

**GETTING STARTED**

Form groups of 4–6: students work with students, teachers with teachers. Find a seminar-room table. Each table has a toolbelt and coloured cards. Students use yellow cards, teachers use green cards.

STEP 1: Build your toolbelt (with your group at a seminar-room table)

Teachers (green cards)	Students (yellow cards)
Which nudges or changes to the learning environment have you used, or would you like to try, to support student learning?	Which nudges or changes have your teachers used that helped you, or that you would like them to try, to support your learning?

a)	Brainstorm concrete examples together. Write one idea per card (intelligible for another group =).
b)	Sort the cards into the category on the belt that fits best. Discuss where an idea belongs if unsure.
c)	Fill the toolbelt with your cards.

STEP 2: Review another toolbelt (make new mixed groups with students and teachers)

a)	Split up and move to new tables. Mix students and teachers. One person from the old group stays with your old toolbelt and cards at the table where you made them.		
b)	Take turns drawing cards from the toolbelt at your new table. Read each strategy aloud and discuss when, why and for whom it might be useful.		
c)	Decide together what to do with each card:		
KEEP		ADAPT	SET ASIDE
You agree the strategy could be useful.		Add a note or change it to make it more useful.	You cannot agree it is useful, or it does not fit.

WHEN TIME IS UP: Take the toolbelt and all cards back to the main lecture hall. We will summarise the session together there.

Reminder of relevant terms in the toolbelt

What is educational nudging? A small change to how a learning choice is presented or organised that can influence behaviour while keeping alternatives available.

DEFAULTS Set a helpful option as the starting point, while allowing students to change it.	SALIENCE Make important information, a deadline or the next step easier to notice.
FRAMING Present a task or choice in a way that shapes how students understand it.	FEEDBACK Give useful information about progress or consequences at the right moment.
REDUCING FRICTION Remove small, unnecessary obstacles that make a useful action harder.	STRUCTURE Organise tasks, routines or choices so the next step is clear.