EASIT

EASIT IO4 Final Report

Appendix IV

Curriculum: EASIT IO4 MOOC

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Date: 03.04.2020

2018-1-ES01-KA203-05275

Summary: This document contains the EASIT IO4 MOOC curriculum. More detailed information about the design process and recommendations for implementation can be found in the EASIT IO4 Final Report.

History chart

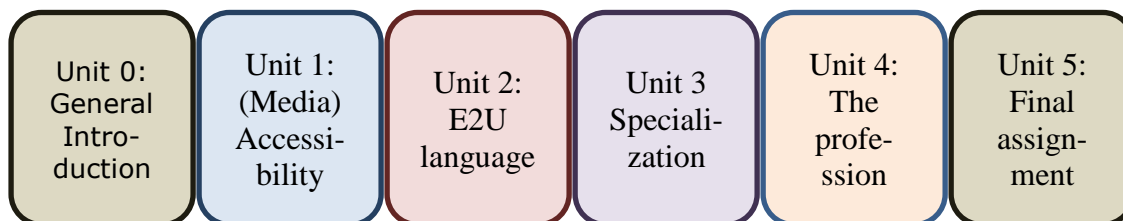| No.	Action	Partner	Date
0.1	Prepared	SUH	17.10.2019
0.2	Comments on first draft	All EASIT partners	31.10.2019
0.3	Preparation of second curriculum draft	SUH	21.11.2019
0.4	Comments on second draft	All EASIT partners	05.12.2019
0.5	Preparation of third curriculum draft	SUH	19.12.2019
0.6	Comments on third draft	All EASIT partners	13.01.2020
0.7	Preparation of final version	SUH	27.02.2020
0.8	Submitted	SUH	03.04.2020
0.9	Submitted version with comments	All EASIT partners	08.04.2020

0.10	Corrected version	SUH	14.04.2020
0.11	Revision commented by Executive Board Members and Advisory Board	All partners and Advisory Board	24.04.2020
1	Final version	SUH	11.05.2020

EASIT IO4 MOOC Curriculum

IO4 has created a curriculum leaning on the university curricula (see Appendixes I, II, and III) for a massive open online course (MOOC), aiming to offer an online training that can function as an introduction into the field of E2U subtitling, audio description and audiovisual journalism.

Literature (see EASIT IO4 Final Report chapter 4.2) differentiates between xMOOCs and cMOOCs.The EASIT IO4 MOOC is a xMOOC, meaning that the course was drafted based on a university curriculum that was adapted into an online course. Nevertheless, this MOOC also has approaches of an cMOOC, considering that networking between students through peer assessed assignments play an important role in it (for more information about MOOC types see EASIT IO4 Final Report chapter 3.1.1.5. and 4.2).

The EASIT IO4 MOOC Curriculum is divided in 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

Unit 0 (General introduction to MOOC) aims to explain the format of the course and how a MOOC actually works.

Unit 1 on accessibility and media accessibility 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 take more working hours into consideration.

Unit 3 offers introductory information about the professional profiles of experts in E2U subtitles, E2U audio description, and E2U audiovisual journalism. Students cannot choose to emphasize on one profile; information about all three is given. However, depending on the hosting platform of the MOOC, this can be adapted.

Unit 4 covers information about the professional field and the job market.

Unit 5 is the last unit where the participants engage in the final test to conclude the MOOC.

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 be acquired through various ways described in the EASIT IO4 Final Report (see chapter 4.2)

More information about the design process and recommendations for an eventual implementation can be found in the EASIT IO4 Final Report (see chapter 4.2).

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.

Unit 0 (Week 1) – General introduction to MOOC

Workload: 1 hour

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.

Unit 0 of the EASIT IO4 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?

Videos and readings about these topics could be helpful. To cover a wide spectrum of participants with different native languages, we may consider to subtitle the videos and/or deliver a transcript of the video recorded in English for non-native English speakers.

Unit 1a (Week 1) – General introduction to accessibility

Working hours: 1-3 hours

Unit 1a provides a general introduction into accessibility, covering information about human diversty, universal design, different disability models, users' needs, and national and international legislation.

At the end of this unit, students are expected 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.

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

Videos (lectures, presentations, etc.) and readings about these topics could be helpful. To cover a wide spectrum of participants with different needs, we may consider to subtitle the videos and/or deliver a transcript of the videos.

At the end of the unit, a multiple-choice questionnaire could be a way of assessment.

Unit 1b (Week 2) – Media accessibility

Working hours: 2-4 hours

This unit covers the topics of media accessibility and media accessibility services.

At the end of this unit students are expected to:

- Define audiovisual text.

- Describe the notion of media accessibility and describe current national and international legislation.

- Describe current standards regarding media accessibility.

- 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 and readings about these topics could be helpful. Educational content should be accessible. Integrated audio descritpiton, subtitles, audio subtitles, and a transcript should be considered.

As an assignment, students write a short paper reflecting on an example of accessible media content. A short paper can be written about it. It could be a non-graded paper peers could comment on. Another alternative for it can be a multiple-choice questionnaire.

Unit 2a (Week 3) – General introduction to E2U language

Working hours: 2-4 hours.

This unit gives an introduction into easy to understand (E2U) language, especially to Easy-to-read (E2R) and Plain Language (PL). The 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, participants 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.

Videos (lectures, presentations, interviews with experts, end-users, translators, class discussions) and readings about these topics could be helpful. To cover a wide spectrum of participants with different needs, we may consider to subtitle the videos and/or deliver a transcript in English of the video recorded. Students can write a short paper reflecting on an example of content in E2U language. A short paper can be written about it. It could be a non-graded paper peers could comment on.

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.

Unit 2b (Week 4) – The language of E2U and visual presentation of E2U language

Working hours: 2-4 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.

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.

Videos (lectures, presentations, interviews with experts, end-users, translators, class discussions) and readings about these topics could be helpful. To cover a wide spectrum of participants with different needs, we may consider to subtitle the videos and/or deliver a transcript in English of the video recorded. Students can write a short paper reflecting on an example of content in E2U language. A short paper can be written about it. It could be a non-graded paper peers could comment on.

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.

Unit 3 (Week 5) – E2U subtitling/audio description/audiovisual journalism

This unit offers overall information about the three 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 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 notion of adaptation of E2U subtitles, E2U audio description, and E2U audiovisual journalistic content

- Be familiar with notion of validation of E2U subtitles, E2U audio description, and E2U audiovisual journalistic content

- Describe linguistic aspects regarding the creation of E2U subtitles/E2U audio description/audiovisual journalistic content.

- Describe technical aspects regarding the creation E2U subtitles/E2U audio description/audiovisual journalistic content.

Videos (lectures, presentations, interviews with experts, end-users, translators, class discussions) and readings about these topics could be helpful. To cover a wide spectrum of participants with different needs, we may consider to subtitle the videos and/or deliver a transcript in English of the video recorded. Students can write a short paper reflecting on an example of content in E2U language. A short paper can be written about it. It could be a non-graded paper peers could comment on.

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

Unit 4 (Week 6) – The profession

This unit covers information about the labour market of the three EASIT professional profiles: Expert in E2U subtitles, Expert in E2U audio description, and Expert in E2U audiovisual journalism.

Through the use of and peer-assessed assignments, there is also a focus on team work competences.

After successful completion of Unit 4, the students are expected to:

- Organize work efficiently, including teamwork.

- Describe the importance of having a lifelong 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.

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.

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

Unit 5 (Week 7) – Final assignment

Students would finalize their course with this unit. The final assignment could be a graded peer-reviewed assignment. This final task would be more comprehensive than the previous ones and would test learning outcomes resulted from the MOOC.

Recommendations for eventual implementation are to be found in the EASIT IO4 Final Report (chapter 4.2.9).