

Newsletter 3

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About the project

EffectiVe is a **Horizon Europe project** coordinated by **Tallinn University (TLU)** and implemented by an international consortium of universities and education-related stakeholders. The project's mission is to strengthen teachers' **Pedagogical Digital Competence (PDC)** - a critical skill for navigating today's digital classrooms and improving student learning outcomes. EffectiVe focuses on **primary and secondary school teachers**, aiming to develop a robust methodology for understanding the efficiency and effectiveness of different training approaches that support PDC. To achieve this, the project is being implemented in two phases across five European countries, combining research with practice to provide insights that can guide teacher training policy and improve classroom impact.

Reflecting on year 1 achievements

On **February 17, 2025**, the **EffectiVe Advisory Board** convened to review the project's progress and provide expert feedback on key components of our work. Our board members - Ferdinand Stebner, Andreas Lachner, Lina Kaminskienė, Carla Quesada Pallarès, and Eleni Kyza - offered valuable insights that helped sharpen both our theoretical positioning and methodological choices. Key discussion topics included:

- How EffectiVe is situated within the broader scientific landscape of digital education,
- How to balance subjective and objective measures when assessing teachers' PDC development,
- And a review of our cost-benefit framework, which links research findings with long-term, scalable policy solutions.

Just a week later, we had the opportunity to present **our Year 1 results to the European Commission**. The project was well received, and all our deliverables were approved. You can find the approved deliverables [HERE](#).



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Wrapping up the pilot phase

What have we learned?

The **EffectiVe** project has successfully completed its **pilot phase, with 12 pilot studies** conducted across five European countries, involving over 500 teachers. These pilots were essential for testing and refining our methodological approach ahead of the full-scale implementation.

One example comes from **Israel**, where pre-service teachers explored Generative AI chatbot tools to develop their **Pedagogical Digital Competence**. This initiative was the basis for two complementary studies. The first study analyzed lesson plans from **73 participants**, revealing varied integration of self-regulated learning (SRL) strategies, pedagogical reasoning, and technology use. High-quality plans included metacognitive scaffolds and promoted student autonomy, while weaker ones lacked SRL elements and meaningful tech integration. The second study applied the **Technology Acceptance Model (TAM)** to examine 50 pre-service teachers' perceptions of chatbot integration. Results indicated that attitudes were generally moderate to low, with perceived usefulness emerging as the primary predictor of adoption. Together, these findings highlight a clear takeaway: the importance of teacher education programs that move beyond technical familiarity to emphasize pedagogical value, metacognitive engagement, and the ability to design meaningful learning experiences supported by **GenAI tools**.

In pilots, we tested three professional training methods: **Knowledge Instruction**, **Collaborative Design** and **Situated Learning**. Initial findings are promising:

- Knowledge instruction - when designed well - can lead to improved knowledge development, but teachers participating in Situated Learning reported higher satisfaction, greater perceived training value, and stronger intentions to adopt new digital practices.
- Importantly, motivational beliefs, such as expectancy of success, perceived value, and perceived cost, emerged as stronger predictors of adoption than knowledge alone.
- Teachers' self-regulated learning skills also played a key role in how effectively they engaged with the training, highlighting the need to foster reflection and metacognition as part of PDC development.

These insights highlight the importance of motivationally supportive, context-rich, and reflective training designs in enabling lasting change. We are now moving forward with the next phase of intervention studies, and we look forward to sharing more results soon.



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Consortium Meeting in Finland.

In **February 2025**, the Effective consortium came together in **Finland** in beautiful Oulu for an intensive and highly productive meeting that marked a key milestone in our journey. This face-to-face gathering was essential for shaping the next phase of the project, as we transitioned from pilots to full-scale interventions. Together with partners from across Europe, we analyzed pilot phase results and drew lessons to inform upcoming interventions, deepening our shared understanding of teachers' learning processes. We worked collaboratively on methodological questions, from instruments to analysis strategies and started outlining the first policy chapters, translating research insights into actionable recommendations.



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