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<b>Project Title:</b>	<b><i>o</i>OMERO: an eu curriculuM for visual disabiliTiEs RehabilitatOrs</b>
<b>Project Reference:</b>	2020-1-IT02-KA203-080097
<b>EU Programme:</b>	Erasmus+ Key Action 2 "Strategic Partnership in the Field of Higher Education"
<b>Start of project:</b>	September 1 <sup>st</sup> 2020
<b>Duration:</b>	3 years

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## **IO4 – Guides and plans for teachers supporting the localization of the Curriculum**

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<b>Due date of deliverable:</b>	March 31 <sup>st</sup> 2023
<b>Actual submission date:</b>	March 15 <sup>th</sup> 2023
<b>Version:</b>	V1
<b>Intellectual Output</b>	Intellectual Output 4

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Co-funded by the  
Erasmus+ Programme  
of the European Union

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## 4 List of Abbreviations

CC	Core Competence
EQF	European Qualification Framework
ESCO	European Skills/Competences, qualifications and Occupations
EU	European Union
FT	Future Teachers
HEI	Higher Education Institution
IRP	Individualized Rehabilitation Programme
KA	Key Activity
LO	Learning Outcome
LP	Lesson Plan
M	Month
MDT	Multidisciplinary Team
PP	Professional Profile
UoL	Unit of Learning
VDR	Visual Disability Rehabilitator
VET	Vocational Education and Training
VIC	Visually Impaired Child
VIP	Visually Impaired Person
WHO	World Health Organization

## 5 Executive summary

This document is aimed to report the work carried out by partners in order to deliver the VDR Curriculum and to outline the main result of such a work.

**Section 6** introduces the main aims of IO4, outlining the main connections with other intellectual outputs.

**Section 7** is aimed to describe the methodology adopted by the IO coordinator in order to shape and release the Curriculum. Main tasks are described in detail, as well as the main tools and templates adopted to support the cooperative work.

**Section 8** outlines the main characteristics of the lesson plans and the aim of the toolkit.

**Section 9** includes the Lesson Plan toolkit.

## 6 Introduction

The main SCOPE of oMERO project is to overcome the identified mismatch between the skills currently offered by VDRs curricula and those actually demanded by healthcare institutions, private service providers and final end users.

oMERO project pursued many objectives, at national and EU level, which include:

- the definition of a PROFESSIONAL PROFILE FOR VDRs, formalized into Intellectual Output 1, which can play a reference role at EU level for the certification of the VDR qualification
- the definition of an EU REFERENCE CURRICULUM FOR VDR (Intellectual Output 2), learning outcome-oriented modular and flexible in order to be adaptable to any country and HEI.

The contextualization/instantiation process carried out by HEI's course designers will be fundamental for the effectiveness of the curriculum itself, planned and developed in IO6.

Designers would need to be supported by specific guidelines accompanying the curriculum for its proper use, produced as Intellectual Output 3 in order to complete and integrate the general curriculum.

Because of the innovativeness of the complex professional profile and detailed curriculum, it was suggested to handle to future teachers in HEIs a Toolkit of Lesson plan for the courses production to be guided and supported in the proper implementation of "key lessons and activities" of the VDR Curriculum. Many of the issues fronted in the IO4 were meant to be shared and tested during the Short-Term Training Week for future HEI's Teachers (IO8).

## 7 Methodology

oMERO Curriculum is based on the Professional Profile delivered as Intellectual Output 1 in April 2021. The Macro-design table delivered in IO3 describes all possible teaching strategies specific for the Learning Outcomes. As some of them ask expressly to be based on an innovative approach, i.e. experiential involvement of students or technological adoption, it was important to highlight those issues through reusable Lesson Plans to describe the attended educational approach.

Starting from this important baseline IDC, the leader of this work package, has coordinated all the involved partners to build a Lesson Plan Toolkit, organizing the work into 4 main tasks, described in the paragraphs below.

Considering the overlapping activity with IO3, IO5 and IO6 a roadmap of the WP was established, in order to plan and give evidence to partners of main tasks, activities and milestones of the IO4 (T4.0 in attachment). To foster the cooperation and scheduling, checkpoints of operative tasks are settled, as well as remind notes to be sent before meetings and deliverables due dates. SI4Life and IDC also provided weekly support availabilities (on appointment) for this IO tools and contents development.

### 7.1 T4.1 Selection of key LPs and templates definition

A formal introduction to IO4 aims to all partners has been performed through the online meeting of February 1st.

To preview the needed teaching skills, related to complete VDR Curriculum, all partners were asked to fill in a checklist, answering if they figured to have competences useful in modelling lessons or if the future teachers could need support to deploy the course. This gave a sight on partners' strengths and possible contributions.

In the online meeting of February 23<sup>rd</sup> IDC, as IO leader, shared the roadmap and introduced the main tasks and the suggested distribution of the work among partners.

The first Task (T4.1) included 2 main activities:

4.1.1\_Selection of the key Learning Outcomes targeted by Lesson Plans (LP)

4.1.2\_Templates definition

4.1.1 - In the first meeting activity the discussion focused on the selection of key Lesson Plans to be deployed.

Two options were envisaged: partners could either implement critical LOs of the course's pedagogical programs or choose one peculiar lesson and describe its special approaches as an example for the course development.

The definition of the common "**criteria**" to apply in the selection of tricky LOs was difficult because of the very different competences of the partners and the lack of experience in teaching to VDR (as it is a new professional profile), then the discussion drove on the identification of important impact factors as follows:

- INNOVATIVE: demanding a new particular approach
  - Experiential approach and role playing as VIP and VDR
  - Applying new ICTs tools
  - Adapting to e-learning or cooperative learning
- CRITICAL: referring to the Curriculum
  - Selected by the 9 core competences
  - Focused on skills instead of knowledge
  - Forwarding equipe collaboration within MDT
- EXTENDABLE: replicable and wished in similar lessons for a wider set of topics

According to partners' questionnaires the IO leader selected (see table 1) from the VDR Curriculum the LOs that **showed the maximum transferability potential** according to the expressed selective criteria. Moreover, the partners were assigned in couples into the development of the Lesson Plans, merging one more experienced with a selected teacher (or partner's department) with declared need of support.

Partners	LOs addressed	LO description
CHU Nice IDC	LO5-B-D-E-J-2	Teach and support skills related to autonomy and independence, such as the ones needed for money management, document management, social participation, hobby and leisure activities management, asking for help
LSMU IDC	LO3-D-E-1	Promote neuro-psychomotor development and sensory experience cooperating with the MDT and implementing activities tailored on child's visual and global profile and by applying multidisciplinary techniques which stimulate complex cognitive functioning
GOT IDC	LO15-A-1	Know the principles of evidence-based health sciences disciplines and practice and apply them in everyday work, also using the main evidence databases
UNIGE IDC	LO4-H-K-J-1	Know environmental scanning and indoor/outdoor exploration principles and strategies for VIPs and teach them, taking into account personal residual vision, different conditions and settings and safety issues
CHU Nice LAMUT	LO4-E-2	Stimulate VIPs through sensory exercises in terms of kinaesthetic, proprioceptive, mass (auditory and thermal), auditory, and tactile information
LSMU LAMUT	LO5-A-C-F-1	Know the techniques, strategies, and compensatory aids for personal care, eating and clothing for VIP and be able to teach them, applying the main ergotherapy techniques relevant to VIPs
GOT LAMUT	LO6-GH-1	Raise awareness and inform students on how to relate with a visually impaired peer
UNIGE LAMUT	LO3-F-1	Know and apply the principles of an ergonomic living environment for VIPs and collaborate with parents in preparing the environment for a VIC
UNIGE CHU Nice	LO1-E-G-1	Develop an individualized global support program based on the biopsychosocial approach within the MDT, taking into account the psychological/social/biological factors of the visual disability situation and their impact on the person's autonomy capacities and life habits
GOT LSMU	LO5-B-D-E-J-1	Evaluate and assess personal goals regarding autonomy and independence according to visual disability and personal circumstances and deploy, in collaboration with the MDT, and foster a program of personal independence that is achievable and that supports self-care, healthy choices and adherence to medical interventions
CHU Nice GOT	LO7-E-1	Raise awareness among work colleagues and management about visual disability, also collaborating with existing training programs to foster inclusion and comprehension of VIP needs among management and colleagues
LSMU UNIGE	LO8-C-1	Know, use and teach how to use the main computer based assistive programs and select the appropriate systems considering the needs of the VIP and the IRP

*Table 1 – LOs addressed.*

4.1.2 - SI4Life was asked to provide the template for Lesson Plans, according to international standards and practice. The main framework for LP has to be adapted to the specific aim of showing the main innovative characteristics of LP and the possible extended adoption of the teaching approach to other LOs. The draft proposed was shared with partners and refined by following users.

## 7.2 T4.2 Lesson Plans development

Partners assigned to work on peculiar Lesson Plans had to arrange a proper future teacher or expert to join into the design of one Lesson that has to be typical, highlighted for its strategical approach (T 4.1.1), linked to other transversal competences or LOs.

IDC provided support to the content deployment, in order to guarantee coherence of the toolset to the end and to support partners from brainstorming to detailing. SI4Life as well was available for specific template areas, for methodological support and to revise international language style. Monthly checkpoints were settled to support the process.

4.2.1 The set approach found several difficulties, causing delays and rearranging of the timetable, fronted globally or with singular partners, as follows:

– Assignments. Finding among the partner's workforce the right professional expert on the topic or on the didactic purpose showed up more difficulties than expected and postponed the starting date of many Lesson Plans, as the development of the lesson plan supposed the contemporaneous effort of two collaborating partners with different competencies.

Moreover, two of the HEI partners weren't able to join actively to the development of lesson plans, for internal organizational problems until late July 2022; the assigned tasks were re-arranged in order to catch up the delay.

– Alignment on the new profile. The ideal purpose of sharing innovative approach and critical contents founded many conceptual difficulties between taskforce people, as many of them hadn't a previous experience on teaching in HEI's. Deepening meetings were needed also in acquiring the Learning Outcomes approach and because of the brand-new definition of the role of VDR and its competencies. Involving different professionals' experiences, and moreover projecting an ideal and complex teaching approach, took a stronger effort, especially for the Future Teachers that were joining in and starting from IO4, less aware of the developed profile.

– Didactical approach vs contents As the profiled VDR Curriculum shows great complexity and interprofessional competencies, it has been also difficult to underline and point out into Lesson Plans the didactical innovative approach selecting only one or a few goals between the wider contents of critical Units of Learning. The scope of the Lesson Plan to give support and represent an exemplar of reusable patterns for future teachings needed to be clarified at the very beginning.

4.2.2 IDC provided support to Lesson Plan development and partners' resources alignment. In order to contribute to discussion and to solve main problems on the task a questionnaire was shared in June 2022 before the TPM meeting, to collect clues on the intellectual output obstacles and giving the chance of recovery and mitigation (see Quality outcomes in attachment).

4.2.3 -The drafted Lesson Plans were discussed and proposed during the International meeting in Lithuania in June 2022, helping the partners to cut a common shape and goals for the development of the Toolkit. Furthermore, they suggested important needs to be deepened in the Future Teachers Training Week, contents or teaching innovative approaches.

4.2.4 – The due date for delivering the drafted Lesson Plans was moved to September 30<sup>th</sup>, in order to make room for partners that couldn't start the development before. As a result, this extension made possible to start the discussion and the validation process during the Training Week in November 2022.

### **7.3 T4.3 Lesson Plans Validation**

4.3.1 The content and innovative approach of the selected Lesson Plans was discussed during the Short-Term Staff Training week, enlightening how innovative approaches selected by partners in the development of IO4 could be reused in other LOs.

Some of the described activities were moreover tested by Future Teachers during the training sessions, experiencing lively parts of the Lesson activities and contents.

4.3.2 The drafted Lesson Plans, delivered by partners, were all analyzed and checked by SI4Life to guarantee a common methodological approach and to smooth the possible language gaps.

Whenever a methodological issue could be refined or better explained the writers were involved to clarify or explicit the Lesson Plan reviewed documents.



4.3.3 Finally each delivered Lesson Plan was cross-checked by a partner not involved in its definition, during TPM 5 in February 2023, and an anonymous questionnaire was submitted in order to collect feedback about usability and clearness (see detailed Quality Analysis outcomes in attachment).

## **7.4 T4.4 Guidelines refinement and final delivery**

The selected Lesson Plans meant to be a whole toolset for future courses applications will be published under Creative Common license. The partners agreed to apply on each single Lesson Plan an attribution, non-commercial, share-alike license and to publish them separately and named by title (expected by the end of the project in M35).

Before their release it will be cleared out which materials are going to be developed in IO7.

The full Toolkit is in attachment of the present document (T4.4).

## **8 Lesson Plans references**

### **8.1 Main characteristics**

The main aim of the developed toolkit is to support Future Teachers in HEI that are developing and contextualizing a new VDR Course. They could benefit from the Lesson Plans by reusing and adapting them to the actual classroom of students they are dealing with.

The Lesson Plans in the Toolkit were selected and distributed considering not only the educational path in itself, but also some specific structures typical of the lesson, considered important for their innovative and experienced approach.

In general, the innovative approaches of the delivered Lesson Plans in the toolkit target the following teaching options:

- Blindfolded simulations, to internalize the VIP position, and VDR roleplaying
- Case discussion and interprofessional approach in MDT
- IT and Living Labs to enhance the student's experience
- Interviewing experts and peer to peer discussion
- Practical specific approach to common activities

These Guidelines and Plans for Teachers will be supporting the future courses realization as well as the Designers Kit (IO3) and the related Set of Learning Materials (IO7).

### **8.2 Template framework**

The template adopted has the objective to summarize and give evidence of the main resources needed for its development as well as the Lesson Plan main goals and reusability.

Its table sections settle in a clear framework the following information:

- general information about the lesson: Introduction and Sum-up
- specific information about the activities, which have been replicated in the template as many times as the planned activities.

The Introduction section shows the addressed Learning Outcome and a synthetic description of the implemented innovative strategy; moreover, it lists the structure of the lessons in activities and the overall duration. There are also listed other LOs suggested that can be targeted adapting the Lesson Plan.

Activities sections are meant to describe in detail the subsequent steps to perform the activities: the role of the teacher, how students are involved and possible groups needed, specific duration of the activity, needed ICTs, assessment of the activity.

The Sum Up section recaps the contents of the Lesson Plan, lists the reference materials, details the teacher profile idoneous or suggested for the lesson development. It also displays, whenever it is possible, how to perform the lesson or a part of it by online learning; it declines the needed ICTs and the characteristics of the presence learning environment.

### **8.3 Coworking partners and lesson developed**

In order to evaluate the needed teaching skills related to complete VDR Curriculum, all the partners were asked to fill in a checklist, answering if they figured to have competences useful in modelling lessons or if the future teachers could need support to implement the course.

At the first steps of WP4 the partners were asked to answer on a checklist and to evidence their strengths and possible contributions towards the VDR Curriculum LOs.

Taking these results into account and applying the selective criteria of the LOs, the partners were asked to co-work in couples on the development of Lesson Plans. This option was meant to enhance transferability and clarity of the output.

The substitution of one of the partners and the difficulty to engage the opportune professional into the HEI's organizations took a longer time to start the cooperations, in which the two professionals assigned could cut a specific Lesson Plan between the expected LO's course activities.

The Lesson Plans were performed and developed in couples as follows:

Partners	LOs adressed	Lesson plan title
CHU Nice IDC	LO5-B-D-E-J-2	Promotion of autonomy and independence
LSMU IDC	LO3-D-E-1	Promoting neuro-psychomotor development within the MDT
GOT IDC	LO15-A-1	Implementation of evidence based rehabilitation in everyday work
UNIGE IDC	LO4-H-K-J-1	REALTER simulation for indoor environmental scanning
CHU Nice LAMUT	LO4-E-2	Development of compensatory senses
LSMU LAMUT	LO5-A-C-F-1	How to make a toasted sandwich
GOT LAMUT	LO6-GH-1	Raising awareness of visual impairment in school settings
UNIGE LAMUT	LO3-F-1	Early accompaniment of the Visually Impaired Child
UNIGE CHU Nice	LO1-E-G-1	Global support program based on biopsychosocial approach
GOT LSMU	LO5-B-D-E-J-1	Supporting personal independence and learning
CHU Nice GOT	LO7-E-1	Being aware of the work situation for VIP
LSMU UNIGE	LO8-C-1	Basics of using a computer screen reader program

*Table 2*

## 8.4 References

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## **9 EU VDR Toolkit of Lesson Plans**

The full set of Lesson Plans is collected and shared on oMERO website. All the documents, in attached folder to this document, are separately available for teachers' use and choice (T4.4).

## **10 Attachments**

- T4.0 Roadmap
- Quality analysis outcomes

### T4.0 Roadmap

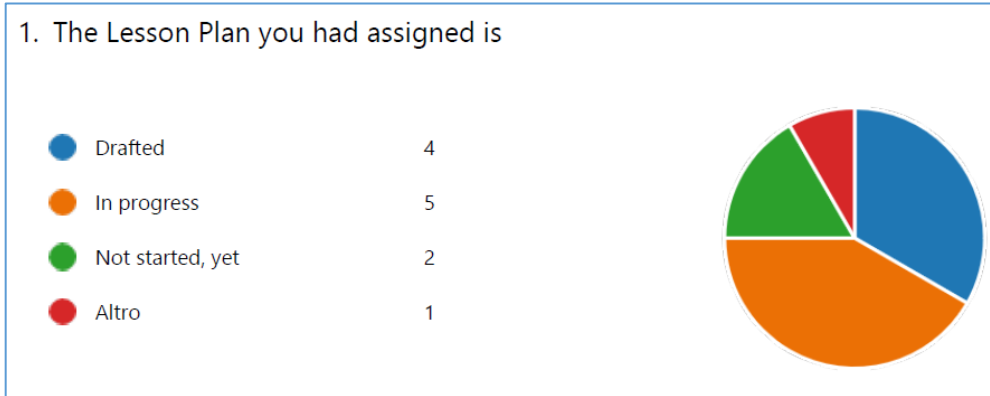
Roadmap WP4_2022		2	3	4	5	6	7	8	9	10	11	12
0	refinement of WP4 roadmap (IDC)											
	Survey teachers and competences based on curricular IO											
T	Explicitation of operative approach and milestones											
	Discussion on selective criteria											
4	Discussion on format and contents of Lesson plans											
1	Settlement of lesson plan format (SI4Life)											
	Selection of lesson plan topics (IDC, SI4Life, Unige, Lamut)											
	Assignment of partner resources											
	Deployment of lesson plans (in couples)											
T	Due date reminds											
4	Monitoring checkpoint											
2	Methodological support on deploying Lesson plans format (SI4Life, IDC)											
T	Discussion on drafted Lesson plans											
4	Selection of formative issues for 5days training											
4	On field test of selected lesson plans											
3	Evaluation of lesson plans and suggestion on useful skills for teachers											
	Revision of Lesson plan documents											
4	Formal settlement of toolkit and publication (SI4Life, IDC)											

all partners activities  
 sub-group activities ()  
 all partners meeting  
 wp leader activities

### Quality analysis outcomes

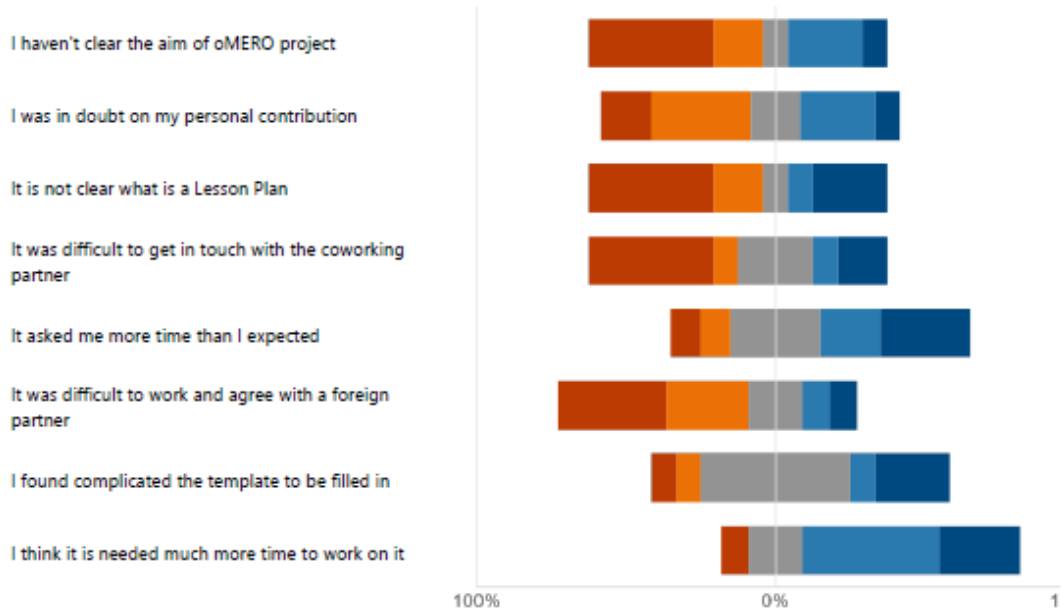
#### Ongoing process and content questionnaire – July 2022

Even if the answers collected are only 12 the questionnaire gave evidence of the main difficulties. The smaller number of respondents shows the lack of enrollment at this stage.

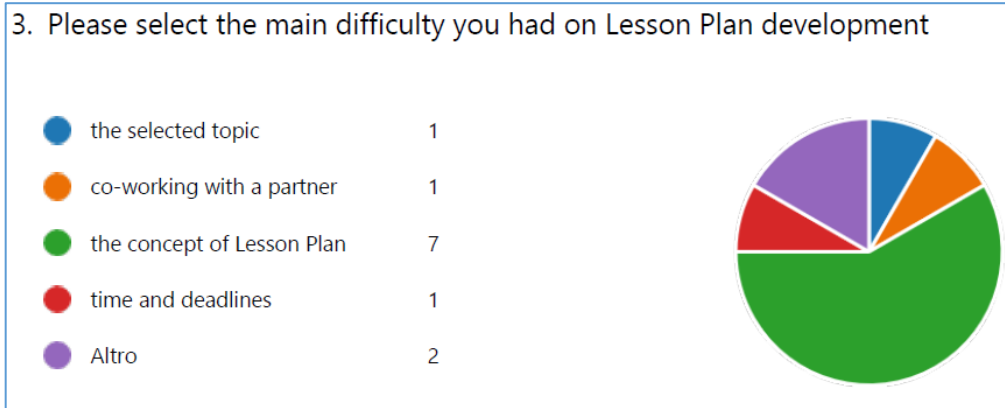


2. Please, express your opinion on possible difficulties faced in this Intellectual Output, through the following sentences, where 1 is DISAGREE and 5 is TOTALLY AGREE

■ 1 disagree ■ 2 ■ 3 ■ 4 ■ 5 agree







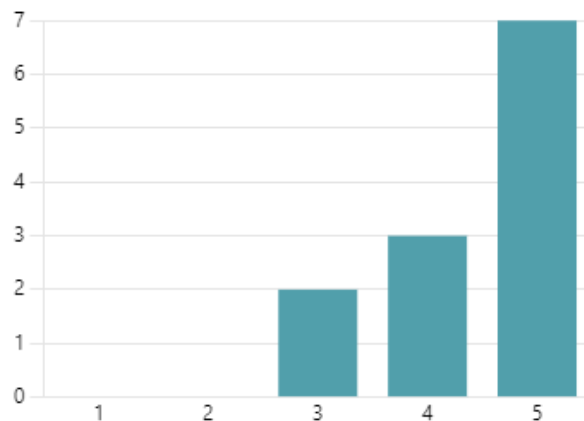
The questionnaire suggested the need to deepen the aim and functions of the Lesson Plans themselves, related to the new joining resources from partners.

Final cross-check and evaluation questionnaire – February 2023

The last evaluation was submitted to all the Partner’s representative after the anonymous cross-check activity of the full set of Lesson Plans. Respondents are 12/12 and results are the following:

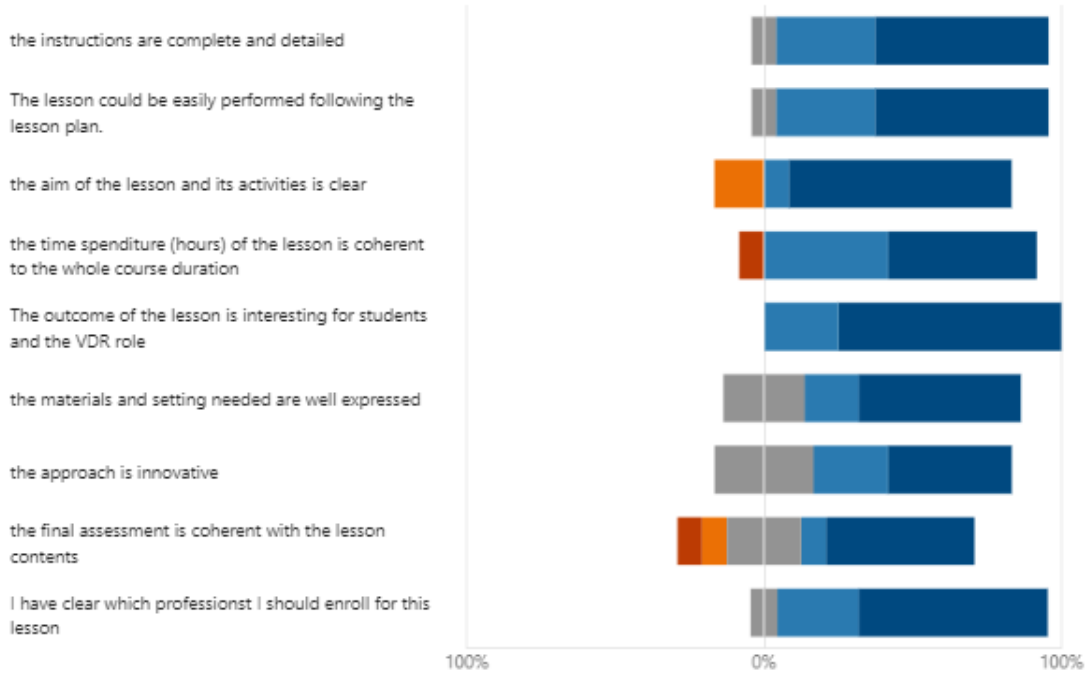
1. *My personal rating of the lesson plan given (overall) scale 1:5*

Mean **4.42**  
84% on High evaluation



2. Express your own opinion of following sentences (1 totally disagree, 5 complete agreement)

■ 1 ■ 2 ■ 3 ■ 4 ■ 5



4. I wish to apply this Lesson Plan in our developing course scale 1:5

Mean **4.25**

83% on 4 and 5 evaluation

