

Newsletter 4

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About the project

EffectTive 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. EffectTive 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.

What we have recently done

Across the work packages, partners have made steady progress, but several key deliverables require clarification and further development.

WP1 has generated strong ideas for D1.3 (**Theoretical framing of the EffectTive teacher PDC training to support student self-regulated learning**), though its structure and contributions still need consolidation.

WP2 holds a preliminary draft of D2.2 (**Evaluation report of training interventions**), yet its scope and alignment with WP1 must be refined.

WP3 is advancing the mandatory analysis table and preparing the groundwork for D3.2 (**Evaluation report of intervention studies**), with some sections ready for updates.

WP4 is moving ahead with engaging stakeholders in co-designing the CBF, preparation of a meta-analysis to synthesise evidence across experiments and collecting data for the cost-efficiency analysis

Meanwhile, WP5 is coordinating dissemination planning, refining web content needs, and preparing the synthesis work for the policy chapter.



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Consortium Meeting in Austria!

In **October 2025**, the consortium met in **Krems** for an intensive three-day working meeting that marked an important moment in the project's development. Across data reflection sessions, theoretical discussions, and collaborative group work, partners explored emerging findings, refined methodological approaches, and aligned on the direction of upcoming intervention studies. The meeting strengthened connections across work packages, from cost-benefit and meta-analysis sessions to dissemination planning and policy development. Together, we clarified next steps, identified shared priorities, and prepared for the transition into the next stage of research, ensuring coherence between data, theory, and practice.



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Piloting Results at a Glance

Welcome to the latest update from the EffectiVe project. Our core mission is to find the most effective and efficient ways to enhance teachers' Pedagogical Digital Competence (PDC), ensuring that investments in professional development yield the greatest possible impact. To show how the Cost–Benefit Framework works in practice, we developed two case studies based on pilot studies from Austria and Israel. Each case applies the CBF to examine programme costs and benefits within its context, demonstrating how the framework supports transparent and evidence-informed decisions.

The Austrian SCHILFplus case examines an internal school-based professional development programme that offers teachers tailored training activities aligned with their school's needs. Applying the CBF showed that when SCHILFplus is embedded within school development planning and supported by individualised follow-up opportunities, it can generate substantial pedagogical value relative to its costs. Given that many of the programme's costs are fixed or one-time, there is potential for wider implementation. However, as SCHILFplus derives much of its effectiveness from its close alignment with each school's specific context, scaling is not pursued as a goal unless there is clear evidence of added value and feasibility.

The pilot at **Tel Aviv University** explored a fully online course that taught future teachers how to use Generative AI chatbots to support student learning. The study compared a knowledge-instruction format with a collaborative-design approach. The outcome was decisive: the collaborative-design approach group not only achieved better results but also demonstrated a much stronger intention to use AI tools in their future classrooms. These findings suggest that the EffectiVe Cost–Benefit Framework can support more strategic resource allocation by identifying when collaborative formats yield clear pedagogical and cost benefits. Additionally, the potential for equitable access - enabled by remote delivery and chatbot-based support tailored to diverse learner needs, particularly in collaborative-design approaches - should be explored further. However, the small training group size limits conclusions about large-scale efficiency, and the fact that the pilot was implemented at a large university should be considered when assessing scalability.



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What will happen in the next months?

Next steps...

The upcoming weeks will focus on advancing the key deliverables across all work packages.

For WP1, partners will refine the structure of D1.3, clarify how this task contributes to it, and begin coordinated text production, supported by a dedicated follow-up discussion planned for December.

WP2 will concentrate on shaping the draft of D2.2: the team will outline how ADDIE was applied, determine which cases to include, define reporting formats, and resolve how pilot cases should be treated. By November, a structured draft will be shared with the consortium.

WP3 will update the mandatory analysis table, agree on a unified reporting template for D3.2, and begin filling in case-based data so that a more mature version of the deliverable can be achieved by late November.

WP4 will move forward mapping the intervention studies within the cost–benefit framework and developing case studies. National policy engagement events with stakeholders will be organised in partner countries to advance discussions on the CBF. Furthermore, findings from the cost-efficiency analyses and the meta-analysis will inform the review reports as part of the CBF.

WP5 will continue coordinating dissemination work, including event guidelines, scientific workshop planning, and the next steps for the policy chapter. Website content will be refined in collaboration with partners, with cases likely serving as the foundation.

Across all WPs, several task-force meetings will be scheduled in November and December to consolidate progress, align methodological decisions, and ensure that all contributions are ready for the next phase of the project. Moreover, the Consortium will meet face-to-face in Italy, hosted by DLEARN, in Spring 2026 for a new project meeting!



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