# Intellectual Output 4 – Final Report

# EASIT
# (Easy Access for Social Inclusion Training)

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**Abstract:** During the EASIT Intellectual Output 4, three university curricula with three different specializations, one MOOC (Massive Open Online Course) proposal and a reading list were designed as final results. This report offers thorough information about their designing process, final results, dissemination, impact, transferability, and sustainability.

**Dissemination level:** P

P      Public

C      Confidential, only for members of the consortium
        and the Commission Services

## Revision History

| Revision | Date | Author | Organisation | Description |
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| 0.1 | 05.03.2020 | C. Maaß and S. Hernandez | SUH | First final report proposal |
| 0.2 | 13.04.2020 | C. Maaß and S. Hernandez | SUH | Second final report proposal after comments from all partners |
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# Advisory Board Revision

Åsa Wengelin, from University of Gothenburg, in Sweden.

Advisory Board members provide a revision of the report which the authors consider how to integrate. The Advisory Board revision of this report does not constitute an endorsement of the authors' views.

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# List of acronyms and abbreviations

| | |
|---|---|
| AD | Audio description |
| AVJ | Audiovisual journalism |
| CEDEFOP | European Centre for the Development of Vocational Training |
| DYS | Dyslexiförbundet |
| E2R | Easy to read (language) |
| E2U | Easy to understand (language) |
| EASIT | Easy Access for Social Inclusion Training |
| ECTS | European Credit Transfer and Accumulation System |
| EHEA | European Higher Education Area |
| IO | Intellectual Output |
| LO | Learning Outcome |
| MOOC | Massive Open Online Course |
| PL | Plain Language |
| RISA | Zavod Risa |
| RTVSLO | Radiotelevizija Slovenija Javni Zavod Ljubljana |

SDI   Internationale Hochschule SDI München
      – University of Applied Sciences

Subt.   Subtitling

SUH   Stiftung Universität Hildesheim

UAB   Universitat Autònoma de Barcelona

UNITS   Università degli Studi di Trieste

UVIGO   Universidad de Vigo

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# 1 Introduction

One of the main objectives of the project Easy Access for Social Inclusion Training (EASIT) is the design of a modular curriculum to train experts in Easy to Understand Language (E2U) (Bredel/Maaß 2016, 2018, Maaß 2019a, 2019b, 2020 in preparation, Inclusion Europe 2009a, 2009b, International Federation of Library Associations and Institutions 2010, Bernabé 2020 to name a few) in audiovisual media and accessibility services. In this IO's framework, the EASIT partners decided to create the following outputs:

- three university curricula for the three professional profiles targeted in the project: expert in E2U subtitles, expert in E2U audio description and expert in E2U audiovisual journalism (see Appendices I, II, and III),

- a MOOC (Massive Open Online Course) proposal as an introduction into the field of E2U audiovisual content (see Appendix IV),

- and a reading list to support the contents of the curricula (see Appendix V).

The creation of these outputs is based on the following resources:

- Previous EASIT Intellectual Outputs (IO) results (EASIT 2019a, 2019b), that finally led to the three professional profiles (EASIT 2019c).

- Literature on European standards for curriculum creation (e.g. CEDEFOP 2017, Kennedy 2006, ECTS Users' Guide 2015).

- Previous Erasmus+ projects such as ACT (Accessible Culture & Training), ILSA (Interlingual Live Subtitling for Access), ADLAB PRO (Audio Description: A Laboratory for the development of a new

professional profile), and LTA (Live Text Access) (ACT 2016, ILSA 2019, ADLAB PRO 2018, LTA 2019).

This final report exposes the results of this creation process, gives recommendations about how the curricula can be implemented, how they can be integrated into already existing academic and vocational courses[1], and provides an overview of future steps in the EASIT project.

| Output identification | IO4 |
| --- | --- |
| Output title | Curriculum design |
| Easy-to-read title | What experts must study |
| Description | Based on the input from IO1, IO2, and IO3, this IO will define what type of curriculum should be developed to train an expert (or the different expert profiles) in E2U and also to expand the training of media accessibility experts, taking into account the multiple situations that may arise from previous IOs. IO4 will identify the learning outcomes, the possible curriculum and course(s) structure, and the number and type of credits for the different situations, and will provide informed advice on the best strategies for curriculum development in the field of E2U. IO4 will also explore how the new skills could be integrated within existing curriculum designs in the field of accessibility, such as those derived from the projects ACT, ADLAB PRO and ILSA. |
| | The ultimate aim is to have a curriculum proposal, ideally of a modular nature, that could be implemented beyond the life of the project in different situations. To that end, a more dynamic approach to curriculum design will be sought. This IO will establish the framework upon which the different open educational resources will be developed. The |

[1] More about the adaptation of the EASIT university curricula into vocational training can be found in chapter 4.1.3 of this report.

| | |
|---|---|
| | aim is that the open educational resources will be able to be used in different learning situations, which guarantees a greater impact and transferability potential after the life of the project. |
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| End date | 28.02.2019 |
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| Participating organisations | Universitat Autònoma de Barcelona (UAB) |
| | Dyslexiförbundet (DYS) |
| | Radiotelevizija Slovenija Javni Zavod Ljubljana (RTVSLO) |
| | Internationale Hochschule SDI München – University of Applied Sciences (SDI) |
| | Università degli Studi di Trieste (UNITS) |
| | Universidad de Vigo (UVIGO) |
| | Zavod RISA (RISA) |

Table 1 IO summary

# 2 Aims

The primary goal of IO4 was to design a curriculum for the training of the professional profiles defined under IO3 (EASIT 2019c). During IO3, three profiles with their corresponding skills cards were identified:

- Expert in E2U subtitles,

- expert in E2U audio description, and

- expert in E2U audiovisual journalism.

In IO4, the goal was to design a modular[2] curriculum following European standards which would allow to achieve the competences listed in the IO3 skills cards. This goal was not only achieved, but also extended. The EASIT partners realized that it would be convenient not to design just one university curriculum, but rather three curricula, one for each professional profile (see 4.1 and Appendices I, II, and III). Furthermore, a curriculum for a Massive Online Open Course (MOOC) was designed, considering that not all experts would look for a university program in order to be trained in the field (see 4.2 and Appendix IV). This training program was conceived as an introduction into the field of E2U subtitles, audio description and audiovisual journalism. In addition, considering the learning and teaching contents proposed in the curricula, the EASIT partners worked together on a reading list that is also part of the final results of IO4 (see 4.3 and Appendix V).

At all moments, the implementation and transferability of the proposed curricula in different scenarios were considered. In the European Higher Education Area (EHEA 2019), even though design standards for academic programs are proposed on a European transnational level (ECTS Users' Guide 2015, Kennedy 2006, CEDEFOP 2008, 2011, 2014, 2017), every country and its institutions have different practices regarding curricula and programs designing. Therefore, the EASIT partners agreed on giving the curricula a more dynamic nature, so they can be adapted to the standards and needs of the institutions that wish to implement the EASIT IO4 curricula. This means that every program is accompanied by recommendations for implementation that are flexible in order to make them adaptable to different scenarios.

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[2] "Modular" refers to a curriculum structured in thematic units known as "modules". More about the definition of "module" in chapter 3.

The possibility of integrating the EASIT IO4 curricula into already existing programs from previous Erasmus+ projects was also one goal of this IO. This was pursued by designing the curricula with a modular structure and allocating credits to every module following ECTS (European Credit Transfer and Accumulation System) recommendations3. The EASIT partners also carried out a thorough analysis of previous curricula from other Erasmus + projects. This was necessary in order to make the new designed curricula compatible with programs derived from projects like ACT (2016), ADLAB PRO (2018), ILSA (2019), and LTA (2019).

The EASIT partners agreed on drafting the curricula not with a prescribing approach, but rather with recommendations for implementation. This decision was made so that any institution can adapt the EASIT curricula to their own common practices and standards. This gives the curricula a more dynamic and transnational nature.

# 3  IO Development

SUH was in charge of leading IO4. In order to design the EASIT curricula, two main steps were taken:

a) Research and data collection (see 3.1)

b) Curriculum design (see 3.2).

The first step taken by SUH was data collection from different sources relevant for the EASIT project. Data was necessary on following topics:

- Guidelines from the European Commission (ECTS Users' Guide 2015) and CEDEFOP (European Centre for the Development of

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3 Certification possibilities, including the ECTS system, will be explored thoroughly in IO6.

Vocational Training, see 2008, 2011, 2014, 2017) to design curricula suitable for a transnational implementation.

- Results from previous EASIT IOs (IO1, IO2, and IO3; see 3.1.2)

- Previous Erasmus+ projects, where curricula for universities, vocational training, and MOOCs were developed. The projects ACT (ACT 2016), ADLAB PRO (ADLAB PRO 2018), ILSA (ILSA 2019), and LTA (LTA 2019) were considered.

- Curriculum design on a university level (see 3.1.3). Literature on European standards and guidelines were especially helpful. Information on how to formulate learning outcomes (LO), implementation of Bloom's taxonomy (1956), ECTS credits, workload assignment, etc. were fundamental for the design process (ANECA 2013, CEDEFOP 2008, 2011, 2014, 2017, Druzhinina et al. 2018, ECTS' Users Guide 2015, Fuchs 2012, Kennedy 2006, and Schweitzer 2019 to name a few).

- MOOC design and recommendations for its further implementation (Bali 2014, Guàrdia et al. 2013, Guo/Kim/Rubin 2014, Luo/Robinson/Park 2014, Milligan/Littlejohn 2015, Pomerol/Epelboin/Thoury 2015, and Thissen 2017).

- Already established curricula in universities in the field of audiovisual translation, accessible communication, media accessibility and audiovisual journalism across Europe. A summary of the theoretical framework with the most important references for this work is given in chapter 3.1.3.

After completing the research, SUH drafted the first curricula. These drafts were uploaded and partners were asked for comments and recommendations. This exchange took place several times until the final

versions of the university curricula, the MOOC and the reading list were completed (see chapter 3.2).

# 3.1 Research and data collection

## 3.1.1   Key concepts

One of the first aspects that needed to be addressed previous to the actual design process was the definition of key concepts. Defining curricula in Europe is a practice that has its recommendations from the European Union (CEDEFOP 2017, Kennedy 2006, ETCS' Users Guide 2015 to name a few), but their implementation varies from country to country. The same guidelines refer to different standards, for example, in the definition of "knowledge", "skills", and "competences". Amongst scholars, there are diverging views on the definition of "curriculum" (Druzhinina et al. 2018). For that reason, it was necessary to set a common ground amongst the project partners.

### *3.1.1.1        Curriculum design*

First of all, the key concept of "curriculum" had to be defined. Curriculum is envisioned, in an academic context, in the following way:

- the structure and content of a unit (subject)
- the structure and content of a programme of study
- the students' experience of learning
- a dynamic and interactive process of teaching and learning (Frazer/Bosanquet 2006: 272)

As Trigwell/Prosser (2014: 142) point out, the first two "describe curriculum as a product", while the last two "are about process". Our project was about designing a product but leaving room for implementation in the process of academic teaching in various national environments. With regards to vocational training, the European Centre

for the Development of Vocational Training (CEDEFOP) describes a curriculum as an "[i]nventory of activities related to the design, organisation and planning of an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers" (CEDEFOP 2014: 56). According to this definition, a curriculum defines the framework of a training program in its whole. Another definition states that the design of a curriculum is the "[…] purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course" (Schweitzer 2019). It gives a clear pathway to instructors on how to plan instruction and how the roles within a course are distributed. Furthermore, curricula are not only important for instructors, but also for students, for it gives them information on what to expect from the program, what is expected from them within it and how it will be assessed; this is true for both academic and vocational training. All this meant for the EASIT project that the proposed curricula had to give clear information about the learning outcomes, teaching contents, teaching methods, assessment methods, course structure, and materials for the training of experts in E2U subtitles, E2U audio description and E2U audiovisual journalism. Considering, though, a certain freedom for the institutions interested in implementing the curricula had to be given, so they could adapt the courses to their own needs and standards. For this reason, the EASIT IO4 curricula were created in the form of recommendations for implementation, which leaves room for adaptation to respective national and institutional standards.

### 3.1.1.2    Credit system

When designing curricula, especially when transnationality and transferability of qualifications are central, which is the case for the EHEA (European Higher Education Area), the concept of credit system is fundamental. A credit system is defined as "[a]n instrument designed to

enable accumulation of learning outcomes gained in formal, non-formal and/or informal settings, and ease their transfer from one setting to another for validation" (CEDEFOP 2014: 54). Through these systems, an education or training program can be described through assigned points (credits) to modules, courses, work, etc. These credits can also be assigned to learning outcomes and therefore describe the amount of work that is necessary in order to achieve certain results (CEDEFOP 2014). In the EHEA, through the implementation of the Bologna Process, two credit systems are implemented: ECTS and ECVET.

The first is the ECTS (European Credit Transfer and Accumulation System) that is used for describing programs in higher education by the assignment of credits to the programs' modules, courses, work, etc. (CEDEFOP 2014, Kennedy 2006, ECTS Users' Guide 2015, EHEA 2019). This is a tool that helps to structure curricula in higher education in a more transparent way, it makes it possible to integrate learning in a lifelong learning perspective and makes the mobility of students and professionals within the EHEA easier by providing a credit system for the recognition of studies and qualifications (ECTS Users' Guide 2015). ECTS is a learner-centred approach and their credits describe the volume of learning leaning on the established learning outcomes and their respective workload (for more information about learning outcomes, see next chapter 3.1.1.3). In this system, a full year of study is allocated 60 credit points; 30 ECTS credits correspond to one semester (Kennedy 2006, ECTS Users' Guide 2015, Wagenaar n.d.). The credits are only obtained after successfully completing the work required and the learning outcomes are assessed (ECTS Users' Guide 2015).

The other credit system in Europe is ECVET (European Credit System for Vocation Education and Training, see CEDEFOP 2011, CEDEFOP 2014, Wagenaar n.d.). This is a "technical framework for transfer, validations,

and, where appropriate, accumulation of learning outcomes by individuals, to achieve a qualification" (CEDEFOP 2014: 81). This tool serves for the description of qualifications in units of learning outcomes with assigned points. ECVET tries to promote the mobility of people across Europe that are enrolled in a vocational training program or have acquired a certain qualification, the accumulation, transfer and validation of learning outcomes that have been acquired in different countries, amongst others. It also has a points system of 60 points for one year of training. Differently from the ECTS system, where the credits express a volume of learning, ECVET credits express the volume of learning outcomes (Wagenaar n.d.). Considering that the EASIT curricula were oriented to express the volume of learning with their corresponding workload and that they were conceived as curricula in a higher education scenario, it was decided to implement the ECTS and allocate ECTS credits to the respective modules.

### 3.1.1.3    *Learning outcomes*

LOs are central in curriculum design (Kennedy 2006, CEDEFOP 2008, 2011, 2014, 2017, Fuchs 2012).

Learning outcomes are "[…] broad statements of what is achieved at the end of a course of study" (Harden 2009: 151). These educational outcomes determine "[…] the curriculum content and its organisation, the teaching methods and strategies, the courses offered, the assessment process, the educational environment and the curriculum timetable" (Kennedy 2006: 25). Through learning outcomes, goals of a training and qualification program are clearer for the actors involved: instructors, students, assessors, curriculum designers, etc. For them, learning outcomes have a specific added value:

- For students: Learning outcomes clarify what is expected from them to know or being able to do after completing the training. They are

often the most important information for students when choosing between a program and another.

- For instructors: Learning outcomes are the most relevant parameter to make decisions on teaching orientation, methods selection and support of the learning process. By knowing what the students are expected to fulfil at the end of a teaching process, instructors can decide on what is necessary to achieve these goals. In addition, instructors can have an orientation to decide how to make appropriate assessment at the end of the training.

- For assessors: The defined learning outcomes help in the definition of criteria for success or failure in assessment scenarios. When talking about formative assessment, this is, assessment during the teaching process and not just at the end of it (CEDEFOP 2017 and Kennedy 2006), learning outcomes can help in the definition for its criteria. Assessors can be colleagues, supervisors or the students themselves, depending on national/and or institutional conventions.

- For educational and training institutions: Learning outcomes are an important program planning tool. Furthermore, they are part of the basis for internal and external cooperation, for learning outcomes make training programs more transparent from the inside to the outside of an institution.

- For society and labour market: Learning outcomes provide a common ground and language about the skills and competences that are expected from a specific professional profile. These outcomes can also be specific to the needs of the society to which institutions have to react to (CEDEFOP 2017).

In a stricter sense, a learning outcome is a statement of what a learner has to know, understand and be able to do, or rather, demonstrate after

completing a training program. The way they are formulated follows different national conventions. Nevertheless, there are certain recommendations for the formulation of learning outcomes (CEDEFOP 2008, 2011, 2017, ECTS' Users Guide 2015, Kennedy 2006, amongst others).

General rules for the formulation of learning outcomes, considered in IO4 are the following (CEDEFOP 2008, 2011, 2017, ECTS' Users Guide 2015, Kennedy 2006):

- Learning outcomes should start with an active verb that defines an action that the learner should fulfil in order to assess if the learning outcome has been achieved. This verb should be followed by an object and a statement that specifies the depth of learning. A context should also be specified. For example, a learning outcome that fulfils this formulation proposal is the following: "The learner is expected to (**learner centred**) distinguish (**active verb**) between the environmental effects (**object of the verb**) of cooling gases used in refrigeration systems (**context**)" (CEDEFOP 2017: 47).

- Learning outcomes should not have more than one active verb and they should not be longer than one sentence. Further sentences should only be for clarifying.

- If the curriculum is divided into modules, one module should not have more than six to eight learning outcomes. "Limiting the number of statements makes it easier for the learner to relate to the intentions and engage in the learning" (CEDEFOP 2017: 46). This limitation to a certain amount of learning outcomes also makes it easier to plan teaching, to facilitate learning and also to assess the proposed learning outcomes.

- Learning outcomes should be written in a way that they can be assessed. They should be observable and measurable for these purposes. The assessment of outcomes should also be kept in mind when formulating them: If the outcomes are too extensive, they may be hard to assess, while outcomes that are too narrow may lead to a longer outcomes list.

- The use of vague terms like "know", "understand", "learn", "be familiar with" is not recommendable. Such outcomes are hard to assess.

- They should always be written from a learner's perspective. The use of learning outcomes is always a student-centred approach.

- There is a difference between intentional and actual achieved learning outcomes. This difference is key for the formulation of realistic outcomes.

- Learning outcomes should be written in a way that is adapted to each program's purpose. They should not be just copied from other curricula, for each curriculum has different aims and perspectives.

- There should be room for local adaptation and individual interpretation. Outcomes should support the notion that every student is independent to choose different learning methods, have different learning contexts and is able to reach an outcome in different ways. This variety applies also to an institutional and national level.

- Learning outcomes should be simple. They should not be that detailed and prescriptive. A certain balance between regulation and autonomy is needed.

- Formulation of learning outcomes should be a process that evolves from the overall objectives of the modules to the more specific statements for the single courses.

- The focus should be on the achievements and not on the time or workload to achieve them. Workload is expressed in credits.

- Learning outcomes should specify the minimum acceptable standard that the students have to fulfil in order to pass the course, the module and finally the program. This approach does not limit the students to just do what is necessary to pass, for outcomes formulated as threshold statements have the function of orienting the students during the training process.

One of the most important rules for formulating learning outcomes is the use of active verbs (see the first recommendation in the list above). For this matter, the literature widely quotes Bloom's taxonomy for levels of thinking behaviour (Bloom 1956, CEDEFOP 2008, 2011, 2017, ECTS Users' Guide 2015 Kennedy 2006)[4]. Bloom et al.'s taxonomy starts from the simplest level of knowledge by recalling and proceeds more complex levels of evaluation. They classify the thinking processes into three domains:

- The cognitive domain focuses on the actual acquisition of knowledge.

- The affective domain is concerned with the emotional component of knowledge (willingness to learn and integration with own beliefs, for example).

[4] Bloom's taxonomy in 1956 did not make use of active verbs. They were integrated in further publications and by other researchers expanding Bloom's taxonomy.

- The psychomotor domain focuses on the coordination of brain and muscular activities (especially important for fields of study such as music, engineering, art, sport, etc.)

Emphasis is placed on the cognitive domain, for it concentrates on the actual knowledge acquisition. With regards to the cognitive domain, Bloom et al.'s (1956) taxonomy describes how we build upon our former learning to climb into more complex levels of understanding:

6. Evaluation

5. Synthesis

4. Analysis

3. Application

2. Comprehension

1. Knowledge
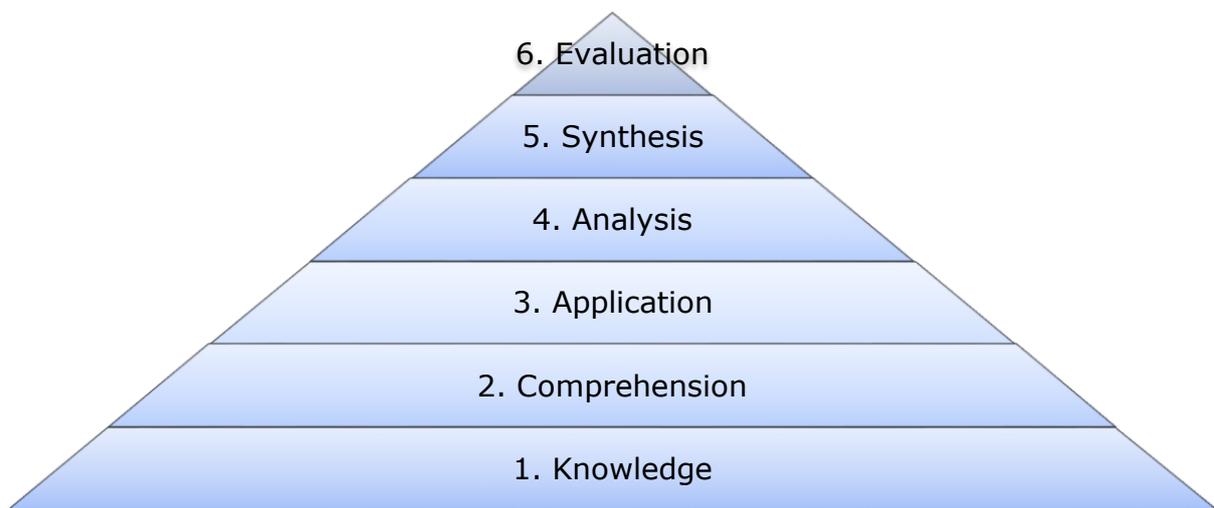
Figure 1 Bloom's (1956) taxonomy on the cognitive domain

Figure 1 shows that there is a hierarchy between the levels of understanding. The way students perform in the lower levels displayed in the pyramid defines how they will perform in the higher levels. In other words, the student's performance on one level strongly depends on the student's ability to perform well on the prior level. Each level described by Bloom et al. is accompanied by a list of verbs that has been expanded over the years (Kennedy 2006). This list is extremely helpful for the formulation of learning outcomes, for each outcome can be situated on one of the levels of understanding. Guidelines recommend that curricula should strive to reach high levels of the pyramid and not only stick to the base of it. The EASIT learning outcomes were written following these

recommendations and the list of verbs situated in each level of understanding.

It is recommended that learning outcomes have to be aligned with the other components of the curriculum. Alignment measures can be described as "[d]efining the intended learning outcomes, choosing teaching and learning activities likely to lead to, help and encourage students to attain these intended learning outcomes, engaging students in these learning activities through the teaching process, assessing what students have learned using methods that enable students to demonstrate the intended learning and, in the case of formative assessment, giving feedback to help students improve their learning" (CEDEFOP 2017: 55).

Formulating learning outcomes was an essential part of the curricula designing process in EASIT and was based on IO3 skills cards (EASIT 2019c).

### 3.1.1.4    Modules

One of the curriculum definitions (see chapter 3.1.1.1.) refers to "instructional blocks". Within the ECTS and the EHEA (European Higher Education Area), these blocks are commonly referred to as modules. A module is a group of learning outcomes with corresponding course structure, teaching contents, teaching and learning methods, assessment methods and teaching materials (Kennedy 2006, ECTS' Users Guide 2015, Druzhinina 2018). The structure within the module aims to achieve certain learning outcomes that subsequently contribute to the achievement of the overall program aims and objectives.

Curricula with a modular structure propose a specific sequence and pathway that the students enrolled in the program can follow. Nevertheless, this same modular structure also gives students more

freedom to find their own way in the program and to choose the courses in the order they want to visit them (Druzhinina et al. 2018). This autonomy does not only apply for students, but also for instructors and institutions. They are free to design courses within the modules and to find ways to achieve the program's learning outcomes. It also contributes to promote the mobility of students and professionals across Europe by ensuring comparability with other institutions and programs (Kennedy 2006).

Modules have to be aligned with the learning outcomes and the overall program objectives in order to make it possible to achieve the qualification within the context proposed in the curriculum. This was something kept in mind during the designing process.

### 3.1.1.5 Massive Open Online Course (MOOC)

Considering that the persons that could be interested in the EASIT curricula would not all turn to higher education settings to continue with their specialization in the field of E2U language in audiovisual content, the EASIT partners agreed to also develop a proposal for a curriculum for a massive open online course (MOOC). This was an approach also adopted, for instance, in the also Erasmus+ project ACT (ACT 2018).

A necessary first step was to agree on a definition of a MOOC and its main characteristics, considering that it is a relatively new practice that has been gaining popularity with the digital revolution (Bali et al. 2014, Guàrdia et al. 2013, Guo/Kim/Rubin 2014, Luo/Robinson/Park 2014, Miligan /Littlejohn 2015, Pomerol/Epelboin/Thoury 2015, Seipold 2017, Sexhauer/Weichsel 2017, Sochatzy/Ventzke 2017). The name alone delivers the basis to start describing MOOCs:

- Massive: A MOOC is open to everyone; there is not a limit for the number of participants. That does not necessarily mean that the

course will have thousands of participants, but the possibility of having a large number is open.

- Open: MOOCs are open to everyone. They often do not have prerequisites to enter. Interested students can access the course even if they are not officially enrolled as students of a specific institution. MOOCs are open, but students have still to register.

- Online: All the course contents are uploaded on the internet, mainly on a platform that specialises in hosting this type of courses. The fact that they are online and open for everyone does not mean that MOOCs are necessarily free. In most platforms, in order to obtain a certification after completing the course, a fee has to be paid.

- Course: There is a pedagogical agenda; a specified curriculum that specifies the sequence and duration of the course.

MOOCs pursuit the idea of free education for everyone. Free not in the sense of without paying, but accessible for all (Sexauer/Weichsel 2017). These courses online help universities to fulfil their goals of offering education and knowledge to the society by widening the access to the education that normally only enrolled students could get (Bali 2014).

In MOOCs, students have a level of autonomy that they do not have in conventional classrooms (Pomerol/Epelboin/Thoury 2015, Sexauer/Weichsel 2017, Bali 2014). The learning environment is no longer a transmission setting where the instructors deliver knowledge, but rather a space for exchange not only (partly) with the instructors, but also with fellow students. In MOOCs, the students in cooperation with the other students follow together the path established by the curriculum and reach the learning outcomes at their own pace. For instructors, it is impossible to assess every student enrolled in a MOOC. For this reason, an exchange between students must be given in order to achieve the

goals set, for instance in peer-assessed assignments and, if possible, discussion forums.

The literature differentiates between two types of MOOCs: xMOOCs and cMOOCs (Pomerol/Epelboin/Thoury 2015, Sexauer/Weichsel 2017, Bali 2014, Guàrdia et al. 2013). The first kind is closer to the classic pedagogic model. A clear path for the student is given; the students are bound to the methods of learning established in the curriculum to reach the learning outcomes. xMOOCs are based on the classic classroom format. Basically, they are existing courses made available online with a precise course description, clear objectives and a rigidly structured format that mainly consists of videos and written assignments. cMOOCs, on the other hand, are less rigidly structured. These are so-called "connectivist MOOCs". They are less prescriptive; the instructors provide for material but the students construct their own courses, they decide their own pace and have an active interaction with their fellow students. The approach is more participative and is bound to the conception of self-generated rather than transmitted knowledge. With regards to the EASIT MOOC curriculum, partners agreed that it would have to display aspects of both types of MOOCs (see chapter 4.2).

Recommendations for MOOC creation (Bali et al. 2014, Guàrdia et al. 2013, Guo/Kim/Rubin 2014, Luo/Robinson/Park 2014, Miligan /Littlejohn 2015, Pomerol/Epelboin/Thoury 2015, Seipold 2017, Sexhauer/Weichsel 2017, Sochatzy/Ventzke 2017) as well as MOOCs and online material created in previous Erasmus+ projects (see chapter 3.1.3) were followed in the EASIT MOOC curriculum design.

### 3.1.2 Results from previous EASIT IOs

The EASIT project develops by building up on previous completed IOs. The three previous intellectual outputs have all delivered data relevant for the curriculum design in this IO.

### *3.1.2.1     IO1*

The first IO "Common methodological framework for easy reading practice and training" gathered quantitative and qualitative information about the state of the art of E2U language across Europe (EASIT 2019a). It conducted a survey that collected data about current practices in the field of E2U language, existing training activities, interests in training, and opinions about what should be focussed on training scenarios (EASIT 2019a).

Data collected through the EASIT IO1 questionnaire reveals that practical approaches are preferred over theoretical ones (EASIT 2019a: 35). Most of the survey participants stated that the most effective way of learning in the field was through the implementation of practical exercises and internships where they were in contact with target groups and the labour market. They also said that they try to improve their competences in the field of E2U language after they have finalized their training, for instance through direct experiences in their working environments where they exchange knowledge with other experts and users. This practice orientation was an aspect taken into consideration for the IO4 curricula. Naturally, theory is also a fundamental part, but in order to match the interests of potential participants of the training programs, practical courses and an internship should also be a part of the curricula.

Working with guidelines, E2U principles and the target groups was considered to be essential for the training in the field (EASIT 2019a: 43). They acknowledged that the varieties of guidelines, which can be

language specific or non-language specific, could be a challenge for a transnational approach, but being aware of the existence of such guidelines is key. This led to the integration of work with the guidelines in the IO3 skills cards and ultimately in the IO4 curricula. The knowledge and contact with the target group is also essential in the results derived from these two outputs.

When asked about the activities in the field of E2U language that were important to be trained in, the participants chose translation/adaptation, creation and validation, in this order, as being the most important. This mirrors the current practice of the field, where texts in E2U language are often the result of translation activities based on a source text that was previously written in standard or specialised language (Bredel/Maaß 2016, 2018, Maaß 2019a, 2019b, 2020 in preparation, etc.). These activities were integrated into the curricula as part of the expertise development in E2U language.

When asked about which areas were most important for delivering good quality E2U content and should therefore be focus of training activities, the respondents had to select between different areas such as use of simple syntax, design and layout of the page, skilled and aware use of vocabulary, organization of information and use of multimodality (EASIT 2019a: 44). Nevertheless, qualitative data showed that actually all these aspects were important and a selection should not be done in training. Therefore, all these aspects are also a fundamental part of the modules on E2U language (see chapter 4.1).

This data gathered during the first EASIT IO was extremely helpful for the curricula design.

### 3.1.2.2    IO2

The second EASIT IO (Innovation in hybrid services: recommendations in audiovisual media) focussed on the possibility of implementing E2U language in audiovisual content such as subtitling, audio description and audiovisual journalism and on the identification of the skills that the experts in this field should have (EASIT 2019b). Discussion groups with experts in subtitling, audio description and audiovisual journalism were conducted in order to gather their opinion on how to implement E2U language in these services. Based on the data from the discussion groups, a questionnaire for qualitative interviews was designed. The aim was to consolidate the recommendations for the implementation of E2U language obtained from the discussion groups.

The final report of IO2 gathers recommendations for the next IOs (EASIT 2019b: 52). As E2U language is a user-centred approach, it is necessary to know about end-users and their needs. For that reason, the final IO report recommended to consider the following skills for IO3 (skills cards) and IO4 (curriculum):

- "Knowledge in psychology of language (how persons process and understand any information in different formats: writing- reading, speaking - listening) and in language disorders (especially those language disorders with consequences in listening comprehension and reading comprehension).

- Knowledge in language disorders, mainly in relation to persons with disabilities, but not only about them.

- Knowledge about basic cognitive processes (closely linked with language: memory, attention, perception, etc.)" (EASIT 2019b: 54).

These skills were in fact considered for the skills cards of IO3 and therefore also in the curriculum design in this IO.

Specifically, for IO4, the final IO2 report recommended to "[…] follow a skills approach with a focus on practical training and learning activities, for both higher education and vocational training" (EASIT 2019b: 54). This was taken into account when formulating learning outcomes for the curricula.

Concerning the harmonised guidelines for implementation (EASIT 2019b: 54), it was decided not to work on such guidelines. It was rather decided that experts should be aware of the existence of various guidelines with different approaches and that they cohabit in the field of E2U language. Therefore, for the reading list developed under IO4, it was decided to integrate relevant references about E2U language in all the languages of the consortium.

### *3.1.2.3      IO3*

IO3 (Skills cards for new professional profiles) defined the skills that the following professional profiles should have:

- Expert in E2U subtitles

- Expert in E2U audio description

- Expert in E2U audiovisual journalism.

This IO developed a skills card for each of the previous professional profiles (EASIT 2019c: 21). Each card was made up of four units, which were translated in IO4 into modules  (EASIT 2019c: 26):

| IO3: Skills cards units | | IO4: Modules | |
|---|---|---|---|
| Unit 1 | Media Accessibility Norms and Regulations | Module 1 | Media Accessibility |
| Unit 2 | Easy-to-Understand | Module 2 | Easy-to-Understand Language |
| Unit 3 | Easy-to-Understand and Subtitling | Module 3 | Easy-to-Understand and Subtitling |
| | Easy-to-Understand and Audio Description | | Easy-to-Understand and Audio Description |
| | Easy-to-Understand and Audiovisual Journalism | | Easy-to-Understand and Audiovisual Journalism |
| Unit 4 | The Profession | Module 4 | The Profession |

Table 2 From IO3 units to IO4 modules

In IO3, Units 1, 2 and 4 were shared amongst the three skills cards. For this reason, in IO4 the modules 1, 2, and 4 are also shared amongst the three curricula. Unit 3 in IO3, and therefore module 3 in IO4, is specific to each profile. Nevertheless, they share three common elements: processes, linguistic aspects, and technical aspects. This was also adopted in the IO4 curricula (see 4.1).

Each IO3 unit was composed of elements and each element grouped specific learning outcomes that stand for the competences an expert should have in each of the professional profiles (EASIT 2019c: 26). To transfer IO3 learning outcomes into IO4 curriculum design, it was necessary to:

a) condense them in a maximum of eight learning outcomes, following previously identified recommendations (see 3.1.1.3),

b) adapt their formulation according to ECTS recommendations (CEDEFOP 2008, 2011, 2017, ECTS' Users Guide 2015, Kennedy 2006).

There is a strong link between the IO3 competences and skills of the skills cards and the IO4 learning outcomes of the modules. Competences and skills were reformulated and adapted into learning outcomes according to ECTS recommendations. Likewise, assessment of IO4 learning outcomes during the implementation of the IO4 curricula should lead to the IO3 competences and skills. In this way, there is a notable correlation between IO3 and IO4 as shown in the following diagram:

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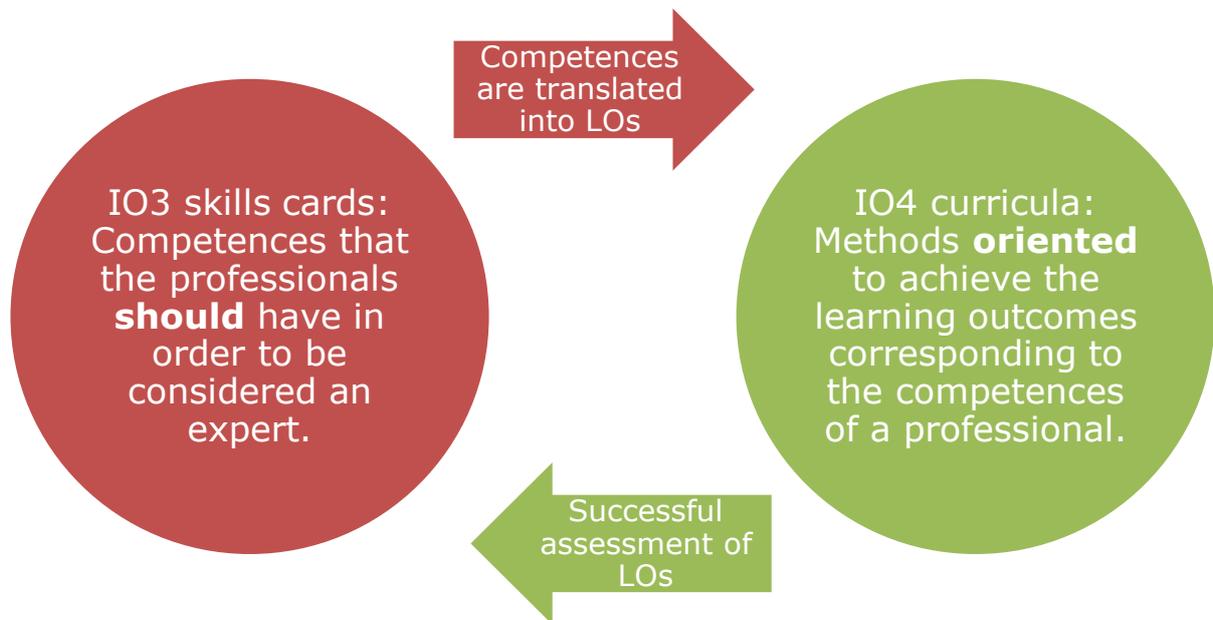
Figure 2 Correlation between learning outcomes in IO3 and learning outcomes in IO4

IO3 was the basis for formulating the learning outcomes of IO4, and therefore also the teaching contents, learning and teaching methods, course structure, and assessment methods.

## 3.2 Curriculum design process

The development of IO4 can be summarized in three phases: research, design, and finalizing phase:

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**Research Phase**
- Curriculum design (European recommendations)
- MOOC design
- Previous IO findings

**Design Phase**
- Design of university curricula for each of the three professional profiles.
- Design of a MOOC as introduction into the field.
- Design of a reading list.
- Continuous exchange with partners in the process.

**Finalizing Phase**
- Final versions of three university curricula (see Appendix I, II, III)
- Final version of a MOOC curriculum as introduction into the field (see Appendix IV)
- Final version of a reading list (see Appendix V)
- Final IO4 Report

Figure 3 IO4 development

During the first stage, SUH, in charge of IO4, collected relevant data for the curricula design. These data were discussed with the EASIT partners during the Transnational Project Meeting in Stockholm (20.06.2019) in order to create a common ground for the next phase: the curricula design. The most relevant data is exposed in the previous chapter 3.1.

In the second stage, SUH took the lead in the design process. Based on the references and information found, SUH designed the first draft of curricula for the three professional profiles. These drafts were submitted for comments from the EASIT partners. After this, SUH collected all the comments made on the drafts and edited the documents accordingly. These new versions were, once again, submitted for another commenting round. This dynamic took place five times before all the partners could agree on a final version of the curricula (see Appendices I, II, III), the MOOC (see Appendix IV), and the reading list (see Appendix V). Partners also exchanged ideas during monthly meetings and the transnational project meeting in Hildesheim (14.02.2020).

# 4 IO Results

IO4 delivered five tangible results:

- A university curriculum for the professional profile of expert in E2U subtitles (Appendix I).

- A university curriculum for the professional profile of expert in E2U audio description (Appendix II).

- A university curriculum for the professional profile of expert in E2U audiovisual journalism (Appendix III).

- A MOOC curriculum as an introduction to the field (Appendix IV).

- A reading list to support the created curricula (Appendix V).

## 4.1 University curricula

The ultimate goal of IO4 was to develop a curriculum of a modular structure that can be implemented in training different scenarios across Europe (see Table 1). Considering that we had skills cards for the three professional profiles, it was decided in IO4 to also create three curricula, one for each profile. These curricula contain second cycle courses.

The most distinctive feature of these EASIT training programs is their innovative approach of merging services such as subtitling, audio description and audiovisual journalistic content with E2U language.

### 4.1.1 Programs' duration, assigned credits, and entry requirements

The EASIT partners agreed on planning these three curricula with a duration of one semester (6 months) each. This would mean, according to ECTS standards, that the program would have a load of 30 credits. This decision was made based on the fact that it is recommended that the

students should already have certified knowledge and experience in either subtitling, audio description or audiovisual journalism, depending on the program they want to be part of. Therefore, the program would not need to invest workload or credits in these fields. Nevertheless, this knowledge and practice would not be fixed as entry requirements. This would give the institutions more freedom to decide how to integrate the EASIT courses into already existing curricula. Institutions would also give their students more flexibility when planning their studies and schedules. Furthermore, it would make EASIT's interaction with other Erasmus+ projects easier.

Institutions can select and combine the teaching contents[5] listed in the IO4 curricula and the references listed in the reading list as they wish. They can establish their focus on the contents they want and use the material according to their wishes.

The IO4 university curricula can be adapted into programs with a one-year duration (60 ECTS credits), if the institutions interested in implementing them consider it to be the best decision. The amount of teaching contents can be divided into a two-semester program, but with the current state of the academic and labor markets, it is questionable if students would like to enroll in a one-year program. The EASIT profiles defined during IO3 (EASIT 2019c) are new and still have to consolidate themselves in a market of accessibility services and E2U language that is also still developing (Maaß 2020). Having a program of 60 credits might represent to much workload for a still limited market. For that reason and striving for the success of the curricula's implementation, it was decided to stick to the duration of one semester (30 ECTS credits). Nevertheless, the academic and labor markets will develop and establish themselves

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[5] The teaching contents are listed in detail for every module in chapter 4.1.6. These contents are aligned with the skills cards from IO3 (see EASIT 2019c). This follows the projects *procedere* of basing each IO on its previous IO (Perego 2020: 79).

stronger in time (Maaß 2020), the publications concerning the EASIT professional profiles will grow in number, the amount of teaching and educational material will be larger and the group of professionals with the EASIT profiles will grow accordingly. This would mean for the EASIT IO4 results that the curricula and their supporting reading list could be expanded when necessary, in which scenario a respecting expansion to a one-year program, and even longer, should not be excluded.

In case students do not have previous knowledge or experience in subtitling, audio description or audiovisual journalism, they can be referred to other Erasmus+ projects programs which have modules on subtitling, audio description or audiovisual journalism. There are also publications resulting from these projects:

| For subtitling | For audio description | For audiovisual journalism |
|---|---|---|
| • Interlingual Live Subtitling for Access (see also ILSA 2019).<br><br>• Intralingual Real-time Subtitling: Live Text Access (see also LTA 2019).<br><br>• Resulting publications: Dawson 2019, Pöchhacker/Remael 2019, Robert/Schrijver/Diels 2019a, Robert/ Schrijver/Diels 2019b, Romero-Fresco/Pöchhacker 2018, Romero-Fresco et. al. 2019, Romero-Fresco 2019 | • Audio Description: Lifelong Access for the Blind (ADLAB).<br><br>• ADLAB PRO, which offers a full set of online training materials.<br><br>• Resulting publications: Fryer 2016, Maszerowska/Matamala/Orero 2014, Orero 2005, Orero 2008, Perego 2014, Rai/Greening/Petré 2010, Remael/Reviers/Vercauteren 2015, Snyder 2014 | Unfortunately, there are not Erasmus+ projects that we can refer to for acquiring competences in audiovisual journalism.<br><br>Nevertheless, there are different programs across Europe to be trained in this field. (see table 5). It is advised to interested students to research on training options in their respective countries. |

Table 3 Erasmus+ projects on subtitling, audio description and audiovisual journalism

The decision of setting a framework of one semester for the EASIT university curricula was also based on already established curricula in other institutions. Based on these programs, the EASIT partners thought that it is realistic to achieve the learning outcomes regarding the fields of expertise of media accessibility, E2U language, and the profession. The programs analyzed were the following:

| For subtitling | For audio description | For audiovisual journalism |
|---|---|---|
| • MA *Accessible Communication* (German: Barrierefreie Kommunikation) at SUH (Germany). <br><br> • Module *Accessible Communication* (German: Barrierefreie Kommunikation) in MA program Technical Translation and BA program Applied Languages at the University of Zurich/Winterthur (Switzerland). <br><br> • MA program in Audiovisual Translation (Catalan: Traducció Audiovisual) at UAB (Spain). <br><br> • MA program in Audiovisual Translation (German: Medientext und Medienübersetzen) at SUH (Germany). <br><br> • Subtitling blended learning course at the Internationale | • MA *Accessible Communication* (German: Barrierefreie Kommunikation) at SUH (Germany). <br><br> • Module *Accessible Communication* (German: Barrierefreie Kommunikation) in MA program Technical Translation and BA program Applied Languages at SUH (Germany). <br><br> • MA program in Audiovisual Translation (Catalan: Traducció Audiovisual) at UAB (Spain). <br><br> • Audio description for audiovisual media at University of Gothenburg, (Sweden). <br><br> • Training program for Easy German of the | • BA program program in audiovisual communication at UAB (Spain). <br><br> • MA in "Journalism and digital contents' innovation" that specifically focuses on audiovisual journalism at UAB (Spain). <br><br> • BA program in journalism with a focus on audiovisual content at the University of Mainz, (Germany). <br><br> • MA program with a module in audiovisual journalism at the University of Mainz, (Germany). <br><br> • BA program in journalism where audiovisual content is considered at the |

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| | | |
|---|---|---|
| Hochschule SDI München, University of Applied Sciences (Germany).<br><br>• Training on Live intralingual Subtitling for the Deaf and Hard-of-Hearing at the Internationale Hochschule SDI München, University of Applied Sciences (Germany).<br><br>• Training program for Easy German of the German Federal Association of Interpreters and Translators led by the Research Centre for Easy German at SUH (Germany).<br><br>• Training program regular summer schools in Winterthur (Switzerland).<br><br>• Workshop Series - Film & Translation at the Internationale Hochschule SDI München, University of Applied Sciences (Germany). | German Federal Association of Interpreters and Translators led by the Research Centre for Easy German at SUH (Germany).<br><br>• Training program regular summer schools in Winterthur (Switzerland).<br><br>• Training in Audio Description at Fellingsbro Folk High School (Sweden). | University of Ljubljana (Slovenia).<br><br>• MA program in journalism at the University of Ljubljana, (Slovenia). |

Table 4 Existing training programs for subtitling, audio description and audiovisual journalism across Europe

## 4.1.2 Programs' workload

The workload of one ECTS credit lies between 25 and 30 autonomous and in course working hours (see Kennedy 2007, CEDEFOP 2017, ECTS' Users Guide 2015). We have decided to design the curricula having the minimum of hours (25) as an equivalent for one ECTS. This decision was

based on Erasmus+ projects in which EASIT partners were previously involved:

| LTA (2019) | •1 ECTS = 25 working hours<br>•36% (9 hours) = in-class hours<br>•64% (16 hours) = self-study hours |
|---|---|
| ACT (2016) | •1 ECTS = 25 working hours |
| ILSA (2019) | •1 ECTS = 25 working hours |
| ADLAB PRO (2018) | •1 ECTS = 25 working hours |
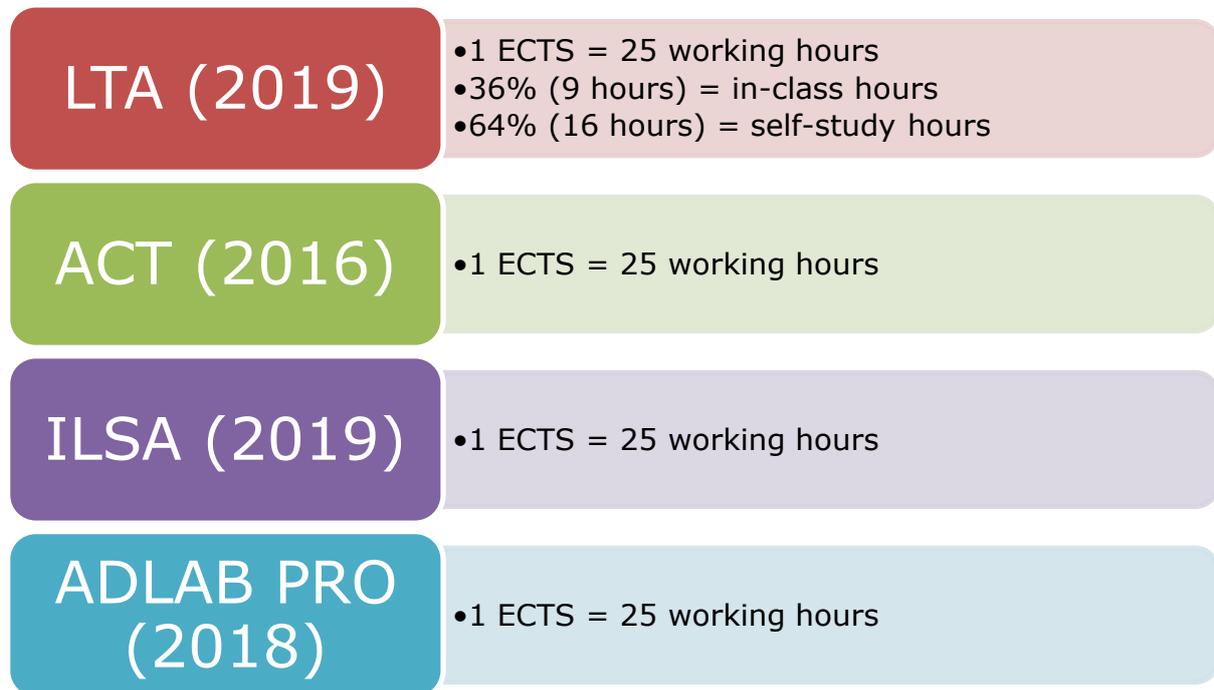
Figure 4 ECTS credits equivalence in previous Erasmus+ projects

Following these approaches, the EASIT project decided to assign 25 working hours to one ECTS credit. This would also make it easier to integrate the EASIT one semester courses into curricula developed in the Erasmus+ projects listed in figure 4.

This equivalence may apply for some universities in Europe, but not for all of them. For that reason, it must be stressed that these curricula designs are recommendations for training programs that can be adapted.

### 4.1.3   Adaption into vocational training

The EASIT IO4 curricula were drafted considering ECQA standards and other Erasmus+ curricula and master programs that are initially planned for higher education in universities. Nevertheless, they can be adapted to vocational trainings as well. This is an approach followed, for instance, by

the Research Centre of Easy German in Hildesheim and the University of Applied Sciences in Munich, where the university courses with their materials are adapted in order to be implemented in workshops, in-house trainings, etc. The concept of the courses is no longer predominantly scientific, but rather practical and implementation-oriented. The materials used for practical skills in the university courses can be used in the vocational training courses.

### 4.1.4   Programs' aims

The EASIT training programs will train experts in creating, adapting and validating E2U subtitles, audio description, and audiovisual journalism. After successful completion of these 30 ECTS credits programs, students are expected to become experts according to the EASIT professional profiles, depending on the program they chose to complete. They should be able to assess professionally the creation, adaption, and validation of E2U subtitles, audio descriptions or audiovisual journalistic content. Moreover, they should be able to apply their training in media accessibility and E2U language to other scenarios of accessible communication and audiovisual translation.

### 4.1.5   Programs' learning outcomes

According to recommendations (Kennedy 2006, ECTS Users' Guidelines 2015), not only learning outcomes for a program's modules should be formulated, but also general learning outcomes for the program. The number of outcomes should be between five and ten and only the most essential of them should be included. Programs' outcomes must not necessarily be measurable or assessable, in contrast to modules' outcomes; they can be aspirational and give therefore to employers and other institutions an indication of standards and performances that a graduate should have. These general learning outcomes should also

reflect the professional profile they stand for, in this case expert in E2U subtitles, E2U audio description, and E2U audiovisual journalism.

These were the programs' outcomes formulated for the three university curricula:

On successful completion of this program, it is expected that students are able to:

- Explain the notions of human diversity, disability and different disability models and the need for offering media accessibility services to promote social inclusion.

- Describe the notion of accessibility with its current national and international legislation.

- Explain the notion of media accessibility and differentiate between different media accessibility services.

- Create E2U subtitles/audio descriptions/audiovisual journalistic content in different scenarios

- Adapt E2U subtitles/audio descriptions/audiovisual journalistic content in different scenarios.

- Validate E2U subtitles/audio descriptions/audiovisual journalistic content in different scenarios

- Apply guidelines of E2U language while creating subtitles, audio descriptions, or audiovisual journalistic content keeping in mind the principles, conventions and constraints of these services.

- Identify the challenges while creating media accessibility through E2U subtitles/audio descriptions/audiovisual journalistic content and handle them professionally.

- Discuss the importance of media accessibility and media accessibility services with other experts and laymen; especially regarding E2U language and E2U subtitles/audio description/audiovisual journalistic content.

- Assess the role of end-users in the creation, adaptation and validation process of E2U subtitles/audio descriptions/audiovisual journalistic content.

- Demonstrate an understanding in the necessity of further research and experimentation for the development of the professional field of E2U subtitles/audio descriptions/audiovisual journalistic content.

These ten learning outcomes reflect the general aims of the EASIT training programs, but there are not to be confused with the learning outcomes of the modules within the program.

### 4.1.6  Modules

The three programs, based on the IO3 skills cards, contain four modules each. Three of these modules are shared. They only differ on one module that is oriented to each specialization:

| Modules | University Curricula | | |
|---|---|---|---|
| | E2U Subtitles | E2U Audio Description | E2U Audiovisual Journalism |
| 1 | Media accessibility norms and regulations | | |
| 2 | Easy-to-understand language | | |
| 3 | Easy-to-understand and subtitling | Easy-to-understand and audio description | Easy-to-understand and audiovisual journalism |
| 4 | The profession | | |

Table 5 Shared and specific modules of the three EASIT IO4 university curricula

As shown in table 5, the modules on media accessibility, E2U language and the profession are identical in all of the three university curricula. The

third module in each curriculum focuses on the specialization, this is the merging of subtitling, audio description and audiovisual journalism with easy to understand language.

Prior training in the fields of media accessibility and E2U language can be recognized through the ECTS system in these programs, so the student does not have to enroll in the modules with learning outcomes planned for these fields.

The 30 ECTS credits are distributed amongst the four modules in each training program as follows:

| Module | Name | ECTS credits | Working hours | | |
|---|---|---|---|---|---|
| | | | Total | In class | Individual |
| 1 | Media accessibility | 9 | 225 | 81 | 144 |
| 2 | Easy-to-understand language | 9 | 225 | 81 | 144 |
| 3 | Specialization (E2U subtl./E2U AD/ E2U audiovisual journalism) | 9 | 225 | 81 | 144 |
| 4 | The profession | 3 | 75 | | |
| Total of credits | | 30 | | | |

Table 6 Modules' ECTS credits and working hours

As the previous table shows, the first three modules of each program have nine ECTS credits. It was decided to give them an equal amount of credits because they build up and complement each other. Allocating credits on a factor of three (three, six, nine) is a common procedure in universities across Europe. The intention was to facilitate applicability to as many different universities and institutions of higher education in as many countries and settings as possible. If this distribution of ECTS credits per module does not fit the institutional standards, it can be adapted accordingly taking into account how much working hours are allocated to each credit (25 or 30).

Considering that the workload in hours in the EASIT project was set in 25 hours per module, the first three modules would have a workload of 225 hours each. The recommendations for working hours in class and self-study was based on the approach made by the LTA project (LTA 2019). Having the correspondence of one ECTS credit with 25 working hours, it was recommended to assign 36% of each credit to in-class working hours and 64% to self-study hours. This means that of the 225 total working hours of each module 81 should be dedicated to class hours and the rest, this is 144 working hours, to individual study. Following this procedure makes it easier to integrate the EASIT modules with other Erasmus+ projects, in this case, LTA. If this recommendation for distribution of working hours does not fit institutional or national standards, it can also be adapted to the hours available in one semester.

In the case of the last module on the profession, it has three credits that correspond to 75 working hours. For this module, an internship is planned (see chapter 4.1.6.1.3). If the student works eight hours per day, then the internship would last around nine working days, thus approximately two weeks. During this time, the students can get in contact with the target-groups and working field. More about this module further below in the next section where the common modules will be presented in detail.

### 4.1.6.1 Common modules

The three modules on media accessibility, E2U language and the profession are all structured in the same way. They differentiate themselves from each other in the content and learning outcomes. In order to present them, the structure will only be explained in detail for the first module (media accessibility). Then, for the other two modules, the focus will only be on the content.

### 4.1.6.1.1 Media accessibility

This module serves as an introduction to media accessibility. Students will start discussing the notions of human diversity, disability, accessibility and universal design. They will be learning about its historical evolution, legislation and guidelines. This is the foundation for covering the topic of media accessibility and media accessibility services. Students will learn about the importance of this topic and its applicable scenarios.

| Structure | | | |
|---|---|---|---|
| **Course Code** | **Course Type** | **Course Name** | **ECTS** |
| Course 1 | Lecture | Media accessibility | 3 |
| Course 2 | Seminar with students' presentations | Media accessibility services | 6 |

Table 7 Common modules' course structure

This module consists of two courses: a lecture and a seminar. This was decided based on the experience of the participating project members in their respective countries and universities. Nevertheless, this is a recommendation for the teaching institutions and it can be adapted to the individual curricula and needs of the institution.

The lecture is conceived for the theoretical part of the module (see the teaching contents further below). The seminar would have a more practical approach and the students would have the opportunity of implementing the theory learned in the lecture. Taking into account the results from IO1 and IO2, where the professionals had a preference for practical approaches, the seminar has more credits and therefore more workload than the lecture.

This structure with a lecture and a seminar is also contained in the next two modules.

| Learning Outcomes |
|---|
| After successful completion of this module, it is expected that students are able to… <br><br> ● Describe the notions and historical evolution of human diversity, universal design, disability and accessibility, and media accessibility. <br><br> ● Explain social and contextual implications of human diversity. <br><br> ● Distinguish between different disability models. <br><br> ● Identify diverse users' needs. <br><br> ● Describe current national and international legislation regarding media accessibility. <br><br> ● Define an audiovisual text. <br><br> ● Apply current standards of media accessibility. <br><br> ● Classify different kinds of media accessibility services according to their applicability in different scenarios, such as pre-recorded and live subtitling, Subtitling for the Deaf and Hard-of-hearing (SDH), audio subtitling, audio description, sign language interpreting, etc. |

Table 8 Learning outcomes module 1 on media accessibility

These are the learning outcomes for the first module on media accessibility. As stated in section 3.1.1.3, modules' learning outcomes should not be more than eight. The LOs match the skills listed under the elements of Unit 1 of the skills cards in IO3 (EASIT 2019c).

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| UNIT 1 | MEDIA ACCESSIBILITY NORMS AND REGULATIONS | | |
|---|---|---|---|
| | | Element 1 | **Human diversity** |
| | | Learning Outcome 1 | The learner should be able to describe the notion of human diversity, its historical evolution, and social and contextual implications |
| | | Learning Outcome 2 | The learner should be able to describe the notion of disability and its historical evolution |
| | | Learning Outcome 3 | The learner is expected to distinguish among the different disability models and the language they use |
| | | Element 2 | **What is accessibility?** |
| | | Learning Outcome 1 | The learner should be able to describe the notion of accessibility and its historical evolution |
| | | Learning Outcome 2 | The learner is expected to apply current national and international legislation regarding accessibility |
| | | Element 3 | **What is universal design?** |
| | | Learning Outcome 1 | The learner should be able to describe the notion of universal design |
| | | Learning Outcome 2 | The learner is expected to identify diverse user needs |
| | | Learning Outcome 3 | The learner should be able to describe proactive, user-centred, and participatory approaches to design |
| | | Element 4 | **What is media accessibility?** |
| | | Learning Outcome 1 | The learner is expected to define audiovisual text |
| | | Learning Outcome 2 | The learner should be able to describe the notion of media accessibility |
| | | Learning Outcome 3 | The learner is expected to apply current national and international legislation regarding media accessibility |
| | | Learning Outcome 4 | The learner is expected to apply current standards regarding media accessibility |
| | | Element 5 | **Media accessibility services** |
| | | Learning Outcome 1 | The learner is expected to explain what pre-recorded and live subtitling are and their applicable scenarios |
| | | Learning Outcome 2 | The learner is expected to explain what subtitling for the deaf and hard of hearing is and its applicable scenarios |
| | | Learning Outcome 3 | The learner is expected to explain what audio description is and its applicable scenarios |
| | | Learning Outcome 4 | The learner is expected to explain what audio subtitling is and its applicable scenarios |
| | | Learning Outcome 5 | The learner is expected to explain what sign language interpreting is and its applicable scenarios |
| | | Learning Outcome 6 | The learner should be able to distinguish further media accessibility services and modalities |

Figure 5 Unit 1 on media accessibility of the IO3 skills cards (EASIT 2019c)[6]

The total 18 learning outcomes from the first unit of the skills cards in IO3 had to be summarized in eight learning outcomes for the first module. This was probably the biggest challenge in the curriculum design process. All 18 learning outcomes were considered by trying to have at least one learning outcome for each of the elements of the skills cards' unit. The resulting learning outcomes are not as detailed as in IO3, but they are aligned with ECTS standards. It must be kept in mind that these learning outcomes express the results from a training program and the IO3 skills cards include not only competences that had been acquired during a training program, but also during professional experience.

Following the ECTS guidelines that stated that learning outcomes should strive for higher levels of knowledge according to Bloom's taxonomy (see figure 1), the learning outcomes formulated for this module, and also for the others, were written following the lists of verbs on Bloom's taxonomy (1956, Kennedy 2006). This is a measure to assure that students will not only be able to recall facts after completing the program, but also to comprehend, break down information into its components, evaluate and

[6] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

judge the material they have learned. Furthermore, by using the lists of verbs, learning outcomes would be measurable, which is key for the assessment (see further below).

| Teaching Contents |
| --- |
| <ul><li>Human diversity, its historical evolution and social and contextual implications</li><li>Disability models, its historical evolution, and the language they use</li><li>Notion of accessibility and its historical evolution</li><li>National and international legislation about accessibility</li><li>Universal design</li><li>User needs</li><li>Proactive, user-centered, and participatory approaches to design</li><li>Audiovisual texts</li><li>Media accessibility</li><li>National and international legislation and standards of media accessibility</li><li>Different kinds of media accessibility services (pre-recorded and live subtitling, Subtitling for the Deaf and Hard-of-hearing (SDH), audio description, audio subtitling, sign language interpreting,    etc.)</li></ul> |

Table 9 Teaching contents of module 1 on media accessibility

Table 8, taken from the EASIT IO4 university curricula (see Appendices I, II, III), shows the teaching contents of module 1 for the three university curricula. These contents match all the contents named in unit 1 of the IO3 skills cards (EASIT 2019c) and are aligned with the learning outcomes of the module.

| Methods of teaching/learning |
|---|
| Recommendations of teaching and learning methods:<br><br>• Lectures<br><br>• Seminars with discussions<br><br>• Slide presentations and oral presentations<br><br>• Students' presentations<br><br>• Question and answer sessions, group discussion<br><br>• Evaluation of existing accessibility services, etc. |

Table 10 Methods of teaching/learning of module 1 on media accessibility

The methods of teaching/learning are based on common practices in European universities as experienced by the project partners. Not all of the methods have to be applied, for these are recommendations for instructors to reach the learning outcomes. There is room for adaptations to local situations.

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| Prerequisites |
| --- |
| None. |
| **Assessment** |
| Formative and summative assessment<br><br>Recommendations for assessment:<br><br>● Written exam<br><br>● Written paper<br><br>● Poster presentation<br><br>● Oral presentation |
| **Reading List and Teaching Materials** |
| EASIT IO4 Reading List |

Table 11 Prerequisites, assessment methods, and materials of module 1 on media accessibility

The project members decided not to impose prerequisites for this module in order to not exclude or discourage any potential participants. Not having prerequisites for enrolling in this module would also facilitate the implementation of the material at any point into matching university curricula, for example, in programs on audiovisual translation. This opens perspectives and freedom of choice to the potential students of the program, which is an important demand of the ECTS system. The integration of these modules into other curricula resulting from other Erasmus+ projects is also easier by not having the demand for previous knowledge or experience in a certain field to participate in the courses of the EASIT IO4 programs' modules.

For assessment, it is recommended, first of all, to implement both formative and summative assessment (Kennedy 2006):

- Formative assessments are all those measures that instructors and students (self-assessment) take in order to gain information about the students' progress in a training program. This information can then be used as feedback to see if the teaching and learning methods are working appropriately.

- Summative assessments are methods where the student summarizes their learning at a certain point in time, generally at the end of the program.

The assessment techniques listed above are just recommendations for instructors. Own assessment methods can be added to the list when adapting the curriculum to own wishes and needs. What proves to be important is that the whole curriculum, especially the learning outcomes, must be reflected in the assessment (Kennedy 2006, ECTS Users' Guide 2015). This means that all the techniques used for assessment should be aligned with the teaching methods, teaching contents and learning outcomes. This is especially important for student-centred approaches such as the ECTS system. For students, assessment comes in first place; they consider it to be the most important aspect of a curriculum (Kennedy 2006). Knowing how they will be assessed will motivate them to engage in the learning activities, which leads ultimately to the desired learning outcomes. For this reason, it is extremely important that the assessment methods are in synchrony with all other aspects of the curriculum.

Concerning the teaching and reading material, IO4 has developed a reading list with references for each of the four modules of the EASIT training programs. Teaching material will be developed in IO5 (Open educational resources development) based on the curricula developed in this IO.

### 4.1.6.1.2   E2U language

The courses structure, modules prerequisites, assessment methods and reading and teaching material are identical to the ones exposed in the previous module. For that reason, those aspects will not be presented again.

The second module serves as an introduction to the notion of E2U language. Students will be learning about different types of linguistic comprehensibility enhancement, especially Easy-to-read (E2R) and Plain Language (PL). They will be discussing their distinctive features, applicable scenarios, national and international legislations and standards, guidelines and end users. Students will also have the opportunity to create/adapt/validate texts written in E2U language. As far as possible, students will have contact with end users, either in discussion rounds or per videos and tutorials showing how to interact with end users.

| Learning Outcomes |
| --- |
| After successful completion of this module, it is expected that students are able to… <br><br> • Describe the notion of E2U language and its national and international legal situation. <br><br> • Distinguish between different kinds of linguistic comprehensibility enhancement services and modalities and their applicable scenarios, especially Easy-to-read (E2R) and Plain Language (PL). <br><br> • Evaluate different E2U language standards and guidelines. <br><br> • Apply E2U language standards and guidelines while creating/adapting/validating E2U texts and keeping in mind the target situation and target audience. <br><br> • Integrate end users when needed in the creating/ adapting/validating process of E2U texts. <br><br> • Format E2U texts visually using images and paratextual elements according to E2U principles. |

Table 12 Learning outcomes of module 2 on E2U language

For the learning outcomes of the second module, the same procedure of the first module had to be done: the outcomes of the second unit's elements of the skills cards had to be summarized in a maximum of eight learning outcomes:

| UNIT 2 | EASY-TO-UNDERSTAND (E2U) | | |
|---|---|---|---|
| | | Element 1 | Understanding E2U |
| | | Learning Outcome 1 | The learner should be able to describe the notion of E2U |
| | | Learning Outcome 2 | The learner should be able to distinguish different E2U services and modalities, such as E2R and PL |
| | | Element 2 | Legislation, standards and guidelines |
| | | Learning Outcome 1 | The learner is expected to apply current national and international legislation regarding E2U |
| | | Learning Outcome 2 | The learner is expected to apply current standards and guidelines regarding E2U |
| | | Element 3 | Processes |
| | | Learning Outcome 1 | The learner should be able to create E2U content in different scenarios |
| | | Learning Outcome 2 | The learner should be able to adapt E2U content in different scenarios |
| | | Learning Outcome 3 | The learner should be able to validate E2U content in different scenarios |
| | | Element 4 | The language of E2U |
| | | Learning Outcome 1 | The learner is expected to identify significant information in a text |
| | | Learning Outcome 2 | The learner should be able to organize and include information according to E2U principles |
| | | Learning Outcome 3 | The learner should be able to make lexical and pragmatic choices following E2U principles |
| | | Learning Outcome 4 | The learner should be able to make syntactical choices following E2U principles |
| | | Learning Outcome 5 | The learner should be able to identify and use language variation |
| | | Element 5 | Visual presentation |
| | | Learning Outcome 1 | The learner should be able to format following E2U principles |
| | | Learning Outcome 2 | The learner should be able to choose and use images following E2U principles |
| | | Learning Outcome 3 | The learner should be able to choose and use other paratextual elements following E2U principles |

Figure 6 Unit 2 on E2U language of the IO3 skills cards (EASIT 2019c)[7]

This was achieved in six learning outcomes that also go higher in the pyramid of Bloom's taxonomy.

[7] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

| Teaching Contents |
|---|
| <ul><li>Notion of E2U language</li><li>Linguistic comprehensibility enhancement services and modalities especially Easy-to-read (E2R) and Plain Language (PL)</li><li>National and international legislation of E2U language</li><li>National and international guidelines and standards of E2U language</li><li>Creation of texts written in E2U language</li><li>Adaption of texts into E2U language</li><li>Validation of texts according to different types of validation processes: Validation of the comprehension and comprehensibility of texts in E2U language.</li><li>Role and constraints of end-users participation in the processes of creating E2U content</li><li>Visual presentation of texts in E2U language (format, use of images and other paratextual elements)</li></ul> |

Table 13 Teaching contents of module 2 on E2U language

The teaching contents of this module are aligned with all the competences from the IO3 skills cards. They specialize on the heterogeneous field of E2U language, which is characterized by having different guidelines and practices in each country and scenario (EASIT 2019a, Bredel/Maaß 2016, 2018, Maaß 2019a, 2019b, 2020). It will not be possible to cover in this module all the standards and guidelines that exist for language varieties for comprehensibility enhancement, such as Easy-to-read and Plain Language, but it is important to make the students aware of this diversity and of the importance of lifelong learning in the field.

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| Methods of teaching/learning |
| --- |
| Recommendations of teaching and learning methods:<br><br>● Lectures<br><br>● Seminars with presentations and discussions<br><br>● Practical exercise sessions<br><br>● Laboratory work<br><br>● Group activities<br><br>● Role plays<br><br>● Practical writing exercises<br><br>● Interviews and discussion with experts<br><br>● Peer assessed assignments and exercises<br><br>● Evaluation of existing E2U content<br><br>● Class discussions of created content<br><br>● Comparison of E2U guidelines<br><br>● Comparison of different E2U texts<br><br>● Comparison of E2U texts in different languages<br><br>● Writing research paper(s) |

Table 14 Methods of teaching/learning of module 2 on E2U language

The teaching/learning methods were based on common practices in partners universities which already have E2U language in their curricula (see table 5). These methods have an orientation to the reality of the field and labour market of E2U language. There is a focus on guidelines and the diversity of practices across Europe. The EASIT module on E2U language implements a transnational approach concerning E2U language, which enables its implementation in different scenarios regardless of the country and language. This is an innovative aspect of the EASIT curricula,

for they are, to the best of our knowledge, the first program that tackles the diversity of practices in E2U language in this way (see the programs listed in table 5). Normally, the curricula that integrate language varieties for comprehensibility enhancement focus on national practices and language specific guidelines and implementation. The EASIT curricula go beyond national and language borders and aims to create a common ground for transnational cooperation and exchange about E2U language.

### *4.1.6.1.3  The profession*

This module will give the students an inside to the professional field of media accessibility, E2U language and E2U subtitling. Through exchange with other experts and professionals with experience in the field in an internship, the students will be able to understand the current situation of the market in order to be competitive and know what to expect after completing the training program.

It is strongly recommended to include in this module an internship or similar activity (voluntary service, part-time or full-time job, etc.) where the students have contact with the end-users of E2U subtitling, E2U audio description or E2U audiovisual journalism. Nevertheless, every institution has its own approaches on internships and contact with the profession. These modules can be adapted to the preferences of each institution.

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| Course Code | Course Type | Course Name | ECTS |
|---|---|---|---|
| Course 1 | Internship / Similar activities with contact with the target groups | The professional field of an expert in E2U subtitles/audio description/audiovisual journalism. | 3 |
| **Learning Outcomes** | | | |

After successful completion of this module, it is expected that students are able to…

- Be assertive and strive for the quality of E2U texts and adapt to different working situations.

- Describe the current market situation of an expert in E2U subtitles/audio description/audiovisual journalism.

- Organize workflows efficiently.

- Develop their own strategies to cope with time pressure.

- Explain the importance of having a lifelong learning attitude.

- Work in a team alongside people with diverse capabilities.

- Identify when to turn to advise of other experts and/or end users.

Table 15 Internship and learning outcomes of module 4 on the profession

For this module, considering that the workload was set on three credits and this would correspond to a total of 75 working hours, it was decided that the only course on this module would be the internship. The number of hours would correspond to a two-weeks stay in an institution that, in the best-case scenario, enables the student to have contact with end-users and to have close contact with the labour market. Concerning the learning outcomes, the IO3 skills did not have to be summarized, for there were also six:

| UNIT 4 | THE PROFESSION | | |
|---|---|---|---|
| | | Element 1 | **Personal skills** |
| | | Learning Outcome 1 | The learner is expected to be assertive and strive for the quality of E2U texts |
| | | Learning Outcome 2 | The learner should be able to organize work efficiently and cope with time pressure |
| | | Learning Outcome 3 | The learner should be able to describe the importance of having a long-life learning attitude |
| | | Element 2 | **Interpersonal** |
| | | Learning Outcome 1 | The learner should be able to work in a team alongside people with diverse capabilities |
| | | Learning Outcome 2 | The learner should be able to adapt to different working situations |
| | | Learning Outcome 3 | The learner is expected to identify when to call for expert and user help |

Figure 7 Unit 4 on the profession of the IO3 skills cards (EASIT 2019c)[8]

The six learning outcomes of module 4, adapted to ECTS standards for curriculum design, mirror the six outcomes of the IO3 skills cards.

| **Prerequisites** |
|---|
| <ul><li>Theoretical knowledge and/or practical experience in subtitling/audio description/audiovisual journalism</li><li>Successful completion of Module EASIT-E2U-S-1, Module EASIT-E2U-S-2, and EASIT-E2U-S-3</li></ul> |
| **Assessment** |
| Report on the internship (or similar activity) establishing how they achieved the learning outcomes of this module. |

Table 16 Prerequisites and assessment methods for module 4 on the profession

This module, thus the enrolment in an internship within this program, has two prerequisites. First of all, students should have theoretical knowledge and/or practical experience in subtitling, audio description or audiovisual journalism, depending on the curriculum they are enrolled in. As stated, these are not prerequisites for entering the program. Nevertheless, at the point in time where they are to start with the internship, they should have already acquired competences in their respective fields. This decision was based on the premise that the students would be in a context where they

[8] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

would be expected to have this kind of knowledge and practice. Moreover, it was decided that the students should start their internship after completing successfully the three other modules of the curricula. This way, they would be prepared to fulfil a role with the competence they have acquired during the program.

For the institution assessing the internship and awarding the credits for the internship, it was thought that a report on the time in the internship should be delivered. This report should be the basis for assessing if the student has reached the learning outcomes proposed for this module.

### 4.1.6.2    Specific modules

The EASIT curricula only differ in one module, namely the module on the specialization: E2U subtitles, E2U audio description and E2U audiovisual journalism. Nonetheless, there are certain aspects that they share, such as the modules' aims, the methods of teaching/learning, the prerequisites, the assessment methods, and the teaching materials. The most relevant difference lies in the learning outcomes and teaching contents, which are focused on each specialization.

In these modules, students will learn to merge their theoretical knowledge and practical experience in subtitling, audio describing or audiovisual journalism with their new acquired competences in media accessibility and E2U language. They will learn to recognize the limits of combining these two services moving towards a product as accessible as possible. The linguistic and technical aspects of E2U subtitling, audio descriptions or audiovisual journalism are also part of these modules.

| Structure | | | |
|---|---|---|---|
| **Course Code** | **Course Type** | **Course Name** | **ECTS** |
| Course 1 | Seminar with presentations, discussions, and practical exercises | E2U subtitling/audio describing/audiovisual journalism | 9 |

Table 17 Course structure of module 3 on the specializations

For this module, the curriculum proposes one seminar where the instructors and students can get into these new hybrid services and discuss its implementation. Considering that the use of E2U language in subtitling, audio description, and audiovisual journalistic content is rather new and that there is more research and practice needed in order to know the possibilities and constraints of merging the two services, the EASIT partners agreed that a seminar would be the most appropriate setting for thematizing E2U subtitles, E2U audio descriptions or E2U audiovisual content. Seminars are spaces where knowledge is created together; therefore, this form would be the most appropriate for this module. Nonetheless, if institutions implementing these curricula or integrating this module into their curricula think that another type of course can fit to reach the learning outcomes, it can be adapted.

| Methods of teaching/learning |
| --- |
| Recommendations of teaching and learning methods:<br><br>● Lectures<br><br>● Seminars with presentations and discussions<br><br>● Seminars with exercises<br><br>● Laboratory work<br><br>● Group activities<br><br>● Role plays<br><br>● Practical writing exercises<br><br>● Interviews and exchange with experts<br><br>● Peer assessed assignments and exercises<br><br>● Evaluation of existing E2U content<br><br>● Class discussions of created content<br><br>● Comparison of E2U guidelines<br><br>● Writing research papers |

Table 18 Methods of teaching/learning of module 3 on the specialization

The methods of teaching/learning are diverse. The possibilities of what can be implemented in the seminar are wide. The decision lies on the instructors to choose what he considers appropriate for their class. These modules on the specialization aim to leave many possibilities open, so the instructors have more freedom to plan their classes depending on their experience in the field.

| Prerequisites |
| --- |
| <ul><li>Theoretical knowledge and practical experience in producing subtitles/audio descriptions/audiovisual journalistic content.</li><li>Successful completion of Module EASIT-E2U-AD-1 and Module EASIT-E2U-AD-2</li></ul> |
| **Assessment** |
| Formative and summative assessment<br><br>Recommendations for assessment:<ul><li>Written exam</li><li>Written paper</li><li>Poster presentation</li><li>Oral presentation, etc.</li></ul> |
| **Reading List and Teaching Materials** |
| EASIT IO4 Reading List |

Table 19 Prerequisites, assessment methods and teaching material for module 3 on the specializations

The third module on the three different specializations have two prerequisites. The students should have theoretical knowledge and practical experience in producing subtitles, audio descriptions or audiovisual journalistic content. These are not prerequisites for entering the program, but this knowledge and practice is needed to successfully complete module 3 of the three university curricula.

If institutions think that module 3 should not have prerequisites, they are welcome to adapt it to their wishes and needs, but the EASIT project

strongly recommends to keep them to make the work in the module 3 seminar easier for both students and teachers.

The assessment methods and the teaching materials, as shown in table 20, are identical to the ones in modules 1 and 2. The same principles apply for this module as well.

### 4.1.6.2.1  Learning outcomes and teaching contents for module 3 on E2U subtitling

Future experts choosing this option will have to build up knowledge on processes, linguistic aspects and technical aspects of E2U subtitling (EASIT 2019c). They are already experts in regular subtitling and ideally have concluded the first two modules of the EASIT curriculum. They thus have formed ideas on inclusion and generally on accessible communication in media contexts as well as Easy Language as a linguistic variety of their respective official languages. This asset allows them to build up knowledge and skills on Easy Language subtitling, which is the content of module 3 for E2U subtitlers. The module conveys the following outcomes and teaching contents:

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| Learning Outcomes |
|---|
| After successful completion of this module, it is expected that students are able to… <br><br> ● Define the notion of E2U subtitles recognizing the limits of merging E2U language with subtitling while creating a product as accessible as possible. <br><br> ● Create E2U subtitles. <br><br> ● Adapt standard subtitles into E2U subtitles. <br><br> ● Validate E2U subtitles. <br><br> ● Apply the linguistic aspects of E2U subtitles. <br><br> ● Apply the technical aspects of E2U subtitles. <br><br> ● Recognize the importance of developing the field of E2U subtitling through research and professional practice. |
| Teaching Contents |
| ● Subtitling guidelines, principles and standards applicable with E2U language. <br><br> ● Subtitling conventions regarding E2U language. <br><br> ● Subtitling software and applications considering the use of E2U language. <br><br> ● Linguistic aspects of E2U language considering subtitling guidelines and standards. |

Table 20 Learning outcomes and teaching contents of module 3 on E2U subtitles

The learning outcomes and teaching contents for module 3 on E2U subtitles were based on Unit 3 of the skills card for the professional profile of the expert in E2U subtitles. This unit had three elements on the processes, linguistic aspects and technical aspects that added up eleven outcomes (EASIT 2019c).

| UNIT 3 | E2U AND SUBTITLING | | |
|---|---|---|---|
| | | Element 1 | Processes |
| | | Learning Outcome 1 | The learner should be able to create E2U subtitles in different scenarios |
| | | Learning Outcome 2 | The learner should be able to adapt E2U subtitles in different scenarios |
| | | Learning Outcome 3 | The learner should be able to validate E2U subtitles in different scenarios |
| | | Element 2 | Linguistic aspects |
| | | Learning Outcome 1 | The learner is expected to identify significant information in an audiovisual text |
| | | Learning Outcome 2 | The learner should be able to subtitle by organizing and including information following E2U principles |
| | | Learning Outcome 3 | The learner should be able to subtitle by making lexical and pragmatic choices following E2U principles |
| | | Learning Outcome 4 | The learner should be able to subtitle by making syntactical choices following E2U principles |
| | | Learning Outcome 5 | The learner should be able to identify and use language variation in E2U subtitles |
| | | Element 3 | Technical aspects |
| | | Learning Outcome 1 | The learner is expected to apply subtitling principles, guidelines and standards |
| | | Learning Outcome 2 | The learner is expected to apply subtitling conventions |
| | | Learning Outcome 3 | The learner should be able to use subtitling software and applications |

Figure 8 Unit 3 on E2U subtitling of the IO3 skills cards (EASIT 2019c)[9]

These eleven outcomes were summed up in seven learning outcomes which fulfil the requirement of aiming for higher levels of knowledge according to Bloom's taxonomy (Bloom 1956, Kennedy 2006). The teaching contents showed in table 21 are also aligned with the IO3 skills cards.

### 4.1.6.2.2  Learning outcomes and teaching contents for module 3 on E2U audio description

The curriculum on E2U audio description (see Appendix II) implies that future experts choosing this option will have to build up knowledge on processes, linguistic aspects and technical aspects of E2U audio description (EASIT 2019c). They are already experts in regular audio description and ideally have concluded the first two modules of the EASIT curriculum. Therefore, they have formed ideas on inclusion and generally on accessible communication in media contexts as well as E2U language as a linguistic variety of their respective official languages. This asset allows them to build up knowledge and skills on E2U audio description, which is the content of module 3 for E2U audio describers. The module conveys the following outcomes and teaching contents:

[9] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

After successful completion of this module, it is expected that students are able to…

- Define the notion of E2U audio descriptions.

- Create E2U audio descriptions.

- Adapt standard audio descriptions into E2U audio descriptions.

- Validate E2U audio descriptions.

- Discuss the linguistic aspects of E2U audio descriptions.

- Describe the technical aspects of E2U audio descriptions.

- Use voicing and sound features in E2U audio descriptions.

- Recognize the limits of merging E2U language with audio description while creating a product as accessible as possible.

**Teaching Contents**

- Audio description guidelines and standards regarding E2U language.

- Audio description conventions regarding E2U language.

- Audio description software and applications considering the use of E2U language.

- Linguistic aspects of E2U language considering audio description guidelines and standards.

Table 21 Learning outcomes and teaching contents of module 3 on E2U audio description

In this case, 13 outcomes from the skills cards had to be summarized and adapted to ECTS standards:

| B | C | D | E |
|---|---|---|---|
| **UNIT 3** | **E2U AND AUDIO DESCRIPTION (AD)** | | |
| | | Element 1 **Processes** | |
| | | Learning Outcome 1 | The learner should be able to create E2U audio description in different scenarios |
| | | Learning Outcome 2 | The learner should be able to adapt E2U audio description in different scenarios |
| | | Learning Outcome 3 | The learner should be able to validate E2U audio description in different scenarios |
| | | Element 2 **Linguistic aspects** | |
| | | Learning Outcome 1 | The learner is expected to identify significant information in an audiovisual text |
| | | Learning Outcome 2 | The learner should be able to audio describe by organizing and including information according to E2U principles |
| | | Learning Outcome 3 | The learner should be able to audio describe by making lexical and pragmatic choices following E2U principles |
| | | Learning Outcome 4 | The learner should be able to audio describe by making syntactical choices following E2U principles |
| | | Learning Outcome 5 | The learner should be able to identify and use language variation in E2U audio description |
| | | Element 3 **Technical aspects** | |
| | | Learning Outcome 1 | The learner is expected to apply audio description principles, guidelines and standards to E2U content |
| | | Learning Outcome 2 | The learner is expected to apply audio description conventions to E2U content |
| | | Learning Outcome 3 | The learner should be able to use audio description software and applications for E2U content |
| | | Learning Outcome 4 | The learner should be able to to voice following E2U principles |
| | | Learning Outcome 5 | The learner is expected to apply the sound editing features required for E2U audio description |

Figure 9 Unit 3 on E2U audio description of the IO3 skills cards (EASIT 2019c)[10]

This time, the outcomes were summarized in eight learning outcomes, reaching the maximum allowed according to the references. The difference between the amount of learning outcomes lies in the fact that subtitling and audio description are not the same modality of audiovisual translation. Other aspects come into action, such as the voicing, for example, that does not play a role in subtitling. The teaching contents are also in synchrony with IO3 skills cards.

### 4.1.6.3 Learning outcomes and teaching contents for module 3 on E2U audiovisual journalism

Just as for the two previous specialization modules applied, experts that choose to enrol in this curriculum have to build up knowledge on processes, linguistic aspects and technical aspects of E2U audiovisual journalistic content (EASIT 2019c). They should be already experts in standard language audiovisual journalism and ideally have concluded the first two modules of the EASIT curriculum for E2U audiovisual journalism (media accessibility and E2U language). For this reason, they have formed ideas on inclusion and generally on accessible communication in media contexts as well as E2U language as a linguistic variety of their

[10] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

respective official languages. This asset allows them to build up knowledge and skills on E2U audiovisual journalism, which is the content of module three for journalists producing E2U audiovisual material. The module include the following outcomes and teaching contents:

| Learning Outcomes |
| --- |
| After successful completion of this module, it is expected that students are able to… <br><br> • Define the notion of E2U audiovisual journalism. <br><br> • Create E2U audiovisual journalistic content. <br><br> • Adapt audiovisual journalistic content into E2U. <br><br> • Validate E2U audiovisual journalistic content. <br><br> • Discuss the linguistic aspects of E2U audiovisual journalistic content. <br><br> • Apply the basics of audiovisual journalistic content production following E2U principles. <br><br> • Edit and voicing audiovisual journalistic content following E2U principles. <br><br> • Recognize the limits of the merging E2U language with audiovisual journalism while creating a product as accessible as possible. |
| **Teaching Contents** |
| • Audiovisual journalistic content producing guidelines and standards regarding E2U language. <br><br> • Audiovisual journalism software and applications taking into account the use of E2U language. <br><br> • Linguistic aspects of E2U language taking into account the production of audiovisual journalistic content. |

Table 22 Learning outcomes and teaching contents of module 3 on E2U audiovisual journalism

Similar to the third module for E2U subtitling, eleven outcomes from the skills cards had to be adapted and summarized into eight module's learning outcomes:

| UNIT 3 | E2U AND AUDIOVISUAL JOURNALISM | | |
|---|---|---|---|
| | | Element 1 | Processes |
| | | Learning Outcome 1 | The learner should be able to create E2U audiovisual journalistic content |
| | | Learning Outcome 2 | The learner should be able to adapt audiovisual journalistic content into E2U |
| | | Learning Outcome 3 | The learner should be able to validate E2U audiovisual journalistic content |
| | | Element 2 | Audiovisual content |
| | | Learning Outcome 1 | The learner is expected to identify significant information for E2U audiovisual journalistic content |
| | | Learning Outcome 2 | The learner should be able to prepare audiovisual journalistic content by organizing information according to E2U principles |
| | | Learning Outcome 3 | The learner should be able to prepare audiovisual journalistic content by making lexical and pragmatic choices following E2U principles |
| | | Learning Outcome 4 | The learner should be able to prepare audiovisual journalistic content by making syntactical choices following E2U principles |
| | | Learning Outcome 5 | The learner should be able to identify and use language variation in E2U audiovisual journalistic content |
| | | Element 3 | Technical aspects |
| | | Learning Outcome 1 | The learner should be able to use basic software for the production of E2U audiovisual journalistic content |
| | | Learning Outcome 2 | The learner should be able to apply the basics of audiovisual journalistic content production following E2U principles |
| | | Learning Outcome 3 | The learner should be able to edit and voice audiovisual journalistic content following E2U principles |

Figure 10 Unit 3 on E2U audiovisual journalism of the IO3 skills cards (EASIT 2019c)[11]

Both the learning outcomes and the teaching contents follow the material portrayed in the skills cards for the profile of the expert in E2U audiovisual journalism (EASIT 2019c).

## 4.2 MOOC curriculum

Considering that not all experts would look for a university program to continue with their training, the EASIT project, following the example of other Erasmus+ projects such as the ACT project (2018), decided to create a curriculum for a massive open online course (MOOC, see chapter 3.1.1.5, Appendix IV). The advantages of a MOOC are the following:

- More flexibility, autonomy and self-planning for the students.

- Sustainability of courses.

- Wide outreach outside academia (see chapter 3.1.1.5).

For the MOOC curriculum, the EASIT project group adapted the university curricula to match an online format. The EASIT MOOC curriculum is an

[11] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

xMOOC. This means that the course shows a clear path that the student has to follow. There is a detailed description of the MOOCs units, the objectives and learning outcomes are clear from the beginning and the format is strictly designed; the whole MOOC has a recognizable pedagogical agenda. In xMOOCs, the material consists mainly of videos, exercises and questionnaires (Pomerol/Epelboin/Thoury 2015, Bali 2014, Sexhauer/Weichsel 2017). This also applies to the EASIT curriculum. Nonetheless, the EASIT curriculum has aspects of an cMOOC as well. It takes therefore the shape of a connectivist MOOC that promotes self-learning and more autonomy from the students. The exchange with other peers is planned and all the enrolled students should participate actively.

Differently from the university curricula that lead to master courses and contribute, eventually, to a master degree, the online format has an introductory character. It is meant to draw interest of potential professionals or students to the subject and give them insight into the contents and the professional profiles. The material is not intended to substitute university education, but rather complement it and serve as orientation and profound information on the subject. Therefore, the content is more limited and a lesser number of working hours is allocated to the single contents.

MOOCs can be offered on different platforms. The most known are Coursera, Udacity, and edX (Pomerol/Epelboin/Thoury 2015). Due to the previous experience of some partners with Coursera, recommendations for this platform were taken into account when designing the MOOC. Nevertheless, the final design can be transferred to other platforms.

The development of the EASIT IO4 MOOC was fundamentally based on the IO3 skills cards and the university curricula exposed in section 4.1. Previous MOOCs of Erasmus+ projects (ACT 2018) and relevant literature on MOOC design was considered (see chapter 3.1.1.5).
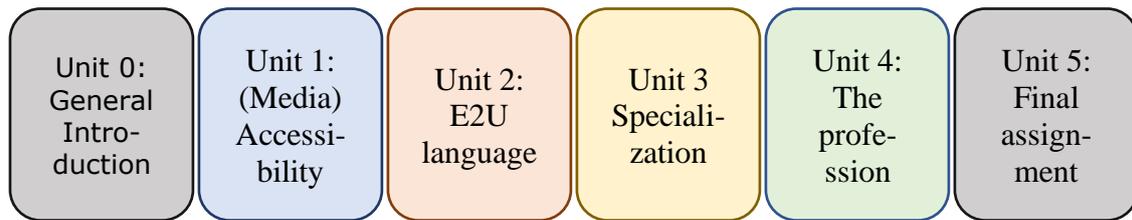
The EASIT IO4 MOOC is divided into six units:

| Unit 0: General Introduction | Unit 1: (Media) Accessibility | Unit 2: E2U language | Unit 3 Specialization | Unit 4: The profession | Unit 5: Final assignment |
|---|---|---|---|---|---|

Figure 11 MOOC Curriculum units

**Unit 0** (General introduction to MOOC) aims to explain the format of the course and how a MOOC actually works. **Unit 5** (Final assignment) is the last unit where the participants engage in the final test to conclude the MOOC. The remaining units have the same structure followed in the IO3 skills cards (EASIT 2019c) and the IO4 university curricula exposed above. **Unit 1** on accessibility in general and media accessibility in particular, and **Unit 2** on E2U language were each divided into two subunits, considering that this area would be completely new to the students and therefore would need more working hours. **Unit 3** (E2U subtitling/ audio description/ audiovisual journalism) offers introductory information on the three professional profiles. This option was prioritised in our MOOC design to allow students to get a global overview, but other approaches would be possible, such as offering one MOOC per specialisation. **Unit 4** covers information about the professional field and the job market.

Units in subtitling, audio description or audiovisual journalism are not integrated in this MOOC. Theoretical knowledge and practical experience in these areas are not prerequisites to enter the course, but are essentially needed to successfully complete it. These competences can also be acquired parallel to this MOOC by, for instance, enrolling in other Erasmus+ designed courses such as the ADLAB PRO online course on audio description (https://www.adlabpro.eu/, Perego 2017).

To sum up, the EASIT IO4 MOOC is an introductory course into media accessibility, E2U language and the three professional profiles defined by the EASIT project. A more specialized and profound training is not possible in this setting due to the working hours per week that are recommended (Pomerol/Epelboin/Thoury 2015, Bali 2014, Sexhauer/Weichsel 2017). This MOOC serves as a starting point for experts that want to look closer into the matter of E2U language and its implementation in media accessibility services and audiovisual content.

| Unit | Week | Workload | Training Materials | Assessment |
|---|---|---|---|---|
| Unit 0 – General introduction to MOOC | Week 1 | 1 hour | Videos, readings, etc. | Multiple choice questionnaires |
| Unit 1a – General introduction to accessibility | Week 1 | 1-3 hours | Videos, readings, etc. | Multiple choice questionnaires, non-graded peer reviewed assignment. |
| Unit 1b – Media accessibility | Week 2 | 2-4 hours | Videos, readings, etc. | Multiple choice questionnaires, non-graded peer reviewed assignment. |
| Unit 2a- General introduction to E2U language | Week 3 | 2-4 hours | Videos, readings, etc. | Multiple choice questionnaires, non-graded peer reviewed assignment. |
| Unit 2b – The language of E2U and visual presentation | Week 4 | 2-4 hours | Videos, readings, etc. | Multiple choice questionnaires, non-graded peer reviewed assignment. |
| Unit 3 – E2U subtitling/ audio description/ audiovisual journalism | Week 5 | 2-4 hours | Lecture videos, readings, etc. | Multiple choice questionnaires, non-graded peer reviewed assignment. |

| Unit 4 – The profession | Week 6 | 2-4 hours | Videos, readings, etc.. | Multiple choice questionnaires, non-graded peer reviewed assignment. |
|---|---|---|---|---|
| Unit 5 – Final assignment | Week 7 | 2 hours | Readings, videos | Graded peer reviewed assignment. |

Table 23 EASIT MOOC Curriculum Overview

The total duration of the MOOC is seven weeks. Recommendations stated that 2-4 working hours per week were enough, considering that most of the persons enrolled in MOOCs are professionals that are working in the field (Pomerol/Epelboin/Thoury 2015).

Considering that the MOOC is based on the university curricula and has therefore characteristics of an xMOOC, the materials consist mainly of readings and videos (lectures, interviews, etc.). The assessment approach is characteristic of cMOOCs, consisting of questionnaire and peer-reviewed assignments.

The EASIT IO4 MOOC curriculum is conceived as an introductory course, but introductory does not mean superficial. It is aimed that students receive as much input as possible in order to create a clear picture of the field. The aim is to motivate further training that is not possible in the limited framework of the MOOC. For this reason, the learning outcomes formulated for the MOOC's units, and therefore also the training materials and assessment methods, should also strive for higher levels of understanding according to Bloom's taxonomy. Sexhauer and Weichsel (2017) propose a system where this taxonomy is integrated into the MOOC design:
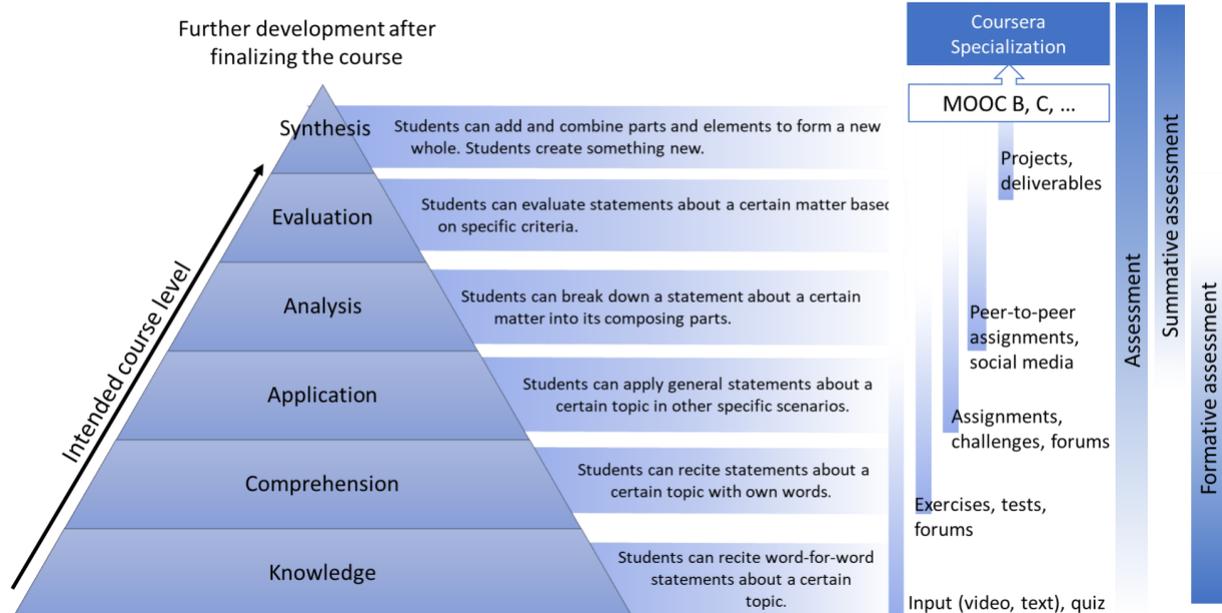
Figure 12 Bloom's taxonomy in MOOC designs (Sexauer/Weichsel 2017: 203, translation by Sergio Hernandez (SUH))

According to the system proposed by Sexauer and Weichsel (2017)[12], if the purpose of a course is introductory, then the levels of knowledge that come into question would be the first two (knowledge and understanding), where the students can recall and explain facts with own words. The training materials and assessment methods that would fit into this purpose would be videos, reading materials, and multiple-choice quizzes. Nevertheless, by implementing peer-to-peer assignments, where the students have to evaluate created materials and implement acquired knowledge, higher levels of understanding are reached. This system was implemented for the curriculum design.

Following these recommendations, the MOOC's units were designed.

[12] Sexauer and Weichsel (2017) invert the order of the last two levels of Bloom's taxonomy. Originally, *synthesis* belongs to the level under *evaluation* (see figure 1).

### 4.2.1 Unit 0 – General introduction to MOOC

The workload for this unit is one hour. According to the literature reviewed, one of the biggest drop-out reasons in MOOCs is the lack of information about the course, contents, expectations, and assessment. (Bali 2014, Pomerol/Epelboin/Thoury 2015, Sexhauer/Weichsel 2017). MOOCs formats differ from the traditional face-to-face class in universities, institutions, vocational training, etc. For this reason, it is necessary to clarify from the beginning what the purpose of the MOOC is, how it can be used, and how the assignments are assessed. Therefore, Unit 0 contains a general introduction to MOOC. It also contains an introduction to the EASIT project, explaining what the project is about, its main objectives and outcomes. Finally, detailed information about the MOOC itself should be given.

One of the Erasmus+ projects that were consulted, namely ACT (ACT 2018: 9), gives an example on how an introductory unit in the MOOC should look like. Based on the structure given in the ACT report, the Unit 0 of this MOOC curriculum should cover these topics:

- What is a MOOC?
- How are MOOCs different from traditional teaching and learning scenarios and what can be expected from such an online course?
- How are the students assessed in MOOCs?
- Information about netiquette, for instance, to regulate discussion forums and the participation of the students in peer assessed assignments.
- What is the EASIT project?
- What are the contents of the EASIT IO4 MOOC and how is it structured?

The materials that suit these units would be videos and readings about these topics. Considering that MOOCs address an international audience

and that persons can register from all over the world, it should be considered to subtitle these videos and to deliver a transcript of them. According to the references and being English today's *lingua franca*, this kind of material should be recorded in English or with English subtitles (Pomerol/Epelboin/Thoury 2015). Transcripts of the videos would increase accessibility.

## 4.2.2   Unit 1a – General introduction to accessibility

This unit would take place during the first MOOC week and would have 1-3 working hours.

If we consider the IO3 skills cards (EASIT 2019c), this unit would cover the elements 1, 2, and 3 of the first unit on media accessibility:

| UNIT 1 | MEDIA ACCESSIBILITY NORMS AND REGULATIONS | | |
|---|---|---|---|
| | | Element 1 | **Human diversity** |
| | | Learning Outcome 1 | The learner should be able to describe the notion of human diversity, its historical evolution, and social and contextual implicatic |
| | | Learning Outcome 2 | The learner should be able to describe the notion of disability and its historical evolution |
| | | Learning Outcome 3 | The learner is expected to distinguish among the different disability models and the language they use |
| | | Element 2 | **What is accessibility?** |
| | | Learning Outcome 1 | The learner should be able to describe the notion of accessibility and its historical evolution |
| | | Learning Outcome 2 | The learner is expected to apply current national and international legislation regarding accessibility |
| | | Element 3 | **What is universal design?** |
| | | Learning Outcome 1 | The learner should be able to describe the notion of universal design |
| | | Learning Outcome 2 | The learner is expected to identify diverse user needs |
| | | Learning Outcome 3 | The learner should be able to describe proactive, user-centred, and participatory approaches to design |

Figure 13 Elements 1, 2, and 3 of Unit 1 on media accessibility of the IO3 skills cards[13]

At the end of this unit, students should be able to…

- Describe the notions of human diversity, disability, accessibility, and universal design; including their historical evolutions and national and international legislation.
- Distinguish among the different disability models and the language they use.
- Identify diverse user needs.

[13] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

- Describe proactive, user-centred, and participatory approaches to design.

The material that can be created for this unit could consist of videos about lectures, presentations, interviews, and readings about these topics. Here, as well, it should be considered, if videos are recorded, to subtitle them and provide a transcript. This unit could be assessed by a multiple-choice questionnaire.

### 4.2.3 Unit 1b - Media accessibility

This unit is the second part of the previous unit. Unit 1b on media accessibility would be situated in week 2 and would have a workload of 2-4 hours, depending on the material created. The present unit covers the topic of media accessibility and media accessibility services, thus elements 4 and 5 of the IO3 skills cards (EASIT 2019c).

| Element 4 | What is media accessibility? | |
|---|---|---|
| | Learning Outcome 1 | The learner is expected to define audiovisual text |
| | Learning Outcome 2 | The learner should be able to describe the notion of media accessibility |
| | Learning Outcome 3 | The learner is expected to apply current national and international legislation regarding media accessibility |
| | Learning Outcome 4 | The learner is expected to apply current standards regarding media accessibility |
| Element 5 | Media accessibility services | |
| | Learning Outcome 1 | The learner is expected to explain what pre-recorded and live subtitling are and their applicable scenarios |
| | Learning Outcome 2 | The learner is expected to explain what subtitling for the deaf and hard of hearing is and its applicable scenarios |
| | Learning Outcome 3 | The learner is expected to explain what audio description is and its applicable scenarios |
| | Learning Outcome 4 | The learner is expected to explain what audio subtitling is and its applicable scenarios |
| | Learning Outcome 5 | The learner is expected to explain what sign language interpreting is and its applicable scenarios |
| | Learning Outcome 6 | The learner should be able to distinguish further media accessibility services and modalities |

Figure 14 Elements 4 and 5 of Unit 1 on media accessibility of the IO3 skills cards[14]

At the end of this unit students are expected to:
- Define audiovisual text.
- Describe the notion of media accessibility as well as current national and international legislation.
- Describe current standards regarding media accessibility.

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[14] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

- Define and differentiate between different kinds of media accessibility services such as pre-recorded and live subtitling, subtitling for the deaf and hard of hearing (SDH), audio description, audio subtitling, sign language, etc.
- Recognize applicable scenarios of different media accessibility services such as pre-recorded and live subtitling, subtitling for the deaf and hard of hearing (SDH), audio description, audio subtitling, sign language, etc.

Videos with their corresponding subtitles and transcripts could also be part of this unit. Readings about the topic may also be helpful. Furthermore, accessible media content can be analysed. As an assignment, students can reflect on an example of accessible media content and see how the teaching content of the MOOC reflects on it. A short paper can be written about it. Peers could comment on this paper. This way the learner has a prompt response to his work, the exchange with others is promoted, and higher levels in the pyramid of Bloom's taxonomy are reached. This non-graded peer assessed assignment could be a way of assessment alternative to the multiple-choice questionnaire. Depending on the wishes of the instructors, different assessment methods can be implemented in this MOOC.

### 4.2.4   Unit 2a – General introduction to E2U language

The third week continues with a general introduction into the field of E2U language. This unit has also a workload of 2-4 hours.

Considering once again the IO3 skills cards, unit 2a covers the elements 1, 2 and 3 of the unit on E2U language:

| EASY-TO-UNDERSTAND (E2U) | | | |
|---|---|---|---|
| Element 1 | **Understanding E2U** | | |
| | Learning Outcome 1 | The learner should be able to describe the notion of E2U | |
| | Learning Outcome 2 | The learner should be able to distinguish different E2U services and modalities, such as E2R and PL | |
| Element 2 | **Legislation, standards and guidelines** | | |
| | Learning Outcome 1 | The learner is expected to apply current national and international legislation regarding E2U | |
| | Learning Outcome 2 | The learner is expected to apply current standards and guidelines regarding E2U | |
| Element 3 | **Processes** | | |
| | Learning Outcome 1 | The learner should be able to create E2U content in different scenarios | |
| | Learning Outcome 2 | The learner should be able to adapt E2U content in different scenarios | |
| | Learning Outcome 3 | The learner should be able to validate E2U content in different scenarios | |

Figure 15 Elements 1, 2, and 3 of Unit 2 on E2U language of the IO3 skills cards[15]

An introduction into E2U language is given with a focus on the comprehensibility enhancement varieties Easy-to-read (E2R) and Plain Language (PL). Students would gain an insight into current national and international legislation, standards and guidelines. Finally, they would be confronted with the processes of creating, adapting, and validating E2U language. After completion of Unit 2a, students are expected to:

- Define E2U language.
- Distinguish different E2U services and modalities, especially E2R and PL.
- Be familiar with current legislation regarding E2U.
- Be familiar with current standards and guidelines regarding E2U
- Be aware of the different creation processes and scenarios of E2U content.
- Be aware of the different adaptation processes and scenarios of E2U content.
- Be aware of the different validation processes and scenarios of E2U content.

Clearly, in comparison with the learning outcomes of the second module of the university curricula on E2U language (see section 4.1.6.1.2), these learning outcomes are more general and do not climb high in Bloom's

[15] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

taxonomy's pyramid. The reason for this is the time established for this unit. It is not possible to reach the learning outcomes of the university curricula within the framework of 2-4 hours. Furthermore, the material that has to be covered is considerably high. For that reason, these learning outcomes stay on the lower levels and serve as a mere introduction to the field.

Videos and readings can be helpful material for this unit. Videos with interviews with experts, end users, translators/adaptors, etc. could be part of the teaching material as well. Class discussions in universities, discussion rounds, vocational training, etc. could be recorded and uploaded.

Content in E2U language can be analysed. As an assignment, students can reflect on an example of E2U content and see how the content of the MOOC reflects on it. A short paper can be written about it. Peers could comment on this paper. This way the learner has a prompt response to their work and the exchange with others is promoted. Furthermore, the students would have to reflect and evaluate the content they have been working with.

At the end of the unit, a multiple-choice questionnaire could be a way of assessment. A non-graded peer assessed assignment could also be a way of final assessment for this unit.

### 4.2.5   Unit 2b – E2U language, design, and graphic elements

The fourth week is planned for the second part of the material covering E2U language. Once again, the working hours for this week lie between 2 and 4 hours.

This unit covers the nature of the language used in content in E2U language. Furthermore, the visual presentation of this content and how

images and paratextual elements enhance comprehensibility would be thematized. According to the IO3 skills cards, Unit 2b would correspond to the elements 4 and 5 of the Unit 2 on E2U language (EASIT 2019c).

| | | |
|---|---|---|
| Element 4 | **The language of E2U** | |
| | Learning Outcome 1 | The learner is expected to identify significant information in a text |
| | Learning Outcome 2 | The learner should be able to organize and include information according to E2U principles |
| | Learning Outcome 3 | The learner should be able to make lexical and pragmatic choices following E2U principles |
| | Learning Outcome 4 | The learner should be able to make syntactical choices following E2U principles |
| | Learning Outcome 5 | The learner should be able to identify and use language variation |
| Element 5 | **Visual presentation** | |
| | Learning Outcome 1 | The learner should be able to format following E2U principles |
| | Learning Outcome 2 | The learner should be able to choose and use images following E2U principles |
| | Learning Outcome 3 | The learner should be able to choose and use other paratextual elements following E2U principles |

Figure 16 Elements 4 and 5 of Unit 2 on E2U language of the IO3 skills cards[16]

After successful completion of this unit, learners are expected to:

- Be familiar with lexical and pragmatic principles of E2U.
- Be familiar with syntactic principles of E2U.
- Describe format methods according to E2U principles.
- Be familiar with the use of images following E2U principles
- Be familiar with the use of paratextual elements following E2U principles.

These learning outcomes, just as the ones of the previous unit, do not belong to the higher levels of Bloom's pyramid. The reasons for this were already explained for unit 2a. The recommendations for implementation also resemble the ones listed for the previous unit.

### 4.2.6   Unit 3 – E2U subtitling/audio description/audiovisual journalism

This unit offers overall information about the three hybrid professional profiles that are described by the EASIT project: Expert in E2U subtitles, Expert in E2U audio description and Expert in E2U audiovisual journalism. Students will be confronted with introductory information about the

[16] The IO3 results can be downloaded here for better visibility and readability of the skills cards.

processes, linguistic aspects and technical aspects of these profiles. After successful completion of this unit, students are expected to:

- Be familiar with the notion of creation of E2U subtitles, E2U audio description, and E2U audiovisual journalistic content.
- Be familiar with the notion of adaptation of E2U subtitles, E2U audio description, and E2U audiovisual journalistic content
- Be familiar with the notion of validation of E2U subtitles, E2U audio description, and E2U audiovisual journalistic content
- Describe linguistic aspects regarding the creation of E2U subtitles/ audio description/audiovisual journalistic content.
- Describe technical aspects regarding the creation E2U subtitles/ audio description/audiovisual journalistic content.

Videos and lectures would also be an integral part of this unit. videos with interviews with experts, end-users, translators/adaptors, etc. would be relevant. For instance, class discussions in universities, discussion groups, or courses in vocational training could be recorded and uploaded.

A final assignment for the unit could be a non-graded peer reviewed assignment or a multiple-choice questionnaire.

### 4.2.7   Unit 4 – The profession

This unit covers the fourth unit in the IO3 skills cards regarding the profession of the three professional profiles (EASIT 2019c, see figure 7).

For instance, through peer-assessed assignments, the focus lies on the team work competences. After successful completion of Unit 4, the learners are expected to:

- Organize work efficiently, including teamwork.
- Describe the importance of having a life-long learning attitude.

- Recognize the importance of working in a team alongside people with diverse capabilities.
- Adapt to different working situations.
- Identify when to call for expert and user help.

### 4.2.8   Unit 5 – Final assignment

Students would finalize their course with this unit. The final assignment could be a graded peer-reviewed assignment, for instance. This final task would be more comprehensive than the previous ones and would test the knowledge acquired during the MOOC.

### 4.2.9   Recommendations for implementations

The following recommendations for an eventual implementation were made:

#### 4.2.9.1   *Recommendations for dealing with different student profile*

MOOCs often have a high diversity of learners that differ in age, background knowledge, main language, etc. All teaching materials should be created keeping this in mind. For example, in order to make the online course accessible to participants with different native languages, it may be considered to subtitle the videos (which will be mainly in English or with English subtitles) and offer a transcript of the audio track, so the students can read the information at their own pace.

One of the most relevant reasons for dropouts is the lack of deadlines' flexibility (Bali 2014, Guàrdia et al. 2013, Pomerol/Epelboin/Thoury 2015). Trainees often enrolled in MOOCs are not only occupied with the online course, but with other activities as well. For that reason, and to avoid a high quota of drop outs, deadlines for tasks should be clear but at the same time flexible.

When dealing with the variety of student profiles that may enrol in a MOOC, a common mistake is to look after harmonizing approaches to put all students on the same level (Sexhauer/Weichsel 2017). This should not be done, for it leads to a higher dropout risk. Heterogeneity should be accepted and handled. Having trainees with different profiles is an advantage for all registered students, especially if a space for exchange is given, e.g. through peer assessed assignments, forums, etc. Different knowledge and practical experiences of the trainees outside the MOOC contributes to the quality of exchange and experiences within it (Miligan/ Littlejohn 2015).

### *4.2.9.2     Recommendations for developing training materials*

In all units, videos have an important role as training material. Therefore, special attention should be directed to this matter. It is important to consider having a team expert in the production of videos (Pomerol/Epelboin/Thoury 2015), especially if they are so essential for the MOOC. References state that the production of videos should focus on the content and topics that are being delivered and not that much on technical or aesthetic aspects (Sexhauer/Weichsel 2017: 193). This is a recommendation that should be kept in mind for the possible videos of this MOOC. Nonetheless, this does not mean that video quality should be disregarded. Studies show that video quality is an important criterion for students to evaluate the quality of a MOOC (Pomerol/Epelboin/Thoury 2015). For that reason, a balance between these two aspects should be found.

The videos prepared for this MOOC should not be only recorded presentations where an instructor is not on the screen (Pomerol/Epelboin/Thoury 2015, Guo/Kim/Rubin 2014). Instructors must be willing to appear on the videos, for this kind of material contributes to a more personal MOOC with higher probability to motivate students to

engage in it. The language they use is also important (Guo/Kim/Rubin 2014). Appearing in a video does not mean that the instructor should speak slower for more clarity. They should maintain a normal speaking pace and try to be enthusiastic in order to motivate the students.

The setting has also an important role. Informal settings tend to be more motivating than formal settings (Guo/Kim/Rubin 2014). For that reason, the possibility of recording in alternative settings to the office or the classroom should be explored.

Shorter videos are much more engaging than longer videos (Guo/Kim /Rubin 2014). It is recommended not to record a whole lecture that lasts over an hour. If this is the case, the lecture should be divided into several short videos, so the students can follow these more easily. The recommended length of a MOOC video is six minutes (Guo/Kim/Rubin 2014).

Videos of Khan-style tablet drawings are engaging (Guo/Kim/Rubin 2014). These are recordings of the instructor writing or drawing on a tablet. This kind of recording is more engaging than mere slide presentations. Khan-style drawings give the impression that the student participates live in the instructor's presentation.

### 4.2.9.3    *Recommendations for developing assessment activities*

Assessment should not only have the form of multiple-choice questionnaires (Pomerol/Epelboin/Thoury 2015, Sexhauer/Weichsel 2017, Luo/Robinson/Park 2014). This kind of assessment tests is only adequate if the participants recall information, but according to Bloom's taxonomy about the levels of knowledge, these forms represent only the lowest level of learning. Peer assessed assignments where the participants have to apply knowledge and lead critical discussions of a certain topic, are helpful in this matter. Nevertheless, considering that the EASIT IO4 MOOC

curriculum is conceived as an introduction to the field, it would not be critical, if most of the assessment occurs through multiple-choice questions.

The MOOC should recommend the students to invest in self-study hours. For instance, recommended reading lists beyond the texts offered as teaching material in the course should be integrated. This way, we would be promoting the active learning of the participants. The EASIT IO4 Reading List can contribute to this aspect.

### 4.2.9.4 Recommendations for promoting students' interaction

The format of a MOOC is not suited to promote the contact between instructor and the student in its full extent (Guàrdia et al. 2013, Bali 2014 Pomerol/Epelboin/Thoury 2015). The number of participants is too high to make this option feasible. Instructors can participate in forums or even have a mediating role in such discussions between students. Nevertheless, the extent of this relation is not comparable to the traditional face-to-face class format. For that reason, it is recommended that the MOOC encourages the student-student contact. This can be possible through graded or non-graded peer assessed assignments. This kind of assignment can also speed up the time in which the participants receive a response to their work. To promote students' interaction keeps students' motivation high and encourages them to reflect on the knowledge acquired during the course (Miligan/Littlejohn 2015).

The use of forums with instructors as moderators can play an important role in the student-student interaction and in the prompt reception of answers to specific questions. Forum discussions are therefore encouraged. It cannot, however, be expected that a lecturer deals with massive forum discussions nor grade them.

### 4.2.9.5     *Recommendations for dealing with accessible content*

Considering the heterogeneity of the MOOC students and the MOOCs topic, the material created for the course should be as accessible as possible. Recorded videos could have, if it is financially and technically possible, intralingual and interlingual (E2U) subtitles, interpretation into sign language, verbatim transcripts, and audio descriptions. The implementation of such accessibility services, if planned, should be considered from the beginning of the production process (Romero-Fresco 2019). Uploaded files should have an accessible format compatible, for instance, with screen readers.

## 4.3 Reading List

The project partners have contributed to a shared reading list that is made available to the teaching staff as well as to the students in all forms of curricula (see Appendix V). The partners have made contributions from their different fields of expertise and their own languages. Thus, the reading list is multidisciplinary as well as multilingual and opens an extensive overview on the subject and its ramifications. Part of the reading list are materials on E2U language for all project languages. As E2U language is a rather new subject of research, there is no precedent for this resource that will be welcomed by the international expert world. The list also tries to summarize publications made on the EASIT professional profiles which are even more innovative. Some of the publications integrated have not been published yet at the moment of submitting this report.

# 5 KPI

The key performance indicators set for IO4 were the following:

- Curriculum design ready for E2U language

- Curriculum design ready for audiovisual translators aiming to expand their skills

These two KPIs were fulfilled, but rather than creating one curriculum for E2U language and one for audiovisual translators aiming to expand their skills, three university curricula for three professional profiles (expert in E2U subtitles, expert in E2U audio description, and expert in E2U audiovisual journalism) were created with various modules that cover E2U language and the skills expansion for interested audiovisual translators.

- Number of educational resources with ECTS or ECVETs assigned.

In order to fulfill this KPI, we departed from the module concept that structures the curricula. We have worked according to the ECTS system and have created a total of six modules:

- Module on media accessibility

- Module on E2U language

- Module on E2U subtitles

- Module on E2U audio description

- Module on E2U audiovisual journalism

- Module on the profession

Furthermore, IO4 went further and also created a MOOC curriculum and a reading list that were not part of the initial KPIs.

# 6 Dissemination

This is a list of the dissemination activities linked to this IO organized by partners. Some of the dissemination actions not only refer to IO4, but to the project as a whole and took place during the IO4 development.

**UAB:**

Presentation:

- Matamala, A. (2020). *Audiovisual translation: what does it mean?* Invited keynote speech at Inclusive Dialogue 2020. Moscow, 24.01.2020. 100 people present.

Publications:

- Matamala, A. (2019) Accessibilitat i traducció audiovisual. Vic: Eumo. The book includes reference to EASIT.

Interviews:

- Matamala, A. (2019). *FRED Accessible Cinema*. Available at http://www.fred.fm/uk/accessible-cinema-5th-episode/?fbclid=IwAR1gzr4RRhYvSRaestbEE0tgAc2uUkpL6DlWHkok KnU1JTojJG9Zf_YtSRU

Papers delivered at conferences:

- Arias-Badia, B. (2019). El experto en redacción de información fácil de comprender: un nuevo perfil profesional en la TAV. PluriTAV: Plurilingüismo y traducción. València, 24-25.10.2019.

- Matamala, A.& Orero, P. (2019). EASIT: media access services made easier to understand. I Congreso Internacional de Innovación Docente e Investigación en Educación Superior: un reto para las Áreas de Conocimiento. Madrid, 22.11.2019.

- Orero, P. (2019). Pushing media accessibility: slowly but surely. Conference Gimek Calistay. Turkey, 9.12.2019.

Seminars:

- Media accessibility: research and practice" (3 h). Course taught at the Eurasian Subtitler's League, Moscow, 23.01.20. 15 people.

Other activities:

- Matamala, A. EASIT project presented at the 13th Festa de la Ciència de Barcelona (Barcelona, Spain, 26/10/2019).TransMedia Catalonia stand.

- Arias-Badía, B. EASIT project presented at the Research Preparation Seminar within the MA in Translation and Intercultural Studies (UAB) (Bellaterra, 04.11.2019).

- Matamala, A. & Orero, P. ISO/IEC JTC1/SC35 User interfaces committee meeting. Busan (South Korea), 13-17.01.2020. Contributions to various standards, such as ISO/IEC TS 20071-21:2015 Information technology - User interface component accessibility - Part 21: Guidance on audio descriptions, and ISO-IEC TS 20071:25:2017 Information technology- User interface component accessibility - Part 25: Guidance on the audio presentation of text in videos, including captions, subtitles and other on-screen text, among other.

**DYS:**

Presentations:

- Hedberg, E. Presentation on EASIT during networking and sharing EASIT folder during PLAIN International conference in OSLO. Informal presentation. https://plain.difi.no. 26.09.2019.

- Johansson, B.-E. Presentation on EASIT during networking during EDA (European Dyslexia Association Seminar) Informal presentation https://lnu.se/en/meet-linnaeus-university/conferences/previous-conferences/european-dyslexia-association-27-29-sept-2019/. 27–29.09.2019

- Hedberg, E. Presentation on EASIT within a presentation about Begriplig text project during a seminar arranged by KLIV, a plain language network in Northern Sweden. 70 participants. 09.10.2019

- Hedberg, E. Sharing information about EASIT during a meeting between representants from Kulturdepartementet (Ministry of Culture) and representants from disability organizations about accessibility in Swedish television. 11.11.2019

- Hedberg, E. Presentation on EASIT during a workshop with Begriplig text project and Swedish Transport Administration. 15 participants. 29.10.2019

- Hedberg, E. Presentation on EASIT within a presentation about Begriplig text project during a web casted morning seminar arranged by Swedish Agency for Participation. Available online: https://youtu.be/_BYqzfv5Oz0. 150 participants and more than 100 online views. 13.11.2019

- Hedberg, E. Explaining EASIT during a meeting between users representing disability organizations and representatives from Swedish Television (public service). 15 participants. 05.12.2019.

**RTVSLO:**

Presentations:

- RTV Slovenija. Visit of Parliamentary Board for Culture at RTV Slovenija; short presentation of Department for Accessibility and projects which are going on, among them EASIT. 18.10.2019

- RTV Slovenija. Presentation of accessibility at RTV Slovenija at the ne(VIDNI) event, organized by Association of the Blind. Short presentation of the EASIT project. Tolmin, Slovenia. 03.10.2019.

- RTV Slovenija. EBU Experts Services Meeting, presentation of Accessibility for Kids and Youth at TV programmes at RTV SLO, mentioning the EASIT in networking and with EBU members. Dublin. 17.10.2019.

- RTV Slovenija. Short presentation of EASIT included in the presentation of RTV Slovenija accessibility technologies at Zagreb, Croatia at conference "Pristup i dostupnost kulturi". Zagreb. 24.10.2019.

- RTV Slovenija. Meeting with the professor Dr. Marko Stabej (Faculty of Arts, University of Ljubljana) about the new form of use of Slovene language, presentation of EASIT and E2R; interested in the project and the results. 14.01.2020.

- RTV Slovenija. Meeting with the professor Dr. Marko Robnik Šikonja (Faculty of Computer and Information Science, University of Ljubljana; artificial intelligence, machine language learning and creation of programmes for machine resuming of articles; presentation of EASIT and E2R and the need of data basis for vocabularies of E2R Slovene; interested in the project and the results. 23.01.2020

Interviews:

- Radio Slovenija, interview with Mateja Vodeb at Radio Prvi Slvoenija; presentation of accessibility project at RTV Slovenija, among them EASIT. 4.12.2019.

Internet publications:

- Publication of renewed article about EASIT on RTV Slovenija special page www.dostopno.si: https://www.rtvslo.si/dostopno/projekti/503025

**SDI:**

Presentations:

- Bernabé, R. (2019). Easy-to-understand access services: new taxonomy and developments. Paper presented at the 5TH International Conference On Audiovisual Translation, Intermedia, Warsaw, Poland. Abstract retrieved from https://intermedia.ils.uw.edu.pl/files/2019/09/Intermedia-2019_Book-of-Abstracts.pdf

- Bernabé, R., Orero, P., García Muñoz, O., & Oncins, E. (2019). 360º: creation of easy-to-understand subtitles. Paper presented at the 5th International Conference On Audiovisual Translation, Intermedia, Warsaw, Poland. Abstract retrieved from https://intermedia.ils.uw.edu.pl/files/2019/09/Intermedia-2019_Book-of-Abstracts.pdf

- Informal presentation of the project at the TCA European Conference Fostering Erasmus+ cooperation projects impact and cross fertilization on social inclusion and civic engagement. 25-27.06. 2019.

- Informal presentation of the project at the Intersteno Conference in Cagliari, Italy, on the 13-19.07.2019

- Presentation of the EASIT project as part of a workshop on Easy-to-read at the ZHAW in Zürich. 25.09.2019

- Bernabé, R. & Eugeni, C. (2019). Schriftdolmetschen und Leichte Sprache: Training für neue Berufsbilder. Speech at the BDÜ conference (Bundesverband der Dolmetscher und Übersetzer) in Bonn, Germany. 23.11.2019.

- Bernabé, R. & Meiriño, J. (2019). Training for emerging experts in easy-to-understand subtitling, audio description and audiovisual journalism. Extended abstract submitted to the 2020 Barrier-free Conference in Switzerland.

- Bernabé, R., Orero, P., García, Ó. & Oncins, E. (2019). Creation and validation of easy-to-read subtitles. Article submitted to Intralinea in November 2019.

**SUH:**

Presentations:

- Hernandez Garrido, S. & Keller, L. (2019). Forschungsstelle Leichte Sprache – Research and practical projects on Easy German. Presentation in Klaara 2019. Conference on Easy-to-read language research. Helsinki (Finland). 80 participants from 12 countries. 19-20.09.2019

- Hernandez Garrido, Sergio (2020). Leichte Sprache als Kommunikationshilfe? Konzept, Herkunft, Rechtlicher Rahmen, Adressaten, Regeln. Presentation for Hildesheim's advisory council on psychiatry and impairment issues. Hildesheim (Germany). 15

participants of Hildesheim's advisory council for psychiatry and impairment issues. 20.11.2020.

- Maaß, C. & Hernández Garrido, S. (2020). EASIT IO4 – Curriculum design – Results. Presentation for the EASIT Multiplier Event 3 in Hildesheim. Hildesheim (Germany). 86 participants. 13.02.2020.

Class presentations:

- Hernandez Garrido, S. (2020). Theoretische Grundlagen der Barrierefreien Kommunikation. Presentation for a seminar in the MA program Accessible Communication of the University of Hildesheim. Hildesheim (Germany). 25 participants. 07.11.2020.

Publications:

- Maaß, C. & Hernández Garrido, S. (2020). Easy and Plain Language in audiovisual translation. In: Silvia Hansen-Schirra/Christiane Maaß (eds.): Easy Language Research: Text and User Perspectives. Berlin: Frank & Timme. (= Easy - Plain - Accessible, 2)

**UNITS:**

Article journals:

- Perego, E. (2019). Easy-to-Understand Language. A survey on practice and training in Italy. Lingue e Linguaggi. Submitted, July 2019.

- Perego, E. (2019). Who is the (European) AD professional? A sociological take and new training perspectives. In Cultus 12, Training mediators: the future. Submitted, May 2019

- Perego, E. (2019, forthcoming). Il ruolo della traduzione audiovisiva nel percorso verso la fruibilità dell'opera d'arte. In A. Sdegno (a cura di), Rilievo dei beni culturali e rappresentazione inclusiva per

l'accessibilità museale, Trieste: EUT. Invited paper, submitted June 2019.

Chapters in publications:

- Taylor, C. & Perego, E. (2019, forthcoming). New approaches to accessibility and audio description in museum Environments. To be published in IATIS Yearbook 2019, ed. by Sabine Braun

**RISA:**

Presentations:

- Knapp, T. (2019). Making audio-visual information easier to read and easier to understand. *Presentation at KLAARA 2019 Conference in Helsinki, 20. 9. 2019*. Book of abstracts available at https://www.helsinki.fi/sites/default/files/atoms/files/book_of_abstracts_update_060919.pdf

Articles:

- Knapp, T. (2019). Slovensko lahko branje smo pokazali na Finskem. In: 20 MINUT. November- december 2019. Zavod RISA.

Other activities:

- Knap, T. (2019) EASIT project presented at Lebenshilfen Soziale Dienste (Graz, Austria, 13- 14. 11. 2019).

# 7  Impact, transferability and sustainability

The impact of this IO is both internal and external. For the project internally, the main impact of IO4 is that the description of the modules enables the IO5 participants to develop materials according to the envisioned content for the single learning outcomes. External impact of this IO is that modules were drafted that can be implemented by anyone

interested and integrated into already existing master programmes and other forms of professional education, like for example, the ones developed in other Erasmus+ projects. In that sense, the modules developed are transferable to multiple other uses where the skills are needed and formation programmes are set up. The materials like skills cards, curricula and the online courses will remain available permanently and open access.

As the subject is new and there are no precedents, there is currently no other source available to get this material from than the EASIT project.

The impact is also scientific, as several publications originated from the EASIT project. The following publications are already published or accepted for publication:

- Elisa Perego 2020: *Accessible communication: A cross-country journey*. Berlin: Frank & Timme (= Easy - Plain - Accessible, 4)

- Christiane Maaß, Sergio Hernández Garrido 2020: "Easy and Plain Language in audiovisual translation". In: Silvia Hansen-Schirra/Christiane Maaß (eds.): *Easy Language Research: Text and User Perspectives*. Berlin: Frank & Timme. (= Easy - Plain - Accessible, 2)

- Christiane Maaß, Sergio Hernández Garrido (accepted for publication): "Leichte und Einfache Sprache in der audiovisuellen Übersetzung". In: Silvia Hansen-Schirra/Christiane Maaß (eds.): *Forschung im Bereich Leichte Sprache: Text- und Nutzerperspektiven*. Berlin: Frank & Timme.

The publications are also a very important factor to enhance sustainability. Some of them will have permanent free access on the internet, all of them are or will be published in print. This grants the project great and permanent visibility beyond its end as well as active

reception by the scientific community that is currently assembling in the field of Easy Language research and research on accessible communication in general. The project results have thus been and will further be presented at many international conferences and workshops (see chapter 6).

# 8 Conclusions

This project step (IO4) was dedicated to developing curricula for university courses and online formats, as well as a reading list, on the basis of the skills cards from IO3 that were, on their turn, developed on the basis of the expert survey and interviews of IO1 and IO2. The skills described in the EASIT skills cards had to be slightly regrouped, but all of them found their way into learning outcomes of the curricula. This shows the successful implementation line in the whole project where the single steps follow on each other in an organic and logical way and the work directed by the different EASIT partners adds up to a consistent system of content.

The modules will now have to be filled with content for online and offline training formats. As the developed modules of the university and MOOC curricula already completed show a considerable congruence and are neatly building up on one another, they open a clear pathway to the materials that have to be designed now during IO5.

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# Appendix I – Curriculum: EASIT Training Program for Experts in Easy-to-understand Subtitles

This appendix is provided as a separate document.

To download it please use this link: https://ddd.uab.cat/record/222184.

# Appendix II – Curriculum: EASIT Training Program for Experts in Easy-to-understand Audio Description

This appendix is provided as a separate document.

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# Appendix III – Curriculum: EASIT Training Program for Experts in Easy-to-understand Audiovisual Journalism

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# Appendix IV – EASIT IO4 MOOC

This appendix is provided as a separate document.

To download it please use this link: https://ddd.uab.cat/record/222184.

# Appendix V – Reading List

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**Partners:**