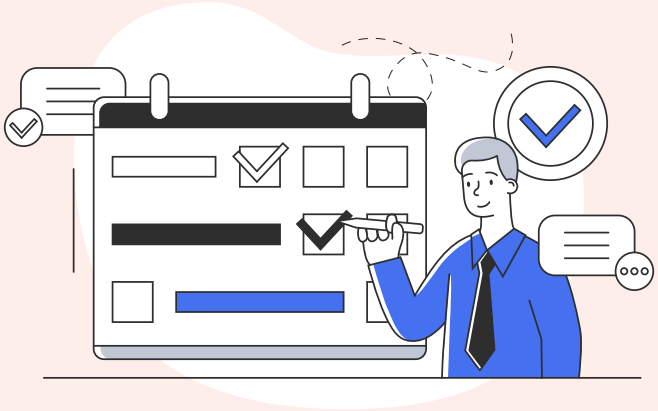




George Mason University
Community-Wide AI Ethics Guidelines

GMU offers tailored AI guidelines for students, instructors, and staff, promoting ethical, responsible use across the academic community. The resources support academic integrity, informed decision-making, and the integration of AI in education with transparency and care.

Learn more about
AI Ethics at George Mason University



PART IV – 3. Self-nudges for educators – Self-nudge 15 – by Momentum

Mastering Digital Assessment Skills

"Grow your digital assessment skills with simple routines."

1. Target behaviour

The goal is for lecturers to regularly design and implement digital assessments as a core part of their teaching practice.

This includes experimenting with different tools, creating low-stakes formative assessments, and refining their approach based on student feedback and learning data.

Over time, the behaviour becomes habitual, supporting more adaptive, engaging, and effective evaluation strategies.

Barriers

- Overwhelm from navigating multiple digital assessment tools.
- Lack of confidence in creating meaningful, adaptive assessments.
- Difficulty in allocating time for assessment innovation amidst other responsibilities.

Needs

- Structured guidance to experiment with digital assessment tools.
- Personalised strategies to build confidence and consistency in digital assessment practices.
- Ongoing reminders to reflect on and refine assessment methods.

2. Description of the Nudge

The nudge provides structure and encouragement for lecturers to integrate digital assessment into their workflow without feeling overwhelmed. By breaking the process into small, achievable actions and reinforcing progress with positive feedback, it builds confidence and a sense of achievement. It reduces decision fatigue by offering pre-defined routines and prompts, helping educators move from hesitation to consistent experimentation and growth.

3. Nudging Techniques

- **Visual Prompts:** Set up daily or weekly personalised reminders on your device, like, “What’s one creative question you could add to your next digital quiz?”
- **Feedback Mechanisms:** Use a reflective practice journal to log the outcomes of each digital assessment, focusing on student performance, feedback received, and your own observations.
- **Micro-Rewards:** Create a self-reward system tied to milestones, such as “Completed two quizzes this week—reward yourself with a favourite snack or a short break.

4. Example of implementation

Proposal

Implement a “Self-Guided Digital Assessment Pathway,” where lecturers:

- Dedicate 30 minutes weekly to experiment with one digital assessment tool (e.g., Moodle, Edpuzzle, or Socrative).
- Use templates or tutorials to design small, low-stakes assessments such as exit tickets or polls.
- Reflect on student responses to refine future assessments.

Incentive

Track progress using a habit-tracking app (e.g., Habitica, Notion) and set personal rewards for consistency. For example, “Complete five weeks of assessment practice and treat yourself to a coffee or a break from administrative tasks.”

Behavioural Triggers:

- Schedule assessment-specific blocks on your calendar, marked as non-negotiable “Assessment Development Time.”
- Place sticky notes with prompts near your workspace, such as “How can I make this assessment more interactive?” or “Did I review feedback from my last quiz?”
- Use push notifications from learning platforms (e.g., “Explore adaptive pathways to make your quiz more personalised!”) to encourage deeper engagement.

5. Classification criteria

- **Type of Nudge:** Self-nudge
- **Mode:** Digital + Physical reminders
- **Scope:** Individual behavioural change in teaching practice
- **Frequency:** Weekly
- **Sustainability Focus:** Pedagogical innovation through reflection and iteration

6. Expected outcomes

- Increased confidence and competence in using digital assessment tools
- More engaging, adaptive, and learner-centred assessments
- Better alignment between assessment and learning outcomes
- Stronger feedback loops for continuous improvement

7. Evaluation & Metrics

- Number of digital assessments created or tested
- Weekly completion rate of scheduled "Assessment Development Time"
- Reflections logged (qualitative insights)
- Student performance trends and feedback scores
- Self-reported confidence levels (tracked monthly)

8. Challenges & Mitigations

- **Overwhelm from too many tools**
  Mitigation: Start with one simple tool (e.g., Google Forms) and build confidence before expanding.
- **Inconsistent follow-through**
  Mitigation: Use habit-tracking apps (e.g., Notion, Habitica) and calendar alerts to build routine.
- **Lack of time**
  Mitigation: Block 30 minutes weekly as protected "Assessment Time" in your calendar.
- **Doubt about value of small tasks**
  Mitigation: Highlight how low-stakes assessments improve feedback, engagement, and learning.

9. Resources needed

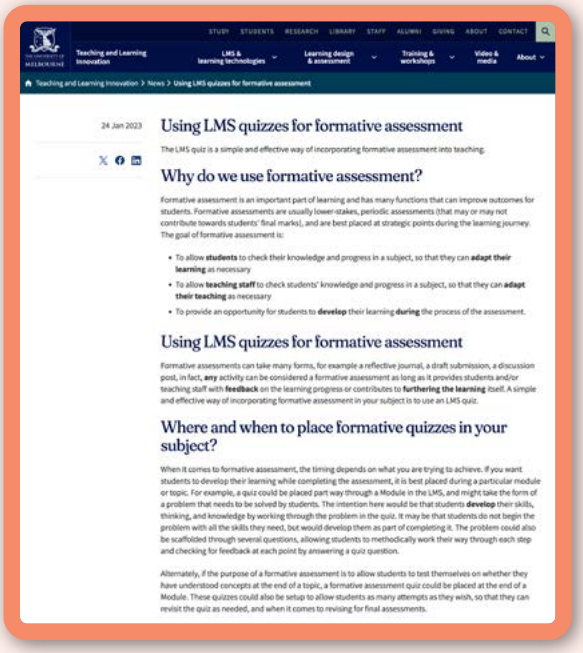
- **Moodle, Google Forms or Socrative:** For creating self-paced, auto-graded quizzes.
- **Mentimeter or Slido:** To integrate real-time polls or formative checks into your lectures.
- **Classcraft or Habitica:** For gamifying your progress in mastering digital assessments.

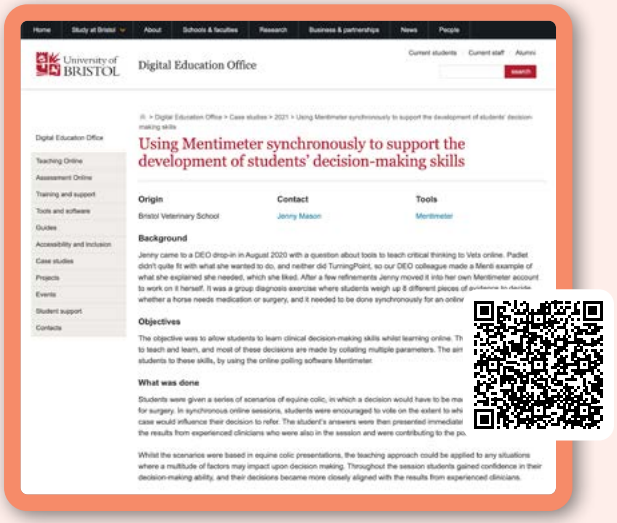
10. Examples

University of Melbourne
Using LMS Quizzes for Formative Assessment

The University of Melbourne has implemented LMS quizzes to provide students with immediate feedback, enabling them to identify areas for improvement and enhance their learning outcomes. This approach supports self-directed learning and allows instructors to monitor student progress effectively.

Learn more about
Using LMS Quizzes for Assessment





University of Bristol Veterinary School
Mentimeter to support decision-making

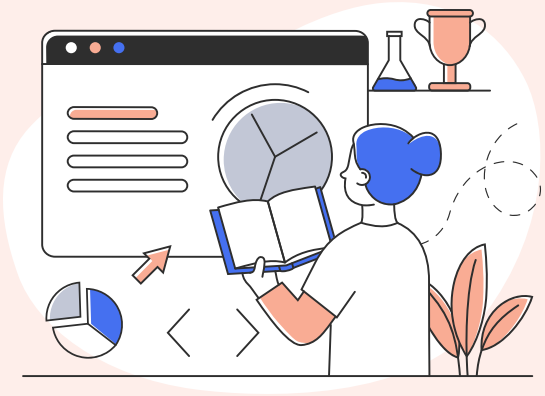
The University of Bristol Veterinary School uses Mentimeter during online clinical sessions to guide real-time diagnostic decisions. Students respond to polls based on clinical cases, compare their reasoning to expert input, and engage in reflective discussion.

Learn more about
Mentimeter at the university of Bristol

Queen Mary University of London
Cadmus Pilot for Written Assessments

Queen Mary piloted Cadmus, a digital platform that supports scaffolded writing assessments across 20 modules. The tool helped reduce student stress, increased engagement, and provided analytics to help staff tailor feedback and support.

Explore Cadmus pilot



PART IV – 3. Self-nudges for educators – Self-nudge 16 – by ACEEU

Balancing Online and Offline Learning Materials

"Design with balance. Engage with variety."

1. Target behaviour

Encourage educators to intentionally balance the use of online and offline learning materials when designing or updating their courses.

Barriers

- Overreliance on traditional learning materials (physical books, regular ppts, etc.);
- Educators see the implementation of the online tools as an end goal;
- Lack of time to create new content;
- Knowledge bases are not easily available

Needs

- Focus on content creation tools: students value variety. Crafting quality content is becoming more important to maintain engagement;
- Clear institutional policies: although educators show interest in developing online materials and improving collaboration of both ways of learning, it happens at a slower pace because of the lack of encouragement or regulation.

2. Description of the Nudge

Introduce a *"content ratio goal"* (e.g., 70% online, 30% offline) as a flexible benchmark for blended course design. Educators receive a visual prompt—like a sticky note, desktop wallpaper, or calendar reminder—that nudges them to reflect on the mix of materials and adjust it to maintain student engagement and learning variety.

3. Nudging Techniques

- **Framing:** reframe course planning as a balancing act between formats rather than an *"either/or"* choice.
- **Visual Cues:** use physical or digital reminders to keep balance top-of-mind.
- **Goal Setting:** suggest ratio benchmarks as aspirational guides to support decision-making.

4. Implementation steps

1. **Set a Clear Content Ratio Goal:** decide on a suggested ratio for online vs. offline materials *(e.g., 70% online, 30% offline)*. Emphasize this is a flexible guide, not a strict rule

2. **Add Visual Reminders:** provide educators with simple visual cues, such as
   - ✔ a printable desk card or sticky note with the ratio reminder
   - ✔ a downloadable digital wallpaper for laptops
   - ✔ a recurring calendar alert: “Have you checked your content balance this week?”

3. **Include Balance Checks in Course Design Templates:** update existing course planning forms or LMS templates to include a small section like
   - ✔ *“What % of your course is currently online vs. offline?”*
   - ✔ *“Are there opportunities to diversify this mix?”*

4. **Offer Bite-Sized Training:** provide short, practical tutorials (5–10 minutes) that show how to
   - ✔ turn lecture slides into interactive Genially or H5P activities
   - ✔ use Perusall for digital collaborative reading
   - ✔ organize content with Notion, Miro, or Padlet

5. **Create a Shared Resource Space:** set up a Padlet or Miro board where educators can
   - ✔ post screenshots or links to balanced course materials
   - ✔ share quick tips on combining formats (e.g., “I pair a Perusall reading with a class debate.”)

6. **Encourage Light Peer Feedback:** invite educators to pair up or form small groups to
   - ✔ Informally review each other’s content balance
   - ✔ Share suggestions or tools that helped them improve their blend

5. Classification criteria

- ✔ **Type of Nudge:** visual cue, framing, soft goal setting
- ✔ **Level:** educator (individual or course team)
- ✔ **Setting:** higher education, blended/hybrid learning environments
- ✔ **Domain:** digital pedagogy, instructional design

6. Expected outcomes

- ✔ More balanced and engaging course content
- ✔ Increased use of interactive digital tools
- ✔ Improved student feedback on material diversity
- ✔ Stronger connection between teaching practice and institutional digital strategy

7. Evaluation & Metrics

- Pre/post educator self-assessment on content mix
- Analytics from LMS (online material usage)
- Uptake of recommended tools (e.g., H5P, Padlet)
- Student survey responses on learning engagement and material variety
- Participation in training or peer-exchange sessions

8. Challenges & Mitigations

Challenge: time pressure limits redesign efforts
Mitigation: share time-saving templates and 10-minute digital content creation tutorials

Challenge: educators may resist perceived top-down targets
Mitigation: emphasize autonomy—ratios are guidance, not enforcement

Challenge: uncertainty about which tools to use
Mitigation: offer curated lists with examples and short how-to videos

9. Resources needed

Tools for Creating Interactive Online Materials

- **H5P** – for designing interactive quizzes, presentations, timelines, and videos.
- **Genially** – for transforming traditional slides into visually engaging and interactive learning content.

Platforms for Organizing Blended Learning Content

- **Notion** – as a digital workspace for planning, structuring, and managing both online and offline course materials.
- **Miro** – for visually mapping course structure, brainstorming learning activities, and supporting collaborative planning.
- **Padlet** – for curating shared resources, enabling collaborative feedback, or supporting blended classroom discussions.

Tool for Collaborative Reading

- **Perusall** – to convert traditional readings into interactive, discussion-based digital experiences that complement offline discussions.

Visual Reminders and Nudges

- Printable sticky notes or desk cards with prompts like *"Have you checked your content balance today?"*
- Digital wallpapers or LMS dashboard banners showing the recommended content ratio (e.g., 70% online / 30% offline).
- Calendar alerts or planning reminders aligned with the course design schedule.

Learning and Support Materials

- Microlearning videos (5–10 min) on digital tool usage
- Editable course planning templates with a *"content ratio"* reflection prompt.
- A downloadable checklist for balancing online and offline materials during course design.

Institutional and Peer Support

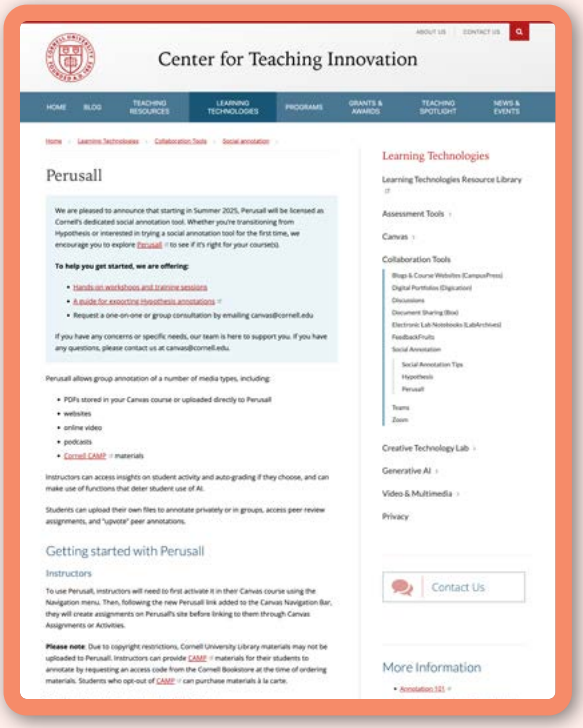
- Access to instructional designers or digital pedagogy mentors for consultation and co-creation.
- A shared Padlet, Miro board, or internal forum where educators can post examples, tips, and templates.
- Peer review or buddy systems to give informal feedback on content balance and tool integration.

10. Examples

Cornell University – *Perusall – Center for Teaching Innovation*

Cornell University is adopting Perusall institution-wide starting Summer 2025. The university offers hands-on workshops, LMS integration guides, and support from digital pedagogy staff to help educators effectively use Perusall for interactive, collaborative reading experiences.

Explore Perusall at Cornell University



Oregon State University *Blended Learning Resources*

Oregon State University offers comprehensive blended learning resources to help educators design courses that effectively combine online content and in-person activities. These tools and strategies promote flexible, engaging, and balanced learning experiences tailored to diverse student needs.

Explore Blended Learning Resources

PART IV – 3. Self-nudges for educators – Self-nudge 17 – by ACEEU

AI Experimentation Journal for Educators

"Foster daily AI curiosity to personalize and enhance teaching"

1. Target behaviour

Encourage educators to regularly experiment with AI tools to create more individualized learning paths and student support, moving beyond simply encouraging student use.

Barriers

- The potential of AI is not well promoted. Educators are not informed and trained enough;
- The fear of experimenting: unnecessary focus on "getting the fundamentals right". Educators spend more time on achieving perfection in small and mostly unimportant details before they can move on to experimenting.

Needs

- The lack of motivation and incentive: there is an emerging need for institutional support/push.
- Prepare students for future: digital literacy is paramount and skills in AI are highly appreciated. Students need help to better prepare for their future careers. Educators should integrate more AI into everyday class-time.

2. Description of the Nudge

Introduce a structured *"AI Experimentation Journal"* where educators document their weekly AI trials in teaching scenarios (e.g., automating feedback, personalized assignments).

This journal is paired with reflection prompts to motivate ongoing exploration and gradual adoption of AI in their teaching practice.

3. Nudging Techniques

- **Reflection:** weekly prompts encourage conscious evaluation of AI use and next steps.
- **Habit Formation:** regular journaling builds a sustained habit of AI experimentation.
- **Social Norming (optional):** sharing insights within educator communities to build collective momentum.

4. Implementation steps

- Provide educators with a digital or physical AI Experimentation Journal template.
- Set weekly reflection questions such as “What new task could I try with AI this week?”
- Offer initial training or demos on AI tools like Eduaide or EduGPT.
- Encourage sharing of journal entries or insights in staff meetings or online forums.
- Recognize and reward consistent participation to maintain motivation.

5. Classification criteria

- **Type:** behavioral nudge focused on self-reflection and habit formation.
- **Frequency:** weekly (regular, ongoing practice).
- **Level:** individual educator level with optional collective sharing for social reinforcement.
- **Format:** structured journaling combined with reflection prompts; can be digital or physical.
- **Digital Support:** AI experimentation Journal hosted on a digital platform (e.g., LMS, Google Docs, dedicated app) integrated with access to AI tools like Eduaide or EduGPT; optional online community/forum for sharing reflections.

6. Expected outcomes

- Increased educator confidence and competence in using AI tools.
- More personalized and adaptive student learning experiences.
- Greater institutional adoption of AI-supported teaching methods.
- Shift from fear of AI experimentation toward a culture of innovation.

7. Evaluation & Metrics

- Number of educators maintaining regular AI Experimentation Journal entries.
- Frequency and diversity of AI tool usage in teaching scenarios.
- Self-reported confidence and motivation levels in AI use (via surveys).
- Qualitative feedback on perceived impact on teaching and student learning.
- Tracking student outcomes where AI personalization is applied.

8. Challenges & Mitigations

Challenge: fear of failure or perfectionism delays experimentation.
Mitigation: emphasize low-stakes, incremental trials and share 'failures' as learning opportunities.

Challenge: lack of time or incentives to maintain the journal.
Mitigation: integrate journaling into existing workflows and offer institutional recognition.

Challenge: insufficient AI literacy.
Mitigation: provide ongoing training and easy access to user-friendly AI tools.

9. Resources needed

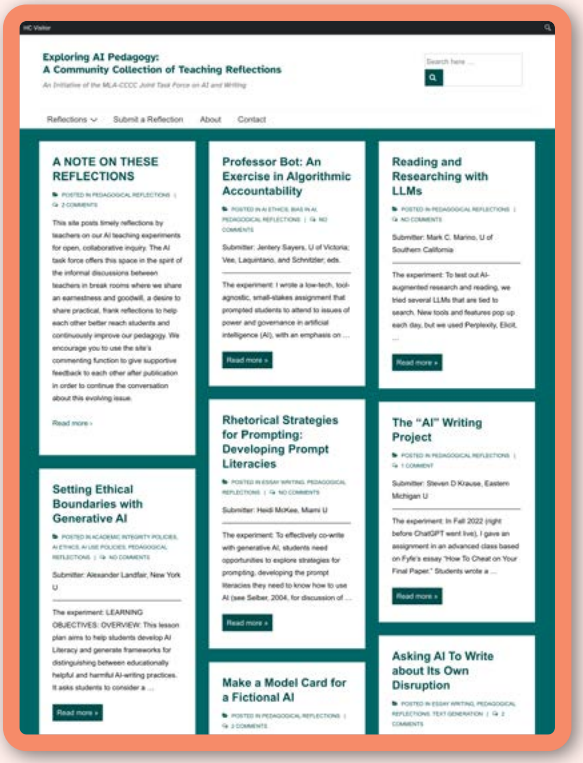
- **AI Experimentation Journal Template**
  A ready-to-use format (digital or printable) with weekly prompts and space to log experiments, outcomes, and reflections.
- **Access to AI Teaching Tools**
  Provide educators with easy access to tools like Eduaide.ai, EduGPT, or similar platforms that support lesson planning, feedback automation, or content personalization.
- **Training and Onboarding Materials**
  Offer short tutorials, demo sessions, or quick-start guides to introduce educators to AI tools and how they can be used in various teaching scenarios.
- **Collaboration and Sharing Platform**
  A digital space where educators can upload or share journal reflections, such as a university LMS (e.g., Moodle, Canvas), Microsoft Teams, or a shared Google Drive folder.
- **Incentives and Recognition Framework**
  Institutional support to acknowledge and reward participation, such as digital badges, peer recognition, or showcasing innovations in internal newsletters or faculty meetings.

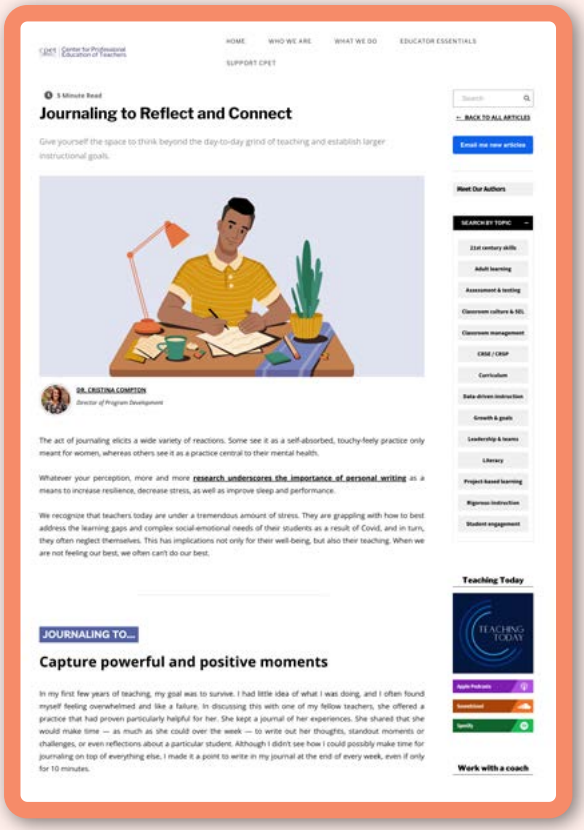
10. Examples

Exploring AI Pedagogy
A Collection of Teaching Reflections

An open blog hosted on Humanities Commons where educators share short journal-style entries about their classroom AI experiments. Each reflection describes what they tried, outcomes, surprises, and dilemmas — with peer feedback encouraged. Contributors write about prompt designs, AI-based assignments, and iterative teaching practice

Explore the teaching reflections

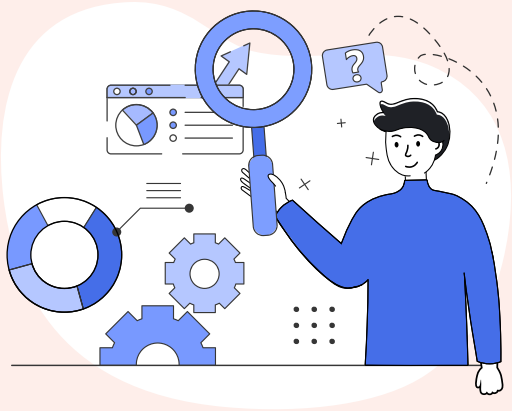




Journaling to Reflect and Connect
by Dr. Cristina Compton

Dr. Cristina Compton of Columbia University's CPET explains how journaling helps educators manage stress, build resilience, and deepen self-awareness. Through practical tips and personal reflections, she shows how regular journaling can support teachers' professional growth and overall well-being.

Read: Journaling to Reflect and Connect



PART IV – 3. Self-nudges for educators – Self-nudge 18 – by ACEEU

Learning Digital Tools for New Professors

"Build tech confidence with a simple progress tracker."

1. Target behaviour

Encourage new professors to actively explore and adopt digital teaching tools through small, manageable learning steps. The aim is to make experimentation routine and help educators integrate technology into their teaching in a sustainable, low-pressure way.

Barriers

- Lack of time;
- Technological incompetence;
- Overwhelming choices;

Needs

- Enough time for experimenting: Educators face time constraints for content creation and learning new approaches. They need sufficient training and time to experiment before using new tools confidently.
- Clear instructions: Limiting the overwhelming choices of digital tools. The amount of options to choose from prevents educators to move further quickly. A clear set of list of tools will enable them to start experimenting faster and adapt easily.

2. Description of the Nudge

Create and maintain a Digital Progress Tracker—a personalized checklist of small, actionable steps for learning educational technologies (e.g., *"Watch a 5-minute Canvas tutorial"*). The tracker is displayed in a visible spot (e.g., desk, office wall, browser homepage) to promote daily engagement without overwhelming the user.

Ethical note: "While using this self-nudge, make sure to ensure data protection using public domain tools"

3. Nudging Techniques

- **Chunking:** breaking down large tasks (like "learn how to use Moodle") into smaller, manageable actions.
- **Visibility:** keeping progress visible reinforces continuity and motivation.
- **Fun(d):** making the process enjoyable or motivating through small rewards or milestones.

4. Implementation steps

- Identify 3–5 digital tools most relevant to the educator's context (e.g., Moodle, Google Classroom).
- Break down each tool into small learning actions (e.g., *"Create a dummy course," "Upload a video"*).
- Design a simple progress tracker (digital or physical).
- Place the tracker in a visible location.
- Set regular, low-pressure check-in points (e.g., weekly 15-min review).
- Celebrate milestones to maintain motivation.

5. Classification criteria

- **Type:** self-directed digital skills development
- **Frequency:** ongoing, with weekly check-ins or micro-learning moments (5–15 minutes)
- **Level:** beginner to intermediate (for new or tech-shy professors)
- **Format:** visual checklist or tracker (physical or digital), broken into micro-actions
- **Digital Support:** LMS platforms (e.g., Moodle, Canvas), YouTube tutorials, Google Sheets, Trello, or Padlet for tracking progress and organizing learning steps

6. Expected outcomes

- Increased confidence and autonomy in using LMS and digital tools.
- Reduced procrastination or avoidance related to technology.
- More structured and sustained engagement with digital platforms.

7. Evaluation & Metrics

- Completion rate of tracker steps.
- Self-reported confidence levels before and after using the tracker.
- Frequency of tool usage in teaching (e.g., LMS log-ins, feature adoption).
- Feedback surveys or reflections.

8. Challenges & Mitigations

Challenge:
Lack of time or motivation to maintain tracker.
Mitigation: Keep steps short (5–10 min), pair with existing habits (e.g., morning coffee).

Challenge:
Feeling stuck or unsupported
Mitigation: Pair with peer mentoring or tech support check-ins.

Challenge:
Losing visibility of the tracker over time.
Mitigation: Use color coding, gamification elements, or digital reminders.

9. Resources needed

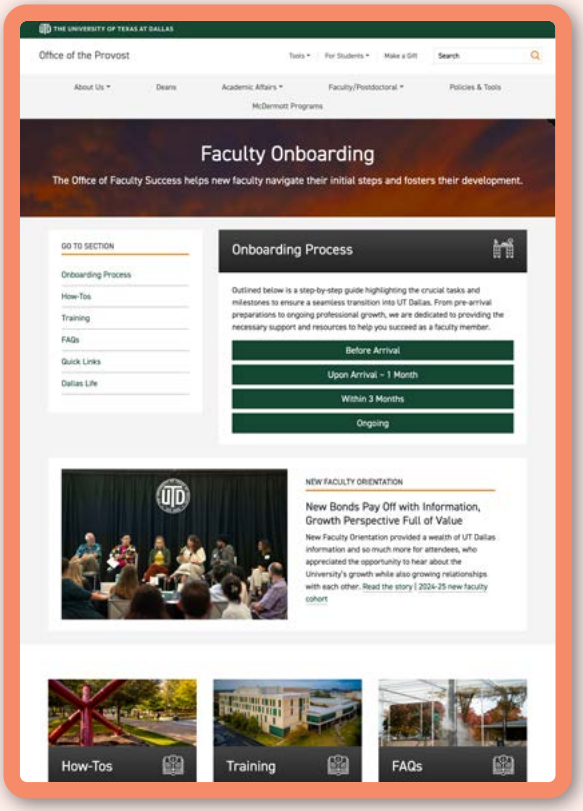
- Access to LMS platforms such as Moodle, Blackboard, Google Classroom, and Canvas to enable hands-on learning and experimentation.
- A curated set of short, beginner-friendly tutorials for each LMS platform (5–10 minutes each) to guide step-by-step skill development.
- A customizable progress tracker template (digital or printable) to break down learning into manageable actions and track progress visually.
- Digital tools for organizing and tracking learning steps, such as Google Sheets, Trello, or Padlet.
- Optional support from peer mentors, digital ambassadors, or instructional technology teams to provide guidance and encouragement.

10. Examples

UT Dallas New Faculty
Onboarding Checklist

UT Dallas offers a structured onboarding checklist organized into phases: Before Arrival, First Month, Within 3 Months, and Ongoing. It helps new faculty confidently adopt digital tools like eLearning, Microsoft 365, and Galaxy, turning onboarding into clear, trackable steps.

Learn more about UT Dallas onboarding



Conscious Onboarding
10 practical ways to support new digital educators

This article outlines 10 actionable strategies to support new online instructors, including the use of checklists, mentoring, and tech guidance. It emphasizes structured onboarding to reduce overwhelm and build confidence with digital tools in a step-by-step, trackable manner.

Explore Conscious Onboarding

4. References & recommended reading

Foundational works on nudging

- **Thaler, R.H. & Sunstein, C.R. (2021).** *Nudge: The Final Edition.* Penguin Books *(Latest comprehensive update of the classic work introducing nudging.)*
- **Halpern, D. (2015).** *Inside the Nudge Unit: How Small Changes Can Make a Big Difference.* WH Allen. *(Practical insights from the UK's Behavioural Insights Team)*
- **Kahneman, D. (2011).** *Thinking, Fast and Slow.* Farrar, Straus and Giroux. *(Essential reading on cognitive biases and decision-making.)*

Ethics of nudging

- **Sunstein, C.R. (2016).** *The Ethics of Influence: Government in the Age of Behavioral Science.* Cambridge University Press.
- **Hansen, P.G. & Jespersen, A.M. (2013).** *Nudge and the Manipulation of Choice: A Framework for Responsible Use.* European Journal of Risk Regulation, 4(1), 3-28.

Self-nudging & self-development

- **Service, O. & Gallagher, R. (2017).** *Think Small: The Surprisingly Simple Ways to Reach Big Goals.* Michael O'Mara Books. *(Strategies for structuring your own environment to reach goals.)*
- **Dolan, P., Hallsworth, M., Halpern, D., King, D., & Vlaev, I. (2010).** *MINDSPACE: Influencing Behaviour Through Public Policy.* Institute for Government. *(A framework that also supports self-nudging practices.)*
- **Fogg, B.J. (2009).** *A Behavior Model for Persuasive Design.* Proceedings of the 4th International Conference on Persuasive Technology, ACM. *(Influential model for designing habits and self-persuasion.)*

Applied behavioural science & change

- **Ariely, D. (2008).** *Predictably Irrational: The Hidden Forces That Shape Our Decisions.* HarperCollins.
- **Eyal, N. (2014).** *Hooked: How to Build Habit-Forming Products.* Portfolio Penguin.
- **Sunstein, C.R. (2019).** *How Change Happens.* MIT Press. *(Deep insights into mechanisms and dynamics of behavioural and societal change.)*
- **Heath, C. & Heath, D. (2010).** *Switch: How to Change Things When Change Is Hard.* Crown Business. *(Clear strategies for implementing lasting behavioural changes.)*
- **Mazar, N., Amir, O., & Ariely, D. (2008).** *The Dishonesty of Honest People: A Theory of Self-Concept Maintenance.* Journal of Marketing Research, 45(6), 633–644.

Digital nudging & EdTech

Core Publications:

- **Weinmann, M., Schneider, C., & vom Brocke, J. (2016).** *Digital Nudging. Business & Information Systems Engineering*, 58(6), 433-436. *(Foundational academic introduction.)*
- **Schneider, C., Weinmann, M., & vom Brocke, J. (2018).** *Digital Nudging: Guiding Online User Choices Through Interface Design.* Communications of the ACM, 61(7), 67-73. (*Clear overview with practical UX examples.)*
- **Mirsch, T., Lehrer, C., & Jung, R. (2017).** *Digital Nudging: Altering User Behavior in Digital Environments.* Proceedings of the 13th International Conference on Wirtschaftsinformatik.
- **Hummel, D. & Maedche, A. (2019).** *How Effective is Digital Nudging? A Quantitative Review of the Empirical Evidence.* Journal of Behavioral and Experimental Economics, 80, 47–58.
- **Jesse, M. & Jannach, D. (2021).** *Digital Nudging with Recommender Systems: Survey and Future Directions.* Computers in Human Behavior Reports, 3, 100052.

Books & Guides:

- **Benartzi, S. & Lehrer, J. (2015).** *The Smarter Screen: Surprising Ways to Influence and Improve Online Behavior.* Portfolio Penguin.
- **Eyal, N. & Hoover, R. (2019).** *Indistractable: How to Control Your Attention and Choose Your Life.* BenBella Books.
- **Chouinard, H. & Venema, T. (2021).** *Behavioral Design: Digital Nudging for Online Experiences.* O'Reilly Media.
- **Fogg, B.J. (2009).** *A Behavior Model for Persuasive Design.* Proceedings of the 4th International Conference on Persuasive Technology. ACM.

Online resources & digital tools

- Behavioural Insights Team (BIT) *Toolkit: www.bi.team/publications*
- OECD Behavioural Insights: *www.oecd.org/gov/regulatory-policy/behavioural-insights.html*
- Apxor. (2023). In-app nudges: A complete guide: *https://www.apxor.com/blog/in-app-nudges-complete-guide*
- Nir Eyal's Blog on Behavioral Design: *www.nirandfar.com*

Project-specific resources (Nudging 360)

- **Nudging 360 Consortium. (2025)** *Nudging 360. A Behavioural Approach to Digital Transformation in Higher Education.* Erasmus+ Strategic Partnership Project. Available online: nudging360.eu.
- **University of Barcelona. (2024).** *Needs and Priorization Map.* Nudging 360 Erasmus+ Project.
- **ACEEU, Trendhuis, University of Barcelona, University of Camerino, & Momentum Marketing Services. (2025).** *Nudging manual for Higher Education and NudgeWise Platform.* Nudging 360 Erasmus+ Project Output.

Fifth TPM in Leitrim - 26-05-2025 & 27-05-2025