ESTONIAN ACADEMY OF MUSIC AND THEATRE DIGITAL LEARNING STRATEGY 2026–2030

ESTONIAN ACADEMY
OF MUSIC AND THEATRE

Regulation of the EAMT Senate, 11 March 2026

1. Introduction

The digital learning strategy of the Estonian Academy of Music and Theatre (hereinafter EAMT or the Academy) defines the principles of digital learning, the key development objectives, and the activities required to achieve them for the period 2026–2030.

The EAMT digital learning strategy is based on the EAMT development plan, the EAMT internationalisation strategy, the Estonian Education Strategy 2021–2035, the European Commission's digital competence framework, the Estonia Digital Society 2030 strategy, the European Union digital strategy and Digital Education Action Plan 2021–2027, the learner digital competence model developed by the Estonian Education and Youth Board, as well as other relevant documents and legal acts.

To ensure the quality of digital learning, the Academy follows the institutional accreditation guidelines updated in 2025 by the Estonian Quality Agency for Education (HAKA), which provide higher education institutions with guidance on managing and developing digital infrastructure and enhancing general competencies. For digitally supported courses, the Academy follows the quality label criteria for e-courses developed by HAKA and the guidelines for creating high-quality e-courses developed by the Information Technology Foundation for Education.

2. Results of the Previous Period

During the previous digital learning strategy period (2022–2025), several developments took place in both the introduction of new digital learning tools and the enhancement of digital competencies among EAMT members. In the 2024/2025 academic year, EAMT introduced a new study information system (ÕIS). From the 2025/2026 academic year, EAMT implemented its own Moodle learning management system (LMS), following a successful public procurement process. A course titled *Digital Skills for Musicians* was developed to promote general and specialised digital competences and was delivered in the spring semesters of 2024 and 2025. The EMTA digipunkt project was launched in the 2024/2025 academic year, involving digital ambassadors selected from the student body. A digital competence requirement was incorporated into academic staff job descriptions. The digital competencies of teaching staff were mapped based on the DigCompEdu framework. The teaching staff training programme was significantly expanded. A new plagiarism detection software, StrikePlagiarism, was tested and implemented. The music technology studio was modernised. Four classrooms were equipped with technology supporting digital learning. The share of virtual mobility courses and masterclasses increased. EAMT was represented in educational technology and digital learning networks both nationally and internationally.

3. Digital Learning Strategy 2026–2030

The first challenge of the new strategy period is to harmonise the general digital competences of teaching staff and students and to develop specialised digital competences. The second priority is the more active and systematic use of online learning management systems in teaching and learning, artistic, and research activities. The platforms supported by the Academy are Google Workspace, ÕIS, and EAMT Moodle. In line with the curriculum reform, digital learning will be integrated into courses by 2028 at the latest, in order to ensure students' broad professional development and their ability to function successfully in a technology-rich society. Appropriate artificial intelligence (AI)-based tools will also be integrated into teaching and learning as needed. Terms related to digital learning are provided in Annex 1.

4. Strategic Objectives and Expected Outcomes

Objective	Expected outcome
1. The EAMT Moodle learning management system is actively used	• All courses that include lectures have e-support in EAMT Moodle. • Practical courses have e-support in Moodle, wherever this facilitates teaching and learning. • Courses with large student participation are transferred to Moodle. • Moodle is used in curriculum development and administrative work where appropriate.
2. Integration of EAMT Moodle with other systems	Technical capabilities and institutional needs are mapped to enable integration of Moodle with other systems and platforms. These include • ÕIS, • Google Workspace, • Video conferencing software, • Plagiarism detection software, • Video management platforms, • Notation software, • Library databases.
3. All EAMT members have access to curated software and hardware to support teaching, learning, artistic, and research activities	• Classrooms are equipped with appropriate technology, and it is used actively by students and staff. • The recording studio is renovated. • The library computer room is upgraded. • EAMT members are provided with a domain-based authentication for shared computers. • The number of powerful computers for students in music production, sound engineering, and electroacoustic music programmes has increased. • Equipment rental services via EMTA digipunkt are expanded. • Music notation software and digital music libraries are integrated further into teaching and learning. • The Academy supports the systematic development of competencies in using specialised software among both faculty and students. To support the professional development of lecturers, opportunities are provided to participate in training sessions, such as those organised by software developers and other authorised institutions. The acquisition of certified trainer status is encouraged.

	• Software licenses offered through various units of EAMT enhance the Academy's operations. • Students are offered web-based learning as an elective within the framework of the "Nordplus programme for e-courses." • Preparatory work has been completed for the implementation of Eduroam at EAMT with the aim of improving Wi-Fi roaming. • Opportunities are being mapped for the adoption of domain-specific platforms (e.g., MatchMySound).
4. Academic and support staff are offered a versatile training program that motivates employees to consistently develop their digital competencies	• The development trends outlined in this document are taken into account when planning the training program. • The digital skills of the faculty have improved. • Lecturers have received support from the educational technologist to enhance their methodical and digital skills. • Courses for faculty members have been created on Moodle (participation statistics are being analysed). • A dedicated e-learning page has been established on the intranet, with content managed by the educational technologist. • The regular publication of the "Digital News" newsletter for staff continues.
5. The focus is on developing students' general and specialised digital competencies	• The general and specialised digital competencies and student needs are being mapped. • When updating curricula for 2026–2027, it will be ensured that general and digital competencies are integrated into every subject; however, the precise scope will be addressed on a case-by-case basis. • The updated curricula have been approved in EHIS (Estonian Education Information System). • Opportunities are being created to develop general digital competencies outside of the formal curriculum as well.
6. Integrating the informed use of AI (Artificial Intelligence) into teaching, learning, artistic, and research activitiese	• The Academy is participating in a university consortium led by TalTech, which resulted in the implementation of ChatGPT EDU licenses in December 2025. • The Academy is developing a policy for the use of the platform, conducting training sessions, and mapping best practices for the application of AI.
7. EAMT purposefully utilises virtual mobility tools to support the learning process and to introduce new teaching methods	• A virtual mobility coordinator is appointed to manage the internal workflow at EAMT. • A mapping and analysis of existing hardware and software has been conducted to assess potential implementation and investment needs. • Collaborative partners are being sought, and an annual schedule is being established for organising inter-institutional masterclasses.

	• To facilitate the learning process, online lessons are utilised (e.g., when an EAMT lecturer is traveling, principal study lessons can be held in classrooms equipped with the necessary technical capabilities, such as D302 and D402). • Preference is given to the most user-friendly and autonomous platforms (MVTP, Google Meet). • EAMT faculty and students receive training on how to use the platforms currently in operation.
8. EAMT's approach to digital learning is consistent, learning-centered, and research-based	• The e-learning solutions in use at EAMT are optimized and cost-effective. • Success stories related to digital learning are showcased through the Academy's communication channels. • The development of digital learning takes accessibility guidelines into account. • The digital learning task force regularly reviews the licenses in use at the Academy and assesses their relevance and currency. • A database of key product owners and administrators for information systems, platforms, and environments is being established and updated regularly. • The policies and terms of use for e-learning platforms used at the Academy are reviewed and standardised regularly to avoid ambiguity, raise user awareness, and promote a unified understanding of the core principles. • Collaborative partners are being sought (including through knowledge transfer programs) to establish a research-based perspective on digital learning methodology.
9. EAMT actively participates in educational technology and digital learning networks both in Estonia and internationally	EAMT is represented, among others, in the activities of the following networks: • The digital network operating with the support of KVARA resources, coordinated by HARNO. • The network of e-learning specialists operating within Estonian higher education. • Erasmus+. • NordplusMusic, particularly within the framework of the Nordic Conservatoire program.

Annex 1. Definitions

Digital competence: the ability to solve problems arising in one's academic work using digital technology (Digital Competence Glossary, 2021).

Digital learning / e-learning: learning enhanced by digital tools (hybrid learning, webinars, online courses, micro-learning); also the purposeful use of digital technology in the learning process to contribute to the achievement of agreed learning outcomes (Lifelong Learning Strategy).

Digital competence model for educators: A digital competence model is a hierarchical/taxonomic or matrix-based model describing the components of digital competence, such as ISTE NETS, DigComp, or DigCompEdu (Digital Competence Glossary, 2021).

Digital learning resources (e-learning resources): learning materials published in digital form (e.g., on the web, in databases, or on digital media), including e-textbooks, educational web videos and mobile applications, educational games, e-teacher manuals, e-worksheets, online tests, and learning objects (Lifelong Learning Strategy).