



TALLINN UNIVERSITY

School of Educational Sciences

Tallinn University School of Educational Sciences Development Plan 2021-2022

Adopted by Decision No. 192 of 25 November 2020 of the Council of the School of Educational Sciences

This Development Plan sets out the development strategy and priority policies of the Tallinn University School of Educational Sciences for 2021-2022. The Tallinn University School of Educational Sciences Development Plan was prepared based on the Tallinn University Development Plan 2020-2022. Annexed to the Development Plan is the Implementation Plan for the Development Plan (Annex 1) and Performance Indicators (Annex 2).

I MISSION

The mission of the School of Educational Sciences is to support the creation and implementation of the 21st century textbook culture through high-level research, teaching, and development activities.

II VISION

The School of Educational Sciences is an academic unit at Tallinn University open to innovations as well as to cross-domain and international cooperation; we are reliable, proactive, have a shared identity as well as committed and competitive academic staff.

III STRATEGIC GOALS

3.1 STRATEGIC GOALS OF THE UNIT AND FOCUS FIELD

The School of Educational Sciences is a leader of educational innovation both at Tallinn University and in Estonia as a whole. On the basis of learner-centeredness across all types and levels of education and training, we promote an interdisciplinary sustainable approach based on research, development, and cooperation between partners in the field of education.

3.2 STRATEGIC GOALS OF STUDY AREAS

Study areas:

- promote and integrate lifelong learning in formal, non-formal and informal education;
- ensure the provision of education that empowers learners, supports the development of the skills of self-analysis and reflection; the skills of agency and learning as well as general and future skills; social and emotional wellbeing and willingness to keep learning throughout life;
- ensure high-level teacher training that facilitates professional development and ensures a new generation of teachers by providing diverse and personalised opportunities to be trained as a teacher;
- develop a personalised concept of learning and educational paths as well as evidence-

based solutions at the learner, teacher and organisation levels.

3.3 DEVELOPMENT OF RESEARCH CENTRES AND LINKING THEM WITH STUDY AREAS

The Centre of Excellence in Educational Innovation (HUT) and the Centre for Innovation in Education (HIK) will link educational research with practice in order to implement educational innovations in a more efficient and broader way by supporting evidence-based decision-making on teaching and learning practices.

3.4 LONGER-TERM DEVELOPMENT PLAN OF THE UNIT

Longer-term development priority of the School of Educational Sciences comprises personalised teaching and learning, exploring personal learning paths, and developing research-based solutions. Personalised teaching and learning is an educational approach that tailors instruction to learners' individual needs, interests, and abilities, with learning outcomes also often determined by learners themselves. Personalised teaching and learning and personalised learning paths support learners' wellbeing and development and, in so doing, the attainment of the strategic objective of ensuring that all people have the skills and attitudes that enable them to fulfil their potential in personal and social life, as much as at work, and to contribute to the promotion of better life in Estonia, as well as to global sustainable development, as set out by the Education Strategy 2021–2035 of Estonia.

We have designed the following lines of action to implement the development priorities:

- developing the concept of personalised teaching and learning; exploring the prerequisites for, and possibilities of, implementing personalised teaching and learning in formal and non-formal education as well as at different levels/contexts of education;
- developing solutions for personalised teaching and learning in collaboration with various stakeholders; exploring ways to use personalised teaching and learning in formal and non-formal education, teacher education, various networks, services intended for the educational public; systematic evaluation of implemented solutions in cooperation with all stakeholders.

IV IMPLEMENTATION OF THE DEVELOPMENT PLAN

Annex 1. Implementation plan for the development plan

Research, development, and creativity (RDC) and impact on society	Responsible person(s), co-responsible person(s)	Deadline
<i>Sub-goal 1: The concept of personalised teaching and learning and learning paths is developed and negotiated with partners.</i>		
Action 1: Mapping of research groups, inclusion, and planning of research in cooperation between study areas and schools within the university.	Leaders of research groups in cooperation with the research coordinator, head of HUT, and Director Involved units: LTI, BFM, ÜTI, DTI, TÜHI	2021
Action 2: Strengthening research on didactics in cooperation between schools' specialists in subject didactics	Head of the teacher education module, PRÖM coordinator Involved units: LTI, TÜHI, BFM, DTI	2022
Action 3: Developing a concept of personalised learning paths and holding public debates to involve various stakeholders.	Heads of study areas, head of HIK	2022
Action 4: Finding international cooperation partners to form research groups.	Leaders of research groups	2022
<i>Sub-goal 2: Activities, interventions, and impact assessments related to the implementation of personalised learning have been planned, and services and development programmes are being piloted.</i>		
Action 1: Planning research into personalised teaching and learning in cooperation with practicing teachers, heads of educational institutions, and other stakeholders.	Leaders of research groups in cooperation with heads of HIK and HUT Involved units: LTI, TÜHI, BFM, DTI/HTK	2022
Action 2: Pooling and developing research instruments (including digital tools) for research into and evaluation of learners' development.	Leaders of research groups, heads of study areas Involved units: DTI/HTK, LTI	2022
Action 3: Developing the EDUSPACE research environment and using it to study the learning processes of learners and to test didactic solutions.	EDUSPACE research coordinator in cooperation with leaders of research groups Involved units: DTI/HTK, LTI, ÜTI, BFM, TÜHI	2022
Action 4: Developing and testing services, development programmes, and other formats intended to support personalised learning in cooperation with educational institutions.	Head of HIK in cooperation with leaders of research groups and heads of study areas Involved units: DTI/HTK	2022

Sub-goal 3: Personalised teaching and learning solutions have been developed and integrated into services targeted to the educational public, development programmes, and other formats; the evaluation of performance has been planned.

Action 1: Analysis and development of training programmes, development programmes, and service packages to enable personalised teaching and learning solutions.	Head of HIK in cooperation with leaders of research groups Involved units: DTI/HTK	2021
Action 2: Development of the performance evaluation principles for services, development programmes, and other formats by taking into account the personal needs of participants.	Head of HIK in cooperation with leaders of research groups Involved units: DTI/HTK	2021
Action 3: Raising the educational public's awareness of effective services, development programmes, and other formats used to implement personalised teaching and learning.	Head of HIK, leaders of research groups, academic staff, marketing and communication specialists	2022
Action 4: Acknowledgement of innovative, evidence-based personalised teaching and learning initiatives.	Head of HIK	2022
Action 5: Enhancing the capacity of the academic staff and developers to influence society through systematic research communication and services, development programmes, and other formats.	Director, head of HIK, heads of study areas, research coordinator, marketing and communication specialists	2022
Provision of education	Responsible person(s), co-responsible person(s)	Deadline

Sub-goal 1: Flexible learning paths have been tested in formal education (at study programme/module/subject levels) based on the concept of personalised teaching and learning.

Action 1: Mapping the need for flexible and personalised teaching and learning paths in the school's study programmes (including research, internship, the efficiency of RPL).	Head of studies in cooperation with study programme administrators	2021
Action 2: Developing a model enabling flexible learning paths in order to develop a teacher education study programme/learning path based on personal learning needs (selectively for other programmes).	Head of the teacher education module in cooperation with the head of studies and study programme administrators Involved units: LTI, TÚHI, BFM, DTI	2021
Action 3: Testing the model enabling flexible learning paths and presentation of best practices, solutions, and ways to personalise teaching and learning.	Head of studies and head of the teacher education module in cooperation with the head of studies and study programme administrators Involved units: LTI, TÚHI, BFM, DTI	2022
Action 4: Developing an instrument for evaluating subject and teaching competences of students in teacher education that supports the development of personal study programmes in cooperation with other schools.	Head of the teacher education module in cooperation with the head of studies and study programme administrators Involved units: LTI, TÚHI, BFM, DTI	2022

Action 5: Implementing short-term (virtual) mobilities in degree studies.	Head of studies	2021
<i>Sub-goal 2: Systematic support to develop students' self-regulation skills is integrated into studies.</i>		
Action 1: Supporting the development of the competencies of lecturers in the field on students' self-regulation skills.	Head of HIK	2021
Action 2: Integrating learning outcomes related to the development of learning and self-regulation skills into teacher education programmes.	Head of the teacher education module, head of studies Involved units: LTI, TÜHI, BFM, DTI	2022
Action 3: Analysis of learning outcomes of study programmes in order to assess opportunities to personalise teaching and learning and the development of learners' competences in managing personalised teaching and learning.	Head of studies in cooperation with study programme administrators	2022
Action 4: Developing an instrument to evaluate the development of students' self-regulation and research competences.	Head of the teacher education module in cooperation with the head of studies Involved units: LTI DTI/HTK	2021
<i>Sub-goal 3: Technological and analytical solutions supporting personalised teaching and learning have been planned</i>		
Action 1: Development, testing, and implementation of digital solutions enabling personalised teaching and learning.	Leaders of research groups in cooperation with the head of HUT and the head of studies Involved units: DTI/HTK	2022
Management, members and finances (management and organisational culture)	Responsible person(s), co-responsible person(s)	Deadline
<i>Sub-goal 1: Supporting the wellbeing and professional development of staff in the course of developing personalised learning paths.</i>		
Action 1: Identifying the personal development needs of the staff and taking them into account in the context of the career model.	Director in cooperation with administrative manager	2021
Action 2: Supporting the professional development of academic staff to enhance readiness to explore and develop personalised teaching and learning.	Director in cooperation with the head of HIK and administrative head Involved units: BFM, TÜHI, LTI, ÜTI, DTI, HK	2022
Action 3: Launching a mentoring system to support new academic staff.	Administrative head	2021
Action 4: Supporting the development of the professional skills of the staff in order to develop new personalised	Administrative head in cooperation with the head of HIK	2022

solutions for services, development programmes, and other formats.		
<i>Sub-goal 2: Sustainable functioning of the school and adherence to the principles of sustainable development in carrying out the school's activities.</i>		
Action 1: Initiating business partnerships to support the financial capacity of the school and application for research funding (e.g., development of digital learning materials and learning environments for personalised teaching and learning).	Leaders of research groups in cooperation with the Director and Heads of HIK and HUT	2022
Action 2: Supporting the physical and mental wellbeing of staff in various work environments (remote working); adapting work premises and purchasing work equipment to reflect the changes in work.	Director in cooperation with administrative head	2021
Action 3: Mapping the need for new staff, analysing the workload of the academic staff, and preparing an establishment plan.	Director	2021
Action 4: Preparing a plan prioritising the application for large-scale projects and planning resources to ensure a successful application.	Director, research coordinator	2021
Action 5: Involving doctoral students in research groups.	Supervisors of doctoral students	2022

(Acronyms: HTI – School of Educational Sciences, HIK – Centre for Innovation in Education, HUT – Centre of Excellence in Educational Innovation, BFM – Baltic Film, Media and Arts School, DTI – School of Digital Technologies, HTK – Centre for Educational Technology, HK – Haapsalu College, LTI – School of Natural Sciences and Health, TÜHI – School of Humanities, ÜTI – School of Governance, Law and Society)

Annex 2. Performance indicators

	Interdisciplinarity	Internationalisation	Excellence and sustainability
Research, development, and creativity (RDC) and the impact on society	Level of funding for interdisciplinary research projects	Level of funding for international research projects	Level of funding for RDC based on contracting entities Number of TLU products and services in the EXU portfolio / on the Adapter platform Number of high-level research publications per academic staff
Provision of education	Income from continuing education	Percentage of students who have studied or undergone professional placement abroad	Percentage of students who have graduated within the nominal period of studies. Students' satisfaction with the quality and organisation of studies Number of students per academic employee
Management and organisational culture	Number of strategic cooperation partners in the private and public sectors	Number of international lecturers involved in teaching subject courses	Percentage of academic employees holding a doctoral degree or equivalent qualification (%) Number of doctoral students and post-doctoral fellows working at the university in the position of an academic employee with at least 0.5 load School's revenue base per staff member Staff's satisfaction with management and working environment

Base level of performance indicators in 2019 and target for 2022

Performance indicator	Baseline 2019	Target 2022
Research, development, and creativity (RDC) and the impact on society		
Volume of funding for interdisciplinary research projects	1,441,615	growing
Volume of funding for international research projects	45,704	growing
Number of TLU products and services in the EXU portfolio / on the Adapter platform	not measured	8
Volume of funding for RDC based on contracting entities	88,649	growing
Number of high-level research publications per academic employee	1.30	growing
Provision of education		
Income from continuing education	199,196	growing
Percentage of students who have studied or undergone professional placement abroad (%)	0.82	growing
Percentage of students who graduated within the nominal period of studies	49.74	growing
Students' satisfaction with the quality and organisation of studies	4.29	growing
Number of students per academic employee	30	decreasing
Management and organisational culture		
Number of strategic cooperation partners in the private and public sectors	not measured	
Number of international lecturers involved in teaching subject courses	not measured	
Percentage of academic employees holding a doctoral degree or equivalent qualification (%)	58.47	growing
Number of doctoral students and post-doctoral fellows working at the university in the position of an academic employee with at least 0.5 load	7.50	growing
School's revenue base per staff member	52,639	growing
Staff's satisfaction with management and working environment	5.33	growing