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IO7 – Learning materials for Visual Disabilities Rehabilitators

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Table of Contents

1 List of Abbreviations

IO	Intellectual Output
HEI	Higher Education Institution
HE	Higher Education
EU	European Union
VDR	Visual Disability Rehabilitator
ECTS	European Credit Transfer and Accumulation System
MDT	Multidisciplinary Team
IDC	Istituto David Chiossone
UNIGE	Université de Gênes
UNIGOT	Université de Göteborg
LSMU	Lietuvos Sveikatos Mokslu Universitetas
TCD	Trinity College Dublin
LAMUT	La Mutualité Française PACA SSAM
CHU-NICE	Centre Hospitalier Universitaire de Nice
LO	Learning Outcome
CC	Creative Commons
BY	Attribution
NC	Non Commercial
SA	ShareAlike

2 Executive summary

This document is the main outcome of Work Package 7 of the oMERO project and is a Deliverable IO7: Learning materials for Visual Disabilities Rehabilitators. Four HEI involved in the project committed to implement the HE courses, based on oMERO EU Curriculum, in their institution after the end of the project. The aim of this document is to report the work carried out by the partners (SI4LIFE, IDC, UNIGE, UNIGOT, LSMU, CHU-NICE, TCD, LAMUT) in the development of the VDR HE courses in the four participating HE institutions (UNIGE, LSMU, CHU-NICE, UNIGOT).

Section 3 introduces the main aims of IO7, outlining the main connections with other Intellectual Outcomes.

Section 4 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 5 presents the digital learning materials in English developed by the partners.

3 Introduction

The EU Curriculum for VDRs delivered as IO2 is the main result of the oMERO project and is supposed to play a reference role at the EU level for any HEI which would like to adopt it and adapt it to its own context. To be compliant with the rules and the different contexts characterizing HE at EU level, the VDR Curriculum is general and “across-the-board”, on the one hand, and modular and flexible, on the other hand.

The oMERO IO3 project has developed guidelines and tools that can be easily and quickly used to design a localised programme that complies with national laws, local regulations, the specific needs of higher education institutions, student needs and market demands.

IO6 combines the results of IO2 and IO3 and provides four different examples of localised study programmes and courses in four different EU countries (France, Italy, Lithuania and Sweden). The process of "localising" the study programme includes defining the modules, allocating ECTS, identifying the main teaching strategies and the main assessment criteria. The aim is to create a student-centred, multi-disciplinary programme based on case-based learning and work-based learning to develop a holistic approach.

In order to solidify the content of the VDR programme courses, the oMERO IO7 project involves the partners in the construction of digital learning materials. Each of these is associated with one of the lesson plans developed during Work Package 4 of the oMERO project. These materials support the teacher in his or her teaching and provide real cases for the students to practice on.

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).

4 Methodology

The work of IO7 consisted of three main tasks:

1. To identify the digital learning materials.
2. To design the digital learning materials.
3. To translate the digital learning materials in the four local language.

4.1 Identification of Digital Learning Materials

Firstly, the oMERO project partners agreed on the meaning of "digital learning material" and then grouped the types of learning material they focused on into three main document formats, i.e. PowerPoint documents, Word documents and videos. These formats enable partners to develop the various materials required in the chosen curriculum lesson plans, i.e. presentation, clinical case analysis, role-play scenario, written case story, simulation scenario, instructions for implementing the laboratory simulation and assessment grid or video.

Indeed, the partners chose 9 IO4 lesson plans to develop digital learning material. This is to ensure that the digital learning materials meet the requirements of the project, i.e. cover the most crucial Lesson Plans (i.e. IO4) of the Curriculum unanimously chosen by the partners, taking into account the content, strategies and methods relating to them.

Finally, the partners were involved as "experts" in one or two LOs on the list, and developed the assigned digital learning material. The table below summarizes the lesson plans and digital learning materials assigned to each partner (Figure 1).

PARTNERS	LO	LESSON PLAN TITLE	ACTIVITY	DIGITAL LEARNING MATERIAL
CHU-NICE	LO1-E-G-1	"Global support program based on biopsychosocial approach"	4	1 clinical case (Word)
GOT	LO15-A-1	"Implementation of evidence based rehabilitation in everyday	4	1 role-play scenario (Word)
GOT	LO7-E-1	"Being aware of the work situation for VIP"	4	1 role-play scenario (Word)
IDC	LO3-D-E-1	"Promoting neuro-psychomotor development within the MDT"	2	1 case analysis-4yo (Word) + Video
IDC	LO3-D-E-1	"Promoting neuro-psychomotor development within the MDT"	2	1 case analysis-6yo (Word) + Video
IDC	LO3-D-E-1	"Promoting neuro-psychomotor development within the MDT"	2	1 case analysis-12yo) (Word) + Video
LAMUT	LO5-B-D-E-J-2	"Promotion of autonomy and independence"	3	1 role-play scenario (PowerPoint)
LAMUT	LO6-G-H-1	"Raising awareness of visual impairment in school settings"	2	1 written case story (Word)
LSMU	LO5-A-C-F-1	"How to make a toasted sandwich"	1	1 theoretical presentation (PowerPoint)
LSMU	LO5-A-C-F-1	"How to make a toasted sandwich"	2	1 simulation scenario (Word)
LSMU	LO5-A-C-F-1	"How to make a toasted sandwich"	3	1 simulation scenario (Word)
UNIGE	LO4-H-K-J-1	"REALTER simulation for indoor environmental scanning"	2 (step 3)	1 instructions for the implementation of lab simulation (REALTER) (Word)
UNIGE	LO3-F-1	"Early accompaniment of the Visually Impaired Child (VIC)"	2	1 Accessibility assessment grid (Word)

Figure 1. A table showing the distribution of work between the various partners involved

4.2 Design of Digital Learning Materials

This stage of IO7 involved the partners building their own digital learning materials based on the lesson plans above and some literary recommendations (Figure 2).

Start by asking yourself what the purpose of the activity will be	What is the objective of the lesson and which skills are you teaching? Try to write a student learning outcome, i.e., what do you want your students to be able to do after using the materials? The clearer you are about what you want the outcome to be, the better your chances of creating effective materials for your students.
Keep it simple	Don't make the exercise or activity too complicated and keep the directions brief and clear. Consider how much time you will spend on the activity for which you are developing the materials. If it takes too much time to set up or is too difficult, it may not be worth the time spent. Ask yourself how to get the maximum engagement from your students and the most practice in the simplest and most time-efficient way.
Personalize your content	The biggest advantage of, and a reason for, creating your own materials is that you can use the context of your students and their personal lives and stories to make the materials memorable and meaningful to your students, so make your materials about your students and your community as much as possible.
Invest more time and thought into content than appearance	Your materials don't have to look professional. Strive for materials that help the students use the language to communicate with each other.
Try the materials out yourself	Once you've created your materials, try them yourself to make sure they are doing what you want them to. If students are reading something, can they answer the questions without reading? If students are supposed to write using a particular grammar structure, does the prompt require the use of the structure? If the materials don't work for you, they won't work for your students.
Try the materials with your students	Finally, use your materials with your students. They probably won't be perfect, but that's OK. Make notes on what worked and what didn't so you can adapt them if necessary for the next time. The more you create materials to fit your class and your students, the better you will become at it.

Figure 2. Creating your own materials to use in class (Oxford University Press ELT)

Firstly, la Mut' worked with SI4Life to develop templates (Figure 3) for each document format (Word document, PowerPoint document, Video). These were distributed to the partners, who were free to choose the most appropriate format for their digital learning material.

Figure 3. The three templates proposed for building the digital learning material

CHU-NICE, UNIGOT, IDC, LAMUT, LSMU and UNIGE then developed their learning materials in English. Once completed after two months of work, these were sent to TCD for language revision.

The English-language provides easy access to digital courses and learning materials for the targets of the VDR curriculum:

- **HE INSTITUTIONS** who committed to implement an HE course based on oMERO Curriculum after the end of the project (UNIGE, LSMU, CHU-NICE, UNIGOT). The developed materials will be used by teachers in the implementation of local courses.
- **HE STUDENTS** who will attend the courses which will be implemented on the base of oMERO Curriculum. Students will profit of the materials designed in oMERO project for their own learning experience.
- **Other HE INSTITUTIONS in Europe** which will localize the oMERO Curriculum in order to implement an HE course for VDR. Learning materials will be shared through the project website as Open Contents for free use and will be available in 5 languages.
- **Other HE STUDENTS in Europe** attending the courses for VDR based on oMERO Curriculum, since they could use the materials for their own learning experience.

- **Other TEACHERS in Europe** who, although not being able to design and carry out an HE course for VDR in their country, could download the materials from oMERO website and reuse them in other kinds of Vocational Education and Training courses.

4.3 Translation of Digital Learning Material

The oMERO project requires the Italian, Lithuanian, French and Swedish partners to implement the VDR programme in their respective HE institution (UNIGE, LSMU, CHU-NICE, UNIGOT). This is why the digital learning materials are translated into the 4 local languages of the partner countries.

This also enables other local universities to implement the VDR courses, using the guides and tools designed throughout the project.

5 Appendix

5.1 EU VDR Digital learning materials

The full set of Digital Learning Materials is collected and shared on oMERO website. All the documents, in attached folder to this document, are separately available for teachers, students and institutions' use and choice (T7.4).

6 References

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