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IO4 REPORT: ASSESSMENT OF LTA COURSE MATERIALS

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Manager: Sprachen-und Dolmetscher-Institut München

Beneficiaries:

Universitat Autònoma de Barcelona

Scuola Superiore per Mediatori Linguistici -Pisa

ECQA Velotype

SUB-TI Access

European Federation of Hard of Hearing People

ZDF Digital

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Dissemination level

Abbreviation	Level	X
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium	

History Chart

Issue	Date	Changed page(s)	Cause of change	Implemented by
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Validation

No.	Action	Beneficiary	Date
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1   Introduction

This is a report of the work conducted for Intellectual Output (IO) 4 named: Assessment of the LTA course materials. First it explains the objectives of this Intellectual Output, timeline and methodology. It then summarizes the methods used to achieve the main goals and reports on the activities undertaken. Finally, the report presents the outcomes and the IO4 dissemination.

2   Objectives

The main aim of IO4 was to assess the training materials being created as part of IO3 and report partners with feedback. The training materials that were assessed were: course structure, course content and types of materials.

This assessment would ensure an iterative and user-centric process. The views of the different stakeholders in the Media Accessibility field were considered for the creation of the materials, and if needed remediation actions could be taken into consideration before the creation of all the materials.

The purpose of the assessment session was to evaluate the created pilot course for the professional profile of "real-time intralingual subtitler", as defined by IO1 and IO2. The structure of the course was proposed in IO3, and IO4 ensured its compliance with ECQA guidelines.

To fulfil this aim UAB developed sample training contents in an online pilot course at the UAB teaching platform which is Moodle. The Moodle is hosted at the UAB virtual campus. The reason for choosing this platform for implementing the pilot course was because Moodle is the official Learning Management System (LSM) for online teaching at UAB, and is one of the most popular open source LMS options available today (Batanero et al. 2012; Bocevska et al. 2018; Calvo et al. 2014; Iglesias et al. 2014). It is used around the world by universities, schools, companies and all manner of organisations and individuals. In terms of accessibility, Moodle is compliant with WCAG 2.1 Level AA[1] fulfilling therefore with the current EU legislation: European Accessibility Act (2019) and Web Accessibility Directive (2016).

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[1] https://docs.moodle.org/dev/Accessibility

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Further objectives of IO4 were to secure that sample materials were accessible both in format and content. The assessment in the Moodle platform was the basis for testing a representative sample of materials that was then used as guidance for partners in the creation of their materials. Final materials created for each unit were uploaded to the LTA webpage, where the LTA course will be available, and trainees will have the possibility to obtain an ad hoc certificate issued by ECQA, granted after some exams have been passed.

The LTA course was designed in collaboration with all partners. The exact determination of the real-time intralingual subtitler profile and hence the course objectives, outcomes, target group and didactic scenarios were thus true team work.

3   Timeline Intellectual Output 4

- October 2019: Assignment of the LTA units to partners and definition of the type of materials to be developed in IO3 and assessed in IO4.

- March 2020: LTA Skill Card available online, at the ECQA Platform (see Annex I).

- April 2020: Preparation of the protocols for the creation of types of materials according to ECQA guidelines.

- June/July 2020: Approval of the protocols by LTA partners.

- July 2020: Delivery of a sample of each type of materials for Unit 2 following the provided templates and in line with protocols.

- September 2020: Internal assessment with IO1, IO2, IO3 and IO5 leaders and corrections implemented.

- September 2020: Delivery of a sample of materials to IO3 leader.

- September 2020: Implementation of a pilot course at the UAB online platform (Moodle)

- October 2020: External assessment of a sample of materials online (19th October 2020).

- November 2020: Overview of the results obtained was reported to partners in the online meeting (3rd November 2020).

- December 2020: Implementation of the correction measures gathered from participants.

- January 2021: Delivery of final materials related to Element 1 Unit 2 of the LTA course.

- March 2021: Delivery of the IO4 report to partners.

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4   IO 4 Methodology

An ad-hoc methodology was defined to generate sample materials towards the assessment. This allowed to ensure homogeneity of the LTA training materials to be provided for each unit in terms of content and structure.

4.1   Defining course structure, content and type of materials

The following steps were undertaken to define the assessment methodology to be analysed in the evaluation of the LTA pilot, content and type of materials:

1   Develop protocols for creating the training materials.

2   Define training platform.

3   Develop a representative sample of materials.

4.2   Protocols for creating training materials

Universitat Autònoma de Barcelona developed and provided protocols for each type of materials to be delivered (see Annex II). These protocols were first approved by ECQA and then presented to partners in June 2020. After discussion among partners adjustments were made, and protocols were approved in July 2020. UAB then developed and provided a sample of materials to be assessed before partners could start with the creation of their materials.

A representative sample of the different types of training materials was developed and delivered by UAB in October 2020. These include:

- Video introduction of the Unit
- Video lecture
- Standard PowerPoint presentation
- Interview
- Exercises
- Reading list (inline with APA)
- Multiple choice questionnaire in compliance with ECQA guidelines.

From November 2020 to January 2021, partners were asked to start developing the first materials for their units according to the protocols, examples and feedback provided by UAB.

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4.3   Training platform

To assess the pilot with a representative sample of materials, a Moodle platform at Universitat Autònoma de Barcelona (UAB) was activated. This is the official teaching platform being used at UAB as: repository of complementary training materials, for online training, and also for training during COVID-19. The materials for the LTA course will be available in the LTA webpage.

The structure of the materials piloted for assessment can be seen in Image 1. This provides the design developed at the UAB Moodle platform.
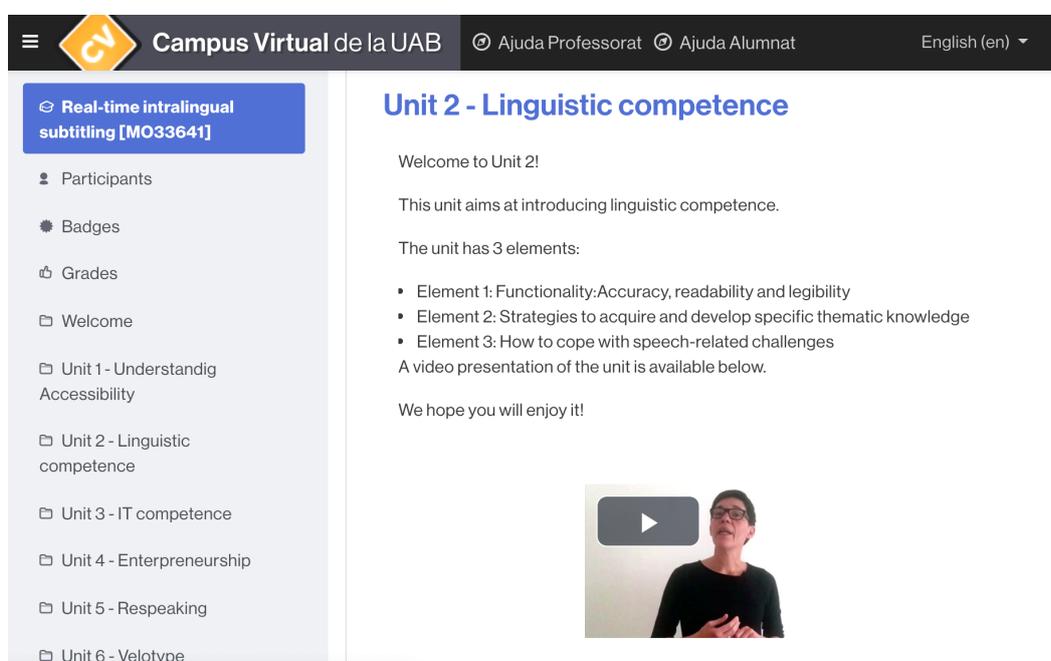

Figure 1. Overview of the course implemented at the UAB Moodle platform

Also accessibility checks for each content uploaded were carried out to avoid accessibility issues. This pilot also allowed for any accessibility problems to be detected and could be solved, see image 2 below.

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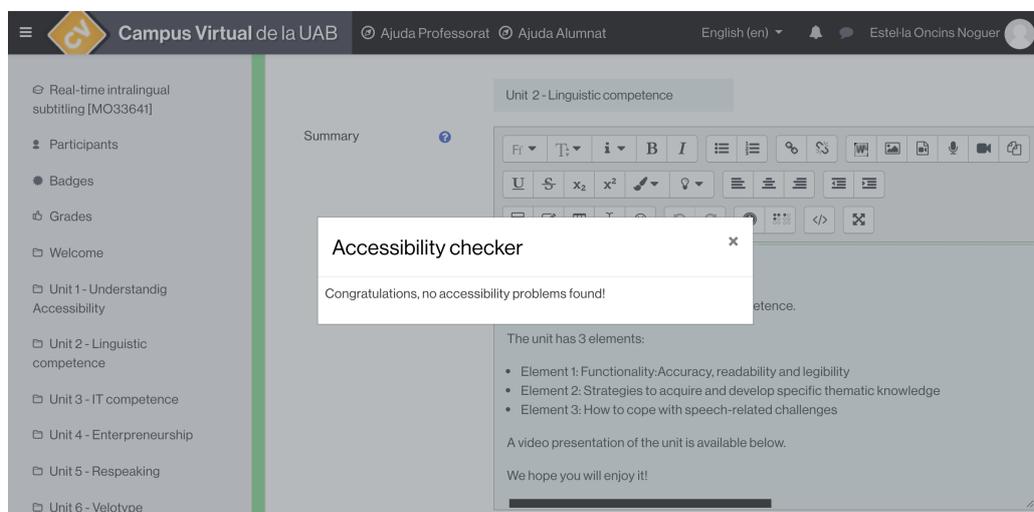
Figure 2. Accessibility checker

Additionally, in order to ensure that the pilot course and materials were properly designed and inline with current and inclusive Universal Design for Learning UDL practices, the following courses provided by the UAB Teaching Unit were taken by IO4 leaders:

- Strategies and tools for teaching evaluation (16/6/2020 - 19/6/2020)

- Attention to university students with special needs and universal design for learning (UDL) (01/07/2020 - 15/07/2020)

- Sustainable development (Agenda 2030): Towards a holistic, inclusive and critical approach of the teaching (14/07/2020 - 17/07/2020)

The knowledge acquired in this UAB internal training sessions allowed IO4 leaders to successfully design and implement the LTA pilot course at the Moodle platform.

5   Assessment methodology and tools

This section describes the methodological steps and tools used during the assessment sesion: questionnaire, focus group, consent form and video release consent form. These methodological tools and ethical procedures were previously presented and approved by LTA partners in the monthly meeting held on 2020.

1   Define the type of external assessment session considering the current COVID-19 situation.

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    2   Define the type of methodological tools to be used to conduct the assessment session.

    3   Analysis of user feedback.

    4   Report of IO4.

5.1   External assessment session

Assessment had been designed as a face to face activity. Given the COVID-19 restrictions, there was no possibility to meet face to face, hence an alternative structure for the assessment was designed. It was decided that both quantitative and qualitative information had to be gathered, but the only available channel was through an online communication platform.

Given the current COVID restrictions, the assessment session of IO4 was held online on 19 October 2020 using the Google Meet video conference platform. It was organized by the Universitat Autònoma de Barcelona team through contacts with relevant stakeholders in the Media Accessibility teaching, practice and research areas.

The aim was to assess the course structure, the unit structure, and a sample of created materials. Invited evaluators were potential professionals, experts/trainers and trainees in the Media Accessibility field. Due to the evaluative nature of the session, a small-scale workshop was favored, to allow for a higher interaction among participants. The pilot training materials presented were related to Unit 2, developed by UAB.

5.2   Methodological tools

The selected methodological tools selected to gather quantitative and qualitative data from participants were a questionnaire and a focus group. Finally, ethical procedures were strictly followed to ensure compliance with EU existing regulations and codes of conduct.

5.2.1   Questionnaire design

The questionnaire was developed by IO4 leaders (Universitat Autònoma de Barcelona). It was based on a questionnaire previously used for the assessment of materials in other Erasmus+ projects, such as ACT. The objective of the questionnaire was to gather quantitative and qualitative data from participants.

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The questionnaire consisted of three sections. The first section requested demographic information and included eight questions. The second section was related to the course structure and included four questions. The third section was related to unit structure and types of materials and included six questions. The specific issues examined are available in Annex III and include the following:

Regarding demographics: (1) How old are you? (2) What is your gender? (3) What is your native language? (4) What is your country of origin? (5) What is your country of residence? (6) What is the highest level of education you have completed? (7) Where do you work? (8) Please describe your current job or function. Regarding course structure: (1) How satisfied are you with the overall structure of the course? (2) Please feel free to comment on the previous question (3) Do you think the overall structure of the course is relevant and covers the most important real-time intralingual subtitling topics? (4) If you have answered "more or less" or "no" on the previous question, please explain why. If you think some topics are missing, please tell us. Regarding unit structure and types of materials: (1) How would you rate the following aspects of the unit itself? (poor to excellent) (2) Would you like to provide any additional comment ? (3) Would you like to take the course when it is ready? (4) Would you prefer to take parts of the course only? (5) Would you recommend the course to potential participants? (6) Please feel free to comment on any aspect of the course. Your feedback is valuable.

The questionnaire was designed to take approximately ten minutes to complete, with a majority of closed-ended items to allow quick and easy feedback, some questions requiring graded responses using a variation on the Likert scale technique which replaced the standard set of responses (extremely satisfied to extremely dissatisfied or poor to excellent). Moreover, in order to gather further qualitative data to complement the quantitative data collected, most questions included an open-ended item in the form of room for comments.

5.2.2   Focus Group.

The session was carried out online on 19 October 2020 from 10:00 - 11:30 CET using the Google Meet video conference platform. Materials to be evaluated and the link to access the meeting were sent by email to participants beforehand.

The procedure was as follows:

- 10:00 - 10:05: Welcome and LTA project presentation

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- 10:05 - 10:20: Presentation of LTA course structure (ECQA platform) and (UAB Moodle platform)

- 10:20 - 10:45: Presentation of Unit 2 structure at the UAB Moodle platform and a sample of training materials (Unit 2) (training materials were made available to participants previous to the assessment session)

- 10:45 - 11:00: Evaluation questionnaire (signature of consent forms)

- 11:00 - 11:30: General discussion among participants and conclusions

- 11:30 - 11:35: Farewell and thanks

The assessment consisted of three layers:

- Assessment of course structure

- Assessment of unit structure

- Assessment of type of materials (video introduction, video lecture, standard ppt, exercises and reading list)

5.2.3   Ethical documents

Ethical documents were provided at the beginning and at the end of the assessment session. At the beginning of the questionnaire information regarding General Data Protection Regulation N° 2016/679 (RGPD) and the Personal Data Protection Act N° 2018-493, was included and participants had to agree before proceeding to answer the questionnaire. At the end of the session LTA video release consent forms (Annex III) were signed and obtained from all participants to use images for dissemination purposes.

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5.3   Analysis of user feedback

5.3.1   Demographic data

The focus group had eight participants, ages ranging 25 to 36 (mean= 30.5). There were 4 male and 4 female. Regarding their mother tongue, 2 indicated Catalan, 3 chose Spanish, 1 selected English and 2 indicated Catalan/Spanish. They reported coming from Spain (7) and UK (1), and currently living in Spain. Regarding educational background one participant had a BA, five had an MA and two had a PhD. In terms of work six participants reported to be linked to education institutions and two participants reported to be freelance professionals in fields related to media accessibility. One participant was a person with disabilities. The profile of the participants was as follows:

- Project Manager in research and innovation projects.
- Senior research support technician.
- Lecturer and researcher.
- Predoctoral researcher working in a European H2020 project.
- Translator and accessibility consultant.
- Predoctoral researcher at UAB
- Music Therapist.
- Researcher.

5.3.2   Questionnaire results

The questionnaire provided the following evaluation regarding the overall structure of the LTA course: 4 participants were "extremely satisfied" and 3 participants were "moderately satisfied" and 1 participant was "slightly satisfied", on a 7-point Likert scale, which shows the positive feed-back received. Specific comments, were added to justify the replies:

- The initial context was not totally clear to me. After running the training, everything was clear.
- I particularly liked the practical explanation from Carlo Eugeni
- The structure is clear.

- I find the course to be well-structured and with clear objectives, materials and exercises.
- The structure is quite clear.
- The information is very well summarized in the videos, which allows a good understanding of the concepts. Also, it's a good idea to include a lot of exercises, as creating live captions requires a lot of practice.
- I liked the content and structure. I was engaged with it.
- A link didn't work

It is worth stressing at this point that the link which didn't work was related to a practical exercise linked to a third party website.

Regarding the structure, 100% of participants considered the LTA course to be relevant and to cover the most important real-time intralingual subtitling topics. An additional reply from a participant was provided: "I am not an expert on intralingual subtitling so I cannot say whether the most important topics have been covered but, after listening to the presentation and reading the materials, I have gained an understanding on the intralingual subtitling." This contribution is relevant as it stresses the fact that even people with no previous experience or knowledge in this field can take the course.

Concerning specific items, the evaluation was as follows:

Table 1. Evaluation criteria

	Poor	Average	Good	Excellent
Structure of the unit			37,5%	62,5%
Length of the videos			10%	90%
Video content: relevant			25%	75%
Video content: clear		12,5%	50%	37,5%

Video content: informative		12,5%	37,5%	50%
Video quality		62,5%	25%	12,5%
Voice		75%	12,5%	12,5%
Talking speed		100%		
Video subtitling		12,5%	25%	62,5%
Video audio description		12,5%	50%	37,5%
Additional material	12,5%	12,5%	50%	25%
Other	12,5%	25%	12,5%	50%

Comments from participants explaining their choices were the following:

- References are provided during the training - maybe it could be interesting to add links to further readings.

- Overall, the unit is very clear. I am not sure about the usefulness of some pictures used (e.g. man smiling in front of Velotype wearing a bowtie...): although they are nice, they perhaps diminish the importance of the content.

- I have low vision and I am not able to rate the subtitling quality, though answering is required.

- The recording quality of the videos could be improved to make the content more enjoyable for the students.

- I'd like how the videos and the texts were short, easy to follow.

When participants were asked if they would like to take the LTA course when available, 100% replied positively, adding the following reasons:

- It might be interesting in the form of a pill because it is a bit out of my scope.

- Yes - further understanding of basic transcription concepts

- Yes, it fills a gap in current training materials and would be useful to complement current university courses.

- Yes. As I said, I don't have much knowledge on intra-language subtitling and the unit that we saw was very interesting, and the content was the perfect balance between theory and practice (I particularly enjoyed the interview).

- I would be interested.

- Yes. Live subtitling is one of the topics within the audiovisual translation that I know least, but that I think will have a lot of projection in the future.

- Maybe yes. Interesting tool to know more about accessibility.

When asked if participants would prefer to take parts of the LTA course only, 2 indicated "yes", 2 indicated "no" and 4 indicated "maybe".

When asking about the more interesting units, 6 participants (75%) replied Entrepreneurship and service competence, 5 participants (62,5%) replied Understanding Accessibility, 4 participants (50%) replied IT competence, 4 participants (50%) replied Respeaking, 3 participants (37,5%) replied Linguistic competence and 3 participants (37,5%) replied Velotyping.

When asked if participants would recommend the course to potential participants, 75% replied "yes" and only two (25%) said "Maybe", indicating that before recommending it they would like to do the full course.

A last question asked about general feedback, and these were the replies:

- Estel·la should say her name on video introduction on second 0:29. On the Accuracy Final video the velotypist on minute 2:04 is not wearing headsets but headsets are described on the speech.

- The video introduction could be made more dynamic, perhaps by presenting a diagram showing the unit's content.

- The videos and presentation were clear, concise and of very good quality (content and aesthetic). I think it is great that in addition to the theoretical part (which was very well-explained), you have included interviews with experts. That gives the course an extra value that students will definitely enjoy and benefit from. The units were not very long and the exercises were clearly defined and practical. Well done!

- Maybe it would be a good idea to pay some attention to phonetic issues in general. Also, in the Unit 2 video, at the beginning the voice speed was a bit fast.

- I think the course is a great idea to introduce the main ideas of how to make live subtitles, a topic that has not been covered so much within the TAV and MA.

- It was a clear lesson and well structured.

- In the first 2 videos I found it difficult to take in the dialogue. Visual indicators to break up the speech could be nice, i.e. overlay text on the video with bullet points of the key points being spoken.

5.3.3   Focus group results

At the end, a focus group discussion between participants, led by Estella Oncins, was conducted, and the following observations were made, some relating to the LTA course and others more related to real-time intralingual subtitling working contexts in general.

- Training real-time intralingual subtitlers in different contexts outside the TV setting is very much needed.

- It would be important to inform users of the training materials that subtitles/closed captions and audio description are available.

- If I take the course at some point I will need to locate myself. It would be good to show some form of progression.

- Learning how to involve users to gather feedback in real-time intralingual subtitling is a key issue.

- Course structure is well defined and the topics are clearly exposed.

- Video lectures are not very long and I really like it. I always favour short presentations because it helps me to keep the attention.

- I like the distribution between words and images used in the presentation.

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- It is important to add examples during the presentation in order to make concepts and terms more easy to understand.

- The summary at the end of the presentation is very useful.

- Using interviews to contextualise the concepts explained in the presentation is really appreciated and it also enriches the training materials.

- A list of FAQ could be added in the course in order to explain how the interaction is expected.

- The level of difficulty in exercises could be provided.

6   Conclusions

Overall, the aim of IO4 was fulfilled. The assessment session and methodological tools used to evaluate the LTA course and unit structure and IO4 types of materials were successfully completed. Participants provided relevant feedback on the LTA unit 2 output. The fact that 8 participants took part in the session allowed for a lively discussion and a focus group format, generating not only quantitative indicators through an online survey, but also qualitative input through a focus group discussion. The global assessment was very positive, with some indications for future improvement, which shows the impact and relevance of the training materials developed as part of the LTA project and assessed through IO4.

7   Dissemination

Apart from the dissemination activities related to the LTA already undertaken in previous IOs, information about the work and results obtained and gathered under IO4 lifetime has been disseminated as follows:

- November 2020: LTA Multiplier Event Online:
  UAB Video "LTA ME: "Assessment and implementation of training materials"

- January 2021: Media 4 All 9, Universitat Autònoma de Barcelona:
  SDI presentation "Assessment methodology for creating accessible, open source, online-based training in EU-projects."

- June/July 2021: CIDUI: The future mediators for live events: LTA project academic and vocational training."

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Annexes

Annex I

Figure 3. LTA course implementation at the ECQA platform

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Annex II Protocols

- Video introduction of the Unit
- Video lecture
- Standard PowerPoint
- Interview
- Exercises
- Multiple choice questionnaire in compliance with ECQA guidelines.

Annex II - Video (Introduction of the Unit)

Title of the unit

- According to ECQA wording in the LTA Skill Card. All descriptions should be the same as in the LTA Skill Card and as uploaded at the ECQA platform,

List of units: http://www.ecqa.org/Browse/

Please go to: I > Intralingual Real-Time Subtitler

Example

Unit 2 - Linguistic competence

2.- Description of the unit (written text)

Welcome to [UNIT]

The training materials for this unit have been created by [PARTNERS INVOLVED]

At the end of [unit X] [X PRACTICAL EXERCISE = TASKS] and an [ASSESSMENT] are available.

[VISUAL DESCRIPTION OF YOURSELF]

The unit has [NUMBER OF ELEMENTS] The first element introduces [DESCRIPTION] .

The video lectures and additional training material will enable you to gain insights on [DESCRIPTION]. The second element revolves around [DESCRIPTION]. The video lectures and additional training material will enable you to gain insights on [DESCRIPTION].

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Lastly, element three shows you [DESCRIPTION].

The video lectures and additional training materials will provide you basic tips on how [DESCRIPTION].

This unit has different levels of difficulty and combines theory with practical exercises that you will find at the end of the unit.

We hope that you will enjoy it.Thanks.

Example UNIT 2

Welcome to this unit Linguistic competence.

The training materials for this unit have been created by Carlo Eugeni from SSML in Italy, Rocio Bernabé from SDI München, in Germany, Pilar Orero from UAB in Spain

and myself also from UAB.

I am Spanish, I have short black hair and I wear a pair of glasses. This unit aims at introducing linguistic competences that real-time intralingual subtitlers should master and acquire.

The unit has three main elements.

The first element introduces basic functionality concepts which are accuracy, readability and legibility.

The video lectures and additional training material will enable you to gain insights on how to produce accurate transcriptions in terms of spelling, grammar and meaning. Also to identify when non-verbal elements need to be described for different working contexts.

The second element revolves around strategies to acquire and develop specific thematic knowledge.

The video lectures and additional training materials will enable you to gain insights on how to search and manage terminology and implement it in real-time working situations. Lastly, element three shows you how to cope with speech related challenges.

The video lectures and additional training materials will provide you basic tips on how to listen and speak simultaneously and how the learned concepts from this unit apply to different working contexts.

This unit has different levels of difficulty and combines theory with practical exercises that you will find at the end of the unit.

We hope that you will enjoy it.Thanks.

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Annex II (narrated PPT - Video lecture)

What is a narrated PowerPoint presentation?

A narrated Powerpoint presentation consists of a speaker lecturing over a Powerpoint presentation, in some cases is called "video lectures". Narrated Powerpoint presentation videos provide a good balance between audio and video cognitive channels to enhance learning[OBJ].

In LTA the narrated PowerPoint presentation the speaker/trainer will appear on the right-upper corner of the narrated ppt. He/She will explain the content of the standard PowerPoint. It is important that before starting with the narrated PowerPoint presentation LTA partners first go through the «LTA protocol for standard PowerPoint».

For the narrated PowerPoint the following steps have to be considered:

Before the narration of the PowerPoint:

The PowerPoint narration needs to be carefully designed. Some advice for the narration process is the following:

LTA recommends not using a free narration

Prepare a script that you will read aloud including the following information to ensure equal access for all users:

- The name of the unit and learning outcome

- The name/-s of the author/-s

- Written text in slides

- Description of visual images

- During the narration of the PowerPoint

- When converting the PowerPoint presentation into narrated presentations consider the following aspects:

- Use a good microphone

- Ensure a quiet environment to control the audio

- Remember to use appropriate paces and pauses

- Try to use a language that is easy to understand
- The expected length is recommended to be 6-8 minutes. In exceptional cases duration can be extended with previous agreement with ECQA.
- Check that video quality is provided according to "LTA Checklist for quality of videos"
- Recommended software for the recording is Microsoft 360.
- Before starting the narration go through the narrated PowerPoint checklist

After the narration of the PowerPoint

After the narration of the ppt, a SRT file and a final version of the video recording that includes the project intro and outro will be provided.

ZDF Digital will run the subtitle files through their system in order to check for misspelt words or any other issues that can be detected automatically by the software.

Narrated PowerPont Checklist

DESIGN	Concept	Check
1	Prepare a script	
2	Ensure that visual information is described	
3	Plan for 15 minutes. In exceptional cases a maximum duration of 40 minutes will be allowed.	
4	Spell check and proofread all slides before recording	
5	Check that materials used are in accordance with copyrights	
AUDIO		
1	Good microphone	

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2	Recorded narration is clear	
3	No backgrounds sound	
4	Pace of narration	
VIDEO	Check video quality according to "LTA Checklist for quality of videos"	
"after the narration"	Final version of the video recording that includes the project intro and outro should be provided as well.	
	SRT file	

Creating PowerPoint Presentations with Audio Narration: Tips & Techniques for Designing Online Lectures Using PowerPoint. Retrieved from: https://ep.jhu.edu/files/creating-powerpoint-presentations-with-audio-narration.pdf (April 2020)

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Annex II - Standard PowerPoint

What is a PowerPoint presentation?

PowerPoint is a tool to deliver instructional presentations. Every presentation has to be carefully designed to ensure that the learning materials being presented meet the learning outcomes and are delivered in a way that maximizes the learning process. "Effective presenters do not just dispense or cover material, but rather induct audiences into ways of understanding content" (Stoner, 2007).

In LTA PowerPoint presentations we will delivered in two forms: standard and narrated. Standard PowerPoint will be created using the LTA template and can incorporate text, images with copyright and links to relevant resources.

Creation of the PowerPoint.

Important aspects to consider for creating a PowerPoint:

- Use the LTA template
- Write the name of the module, unit and associated learning outcome that you want to address
- Organize the content according to learning outcome
- Use terminology inline with LTA approved terms
- Be as concise as possible
- Avoid using long sentences
- When using visual input contextualize the images
- Visuals elements on all slides are in focus and not pixelated
- Proofread and check for copyrights including visuals such as graphs, charts, or tables
- Check that accessibility is provided according to LTA "Handbook for creating accessible training materials"
- Approve content of the PowerPoint with LTA partners of your module

Before starting to create the PowerPoint go through the creation checklist

Creation Checklist

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Num	Concept	Check
1	Use LTA template	
2	Write the name of the module, unit and associated learning outcome	
3	Spell check and proofread all slides	
4	Visual elements are in focus	
5	Check that materials used are in accordance with copyrights	
6	Links within the video (if applicable) work properly	
7	Approve PowerPoint content with LTA patners of the module	
8	Check accessibility accoding to "Handbook for creating accessible training materials"	

References

Stoner, M. (2007). PowerPoint in a new key. Communication Education, 56(3), 354-381.

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Annex II (Interview)

What is an interview?

In research, the aim of the interviewer is to "elicit from the interviewee or respondent [...] all manner of information: interviewees' own behaviour or that of others; attitudes; norms; beliefs; and values" (Bryman 2012:209).

There are main types of in-depth interviews, depending on different factors. In LTA we will consider two aspects: the background of interviewee in relation to the real-time intralingual subtitling field, and the structure.

> ECQA : The purpose and relevance of the interview needs to be very clear:
> Does the interview cover some aspects of the LTA Skill Card? This means, is the interview relevant for the exam or not? If yes, it should be clear which learning outcome it belongs to (unit and element), and that it is relevant for the exam. If not, the interview has to be clearly marked as «additional material», not relevant for the exam.

Depending on the structure, three main types of interviews can be differentiated:

A **structured interview**, or a standardized interview, "entails the administration of an interview schedule by an interviewer" (Bryman 2012: 210). Any interviewee will be given exactly the same questions with the same phrasing and in the same order. Questions are generally specific, and very often they include a closed list of possible answers the interviewee can choose from.

A **semi-structured interview** is an interview in which the interviewer has a list of questions in what can be called an "interview schedule", but s/he can vary the order of the questions, adapt them or add questions in response to previous replies. Questions are more open than in structured interviews, and a closed list of replies is generally not offered. It is mainly a one-way information flow from the interviewee, but the interviewer may contribute to it where relevant.

An **unstructured interview** is an interview that is based on a list of topics (an interview guide) but not a clear structure. The style is usually informal and the phrasing and order of questions varies from interview to interview. It is more an open conversation in which the interviewer may contribute as much as the interviewee.

In LTA **semi-structured interviews** will be prioritised as they allow gathering input on an interview schedule but also allow for some changes where relevant. In some cases, unstructured interviews may be considered.

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Interviews can be face-to-face, computer-assisted, through videoconferencing or on the phone. In LTA we will prioritise recorded face-to-face interviews where relevant, but online interviews through video conferencing will also be considered where relevant and needed. For instance, during the Covid-19 situation. In any case, explicit consent has to be given. In LTA we suggest recording the interviews, with previous consent, unless it is considered too intimidating for certain interviewees.

The interview should take place in a comfortable and quiet setting and with the adequate recording equipment. Please make sure the recording tools work and the audio is under controlled conditions.

Before the interview

- For each interview, the following decisions need to be made:
- Interview responsible
- Interviewer
- Type of interview: structured, semi-structured or unstructured.
- Language of the interview and, if necessary, translation support.
- Preparatory work to be done by interviewee, if any. (i.e. in case any subtitling technique will be shown)
- Interview schedule (i.e. list of questions)
- Check that video quality is provided according to "LTA Checklist for quality of videos"

The **interview schedule** needs to be carefully designed and approved by LTA partners involved in the module. Some advice in semi-structured interviews with an interview schedule is the following:

- Identify the topics of the learning outcomes and formulate questions.
- Create a certain order on the topic areas, but be flexible to alter the order if necessary
- Formulate questions that do not trigger "yes/no" answers but prompt interviewees to provide thorough details which respond to your research questions
- Some participants need time to think. Manage silence wisely, but avoid discomfort. An important ingredient in an interview is listening
- Try to use a language that is easy to understand
- Approve interview schedule with LTA partners of the module

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- The interviewer should be fully familiar with the interview schedule, so that the possible stress experienced during the interview does not cause the interviewer to miss questions or ask the wrong ones.

During the interview

Interviews in LTA will be developed as follows:

- Introduction

- Before starting with the interview consent forms should be signed by the interviewee. If possible, the interviewee will receive a copy beforehand.

- The interviewer thanks interviewee(s) and introduces himself/herself.

- The interviewer briefly explains the topics to be addressed and how the interview will be developed.

- The interviewer asks consent forms to be filled in and signed.

- The interviewer thanks interviewee/-s, and indicates that there are no right or wrong opinions and that everyone's views are important.

- Interview development

- The interviewer introduces him/herself. If on screen provides a brief description of his/her visual image and the surrounding and ask the interviewee(s) to also provide a brief description of his/her/their visual image

- The interviewer introduces the topic

- The interviewer follows the interview schedule. The interviewer avoids discomforts and remains as little intrusive as possible.

- Interview conclusion

- The interviewer thanks the interviewee(s).

- Once the interviewee has left, it is advisable that the interviewer writes a few notes on how the interview went.

After the interview

While interviews can be 30-40 minutes long, the expected length of the final video is recommended to be 10-15 minutes. In the consent forms interviewee will allow partners to cut the video. There will be no need to ask for permission after the editing.

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After the interview a SRT file and a final version of the video recording that includes the project intro and outro will be provided.

ZDF Digital will run the subtitle files through their system in order to check for misspelt words or any other issues that can be detected automatically by the software.

Interviews Checklist

DESIGN	Concept	Check
1	Define type of interview	
2	Prepare interview schedule (i.e. list of questions)	
3	Approve interview schedule with LTA partners of the unit	
4	Plan for 30-40 minutes maximum	
DEVELOPMENT		
1	Follow interview schedule	
2	Ask consent forms before starting with the interview	
AFTER		
1	Upload consent forms to Dropbox	
2	Provide a srt file with the final version of the interview	
3	Final version of the video recording that includes the project intro and outro should be provided as well.	
AUDIO		

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1	Good microphone	
2	No background sounds/noise	
4	Pace of narration	
VIDEO	Check video quality according to "LTA Checklist for quality of videos"	

References

Alan Bryman Social Research Methods, 4th Edition Oxford University Press (2012)

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Annex II (Exercises)

What is a task?

The term task has been defined by many researchers. Willis, J. (1996: 53) defines task as "a goal-oriented activity in which learners use language to achieve a real outcome".

In LTA the tasks are called exercises and will give the students an opportunity to actively acquire new skills and concepts covered in the learning materials. They wil be part of the formative assessment which is done during the units to determine where students are in relation to the learning outcomes.

In LTA the exercises will be in compliance with ECQA guidelines, see: https://www.ecqa.org/fileadmin/documents/ECQA_Guide/Chapter_1_-_ECQA_Architecture_Version5.pdf, page 6 (task based leaning is a method which ECQA supports), Figure 4: ECQA based integrated learning cycle

Important aspects to consider for creating an exercise:

- Use the LTA template

- Write the name of the unit

- Write the name of the associated learning outcome that you want to address

- Make sure that the exercise is in compliance with ECQA guidelines

- Make sure that the formulation of the exercise is clear

- Use terminology inline with LTA approved terms

- Be as concise as possible

- Make sure visuals elements on the exercises are in focus and not pixelated

- Proofread and check for copyrights including visuals such as graphs, charts, or tables

- Check that accessibility is provided according to LTA "Handbook for creating accessible training materials"

- Approve content of the exercise with LTA partners of your unit

Before starting to create the exercise go through the creation checklist

Creation Checklist

Num	Concept	Check
1	Use LTA template	
2	Write the name of the unit	
3	Write the name of the associated learning outcome	
4	Follow ECQA guidelines for the exercise definition	
5	Make sure that the formulation of the exercise is clear	
6	Visual elements are in focus	
7	Check that materials used are in accordance with copyrights	
8	Links within the task (if applicable) work properly	
9	Approve exercise content with LTA patners of the module	
10	Check accessibility accoding to "Handbook for creating accessible training materials"	

Reference

ECQA Guidelines

Skehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics,* 18, 268-286.

Willis, J. (1996). A Framework for Task-Based Learning. Harlow Longman.

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Annex II (Multiple choice questionnaire in compliance with ECQA guidelines).

What is an assessment?

At its core, assessment is measurement. According to Cedefop (2014) assessment is the "process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by certification".

In LTA assessments will be in compliance with ECQA guidelines, following the ECQA self-assessment, see: https://www.ecqa.org/fileadmin/documents/ECQA_Guide/Chapter_1_-_ECQA_Architecture_Version5.pdf, **page 6,** I Figure 4: ECQA based integrated learning cycle

Important aspects to consider for creating an assessment:

- Use the ECQA template
- Make sure that the assessment definition is in compliance with ECQA guidelines
- Make sure that the formulation of the assessment is clear
- Use terminology inline with LTA approved terms
- Be as concise as possible
- Make sure visual elements on the assessment (if included) are in focus and not pixelated Proofread and check for copyrights including visuals such as graphs, charts, or tables
- Check that accessibility is provided according to LTA "Handbook for creating accessible training materials"
- Approve content of the assessment with LTA partners of your unit
- Before starting to create the assessment go through the creation checklist

Creation Checklist

Num	Concept	Check
1	Use ECQA template	
3	Follow ECQA guidelines for the definition of the ECQA self assessment	

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4	Make sure that the formulation of the assessment is clear	
5	Visual elements are in focus	
6	Check that materials used are in accordance with copyrights	
7	Links within the assessment document (if applicable) work properly	
8	Approve assessment content with LTA partners of the unit	
9	Check accessibility according to "Handbook for creating accessible training materials"	

Reference

Cedefop (2014). *Terminology of European education and training policy: a selection of 130 terms*. 2nd ed. Luxembourg: Publications Office.

ECQA Guidelines: https://www.ecqa.org/fileadmin/documents/ECQA_Guide/Chapter_1_-_ECQA_Architecture_Version5.pdf

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Annex III Questionnaire

DEMOGRAPHICS

1. How old are you? e.g. 35

_____

2. What is your gender?

Male

Female

I prefer not to state

Other

3. What is your native language?

_____

4. What is your country of origin?

_____

5. What is your country of residence?

_____

6. What is the highest level of education you have completed?

Secondary education

Bachelor's Degree

Master's Degree

Doctoral Degree

Other _____

7. Where do you work? E.g. education institution, professional, student, etc. Please specify.

_____

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8. Please describe your current job or function.

_____

COURSE STRUCTURE

1. How satisfied are you with the overall structure of the course?

o Extremely satisfied

o Moderately satisfied

o Slightly satisfied

o Neither satisfied nor dissatisfied

o Slightly dissatisfied

o Moderately dissatisfied

o Extremely dissatisfied

2. Please feel free to comment on the previous question.

_____

_____

3. Do you think the overall structure of the course is relevant and covers the most important real-time intralingual subtitling topics?

o Yes

o More or less

o No

4. If you have answered "more or less" or "no" on the previous question, please explain why. If you think some topics are missing, please tell us.

_____

_____

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STRUCTURE OF THE UNIT AND TYPES OF MATERIAL

1. How would you rate the following aspects of the unit itself?

	Poor	Average	Good	Excellent
Structure of the unit presented in the workshop				
Length of the videos				
Video content: relevant				
Video content: clear				
Video content: informative				
Video quality				
Voice				
Talking speed				
Video subtitling				
Video audio description				

Additional material				
Other				

2. Would you like to provide any additional comment ?

_____

_____

3. Would you like to take the course when it is ready?

o No, because _____

_____

o Yes, because _____

_____

4. Would you prefer to take parts of the course only?

o No

o Maybe

o Yes

If "yes" or "maybe", which one(s)?

☐Unit 1 - UNDERSTANDING ACCESSIBILITY

☐Unit 2 – LINGUISTIC COMPETENCE

☐Unit 3 – IT COMPETENCE

☐Unit 4 - ENTREPRENEURSHIP AND SERVICE COMPETENCE

☐Unit 5 - RESPEAKING

☐Unit 6 - VELOTYPING

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5. Would you recommend the course to potential participants?

o No

o Maybe

o Yes

6. Please feel free to comment on any aspect of the course. Your feedback is valuable.

_____

_____

7. Thank you very much for your participation. If you want to be kept posted about the results of the project, please fill in your mail address here. Thanks again!

_____