GROUPING OF LEARNING OUTCOMES INTO CHILDMIND LEARNING UNITS O2-A1

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UNIMC

Introduction

Development of modular learning units to improve a formative path for childminders is the principal goal for ChildInMind project.

The ChildInMind learning units will be used by public or private training entities to train informal childminders in providing effective children education and care at home.

The specific target of the units is identified in people in socio-economically disadvantaged setting.

The online course will consist in five learning units, based on learning outcomes defined trhough desk and field research, administrated in self-learning mode.

The units' structure will be developed according to the ECVET guidelines.

1- The learning output from the research

Desk and field research (O1-A2), through analysis of evidence resulted from collecting data, allowed the definition of Learning Outcomes on Childminding services for early children 0-6 aged.

They have been grouped according to the questionnaire results, following the methodology indicated in the O1-A1 final report, in the following main[1]:

1. **The Developing Child – Supporting holistic development**
   a. Home preparation, to perform educational play activities for children aged 0-6 years.
   b. Being able to prepare a stimulating home environment for young children.
   c. Preparing a safe home environment for young children.
   d. Supporting personalised programs for young children on a day-to-day basis.
   e. Promoting holistic development of children

2. **Promotion of safe environments for childminding**
   a. Recognising the emergency and responding quickly and efficiently when emergencies arise.
   b. Planning for emergencies well before issues take place
   c. Managing chronic conditions, such as asthma, when necessary
   d. First-aid techniques for young children
   e. Ability to provide CPR, if necessary
   f. Distinguishing between a safe and non-safe home environment for young children
   g. Identifying hazards within a home environment
   h. Risks associated with home-based Childminding

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[1] See "Evidence-based learning outcomes for informal childminders", edited by ECI, pp. 47 et seq., available on https://drive.google.com/drive/u/0/folders/0B6AzqGQsxfqpY016ak9LeS1kOWc.

3. **Knowledge of working with families and local communities**
   a. Managing cultural and/or religious differences between different ethnic and/or religious backgrounds
   b. Development of language skills in the country of residence
   c. Knowledge of diversity in culture, religion, etc.

4. **Play – Creating opportunities for children within the home**
   a. Being able to prepare a stimulating home environment for young children
   b. Preparing a safe home environment for young children
   c. Supporting personalised programs for young children on a day-to-day basis
   d. Promoting holistic development of children

5. **Promoting positive interactions with children**
   a. The importance of the childminder's role in the development and wee-being of young children
   b. Childminder's general attitude and approach to childminding
   c. Basic principles in working with young children
   d. Factors defining healthy interactions with child's family members

Starting from the learning outcomes definition as understood by **EQF**, each learning outcome has been declined in **knowledge**, **skills** and **competences**, based on opinions of relevant, collected during the field research.
The organisation of learning units was structured through two learning design dimension:
   1. *Macro-design – the curriculum of ChildInMind online course*
   2. *Micro-design – the framework of the single unit*

MACRO-DESIGN
According to the theories on learning design, the curriculum planning needs a recursive review during the process: therefore, grouping of learning outcomes is the starting point of the design process, but other unit's elements could be modified when micro-design will proceed, to better align both the contents and the structure of the unit with the aspects of competences previously fixed.

1. **Grouping of learning outcomes: methods**
According to the project guidelines reported in the application form, each learning unit consist of a unique set of learning outcomes, defined in terms of knowledge, skills and competences.
For this reason each learning outcomes identified by the research was associated with a single unit, in a modular manner: in this way is possible developing deeply and completely the fixed goals, through sequential activities related to a unique and specific area of concern.
Furthermore, the leading output is completed by a second learning output, to better define the contents addressed into the unit.

Knowledge, skills and competences relate to the units on the basis of the following criteria:

- Each unit shall begin with a set of learning output: a principal output, that give the general orientation to the path and a secondary output, to define contextual aspects. The approach of the unit is determined by a knowledge main issue, necessary for the childminder.
- The knowledge is detailed in skills, which means the ability to apply it in problem good solution and in competences, which means the proven ability to use knowledge and skills' resources in professional situations.
- Each learning unit will have a weight of 20%.

2- Learning approach:

Learning methods are related to the goals to achieve by the trainees, in therms of knowledges, skills and competences.

We suggest three different methodological approaches:

Knowledge acquisition: self-study – theoretical resources to be vehiculated through simple (clear language) and descriptive (text supported by images and videos) or schematic resources (graphic organizers, tables).

Skills development: case-based approach – activities (identify, select…) to be performed also through interactive resources.

Competences building: problem solving approach – activities which imply the decision making process.

3- Evaluation:

- To evaluate the units we propose to set a multiple choice questionnaire (10 questions) for unit.
- The questionnaire will offer a prompt feedback either in positive results and negative ones (with tips to correct the error)
- We can assign 2 points for each right answer and learners will pass the test with a score of 12/20.
- The questions can be organized in a way they can cover knowledge, skills and competences.

4- European Qualification Framework (EQF) level:

All the units refer to the **level 3** of the European Qualification Framework (EQF):

Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

EQF describes the learning goals in terms of knowledge, skills and competence which are described in the following way:

- **Knowledge** is described as theoretical and/or factual: knowledges of facts, principles, processes and general concepts, in a field of work or studies.
  It consists in the assimilation of information through learning.
- **Skills** are described as cognitive and practical resources to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.
- **Competences** are described in terms of responsibility and autonomy: take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems.

5- Materials organisation and selection:

Based on the expected users and learners (disadvantaged categories, people with low schooling, immigrants, etc.), learning and assessment materials will have to be simple: brief texts, non continuous texts, images, presentations, multiple choice test, videos with subtitles, etc.

6- Grouping of the developed learning outcomes into units: prospectus

Each unit is grouped with a lead learning output, a secondary learning output, a corresponding set of knowledge, skills and competences and with related evaluation criteria.

The units are sorted by topic and synthetically described through a title.

N.B.: The elements contained in the learning approaches boxes are simply examples or work ideas, to be developed in micro design phase.

Units/Learning outcomes	KNOWLEDGES	SKILLS	COMPETENCES	EVALUATION CRITERIA
L.O.: **THE DEVELOPING CHILD – SUPPORTING HOLISTC DEVELOPMENT** Promoting positive interaction with children	Importance of the childminder's role in the development and well-being of young children	Distinguishing between a safe and a non-safe home environment for young children First aid techniques for young children	Promoting holistic development of children Recognising the emergency and responding quickly and efficiently when emergencies arise Ability to provide CPR, if necessary	1. Knowledge of childminders role 2. Choosing between safe and non-safe 3. Problems solution
Introductive unit: **Who is the childminder?** **What's his/her**	Self study: *Brief presentation or non continuous text on*	Case based approach: *Video, narrative and/or*	Problem solving approach: *Presentation of a series of problems in an*	*Questionnaire*

role? **DESIGN BY FLORIDA**	*childminder's features*	*description on safe/non-safe actions by the childminder*	*emergency case*	
L. O.: **PROMOTING POSITIVE INTERACTION WITH CHILDREN** The developing child – supporting holistic development	Childminder's general attitude and approach to childminding	Managing cultural and/or religion differences between different ethnic and/or religious reasons. Identify hazards within a home environment	Supporting personalized programs for young children on a day to day basis Managing chronic condition, such as asthma, when necessary	1. Knowledge of best practices of interactional approach 2. Ability in creating empathy 3. Managing and designing a day to day project
Unit 1: Working with young children and our families: attitudes and approach **DESIGN BY FLORIDA**	Self study: *Brief text on work's approach*	Case based approach: *Video, narrative and/or description on interaction between childminder, child and family*	Problem solving approach: *examples of day to day program*	*Questionnaire*
L. O.: **PROMOTION OF SAFE ENVIRONMENTS FOR CHILDMINDING** Play – creating opportunities for children within the home	Risk associated with home-based childminder	Distinguishing between a safe and a non-safe home environment for young children Identify hazards within a home environment First aid techniques	Preparing a safe home environment for young children Planning for emergencies well before issues take place	1. Knowledge of safe rules 2. Ability in recognising hazards and risks 3. Solution of emergency

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		for young children		
Unit 2: The environment: safety and well-being rules DESIGN BY UNIMC	Self study: *Video on safe environment*	Case based approach: *Brief presentation on first aid techniques related to domestic accidents*	Problem solving approach: *Game (ex: snakes and ladders) on preparing a safe home environment or on solving an emergency case.*	*Questionnaire*
L. O.: **PLAY – CREATING OPPORTUNITIES FOR CHILDREN WITHIN THE HOME** Promotion of safe environments for child minding	Basic principles in working with young children	Home preparation, to perform educational play activities for children aged 0-6	Being able to prepare a stimulating home environment for young children	1. Knowledge of basic principles of pedagogy 2. Ability on home preparation 3. Planning activities for children
Unit 3: Programming and managing the home activities DESIGN BY FLORIDA	Self study: *Video or brief text of best practices to play with children*	Case study approach: *Analysis of an educational game best practices*	Problem solving approach: *Activity to planning games*	*Questionnaire*
L.O.: **KNOWLEDGE OF WORKING WITH FAMILIES AND LOCAL COMMUNITIES** Play – creating opportunities for children within the home	Factors defining healthy interaction with child's family members Knowledge of diversity in culture, religion, etc.	Managing cultural and/or religion differences between different ethnic and/or religious reasons.	Development of language skills in the country of residence	1. Knowledge of main life rules of different religions 2. Ability to manage cultural and religious differences
Unit 4:	Self study:	Case study	Problem solving	Questionnaire

MICRO-DESIGN

According macro-design determinations, we suggest a format to design each unit. The indicated sections comply all the specifications and the criteria contained in the ECVET guidelines.

1- Format for unit design

UNIT'S TITLE			Referred learning outcome
Knowledges		**Skills**	**Competences**
EQF Level:		**Time:**	**Release date:**
Unit's description			
Self–study materials *Description* (link)		**Case study materials** *Description/explication* (link)	**Problem solving materials** *Description/explication* (link)
Evaluation			
Criteria:		**Questionnaire** (link)	**Points:**
Unit's Author:			