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TALLINN UNIVERSITY



## TLU Case Study 1 – Supporting Teachers’ Evidence-based Professional Development

**Institution:** Tallinn University

**Description:** Supporting Teachers’ Evidence-based Professional Development.

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### **Course details:**

The case study focuses on how to implement ABC curriculum design for initiating evidence-based professional development in the context of digital competences.

### **Course goals/learning outcomes:**

Support the development of digital competences in higher education.

### **ABC design**



Figure 1. Digital competence course design workshop

**“The workshop provided me a hands-on solution for analysing my teaching practises and thus helped me in analysing my digital competences. In the context of professional development, I can use the outcome of the workshop as evidence for establishing the base-line and then start systematically develop my digital skills.”**

**Merlin Linde**

### **Context of change**

Teacher professional development is seen as one of the cases of workplace learning, where individual plans own competences, collects evidences from professional practices and aligns own learning with organisational level goals.

### **ABC workshop plan**

The workshop ran approximately 2 hours, where in the first half an hour the educators had a chance to reflect on their digital competences based on the DigCompEdu framework (see below). After that we ran the 90-minute workshop where each team had to design a digital competence course for higher educators. Based on the results a combined course was designed.

### **What was actually done**

The ABC method was used to initiate digital competence course design with three focus groups. The participants were all didactics whose main focus is to develop solutions and guidelines for the academic staff in higher education on how to upscale teaching practices.

### **Successes and lessons learnt**

Workshop should have included participants from pedagogical and technical background. This would have given a holistic view on the current situation and needs for digital competence course.

### **Scalability and transferability**

The workshop will be repeated with the digital education team within the university who will focus on the technological solutions which can be implemented in higher education.

Based on the combined workshop results of the didactics and digital team we will design and propose a digital competence course which will activate the evidence-based professional development which is supported by the digital ecosystem technical solutions.

## Further information

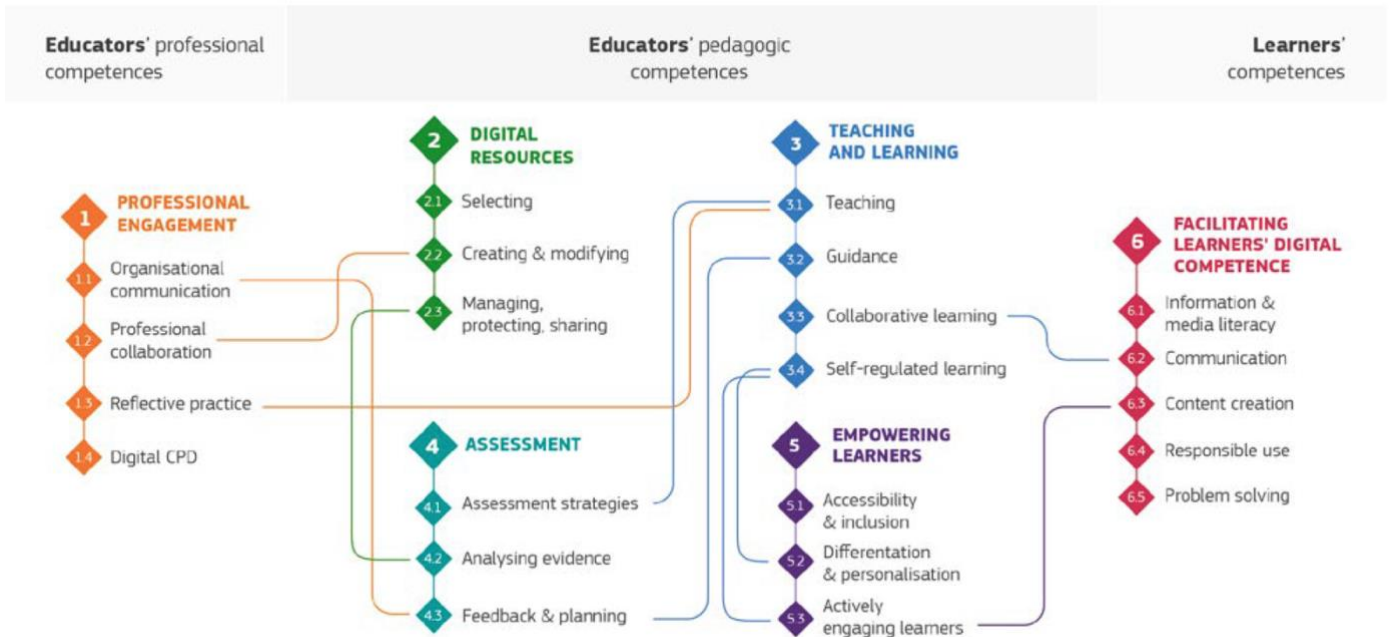


Figure 2. DigCompEdu Framework for Educators