Intellectual Output 5 – Final Report

EASIT
(Easy Access for Social Inclusion Training)

Grant Agreement:	2018-1-ES01-KA203-050275
Funding Scheme:	Erasmus +, KA2 KA203: Strategic Partnerships (Higher Education)
Project Duration:	01/09/2018-31/08/2021 (36 months)
Coordinator:	Universitat Autònoma de Barcelona (UAB)
Partners:	Dyslexiförbundet (DYS)
	Radiotelevizija Slovenija Javni Zavod Ljubljana (RTVSLO)
	Internationale Hochschule SDI München – University of Applied Sciences (SDI)
	Stiftung Universität Hildesheim (SUH)
	Università degli Studi di Trieste (UNITS)
	Universidade de Vigo (UVIGO)
	Zavod RISA (RISA)

Document title: Intellectual Output 5 – Final Report.

Author: UAB

Version: 1.1

Submission date: 30.07.2021

Abstract: This report summarises the results of Intellectual Output 5 (IO5). This Intellectual Output (IO) aimed at developing open-access educational resources in digital format to acquire the fundamentals of easy-to-understand language (E2U), with an emphasis on the new professional profiles linked to E2U audiovisual access services and audiovisual journalistic content creation defined under IO3.

Dissemination level: P

P   Public

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

Revision History

Revision	Date	Author	Organisation	Description
0.1	10/07/2021	Anna Fernández Torné	UAB	First draft
1	22/07/2021	Anna Fernández Torné	UAB	Final version after comments from Executive Board Members and Advisory Board
1.1	31/07/2021	Anna Fernández Torné	UAB	Final version after quality validation

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List of acronyms and abbreviations

Abbreviation	Written-out form
ACPA	Associació Catalana per a la Promoció de l'Accessibilitat
AD	Audio description
AVJ	Audiovisual journalism
CIDICO	Congreso Internacional de Innovación Docente e Investigación en Educación Superior
CSUC	Consorci de Serveis Universitaris de Catalunya / University Services Consortium of Catalonia
DDD	Dipòsit Digital de Documents (UAB's digital open access repository)
DYS	Dyslexiförbundet
E2R	Easy-to-read (language)
E2U	Easy-to-understand (language)
EASIT	Easy Access for Social Inclusion Training
ECQA	European Certification and Qualification Agency
ECTS	European Credit Transfer and Accumulation System

IO	Intellectual Output
KPI	Key Performance Indicator
LO	Learning Outcome
ME	Multiplier Event
MM	Monthly Meeting
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
SUH	Stiftung Universität Hildesheim
UAB	Universitat Autònoma de Barcelona
UNITS	Università degli Studi di Trieste
UVIGO	Universidade de Vigo

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1 Introduction

Intellectual Output 5 (IO5) started in March 2020 and lasted for 18 months, until the end of the project on 31 August 2021. It focused on the development of open educational resources. It built on previous work carried out in the project, i.e.:

- the overview of current training and practice of easy-to-understand (E2U) language offered under IO1, led by UNITS,

- the recommendations derived from IO2, led by SDI, on the creation of E2U audiovisual journalistic content and access services,

- the skills cards developed under IO3, led by UVIGO, relating to the three professional profiles identified, namely expert in E2U subtitles, expert in E2U audio description and expert in E2U audiovisual journalism,

- and the curricula, both academic and vocational, to train experts in E2U language in audiovisual content creation stemming from IO4, led by SUH.

The development of the training materials also took into account input from IO6 on certification procedures. It was also inspired by the work carried out under ADLAB PRO (ADLAB PRO 2018, ADLAB PRO 2019), in which UAB also led the development of course content.

The focus of IO5 was the development of digital multilingual teaching materials following a modular approach.

Error! Reference source not found. offers the general overview of IO5 from the grant application.

Item	Description
Output identification	IO5
Output title	Open educational resources development
Easy-to-read title	Output 5. Teaching materials
Description	Multilingual training materials will be created, both for general E2U and for hybrid services, following the results of the previous IO. Materials will be openly available, either on the project website or on a platform which guarantees its sustainability, and the ultimate aim is that they would allow for self-learning and for their inclusion in existing courses, as flipped learning materials or class content. The focus will be on multilanguage generic content that can be shared across Europe and that has been identified in IO1 as well as innovative approaches identified under IO2.
	The content will be created in English by the partner responsible for each educational resource and a selection, depending on the budget, will be adapted to different languages by each partner, namely: Catalan (UAB), Galician (UVIGO), German (SUH), Italian (UNITS), Slovene (RTV Slovenija & RISA), Spanish (SDI), and Swedish (Dyslexiförbundet), producing multilingual

	content. The project development will be coordinated by the IO leader, UAB, with previous experience in similar tasks in the project ADLAB PRO.
	These open educational resources will be highly innovative as there are no digital contents available as such nowadays. By offering open access materials that cater for the linguistic needs of multiple communities a higher impact is expected, both in majority languages such as Spanish, Italian, English or German, and minority languages such as Slovene, Swedish, Catalan or Galician.
Start date	01/03/2020
End date	31/08/2021
Languages	English + Catalan, Galician, Spanish, German, Italian, Slovene and Swedish
Available media	Video Text file Website
Leading organisation	UAB
Participating organisations	All partners

Table 1. IO5 summary

This document reports on the aims (Section 2), the development (Section 3) and the results of IO5 (Section 4). It also provides an overview of the key performance indicators (KPI) (Section 5) established at the beginning of the project and how they have been addressed. The dissemination activities carried out by the partners of the project linked to IO5 are listed in Section 6, followed by the contribution of IO5 in terms of impact, transferability, and sustainability of the results (Section 7). Section 8 closes the report with some concluding remarks.

2 Aims

All the main goals of IO5 as stated in the project have been duly fulfilled, as will be described in this report. These were:

1. To develop multilingual training materials, both for general Easy-to-read (ER) and for hybrid services, following the results of the previous IO.

2. To offer the materials in open access, either on the project website or on a platform which guarantees its sustainability.

3. To create materials that allow for self-learning and for their inclusion in existing courses, as flipped learning materials or class content.

4. To create different outputs for the educational materials, i.e. video, text file and website.

3 IO Development

The survey carried out under IO1 gathered information about the practice and training of E2U content in the European Union (EU). IO2 provided a set of recommendations for creating E2U subtitles, audio descriptions (AD) and news through discussion groups and interviews with diverse users: access services professionals, journalists, professionals in Easy-to-Read (ER) and Plain Language (PL), and end users of E2U content. These necessary first steps allowed for a) the creation of the skills cards for the new three professional profiles identified under IO3 (i.e., expert in E2U subtitles, expert in E2U audio description and expert in E2U audiovisual journalism) and b) the definition of three university curricula and a Massive Open Online Course (MOOC) proposal developed under IO4.

The next step in the process was to develop educational materials that could be used to train these new professional profiles in different situations. To fulfil the aims set out in the application, the following aspects needed to be decided upon:

- structure of the educational materials

- typology of educational materials

- working plan and timeline

- languages and accessibility

- open access license

- copyright documents

- technical aspects and visuals

- educational materials evaluation

The following subsections provide further details on each of them.

3.1 Structure of the educational materials

A necessary first step in the process was to define the structure of the educational materials to be developed. The structure was based on the skills cards defined under IO3, inspired by the European Certification and Qualification Agency (ECQA) approach (Horvat, 2011), and on the university curricula designed under IO4.

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. Skills cards and university curricula structure

Different versions were discussed among partners until a final three-level structure of the educational materials was established. Units are at a first level:

- UNIT 1. Media accessibility

- UNIT 2. Easy-to-understand language (E2U)

- UNIT 3A. E2U and subtitling

- UNIT 3B. E2U and audio description

- UNIT 3C. E2U and audiovisual journalism

- UNIT 4. The profession

Unit 3 include 3 different subunits (3A, 3B and 3C) according to the professional profile specialisations, i.e., subtitling, audio description and audiovisual journalism respectively.

At a second level, and following the skills cards' structure, there are the elements (or topics in which a unit is subdivided) (Table 3).

UNITS	ELEMENTS
UNIT 1. Media accessibility	Element 1. Human diversity
	Element 2. What is accessibility?
	Element 3. What is universal design?
	Element 4. What is media
	Element 5. Media accessibility
UNIT 2. Easy-to-understand language (E2U)	Element 1. Understanding E2U
	Element 2. Legislation, standards and guidelines
	Element 3. Processes
	Element 4. The language of E2U
	Element 5. Visual presentation
UNIT 3A. E2U and subtitling	Element 1. Processes
	Element 2. Linguistic aspects

	Element 3. Technical aspects
UNIT 3B. E2U and audio description	Element 1. Processes
	Element 2. Linguistic aspects
	Element 3. Technical aspects
UNIT 3C. E2U and audiovisual journalism	Element 1. Processes
	Element 2. Linguistic aspects
	Element 3. Technical aspects
UNIT 4. The profession	Element 1. Personal skills
	Element 2. Interpersonal skills

Table 3. Units and elements

At the third and final level, elements are made up of various items, which are directly related to the university curricula and the MOOC proposal. Each item covers one or more of the learning outcomes identified in the skills cards and formulated following Kennedy's (2007) guidelines. Annex 1 presents a list of the learning outcomes and their coding. Annex 2 lists all EASIT educational materials with their associated learning outcomes.

3.2 Typology of the educational materials

Once the structure was defined, the different types of educational materials to be developed needed to be established. The following criteria were taken into consideration:

- Educational materials should present a uniform visual format.

- They should present uniform technical features.

- They should be created in English by the partner responsible for each educational content and adapted to the languages of the consortium to the extent to which the budget allows.

- They should allow for their use in different learning scenarios.

- They should allow for their use by different trainer's profiles.

- They should be adaptable so that trainers may edit them according to their needs.

- They should be as accessible as possible.

The definition of the type of educational materials to be developed was an iterative process in which all partners took part. During this process the initial proposal presented by UAB evolved with all partners' input until a final agreement was reached to develop the following types of content:

3.2.1 Introductory videos

Introductory videos are short cartoon-style videos (around 5 minutes long) that present the project, the materials and each of the units. They aim at giving a general overview of what is to be found in each of them.

The following outputs are offered for all the introductory videos:

- Video (in .mp4 format)

- Audio file (in .mp3 format)

- Transcript (in .pdf format)

- Subtitles in English (in .srt format)

- Subtitles in other languages when possible (in .srt format)

Unit 1. Media accessibility is an example of an introductory video.

Figure 1. Introductory video of Unit 1: screenshot

3.2.2 Video lectures

Video lectures are based on a slide presentation and are introduced by a trainer. They offer the fundamentals of the subjects that constitute the different topics forming the units.

The following outputs are offered for video lectures:

- Video (in .mp4 format)

- Slide presentation (in .pptx format)

- Audio file (in .mp3 format)

- Transcript (in .pdf format)

- Subtitles in English (in .srt format)

- Subtitles in other languages when possible (in .srt format)

Creating contents in E2U is an example of a video lecture.
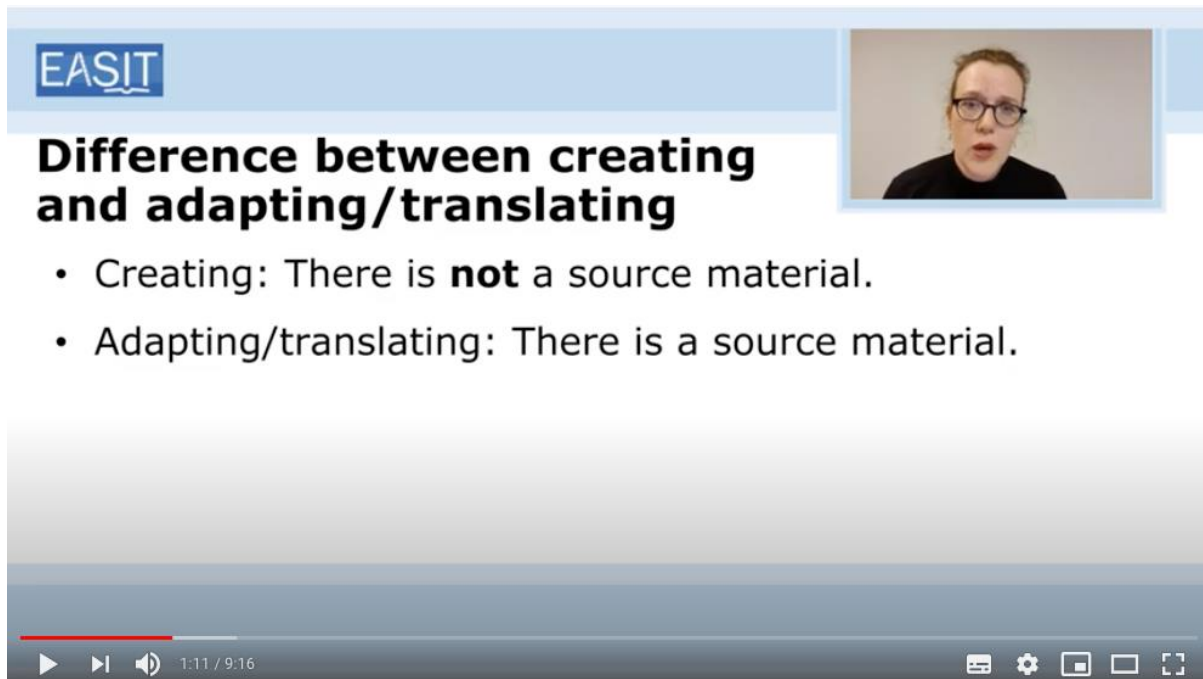
Figure 2. Video lecture of Unit 2: screenshot

3.2.3 Other videos

Other videos include self-created or external interviews, group meetings, samples, selected and relevant videos from MEs, etc. providing extra information related to one specific topic or subject.

The following outputs are offered for other videos:

- Video (in .mp4 format)

- Transcript (in .pdf format)

- Subtitles in English (in .srt format)

- Subtitles in other languages when possible (in .srt format)

Easy-to-understand audio description: a sample is an example of this category.

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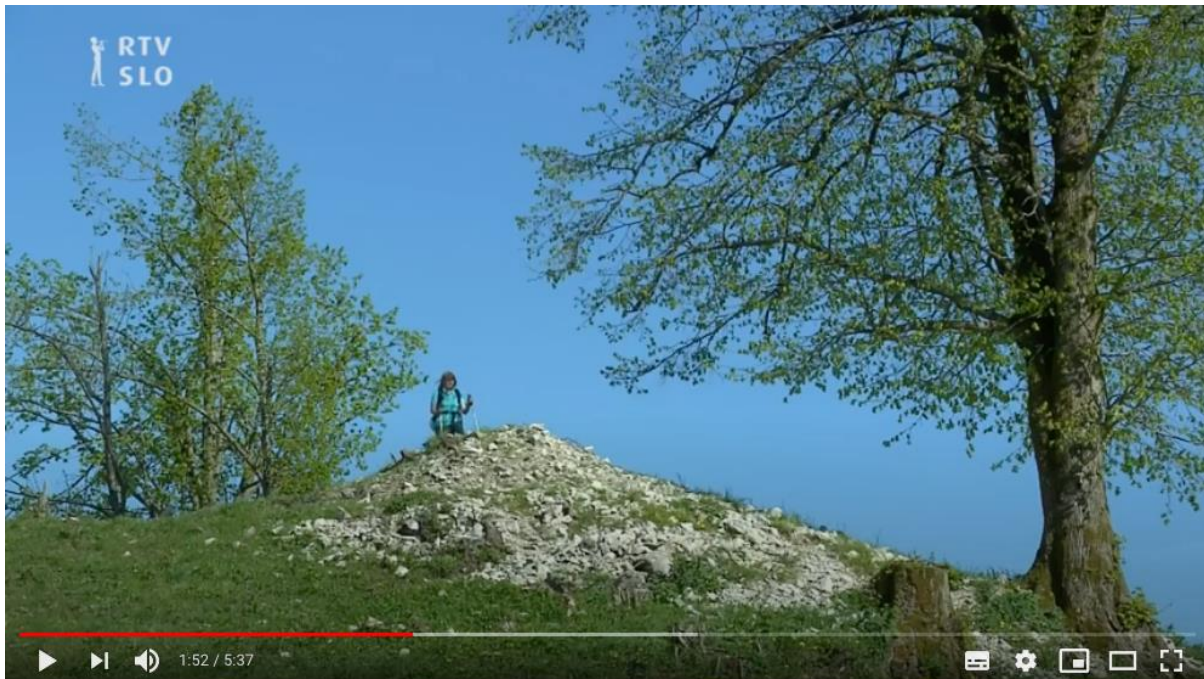
Figure 3. Other video of Unit 3B: screenshot

3.2.4 Tasks

The tasks document includes 15 multiple-choice questions and is followed by a list of suggested tasks that trainers can use or adapt in their classes.

For each task, the following information is available:

- Number and name of the task.

- Aim(s).

- Grouping: whether the task is individual, in pairs or in groups, specifying the number of maximum persons per group.

- Approximate timing (in minutes).

- Material and preparation needed: what material will be needed and what should be done before starting the task.

- Development: how the task will be developed (who will be doing what and when).

- Additional comments: any additional comments deemed necessary for the task.

- Learner handout (where relevant): any information especially intended for the learners, if deemed necessary.

- Task answer key (optional): the answers or solutions to the task, if deemed necessary.

The number of tasks included in each document varies from unit to unit. Table 4 presents the number of tasks for each unit and element.

UNITS / ELEMENTS	Number of tasks
UNIT 1. Media accessibility	**17**
Element 1. Human diversity	3
Element 2. What is accessibility?	3
Element 3. What is universal design?	2
Element 4. What is media accessibility?	6
Element 5. Media accessibility services	3
UNIT 2. Easy-to-understand language (E2U)	**21**
Element 1. Understanding E2U	5
Element 2. Legislation, standards and guidelines	3
Element 3. Processes	6
Element 4. The language of E2U	5
Element 5. Visual presentation	2
UNIT 3A. E2U and subtitling	**7**
Element 1. Processes	2

Element 2. Linguistic aspects	3
Element 3. Technical aspects	2
UNIT 3B. E2U and audio description	**25**
Element 1. Processes	16
Element 2. Linguistic aspects	1
Element 3. Technical aspects	8
UNIT 3C. E2U and audiovisual journalism	**9**
Element 1. Processes	4
Element 2. Linguistic aspects	1
Element 3. Technical aspects	4
UNIT 4. The profession	**6**
Element 1. Personal skills	3
Element 2. Interpersonal skills	3

Table 4. Units, elements and number of tasks

To guarantee an easier access for self-learners, the multiple-choice questionnaire has also been integrated into the EASIT educational materials website at the end of each unit.

3.2.5   Reading lists

For each unit a suggested reading list is provided (in .pdf format), including basic references considered relevant to each of the elements that compose the unit. These references include seminal academic works such as monographs, book chapters and articles in the field, mainly in English. If a reference is relevant for more than one unit or element, it is repeated in all the applicable elements.

3.2.6 Additional materials

Additional materials refer to a document with different links to websites and online resources which are relevant to obtain extra information about a video.

3.2.7 Training guide

The training guide is aimed to provide trainers with all the necessary information about the educational materials so that they can tailor them to their specific training needs.

3.3 Working plan and timeline

To guarantee the smooth development of the educational content, a coordinator was assigned to each unit. In the case of unit 3A, tow coordinators were assigned (see Table 5):

UNIT	COORDINATOR(S)
1	UAB
2	SUH
3A	SDI / UVIGO
3B	UNITS
3C	DYS
4	RISA

Table 5. Coordinators per unit

The role of the coordinator was to supervise the evolution of the creation of each unit's content. The coordinator would be both in touch with the partners responsible for each item production and with UAB, as IO5 leader.

To manage the educational resources production at a global level, UAB created a shared collaborative spreadsheet which included: structure, typology and expected outputs, and a timeline indicating what needed to be done, by whom and by when. The collaborative spreadsheet was also used as a brainstorming tool when designing the specific educational content to be developed for each of the units.

The timeline identified the following stages:

- Stage 1. Defining requirements, such as the open access license (see Section 3.5), the copyright forms (see Section 3.6), and the final list of educational content (see Annex 2)

- Stage 2. Defining templates (see Section 3.8)

- Stage 3. Creating and evaluating samples of the different educational materials (see Section 3.9)

- Stage 4. Creating content

- Stage 5. Subtitling videos

- Stage 6. Uploading content on the UAB's digital open access repository and website

- Stage 7. Report writing

The main milestones met the expected timeline, with slight adaptations where needed.

3.4 Languages and accessibility

Accessibility was considered at different levels during the design process and was thoroughly discussed during the project meetings. Accessibility was considered as follows:

- **Intralingual subtitles**

These are subtitles in the original language of the audiovisual product, i.e., in the same language as the one that is being spoken. It was agreed that all video content would be created with English subtitles by the partner responsible for the video creation.

- **Interlingual subtitles**

These are subtitles in a language other than the one used in the audiovisual product and therefore a translation of the dialogue. Following the application, a selection of educational content was subtitled into the consortium languages: Catalan, Galician, German, Italian, Slovene, Spanish, and Swedish. Taken into account that not all languages/communities would have the same needs in terms of content selection, it was agreed that each partner would subtitle a minimum of 5 videos that were considered relevant.

- **Audio description**

The description of the non-decorative visuals was agreed to be integrated in the video presentations whenever possible from the beginning. However, describing the trainers appearing in the video lectures was not considered appropriate since videos were meant to be short. Adding their description would not only be repetitive but would extend their duration unnecessarily. Therefore, a separate video with their presentation and audio description was thought to be the best solution. Such descriptive videos are available in the educational materials' website (see Section 4.1).

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Figure 4. Ester Hedberg's (Dyslexiförbundet) descriptive video: screenshot

- **Accessible documents**

As far as the rest of documents to be produced is concerned, the Accessibility Manager (SDI) provided partners with checklists for PDF (Annex 3), Word (Annex 4) and PPT (Annex 5) documents and for videos (Annex 6) to ensure the different formats also met the necessary accessibility requirements.

It was agreed that each partner would guarantee the language quality of all the materials they produce. This meant that each partner took care independently to have the audiovisual and written content produced revised by a native speaker, where relevant. Similarly, each partner also took care of revising the subtitles produced by themselves. This meant in some cases that external professionals had to be involved in this revision. For instance, all easy-to-understand summaries on the website were revised by an English native speaker.

3.5 Open access license

EASIT aimed to produce open access educational content but a specific open access licence needed to be chosen from the available Creative Commons repertoire. UAB presented the different possibilities to partners and prepared a survey to decide on it. The possibilities were as follows:

- Attribution CC BY https://creativecommons.org/licenses/by/4.0/
- Attribution ShareAlike CC BY-SA
  https://creativecommons.org/licenses/by-sa/4.0/
- Attribution-NoDerivs CC BY-ND
  https://creativecommons.org/licenses/by-nd/4.0/
- Attribution-NonCommercial CC BY-NC
  https://creativecommons.org/licenses/by-nc/4.0/
- Attribution-NonCommercial-ShareAlike CC BY-NC-SA
  https://creativecommons.org/licenses/by-nc-sa/4.0/
- Attribution-NonCommercial-NoDerivs CC BY-NC-ND
  https://creativecommons.org/licenses/by-nc-nd/4.0/

UAB recommends an Attribution-ShareAlike license (CC-BY-SA) for all training materials, by which anybody can remix, adapt, and build upon the materials even for commercial purposes. Following this licence, persons using the materials must credit the authorship and attribute the same license to their new creations.

An agreement to apply the Creative Commons Attribution-ShareAlike (CC-BY-SA) license was reached. The corresponding logo was included in all EASIT educational materials.
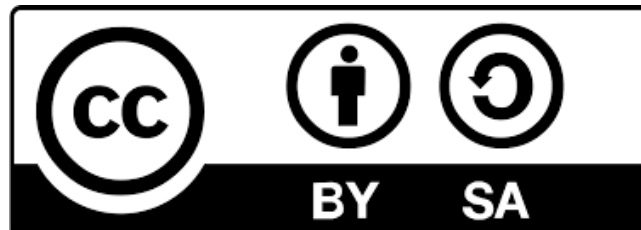
Figure 5. Creative Commons Attribution-ShareAlike license logo

Special indications on how to provide credits for the images used when producing the educational materials were given. Emphasis was put on the need to double-check the license granted to each image used.

3.6 Copyright documents

After consulting UAB's legal services, UAB drafted three release forms to cover three different scenarios, namely:

a. Permission to upload documents in the UAB digital open access repository (DDD) and the University Services Consortium of Catalonia digital repository: if one partner creates a video, that partner will need to sign a document allowing the video to be uploaded on DDD.

b. Authorisation to use copyrighted work: if one partner decides to use a copyrighted video in their video, that partner will need to request permission to the copyright owner.

c. Authorisation by someone appearing in a video lecture or educational content: if one partner creates a video in which an interviewee appears, the interviewee will need to give permission to be included in such video.

These draft forms were approved by partners. Only the release form for the DDD upload permission had to be updated in February 2021 following

one partner's request to include all other EASIT partners' open access repositories too. For the final approved versions of the release forms, see Annexes 7, 8 and 9 respectively.

3.7 Technical aspects and visuals

To ensure that all educational materials presented a uniform visual format and uniform technical features, it was considered necessary:

- to establish **technical specifications** for video content (RTVSLO) (see Annex 10),

- to prepare **video instructions** (RTVSLO and UAB) (see Annex 11) and accessible templates (UAB, with the support of the Accessibility Manager, SDI) for the creation of the videos,

- to prepare **subtitling guidelines** (UAB, with the support of UVIGO) (see Annex 12),

- to prepare accessible templates for **transcripts** (UAB, with the support of the Accessibility Manager, SDI) and instructions on how to fill them in (see instructions for video lectures in Annex 13, for other videos in Annex 14 and for introductory videos transcripts in annex 15),

- to prepare accessible templates for **reading lists** (UAB, with the support of the Accessibility Manager, SDI) and instructions on how to fill them in (see Annex 16 for the instructions and Annex 17 for a list of the categories for reference tags used),

- to prepare accessible templates for **additional materials** (UAB, with the support of the Accessibility Manager, SDI) and instructions on how to fill them in (see Annex 18 for the instructions),

- and to prepare accessible templates for **tasks** (UAB, with the support of the Accessibility Manager, SDI) and instructions on how to fill them in (see Annex 19 for the instructions).

Accessibility recommendations focused mainly on technical aspects on how to make the content accessible for screen readers. Educational content creators were also aware of the need to create content which is easy to understand, with images that support the audio and written information in a well-designed document.

All draft versions were evaluated internally (see Annex 20 for the results) and conveniently updated by 31 May 2020. Two new updated iterations of the samples were produced as follows:

1. after the first educational materials sample outputs were evaluated (by 15 July 2020) (see Section 3.9).

2. after the Intermediate Report acceptance, following SEPIE's suggestions (by 11 September 2020).

3.8 Educational materials evaluation

The evaluation of the materials was an iterative process, described next.

3.8.1 Samples creation and evaluation

As mentioned in Section 3.3., the third stage of the working plan involved creating and evaluating samples of the different educational materials (see Annex 20). UAB was in charge of preparing them. This evaluation involved:

1. Internal evaluation by all partners.

2. External evaluation by 10 experts: members of the EASIT Advisory Board, and external experts.

For a comprehensive report of the evaluation including details on the methodology, results and questionnaires, see Annex 21. A summary is provided next.

The evaluation focused on a specific sample or template for each type of educational content, namely: introductory videos (sample), video lectures (sample), other videos (sample), reading lists (sample), and tasks (template with instructions). All the samples under evaluation belonged to Unit 1.

Online forms with 7 to 10 questions were used for the evaluation. The first questions asked respondents to state their degree of agreement with specific statements on a 7-point Likert scale; and the last 3 questions were open/qualitative questions asking about a) ways to improve the sample/template/type of material under evaluation; b) positive aspects about the sample/template/type of material under evaluation; and c) other comments.

18 responses were obtained for the video lecture and introductory video assessments, whereas 17 responses were obtained for the other three types of materials under analysis.

All of the materials under evaluation received very positive feedback. As shown in Table 6, all of them scored above 6 on a 7-point Likert scale on average. Lower marks, still above 5.5, were obtained for Other videos in the external evaluation. This may be explained by the fact that some of the external evaluators reported not having realised that subtitles were available for this material, and they could not follow the content correctly

in a foreign language. The global score obtained by the materials was 6.4 in the internal evaluation and 6 in the external evaluation.

Material/Type of evaluation	Internal	External
Introductory videos	6.4	6.2
Video lectures	6.2	6.1
Other videos	6.5	5.6
Reading lists	6.6	6
Template for tasks	6.4	6.1
Total	6.4	6

Table 6. Average scores per material type and type of evaluation (quantitative feedback).

Overall, the samples and templates of the EASIT materials under analysis were found to be extremely satisfactory, according to the experts who evaluated them. Some minor changes in relation to the format, the use of logotypes, the accessibility and several ways to foster comprehension of the contents on the videos were suggested in the qualitative responses and the samples were appropriately updated.

3.8.2 Evaluation at Multiplier Event 5

The main aim of EASIT Multiplier Event 5 (Workshop: EASIT project training materials) was the presentation of a sample of educational resources. The event took place in January 2021 online. A total of 79 videos was offered to the workshop participants, who could freely watch them. This accounts for more than 50% of the 142 total materials.

After the event, participants were invited to fill in a satisfaction survey. The survey was divided in two parts. The first part was aimed at

assessing their opinion on the event as a whole, while the second focused on the educational materials (EASIT videos) they had watched.

The second section included 3 statements based on a 5-point Likert scale:

- The videos I have watched are useful for training

- The videos I have watched can be useful for self-learning

- The videos I have watched are informative

Another statement could be answered with: yes/no/I am not a trainer/I do not offer training in this area.

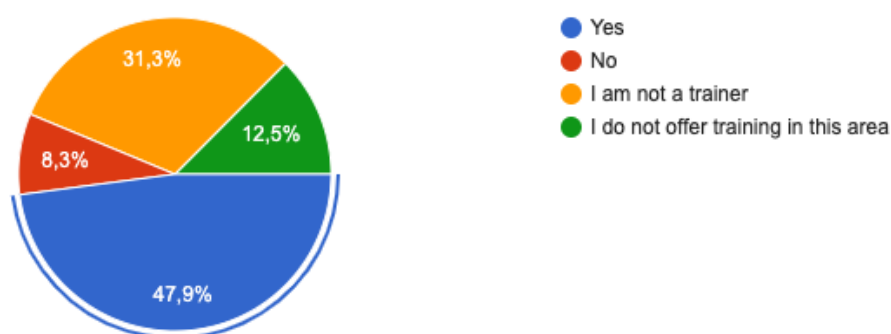- I will use some of the videos in my classes or seminars

Finally, there was an open box for comments and suggestions about the videos.

48 participants answered the satisfaction survey. The results for the first statements were very positive, with a total average of 4.58 on a 5-point Likert scale. This shows the potential of the educational videos.

Statement	The videos I have watched are useful for training.	The videos I have watched are useful for self-learning.	The videos I have watched are informative.
Average value (50 replies)	4.48	4.60	4.66
Total average	4.58		

Table 7. Results of the first 3 statements of the second part of the satisfaction survey, devoted to the educational videos.

The results of the fourth statement ("I will use some of the videos in my classes or seminars") are shown in Graphic 1. Almost 50% of the participants intended to use EASIT educational materials. When they stated that they would not be using the materials it was often because they are not trainers or because they do not offer training in this area. This can also be interpreted positively, as this EASIT multiplier event attracted participants beyond the traditional boundaries of easy-to-understand language.

Graphic 1. Answers to the fourth statement of the second part of the satisfaction survey ("I will use some of the videos in my classes or seminars").

ME5 report includes the comments and suggestions participants added in relation with the videos. All in all, the survey's results on the educational resources, both quantitative and qualitative, showed that they were well-received and valued by the audience. Thus, materials were found useful for training (mean value: 4.48 out of 5), useful for self-learning (mean value: 4.60 out of 5) and informative (mean value: 4.66 out of 5).

4 IO Results

EASIT has created different types of training resources, offered in different formats (see Section 3.2). For a complete list of the educational resources and their associated learning outcomes, please refer to Annex 2.

Table 8 presents the different types of outputs produced in IO5:

Output	Number
Video files (.mp4)	142 (9 introductory videos; 72 video lectures; 61 other videos)
Audio files (.mp3)	81
Transcripts (.pdf)	156 (142 in English, 31 in Italian, 3 multilingual)
Subtitles (.srt)	140 subtitle files in English 74 subtitle files in Catalan 77 subtitle files in Spanish 13 subtitle files in Swedish 16 subtitle files in German 5 subtitle files in Galician 34 subtitle files in Italian 11 subtitle files in Slovene 10 subtitle files in Greek
Tasks documents (.pdf)	7 (one per unit in English, one in Italian)
Reading lists (.pdf)	27 (one per element plus one per unit)
Additional materials documents (.pdf)	6 (one per unit)
Training guide (.pdf)	1

Table 8. Number of educational materials outputs

The educational content is presented in a user-friendly website (4.1.) which links to the materials hosted at UAB's open access repository Dipòsit Digital de Documents (DDD) (4.2.). This guarantees the sustainability of the website, as a permanent link is generated by the open access repository DDD.

4.1 Educational materials website

All EASIT educational materials are available on the EASIT educational materials website. The website is available at **https://transmediacatalonia.uab.cat/easit/** and uses WordPress.

The player selected to display the educational videos is AblePlayer, known for its accessibility features. It allows to:

- play the video,
- restart the video,
- move backwards and forwards,
- activate the subtitles in English and in other languages, if available,
- show the transcript,
- watch the video faster (the icon is a hare) or slower (the icon is a tortoise),
- select the user's preferences,
- play the video on full screen, and
- select the sound volume.
- A screen reader functionality (ReadSpeaker) has also been implemented. A Listen button appears on top of any written text to activate it and read the text aloud.

The development of the platform has been iterative, with subsequent versions being evaluated internally by project partners who have provided input. An accessibility check has also been performed. WCAG 2.0 guidelines with AA level of conformance have been aimed at, and a test with the tool SiteImprove was performed during the website design, together with a group discussion with the partners. Issues related to colour contrast and audio alternatives for written content were identified. The final version took this feedback into account and was also tested with SiteImprove.

The final version of the website includes a home page (Figure 6) with the following content:

1. an introductory video of the EASIT project,

2. an orange drop-down bar (Download),

3. the link to the EASIT project website,

4. the copyright and disclaimer, and

5. the Creative Commons license.

EASIT

EASIT
Easy Access for Social Inclusion Training (EASIT)

READ ME FIRST

UNIT 1.
MEDIA ACCESSIBILITY

UNIT 2.
EASY-TO-UNDERSTAND LANGUAGE

UNIT 3A.
E2U AND SUBTITLING

UNIT 3B.
E2U AND AUDIO DESCRIPTION

UNIT 3C.
E2U AND AUDIOVISUAL JOURNALISM

UNIT 4.
THE PROFESSION

The EASIT project

The EASIT project

Output 3
3 professional profiles
→ expert on E2U subtitles
→ expert on E2U audio description
→ expert on E2U audiovisual jour

0:00 / 4:06   Speed: 1x   Stopped

⟲ **DOWNLOAD**   ⌄

Project website https://pagines.uab.cat/easit/en

Figure 6. EASIT educational materials website home page

When clicking on the orange Download bar, all the content available associated with the corresponding video is ready for download:

- the video itself,

- the audio only (generally available for the video lectures which work as a podcast, but not for other type of content),

- the slide presentation (in the case of video lectures using slides),

- the transcript,

- and the subtitles in different languages if available (English subtitles are always available).

To navigate through the content, there is a menu on the left.

When clicking on the Read me first section, a video introducing the educational materials of the EASIT project is shown.

The Read me first section includes 4 subsections: For learners, For Trainers, Open Access and Meet the trainers.
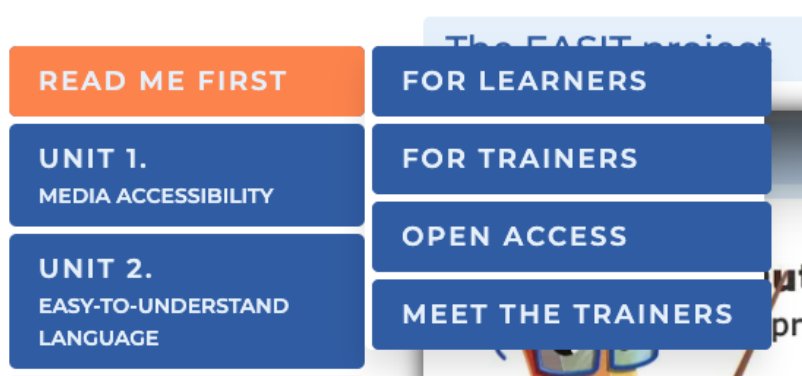

Figure 7. Read me first section and subsections

In the first two subsections, a video on how to navigate through the EASIT educational materials is offered. In the subsection for trainers, the Training guide is added (see Annex 22). This provides trainers with extra information on the materials, such as the associated learning outcomes

and the links to the tasks. This was deemed not useful for self-learners and, therefore, was not included in the first subsection.

The Open access subsection links to the UAB's digital open access repository, where all materials are available for download.

Finally, in the Meet the trainers subsection, all the trainers appearing in the video lectures present and audio describe themselves.

Below the Read me first section, the different units, from Unit 1 to Unit 4, appear.

When selecting a unit, the elements that make it up appear, followed by the questionnaire for the whole unit and a reading list with suggested references.
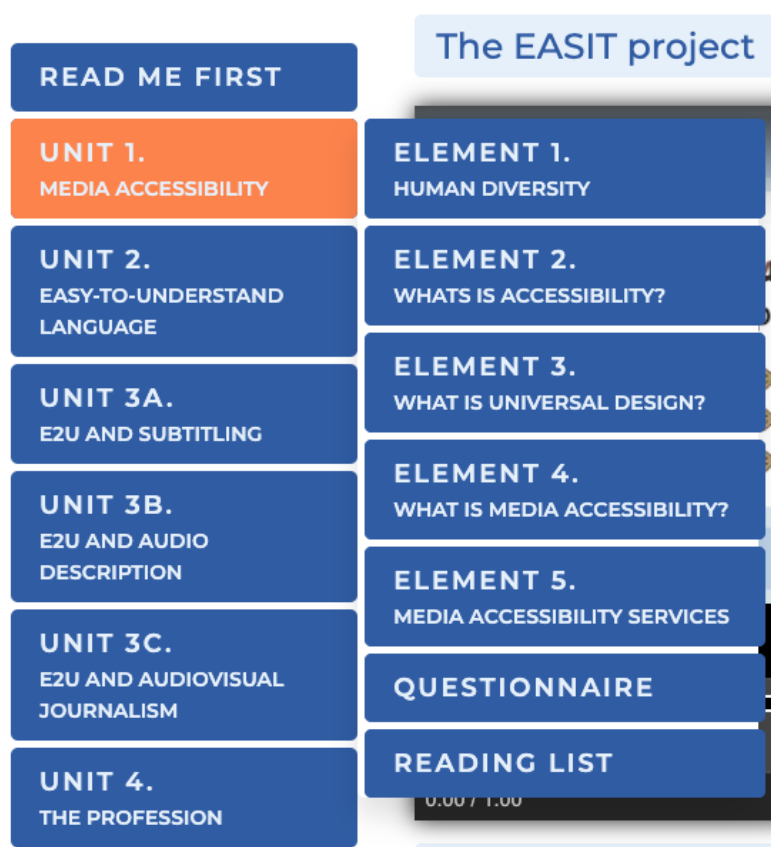

Figure 8. Main menu when selecting a unit

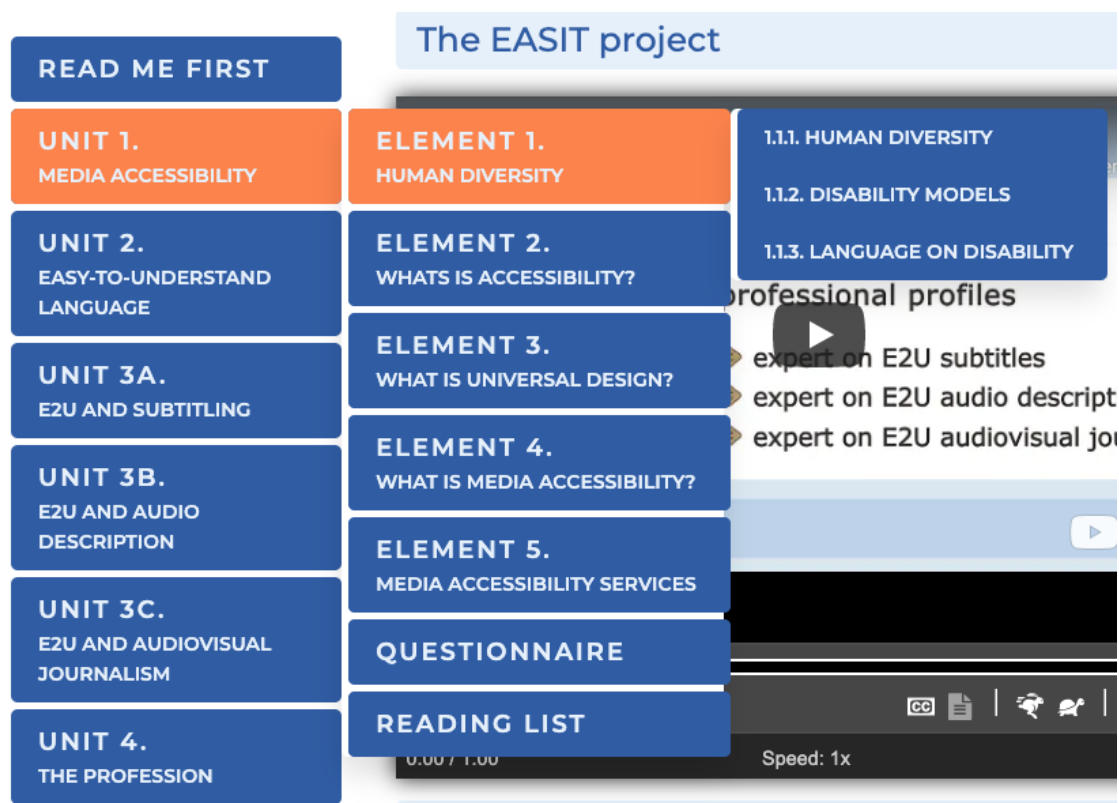When clicking on an element within a unit, the different items forming it are shown.

Figure 9. Main menu when selecting an element

If one of these items is selected, the displayed interface includes the following elements (see Figure 10):

- the video,

- the Previous and/or Next orange buttons to move to the previous/next item.

- the additional materials, if any, including interesting links related to the content of the video to learn more about it.

- the orange drop-down Download bar.

Easy Access for Social Inclusion Training (EASIT)

READ ME FIRST

UNIT 1.
MEDIA ACCESSIBILITY

UNIT 2.
EASY-TO-UNDERSTAND LANGUAGE

UNIT 3A.
E2U AND SUBTITLING

UNIT 3B.
E2U AND AUDIO DESCRIPTION

UNIT 3C.
E2U AND AUDIOVISUAL JOURNALISM

UNIT 4.
THE PROFESSION

Home » UNIT 1. Media accessibility » ELEMENT 1. Human diversity » 1.1.2. Disability models

1.1.2. Disability models

Biopsychosocial model

- International Classification of Functioning, Disability and Health (ICF).
- Medical + social approaches.
- Interaction of physical, psychological and social factors.

0:00 / 8:21   Speed: 1x   Stopped

← PREVIOUS   NEXT →

◀) Listen ▶

Additional materials

- [open-access legal document] United Nations (UN). (2006). *Convention on the rights of persons with disabilities* (A/RES/61/106). [in English]

- [open-access legal document] United Nations Office of the High Commissioner for Human Rights (OHCHR). (1948). *Universal declaration of human rights (UDHR)*. [in English]

DOWNLOAD   ⌄

Figure 10. Webpage for items

- At the top of the page the breadcrumbs are shown and the menu on the left is visible, which allows for an easy navigation at all times.

At the top right corner of the screen a link to EASIT contact information is shown, together with a link to the Who we are section, including the acknowledgements and a list of all the persons who have contributed to the project and to the creation of these materials.
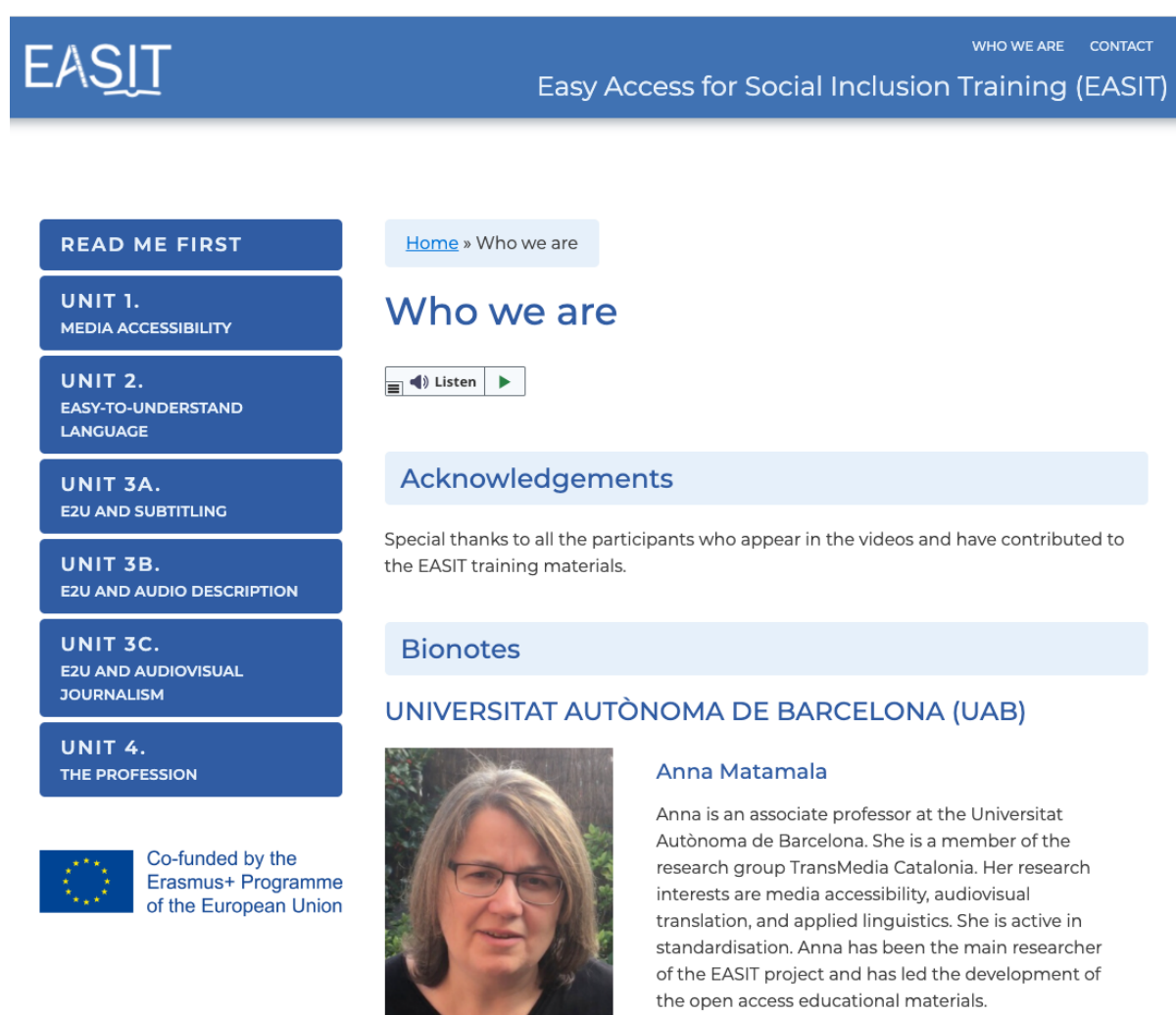

Figure 11. Who we are section

By clicking on the EASIT logo, at the top left of the screen, the EASIT educational materials website home page is accessed.

This interface and distribution allow for the easy navigation through the website and direct selection of the content the user is interested in.

4.2 Educational materials open access

Since one of the main aims of the EASIT project was to offer digital free open access educational resources, the UAB's digital open access repository DDD was contacted for the uploading of the materials, which secure stable URLs as links to them and ensures its sustainability beyond the life of the project.

The links to the different units are listed below:

- Unit 1. Media accessibility: https://ddd.uab.cat/record/243787

- Unit 2. Easy-to-understand (E2U) language:
  https://ddd.uab.cat/record/243786

- Unit 3A. Easy-to-understand (E2U) language and subtitling:
  https://ddd.uab.cat/record/243785

- Unit 3B. Easy-to-understand (E2U) language and audio description
  (AD): https://ddd.uab.cat/record/243639

- Unit 3C. Easy-to-understand (E2U) language and audiovisual
  journalism (AVJ): https://ddd.uab.cat/record/243638

- Unit 4. The profession: https://ddd.uab.cat/record/243637

Each entry includes the following information:

- Title of the unit.

- Date.

- Abstract.

- Project reference code.

- License.

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- Language.

- Collection.

- Type of document.

Figure 12 shows the register for the EASIT educational materials collection. All units are listed with their corresponding links and the introductory video for the project is displayed. Underneath the video, the transcript of the video is offered, together with the audio only file.
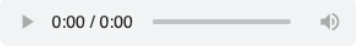
Figure 12. EASIT educational materials collection at the UAB's digital open access repository

5 Key Performance Indicators (KPI)

A general indicator was established at the application form related to IO5, i.e., the number of downloads of the open educational resources. This indicator was discarded as it can only be measured once the materials have been available publicly on the digital open access repository and on the website for some time. This measurement should take place after the end of the project. This is why the focus is put on the three specific key performance indicators (KPI) established at the beginning of the project regarding IO5: number of educational resources created, number of languages involved, and variety of educational resources created. The three of them were fully accomplished, as shown in the following subsections.

5.1 Number of educational resources created

The number of educational materials created for IO5 as of the date of publication of this report is listed below:

- 9 introductory videos (one for the whole project, one for the educational materials, one for the navigation through the educational materials on the web and one per unit)

- 72 video lectures

- 61 other videos

- 81 audio files

- 142 transcripts in English

- 31 transcripts in Italian

- 3 multilingual transcripts

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- 140 subtitle files in English

- 74 subtitle files in Catalan

- 77 subtitle files in Spanish

- 13 subtitle files in Swedish

- 16 subtitle files in German

- 5 subtitle files in Galician

- 32 subtitle files in Italian

- 11 subtitle files in Slovene

- 10 subtitle files in Greek

- 6 tasks documents in English, including 6 15-questions questionnaires and 85 tasks; 1 tasks document (Unit 3B) in Italian.

- 27 reading lists (one per element plus one per unit)

- 6 additional materials documents

- 1 training guide

These numbers may increase as users will be offered the opportunity to contribute with adaptations in other languages. The rest of the tasks documents will also be translated into Italian as part as an undergraduate thesis.

5.2 Number of languages involved

All educational materials were created in English by the partner responsible for each of them. However, some included interviews in other

languages (such as Swedish, Slovene, Spanish, Catalan, and Italian), and samples in some other languages (German and Galician, for instance).

All materials were subtitled in English and a vast selection of them was adapted to different languages by each partner, namely: Catalan (UAB), Galician (UVIGO), German (SUH), Italian (UNITS), Slovene (RTV Slovenija & RISA), Spanish (SDI), and Swedish (Dyslexiförbundet). This means multilingual content was made available, catering for the linguistic needs not only of majority language communities (Spanish, Italian, English and German), but also minority language communities (Slovene, Swedish, Catalan and Galician).

Thanks to the dissemination activities performed by all partners, lecturer Stavroula Sokoli showed interest in collaborating with EASIT by involving their students in the subtitling of EASIT videos. Thus, 10 videos are also offered with Greek subtitles thanks to this collaboration.

The open-access approach of the materials leaves the door open for further collaboration in this sense. Users of the resources will be able to download subtitles and send their adaptations to other languages to the project leader, who will regularly upload to guarantee the project's sustainability.

MINORITY LANGUAGES	OTHER LANGUAGES
Catalan	English
Galician	Italian
Slovene	German
Swedish	Spanish
	Greek

Table 9. Multilingualism in EASIT

5.3 Variety of educational resources created

A wide variety of educational materials was created, namely:

- introductory videos,

- video lectures,

- other videos (such as samples, group meetings and interviews),

- tasks documents,

- reading lists,

- additional materials documents,

- and a training guide.

Depending on the type of videos, different accompanying resources were offered, including:

- Video (.mp4)

- Slide presentation (.pptx), in the case of video lectures,

- Audio file (.mp3)

- Transcript in English and, if available, in other languages (.pdf)

- Subtitles in English and, if available, in other languages (.srt)

6 Dissemination

In addition to the usual general project dissemination, as well as dissemination procedures via the project website, social networks (Facebook and Twitter) and the stakeholders' mailing list, there have been several dissemination activities related to IO5, as detailed next.

The materials were presented at Multiplier Event 5, organised by UAB, and held online in January 2021. See section 3.9.2 for the positive evaluations of the participants.

There has also been an expression of interest by several parties who would like to use the materials for training purposes in their institutions, as will be described in Section 7.

Blanca Arias Badia, from Universitat Pompeu Fabra, spoke about the EASIT project and materials in an undergraduate course. Elisa Perego (UNITS) spoke about the EASIT project and materials in an MA course (on Translation theory, University of Trieste) and used some of the materials in different occasions, e.g.:

- February 2021, ISTRAD Master online
  (https://www.accesibilistrad.com/it/descrizione.php).
- March 2021, PhD Lecture: "La traduzione audiovisiva accessibile: riflessioni teoriche, linguistiche e pratiche". Dottorato di Ricerca Interateneo (Trieste-Udine) in Studi Linguistici e Letterari.
- April-September 2021, "Interventi dedicati alle imprese culturali e creative nell'area di specializzazione della Cultura, Creatività e Turismo", POR FESR 2014 – 2020, Area Science Park.

- July 2021, Master in Traduzione per il cinema, la televisione e l'editoria multimediale, Dipartimento di Lingue e Letterature Straniere e Culture Moderne, Università di Torino.

Several partners also have participated in different conferences, seminars, lectures and events, such as:

- Estel·la Oncins, Marta Brescia: Training accessibility to vulnerable groups: a tool for social transformation. Media for All 9 Conference, 28th January 2021.

- Anna Matamala, Rocío Bernabé, Elisa Perego, Pablo Romero: Panel Training new professional profiles: strategic partnerships explained. Media for All 9 Conference, 29th January 2021.

- Pilar Orero: The Audiovisual Media Explosion, Digital Culture, Communication and Translation Conference, Virtual Conference, Politehnica University of Timișoara, 26th March 2021

- Anna Matamala: Audio description research: what next? Digital Culture, Communication and Translation Conference, Virtual Conference, Politehnica University of Timișoara, 26th March 2021.

- Elisa Perego: Assessing the training of E2R validators and facilitators. TRAIN2VALIDATE project virtual conference "The Status of Training Programs for Validators and Facilitators in Europe", 26th May 2021.

- Anna Matamala: [1st International Easy Language Day Conference](#) (IELD 2021), where she was the [keynote speaker](#), or the 11th CIDUI Congress, 30th June 2021.

- Anna Matamala, LEAD-ME Summer Training School, 8th July 2021.

- Perego, E. (2020). The new forms of accessibility training: Making the most of cross-fertilization between EU projects. Key speech at the LEAD-ME winter training school on Media Accessibility: Communication for all, organized by the COST Action CA19142 (23-27 November 2020 - online).

- Rocío Bernabé, Multiplier Event of the Train2Validate project, 26th May 2021.

- Rocío Bernabé, Multiplier Event of the LiveTextAccess project, 9th July 2021.

- Rocío Bernabé, Easy-to-Read Workshop at Lebenshilfe Bremen - online, 18th June 2021.

- Rocío Bernabé, New job roles for language professionals. Terminology and Easy-to-Read, Live-Text Subtitling and Digital Accessibility. International Terminology Summer School (TSS) 2021.

- Sergio Hernández Garrido, 1st International Easy Language Day (IELD 2021). Presentation "Easy and Plain Language in Audiovisual Translation. 27-28 May 2021.

Undergraduate theses on the EASIT project, also revolving around the Italian translation of some Units, are being carried out at the University of Trieste under the supervision of Elisa Perego.

EASIT has also been included in the [Easy Plain Accessible platform](#).

There are also other forthcoming dissemination events. For example, Anna Matamala will be presenting the project at the [Clear Writing for Europe](#) 2021 in October. She will also be doing a [workshop on EASIT materials for the Languages and the Media conference](#) and [another one for the European Language Resource Coordination Technical Workshop](#) in September 2021. She will use some of the video content produced as part of EASIT.

Anna Matamala and Anna Fernández-Torné will be giving a presentation at the Congreso Internacional de Innovación Docente e Investigación en Educación Superior (CIDICO) entitled "Training materials for experts in easy-to-understand language in audiovisual media".

Anna Fernández Torné has an accepted article for the journal published by the [Sede de Justicia Lingüística](#) at the [IKIKO International Congress](#).

7 Impact, transferability and sustainability

The educational resources produced by IO5 are unprecedented. Their innovative nature is not only manifested by the hybridisation between E2U and two access services, such as subtitling and audio description, and audiovisual journalism, but also by their wide typology, output variety and open-access availability. Hence, the impact and transferability of the results of IO5 is manyfold.

EASIT educational materials are offered in a user-friendly website which is linked to an open access repository at UAB which guarantees a permanent URL for all materials.

So far, the impact comes mainly from the academic arena.

Expressions of interest from two researchers have already been received.

1. Student of Information Science at Hochschule Darmstadt (Germany). Interested in getting E2U guidelines or study materials to write his bachelor thesis about the concepts of Plain Language and Easy-to-Read, to translate some informative texts of his workplace into PL and E2R and publish them in their Facebook group with over 5.000 members.

2. Rita Menezes. Portugal. PhD student in Translation Studies. Interest in using some of the videos for her subtitling revision experiment.

Materials have been used on the following occasions, proving the impact on higher education, on trainers and on citizens, as some of the participants of the courses were public officers:

1. Paola Jelonche. Argentina.

a. [Easy-to-Read course](#) in February 2021: EASIT materials used as teaching update for lecturers. 222 students attended the course.

b. [Easy-to-Read course](#) in May and June 2021: EASIT materials offered as bibliographic reference. 1,743 and 8 students respectively attended the courses.

c. Course in Administrative accessibility and clarity: EASIT materials used as teaching update for lecturers. 80 public officers attended the course.

d. 3 other courses for public officers are foreseen (40 participants each)

e. On-going course for the Association of Interpreters in Argentina.

2. Lucinéa Villela. Brasil. EASIT materials related to audio description and subtitling for deaf and hard of hearing used with a group of 30 students of the Radio, Television and Internet undergraduate course at Universidade Estadual Paulista.

3. Irene de Higes. Valencia (Spain). [EASIT materials](#) used at the optional subject TI0952 Audiovisual Translation and Accessibility (4th course of the bachelor's degree in Translation and Interpreting at Universitat Jaume I).

4. Ines Gabriela Guerrero Uchima. Manizales (Colombia). Access to EASIT materials was given to the MA in Translation at Universidad Autónoma de Manizales.

5. Stavroula Sokoli. Barcelona (Spain).

a. Subtitling course. EASIT materials were subtitled into Greek as part of the final project. 10 students.

b. Universitat Pompeu Fabra subtitling course. EASIT materials were subtitled into Spanish as part of the course. 10 students.

Similarly to the collaboration with Dr. Stavroula Sokoli, EASIT will welcome new contributions. Users will be offered the possibility to send subtitles in different languages, which will be registered and conveniently uploaded on the EASIT website and UAB's digital open access repository twice a year.

It is also important to highlight the involvement of relevant external stakeholders in the production of the videos, such as Fundación Visibilia, in Argentina; the Associació Catalana per a la Promoció de l'Accessibilitat (ACPA), in Barcelona; the Louis Braille Museum, in Milan; or the Polo Tattile Multimediale, in Catania, among others.

One of the most remarkable evidences of the results' impact and sustainability are the three specialisation courses that the UAB is offering based on the EASIT curriculum and materials, together with materials from other educational projects such as ACT or ADLAB PRO and ad-hoc materials:

- a specialisation course starting September 2021 on Accessibility Management and Promotion: Accessible Services, Information and Communication, which incorporates part of EASIT Unit 1. This course will be in English.

- a specialisation course starting September 2021 on Accessibility Management and Promotion: Accessible Services, Information and Communication, in Catalan. This course is possible thanks to the support of the Culture Department of the Catalan Government. This

support shows the impact of EASIT training proposal on key stakeholders beyond academia.

- a specialisation course starting January 2022 on [Accessible Digital Communication: Easy-to-Understand Language](#), which includes some of the EASIT materials in units 2, 3 and 4.

Students who enrol in the courses and successfully complete it will be granted a certificate of completion.

8 Conclusions

IO5 aimed at developing open-access educational resources in digital format to acquire the fundamentals of easy-to-understand language (E2U), with an emphasis on the three new professional profiles defined under IO3. Educational materials with a uniform visual format and uniform technical features have been created.

Although English has been used as the main language for the materials, multilingualism has been catered for through

a. the use of different languages in both the samples and interviews.

b. the adaptation of subtitles into as many as 9 different languages.

The modular approach adopted in the creation of the materials allows for their use as self-learning resources or in different learning scenarios by different trainer's profiles. Moreover, the wide array of outputs in multiple formats provided for each resource make educational materials flexible and adaptable to the needs of both self-learners and trainers.

It is also important to highlight that the platforms in which materials are offered, both the website and the digital repository, offer them open access, ensuring their sustainability after the life of the project.

All in all, the most relevant topics in E2U language have been approached and experts in three new professional profiles resulting from the hybridisation between E2U and two access services (subtitling and audio description) and audiovisual journalism can be now freely trained.

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Kennedy, D. (2007). *Writing and using learning outcomes: a practical approach*. University College Cork.

List of annexes

Annexes are provided as separate documents. To download please use the links provided.

Annex 1. Learning outcomes

Annex 2. Educational materials and associated learning outcomes

Annex 3. Accessibility checklist for PDF documents

Annex 4. Accessibility checklist for Word documents

Annex 5. Accessibility checklist for PPT documents

Annex 6. Accessibility checklist for videos

Annex 7. Permission to upload documents in the UAB and CSUC digital repositories and EASIT consortium open access repositories

Annex 8. Authorisation to use copyrighted work

Annex 9. Photo, video and sound recording release form

Annex 10. Video technical specifications

Annex 11. Instructions for videos

Annex 12. Subtitling instructions

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Partners:

<END-OF-DOCUMENT>