DIGITAL EDUCATION STRATEGY OF THE ESTONIAN ACADEMY OF MUSIC AND THEATRE

Introduction

The digital education strategy of the Estonian Academy of Music and Theatre (hereinafter 'the EAMT' or 'the Academy') defines the principles of digital education, the most important development goals and the activities necessary to achieve these for the years 2022–2025. EAMT's digital education strategy is based on the EAMT development plan, the EAMT internationalisation strategy, the Estonian Education Development Plan 2021–2035, the European Commission Digital Competence Framework for Educators, the EU Digital Strategy and Digital Education Action Plan 2021–2027, and the learner's digital competence model created by the Education and Youth Board.

In ensuring the quality of digital education, the Academy follows the Guidelines for Institutional Accreditation updated by the Estonian Quality Agency for Education (HAKA) in 2021, which provide higher education institutions with guidelines for implementing digital technologies, increasing digital competences and encouraging international virtual mobility. In the case of e-supported courses, the Academy follows the criteria for the e-learning course quality label developed by HAKA and the guidelines developed by the Information Technology Foundation for Education for creating high-quality e-learning courses.

The EAMT has been using new technologies in teaching and in learning support processes for decades, and has many success stories in this area. The electronic music studio, founded in 1995, has grown into a modern learning and creative environment for students of electro-acoustic and audiovisual composition, several of whom have received recognition at international competitions and festivals. The Contemporary Performance and Composition (CoPeCo) and Contemporary Physical Performance Making (CPPM) curricula are at the forefront of the application of new technologies. Since 2017, the Academy has been using LoLa, ZOOM and MVTP technologies, which have made it possible to hold many virtual mobility workshops, master courses, productions and international cooperation projects. The well-established infrastructure has enabled students to participate in short-term embedded ERASMUS+ learning mobility placements. The e-resources of the EAMT library have consistently grown.

At the same time, the level of digital competence among the Academy teachers and students is very uneven. The Academy teaching staff have been rather passive in the preparation of e-courses and e-learning materials, and they have also received insufficient education technological support. The use of digital learning environments has so far been rather unsystematic.

The preparation of this strategy was preceded by an analysis of common international digital learning and virtual mobility environments and video platforms, familiarisation with the organisation of digital learning in other European music and drama schools, and discussions about the future of digital learning at the EAMT with the participation of the staff teaching various subjects.

Goals

1. The Academy uses Moodle, a single digital learning environment that ensures a complete, stimulating and secure e-learning experience for students and teaching staff. The number of Moodle-supported courses is increasing every year and will include practical subjects as well as theoretical courses. This increases student self-management skills and allows a more flexible organisation of studies. The exchange of study-related information will also improve, and the evaluation of students will become more transparent. The EAMT is currently using the standard

Moodle solution for Estonian education institutions but is considering the development of a tailored Moodle environment reflecting the visual identity of the EAMT and offering more field-specific features.

2.   The Academy will use a single platform for creating, processing and managing video materials, and will expand the use of video technology and virtual mobility in teaching. This will contribute to modernising and improving the efficiency of teaching methods, as well as developing students' analytical abilities and their professional and general competences.

3.   The Academy teaching staff and students are familiar with using music notation software. Relevant beginner courses are introduced into the curricula of all music programmes, and digital sheet music is used in the subjects taught in composition as well as also other music programmes (solfeggio, music theory subjects, arrangement, etc.).

4.   In music education, the use of digital sheet music and online sheet music libraries (including hardware) is increasing. This improves the efficiency of teaching and supports the fulfilment of sustainable development goals.

5.   The digital competences of the teaching staff are supported by regular training. The development of e-supported courses is motivated by a performance-based remuneration system for teaching staff. IT and educational technology support is available for faculty and students.

6.   Modern classrooms with the necessary equipment are available for music technology students. The cooperation between music technology and other programmes taught at the Academy is increasing.

7.   The Academy has a sufficient number of adapted rooms with the necessary equipment for conducting digital learning and digital mobility.

8.   The Academy's IT, digital education and virtual mobility developments are effectively managed and planned, which ensures, among other things, the smooth interaction and integration of various e-environments and platforms. The exchange of information regarding digital developments is well organised and regular. A working group has been set up to manage the use and development of digital technologies, including representatives of the academic as well as the support units.

Action plan until 2025

Goal	Action	Indicator	Schedule, deadline	Investment need	Person(s) responsible
1	Implementation of the Moodle environment, development of e-supported courses.	The number of Moodle courses: 20 subjects are added every year	2023–2025	Performance pay 15,000 per annum	Chief coordinators, digital learning coordinator
	Analyse the development of a tailored Moodle environment		2023–2024		IT manager, digital learning coordinator
2	Testing different options (Panopto, Planet eStream, Medial), choosing and implementing a suitable video management platform for the EAMT	Test results, the platform has been implemented	2023–2024	From 2024, 10,000 per annum	AV technology coordinator, digital learning coordinator
	Testing different virtual mobility options (JPEG XS, ULTRAGRID, etc.) in cooperation with international partners	Test results, the platform has been implemented	2023–2025	Mostly Erasmus and Nordplus	Virtual mobility coordinator
	The share of virtual mobility courses and master classes is increasing	The number of virtual mobility courses and master classes	2022–2025	Mostly Erasmus and Nordplus	Virtual mobility coordinator

3	Preparation of a subject that develops professional digital competences (including music notation)	The subject has been added to the curricula	Spring 2023		Chief coordinators
4	Digital sheet music and online sheet music libraries are used in music education	The number of subjects where digital sheet music is used	2022–2025	Being clarified	Chief coordinators, academic heads
5	Regular internal training is provided to improve the digital competence of teaching staff	Number of courses: at least 2 courses per semester; the number of participants	2022–2025	Being clarified	Digital learning coordinator, virtual mobility coordinator
	Creation of the position of an educational technologist	The position has been created and filled	2024	25,000 per annum	Administrative and financial director, digital learning coordinator, IT manager
6	Completing the construction of a new music studio	The music studio is ready	Spring 2023		AV technology coordinator
7	Equipping the rooms for digital learning	The number of rooms equipped with technology supporting digital learning	2023–2025	Being clarified	Administrative and financial director, audiovisual technology coordinator
8	Formation of a working group managing digital developments	The working group has been formed and meets at least once a semester	Spring 2023		Vice-rector for academic affairs and research