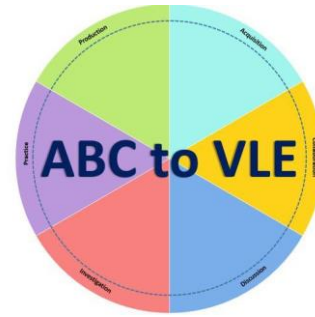




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Erasmus+ ABC to VLE: beyond curriculum design Erasmus+ project 2018-2020

Tallinn University case study 2: The role of VLE in supporting the development of professional skills of teacher-students

Project partner: Tallinn University

Summary:

The ABC workshop was conducted with the aim of analysing the relationship between the professional qualification standard competences and the learning outcomes of subjects in early childhood education BA program. Before teaching the subjects, the lecturers create course group in VLE eDidaktikum and relate the learning outcomes and tasks of the subject to professional qualification standard competences. In spring 2020 we analyse first results in focus group interviews.

Authors: Kaire Kollom, MA, MSc

Date: ABC workshop May 18th 2019 followed by monthly meetings

Course details:

Early childhood education (bachelor level) study program first year courses (54 ECTS, 12 courses and 12 teachers). 60 students, who started their studies in 2019.

Course goals/learning outcomes:

Learning analytics solutions in VLE for developing teacher-students' professional competences

CASE STUDY DETAILS

Context of change:

The qualification standard (Teacher Est QF level 6 or level 7) is the bases of the curricula in teacher education. Finishing their studies all students are given the qualifications certificate based on their qualification examination.

Therefore, it is important that the development of professional qualification standard competences is supported during the studies and that both learners and lecturers have an overview of the curriculum as a whole and the development of competencies.

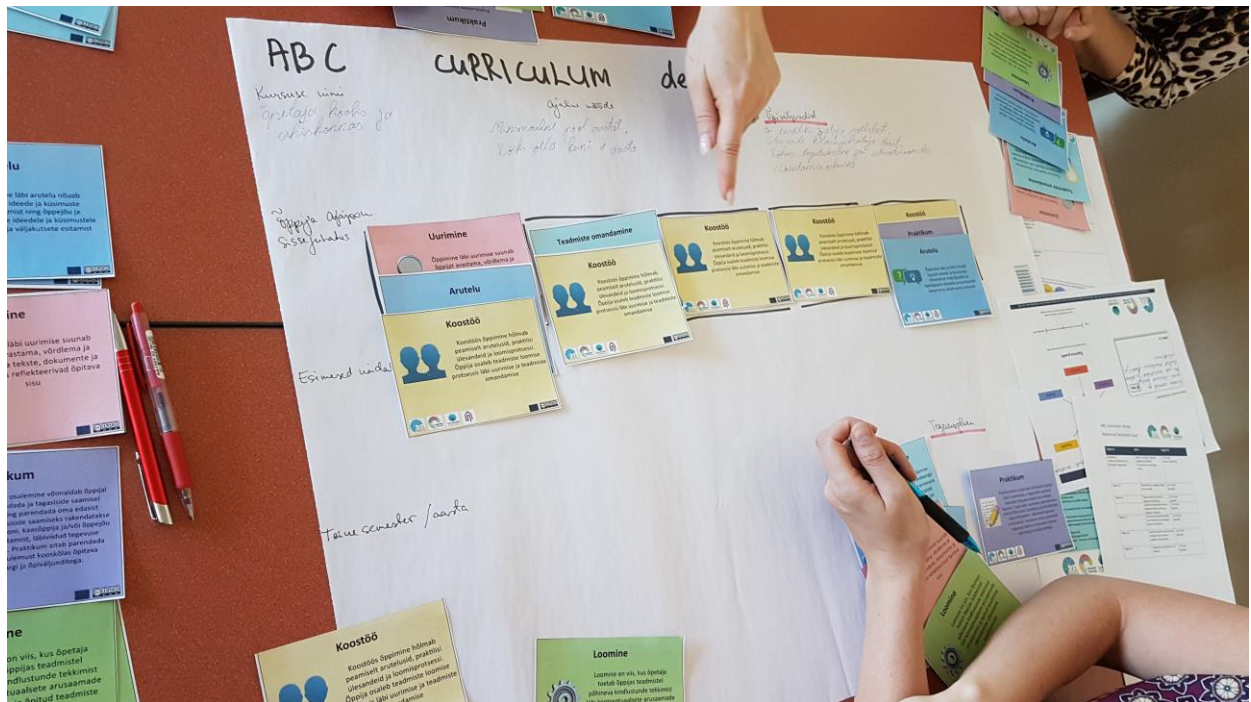
The ABC workshop was designed with the aim that lecturers would analyse the relationship between the professional qualification standard competences and the learning outcomes of their subjects and to design their courses in the VLE eDidaktikum by designing learning tasks related to professional qualification standard competencies.

ABC workshop plan:

ABC workshop was conducted by Linda Helene Sillat and Kaire Kollom. There were 12 lecturers and leader of the curriculum.

During the workshop changes to the curriculum courses were planned based on the results of the course analysis. The lecturers worked in the workshop according to the specificity of the subject in groups of 3-4 (holistic view of curricula) and in pairs or individually (depending on the specifics of the course).

ABC design:





In addition to the ABC workshop, based on the feedback of the lecturers, in the VLE eDidaktikum the functionality of learning analytics was developed, which enables the learner and the lecturer to see the relation between tasks and professional qualification standard competences and to analyse the learner's development in an e-portfolio format.

To get feedback on the learning designs a learners' feedback to the tasks function was added to eDidaktikum.

What was actually done:

After the workshops and the redesign of the courses, courses planned in VLE eDidaktikum will take place in autumn 2019 and spring 2020. When designing the subject course in the eDidaktikum, the lecturers relate the learning outcomes and tasks of the subject to professional qualification standard competences.

Feedback sessions with lecturers and students will take place in spring 2020.

What support was required/provided:

In addition to the workshop, individual consultations were needed in the implementation stage of the proposed work, which involved linking the competences of the professional qualification standard and the learning outcomes of the courses. The lecturers also needed technical support in using the VLE eDidaktikum. Individual consultations were personally agreed upon.

Impact and evaluation:

The first results will be available in May 2020. Therefore, we conduct focus group interviews with students and lecturers.

In addition, the following workshop is planned in May 2020 for second- and third-year courses.

Successes and lessons learnt:

The primary feedback from individual consultations with lecturers is that designed change made them think about the curriculum as a whole and their course relations with professional qualification standards. There was also a need to change the course description (learning outcomes, tasks, assessment methods).

Scalability and transferability:

The proposed change is planned to be carried out with all teacher training curricula in Tallinn University.

In addition to lecturers and students, the leader of the curriculum also needs an overview of the curriculum as a whole and a comprehensive overview of the development of professional qualification standard competencies.

The challenge is the courses of other institutes in the curricula and the implementation of different VLEs.

Further information:

Nothing to add.