



EASIT MATERIALS EVALUATION REPORT

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1 Introduction

As part of IO5 in the EASIT project, an internal and external evaluation of the proposed types of teaching and learning materials created was conducted to gather feedback from experts. The aim of this evaluation process was to test the usability and adequacy of the samples and templates created at an initial stage of IO5, so that any changes deemed necessary by experts were identified and implemented at an early stage of the materials creation process.

EASIT will create different types of materials, divided into six units:

1. Media accessibility
2. Easy-to-understand language
- 3A. Easy-to-understand language and subtitling
- 3B. Easy-to-understand language and audio description
- 3C. Easy-to-understand language and audiovisual journalism
4. The profession

Each unit includes 2-5 elements. For example, the elements of Unit 1 Media accessibility are the following:

- (a) Human diversity
- (b) What is accessibility?
- (c) What is universal design
- (d) What is media accessibility?
- (e) Media accessibility services

2 Methodology

After discussion among partners, it was decided to test a specific sample or template for each type of the materials created for each unit in the project, namely: introductory videos (sample), video lectures (sample), other videos (sample), reading lists (sample), and tasks (template). Links to each of the samples/template under evaluation can be found below:

- Introductory video to UNIT 1
https://www.youtube.com/watch?v=i7aI70W0X9Y&feature=emb_logo
- Video lecture of UNIT 1
https://www.youtube.com/watch?v=bIDlo0zeY2I&feature=emb_logo
- Other video
https://www.youtube.com/watch?time_continue=4&v=n6vT3gFPppY&feature=emb_logo
- Reading list of UNIT 1
<https://drive.google.com/file/d/1wrRTC4uTzH2QdYJELqeAHascqIE2QWyR/view?usp=sharing>
- Template for tasks
<https://drive.google.com/file/d/1fDcrT6VoWjEroiX0DEbRY1FnEuIYtkQj/view?usp=sharing>

A mixed-methods approach combining quantitative responses with qualitative responses was adopted for the purposes of this evaluation

process. This approach has been suggested in the literature when approaching experts for feedback, since their expertise is deemed especially valuable in qualitative responses, and quantitative responses are helpful to minimise the time devoted to evaluation. It was also well received by the evaluators in this process, who made positive comments about the approach adopted (“I liked the format of this evaluation very much, especially the information about how much time I would need to complete it”).

Evaluation was undertaken by means of online forms. The materials under evaluation were made available for evaluators on the forms. Each form had between 7 and 10 questions (see specific number of questions in the results section). The first 4-7 questions asked respondents to state their degree of agreement with specific statements regarding format, clarity, etc. on a 7-point Likert scale; and the last 3 questions were invariably 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.

A total of 18 experts participated in the evaluation process. 8 experts were representatives of each of the EASIT project partners (internal evaluation). 10 experts were members of the advisory board of the project or other experts (external evaluation). The profiles of external evaluators are summarised below:

- Cabeza Cáceres, Cristóbal PhD: Assistant lecturer at the Universitat Autònoma de Barcelona and Universitat d’Alacant (Spain). Expert in media accessibility, especially audio description and subtitling for the deaf and hard-of-hearing.
- Chmiel, Agnieszka, PhD: Professor at the Adam Mickiewicz University in Poznań (Poland). Expert in audiovisual translation and media accessibility. ADLAB PRO participant.

- Delgado, Clara Isabel: CEAPAT. EASIT Advisory Board Member. Expert in Easy-to-Read.
- Fresno, Nazaret, PhD: Assistant Professor at the University of Texas at Rio Grande Valley (United States). Expert in audio description and subtitling.
- García Muñoz, Óscar: Programme coordinator at Plena Inclusión Madrid (Spain). Expert in Easy-to-Read in Spanish.
- Hansen-Schirra, Silvia, PhD: Professor at Johannes Gutenberg-Universität Mainz (Germany). Expert in empirical translation studies, translation process research and barrier-free communication. Leader of empirical research projects on Easy-to-Read.
- Johansson, Stefan: Accessibility expert, Royal Institute of Technology (Sweden). Swedish Begriplig text (Understandable text) project.
- Leskelä, Leela Laura: Researcher at the University of Helsinki (Finland). Advisory Board member. Expert in Easy Language.
- Mazur, Iwona: Assistant professor at the Adam Mickiewicz University in Poznan (Poland). Advisory Board member. Expert in audiovisual translation and media accessibility. ADLAB PRO participant.
- Reviere, Nina, PhD: Manager of the OPEN Expertise Centre for Accessible Media and Culture of the University of Antwerp (Belgium). Expert in audiovisual translation and media accessibility. ADLAB PRO participant.

18 responses were obtained to gather feedback about video lectures and introductory videos, whereas 17 responses were obtained for the other three types of materials under analysis (one of the external evaluators did not respond to three evaluation forms). What follows is a synthesis of the results of the evaluation by material type and type of evaluators (internal/external).

3 Results of internal evaluation

3.1 Introductory videos

The questionnaire included 7 questions. In the first 4 questions, experts provided a quantitative feedback regarding format, clarity, duration, and likeliness of the video to hold the students' attention.

As can be seen in Table 1, introductory videos received extremely positive quantitative feedback, with most evaluators rating them with the highest score on a 7-point Likert scale in all of the aspects under evaluation (see mode values) and with average scores for each aspect ranging from 5.9 to 6.8 out of 7.

Table 1. Scores of introductory videos after internal evaluation.

Question/Measure	Average	Mode	Median
Format	6.4	7	6.5
Clarity	6.8	7	7
Duration	6.8	7	7
Likeliness of the video to hold the students' attention	5.9	7	6

As explained in Section 2, the last 3 questions provided qualitative responses.

The likeliness of the video to hold the students' attention, which received the lowest score on average (5.9/7) in the quantitative results, can be explained

by some of the comments made in the qualitative responses about the speaker's rhythm of speech. Clarity was underlined as a positive aspect of the introductory videos. Further comments made suggestions about format and use of logotypes in the video.

The specific comments obtained are reproduced verbatim below.

Room for improvement

- a) The presenter says ""you will see"", but if there are any BVIP this will be challenging. It could be changed so that BVIP know there is a whiteboard on screen but without saying ""You will see"". 2. Last element is not correct on the board. 3. The presenter pronounces ""live"" as ""leave"". 4. The slide before the disclaimer is not accessible for those who cannot read the screen.
- b) I would consider adding a brief closing sentence before the disclaimer.
- c) -Accessibility: I would improve the contrast between the white letters of UNIT1 panel and grey background / -Voice: The voice is not very clear. Maybe we could use a voice that is a bit more clear and better supports understandability.
- d) In my opinion, tempo and rhythm are "too regular" and do not hold attention enough, the sample is also a bit static.
- e) Read out aloud "EASIT Unit 1", not only "Unit 1". I also think the post text "prepared by...." also should be read out aloud. Subtitles needed, but not SDH. No need for audio subtitles in english, but if the speech is translated into other languages it might be useful.
- f) I think that the rhythm of speech is adequate, but it could go just a bit faster. Considering the target groups that we are creating the materials for, it can be made a bit faster. I would also add in the chalkboard the numbers of the elements for accessibility purposes.

Most positive aspects

- a) Visually attractive, short and to the point. Good introduction.
- b) The conciseness, the speech rate.
- c) I like that is short and the "news style" used as the end. Also the "TV news" style music. Well done, RTV-Slo
- d) Clear and slow enough speech, clear structure.
- e) It's short and clear.
- f) I like the use of an audio description in the beginning. It clearly shows the accessibility approach. I think the use of animation is innovative and that students would it perceive this way also.

Further comments

- a) Element "What is accessibility services" > Services should be written in capital letters on the blackboard. And shouldn't it be "what ARE" vs. "what IS"?
- b) -The slide "Prepared by" is not read aloud. I suggest, we do. / -Slide concerning the disclosure: the read-aloud text does not match the content. Is this right? / -Only the Transmedia Catalonia logo appears. I suggest that logos from participating partners as shown in the Prepared by slide will appear. Alternative: none are shown. / -This video format will hold the students' attention. * ->I cannot tell this is very personal. It depends on their preferences.
- c) Maybe, if it is possible, I would add an introduction card with the EASIT logo at the beginning. Maybe it is made in another video, but just for consideration. It is made perfectly at the end already.

3.2 Video lectures

The questionnaire included 10 questions. In the first 7 questions, experts provided a quantitative evaluation regarding format, clarity, duration, and likeliness of the video to hold the students' attention, usefulness of the video for prospective trainers to integrate it in their courses, suitability to offer the material as an independent audio podcast, and suitability of the slides to be offered independently.

As can be seen in Table 2, video lectures received extremely positive quantitative feedback, with most evaluators rating them with a 6 or 7 on a 7-point Likert scale in all of the aspects under evaluation (see mode values) and with average scores for each aspect ranging from 5.4 to 6.6 out of 7.

Table 2. Scores of video lectures after internal evaluation.

Question/Measure	Average	Mode	Median
Format	6.4	6	6
Clarity	6.4	6	6.5
Duration	6.3	7	7
Likeliness of the video to hold the students' attention	6	6	6
Usefulness for prospective trainers	6.6	7	7

Suitability to be offered as an independent audio podcast	5.4	7	6
Suitability of the slides to be offered independently	6.1	7	7

As explained in Section 2, the last 3 questions provided qualitative responses.

Experts provided feedback on ways to improve accessibility of the video (audio described videos and outros, more visuals, adding slide number, etc.). Clarity was underlined as a positive aspect of the video lectures. Further comments followed comments in the same direction and reflected on the viability of turning the content into a podcast.

The specific comments obtained are reproduced verbatim below.

Room for improvement

- a) There is one slide change (before ""Cannot hear the audio"") that is not very smooth. / 2. Would an audio description of the intro and outro be needed? I don't have a clear position on this, but this is something that could maybe be discussed. / 3. In some slides there is not much text and they stay long on screen. For instance, the slide on AD and the slide on AST. Maybe some more text could be added? / 4. AST is not included on the table referring to AVT and MA. / 5. I wondered if subtitles or audio subtitles would be needed in the end when logos and the disclaimer are read. I think subtitles will not be needed as the content

is already shown on screen. Audio subtitles will not be needed either, as the original can be understood.

- b) In the intro, the voice is covered by the music. / Overall, the use of capitalization is inconsistent and should be harmonized. / Partner logo slide: semicolon is used instead of colon.
- c) -I would use different titles for each slide / -""Cannot hear the audio"" sounds a bit strange. The subject is missing somehow. / -I am not sure that showing letter by letter as the person speaks supports legibility. We should look into this.
- d) In some slides there could be more written information; there is still a lot of space available even having in mind there should also be subtitles.
- e) For the sake of catching the students' attention the number of slides could be increased without adding more content. For example, when showing the map of Europe, the countries and the modalities used in each of them can be highlighted at the same time they are mentioned
- f) In my opinion, more visual materials (pictures) could be used.
- g) I think we should try to write and read out aloud abbreviations, such as 2D. I like this outro better than the one on the introduction video. / On this specific video, on the slide (starting 5.03) I think Audio Subtitle also should be written. I reacted on the slide ""Cannot see the image"". Why is Audio Description on a different slide than Touch tour and Audio introduction? Also, in my opinion, it seems more logical to mention the Audio introduction before Touch tour. I think also it would be nice if it was mentioned that Dyslexiförbundet is Swedish and RISA Slovenian.
- h) I would add slide numbers to the slides. I would also name the slide number we are currently on. I know we have limited time, but this practice proves to be helpful during the online semester we are having. Furthermore, it would contribute to accessibility. I would leave this to

consideration, because it would not be logical to have the slide number in the speech if we are offering them as podcasts as well. / The legends on the chart on the slide about dubbing tradition in Europe are not readable. They are too small. Anna explains the information very well, but as a visual material it is hard to understand if I cannot read the legends on the slide.

Most positive aspects

- a) Clear presentation. I like to see the face of the presenter, as it makes slides a bit more lively than standard slides with an off-screen narrator. The visual design is clean.
- b) I appreciated the speech rate which enables the listener to comprehend the content.
- c) I like the slide colour and the text/background contrast.
- d) The length
- e) Clear, understandable, the speech is not too fast.
- f) Content selection and clarity.
- g) Clear content/structure . It is not too long. The "talking head" is a good feature.
- h) It's clear and easy to understand.
- i) I think that the rhythm of speech is perfect. The content selection was adequate and really well summarized. I was actually surprised that so much information could fit in a lecture of 5 minutes. The amount of information in the slides was for me adequate as well. It permits the student to read the slide and to turn the attention to the speaker after having read the written information. This makes the course more

personalized. Having the speaker visible is also a good strategy. The video is visually appealing as well.

Further comments

- a) The information in the sample is clearly presented BUT I wonder if it is clear enough for trainees who are not into AVT. Some concepts are taken for granted (lip synch, personalization, etc.) and might be missed by someone.

- b) I'm not sure about the possibility to use these material as podcast (just audio) or to offer it independently - just the slides. I think the video lecture is a complete information and it is hard to fragmentize it.

- c) I think that we still have to consider if we are adding some sort of audio description to the slides or the images in the slides for more accessibility. More than this, I do not have something more to add.

3.3 Other videos

The questionnaire included 7 questions. In the first 4 questions, experts provided a quantitative evaluation regarding usefulness of the type of material to complement video lectures, duration, likeliness of the video to hold the students' attention, usefulness of the video for prospective trainers to integrate it in their courses.

As can be seen in Table 3, other videos received extremely positive quantitative feedback, with most evaluators rating them with a 6 or 7 on a 7-point Likert scale in all of the aspects under evaluation (see mode values) and with average scores for each aspect ranging from 5.8 to 6.9 out of 7.

Table 3. Scores of other videos after internal evaluation.

Question/Measure	Average	Mode	Median
Usefulness of the type of material to complement video lectures	6.9	7	7
Duration	6.6	7	7
Likelihood of the video to hold the students' attention	5.8	6	6
Usefulness for prospective trainers	6.9	7	7

As explained in Section 2, the last 3 questions provided qualitative responses.

The likelihood of the video to hold the students' attention, which received the lowest score on average (5.8/7) in the quantitative results, can be explained by some of the comments made in the qualitative responses who seem not to have realised that the video subtitles were available and have, therefore, not been able to follow its content. Internal evaluators were extremely satisfied with the idea of introducing other videos to complement the materials. One further comment stated that it was difficult to evaluate other videos by looking at one sample only, since they will vary in nature.

The specific comments obtained are reproduced verbatim below.

Room for improvement



- a) Minor aspects in the English subtitles to be revised: not sure if sencillo should be translated into plain. Sometimes E2R appears as Easy-to-Read, sometimes as Easy Reading. Also sometimes ""persons"", sometimes ""people"". I think it would be better to be aligned with UNCRPD and use ""persons"". / Should we subtitle the logos at the end in Spanish? To be discussed."
- b) It is a nice recommendation but ultimately how useful it is will depend on how the trainer incorporates it in the classroom.
- c) The logos before the speaker are the same as after the video - maybe it would be enough to show them just at the end; also the logos are not described - there are a few seconds without a sound.
- d) About this specific sample, it may be improved by subtitling it.
- e) Subtitles are really important when the speech is hard to understand or in other languages than English, and depending on the content also SDH might be needed. In the introduction and the sample on Media Accessibility, I don't think Audio description is needed, but that might be necessary for the Other videos.
- f) I could see as a problem, or rather as a challenge, making this material accessible to other languages. We should have to consider subtitling it to the other project languages and even an intralingual translation would be needed. Of course, this would represent more work but I think that this kind of material should go into the course no matter what (see answers below). So if the material has to be subtitled in order to have them in the course, I think we should do it.

Most positive aspects

- a) Authentic materials that can help future students. They work integrated in a course but they are also useful for self-learning.

- b) Hearing different voices is always very instructive, and mixing formats / the more academic video lecture with totally different types of videos / certainly keeps the attention high.
- c) I like videos from users perspective, I think they are very informative and give students an insight to the topic.
- d) They are useful to complement the theoretical contents presented in the video lectures
- e) You will get a broader range of voices and experiences. You can also illustrate better what is covered in the video lectures.
- f) I think it is amazing to have to possibility of viewing this material. Students will be very interested with this. This is an experience we have had in our MA program. It is difficult to have a spaces where you can exchange ideas or even share time with the target groups of accessibility services. Through these videos, students can get in touch with the reality of the labor market. They are always thankful to have this kind of material.

Further comments

- a) I did not get the content but I presume subtitles will be added in the final version.
- b) Question 3 is really hard to say because depends on the video.

3.4 Reading lists

The questionnaire included 8 questions. In the first 5 questions, experts provided a quantitative evaluation regarding structure, clarity, number of references included, adequacy of the type of references included, and usefulness of the video for prospective trainers to integrate it in their courses.

As can be seen in Table 4, reading lists received extremely positive quantitative feedback, with most evaluators rating them with a 6 or 7 on a 7-point Likert scale in all of the aspects under evaluation (see mode values) and with average scores for each aspect ranging from 6.1 to 6.9 out of 7.

Table 4. Scores of reading lists after internal evaluation.

Question/Measure	Average	Mode	Median
Structure	6.9	7	7
Clarity	6.9	7	7
Number of references included	6.4	7	6.5
Adequacy of the type of references included	6.1	6	6
Usefulness for prospective trainers	6.8	7	7

As explained in Section 2, the last 3 questions provided qualitative responses.

Comments made by evaluators mainly reported on a few format inconsistencies in the specific sample under evaluation. Clarity of structure was underlined as the most positive aspect of the reading lists. Further comments suggested a small change in the visuals of the template and the introduction of sources in languages other than English.

The specific comments obtained are reproduced verbatim below.

Room for improvement

- a) The list is not exhaustive and some users may think that relevant information is missing. This should be explained somehow, that these are selected references. An alternative would be to include basic and additional reading list, but I don't hold a strong position on this.
- b) Line spacing seems inconsistent: check!
- c) Capitalization is inconsistent - sorry to be a pain...
- d) Element 4: not sure the list is really comprehensive; not sure Perez Gonzales should be in this element; Pls, check ""The Routledge Companion to Disability and Media""."
- e) -If it is a list for the whole Unit, it is ok. / If it is only for the Element, I will add this information in the Footer and the Name of the file to avoid confusion. / -I thought that we were using APA. This is a bit confusing. It seems to be a mixed style. I think this needs to be discussed. / At any rate, providing partners with a clear reference to follow (webpage) for the formatting would be very helpful. / -The list does not support readability. Having bullet points or having items with the second/third lines indented (as in academic papers) will increase readability.
- f) Related to this specific sample: sources for Universal Design are quite old (20+ years), there are not any newer sources?
- g) The sources in list for Universal design seems all very old. I think maybe the CEN standard: EN 17161:2019 on Accessibility should be on the reading list.
- h) Maybe also this e-source can add something:
<http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/>

- i) I think that it would be helpful for us to have an standard format of citation when working in our units. We can copy it from the list you have given us, but we already have the experience in the project that we should be as clear as possible with this. When I was preparing the reading list for IO4, I had to check every single reference because not everyone followed the structure that was proposed.

Most positive aspects

- a) Clear presentation and selection of most relevant sources.
- b) Very clear structure, managable amount of sources.
- c) That it is limited.
- d) I think the list is well structured. It is helpful to have the list divided by elements.

Further comments

- c) In video lecture the EASIT logo is on the left upper corner and the EU logo on the right upper corner - maybe we could follow the same distribution of graphic elements.
- d) For our unit (2 on E2U), we would have to integrate language specific references as well.

3.5 Template for tasks

The questionnaire included 7 questions. In the first 4 questions, experts provided a quantitative evaluation regarding usefulness of the questionnaires, adequacy of questionnaire design, usefulness of including suggestions tasks for prospective trainers, and adequacy of the degree of detail of aspects covered in the template.

As can be seen in Table 5Table 4, the template for tasks received extremely positive quantitative feedback, with most evaluators rating them with the highest score on a 7-point Likert scale in all of the aspects under evaluation (see mode values) and with average scores for each aspect ranging from 6.1 to 6.6 out of 7.

Table 5. Scores of the template for tasks after internal evaluation.

Question/Measure	Average	Mode	Median
Usefulness of the questionnaires	6.6	7	7
Adequacy of questionnaire design	6.1	7	6.5
Usefulness of including suggestions tasks for prospective trainers	6.6	7	7
Adequacy of the degree of detail of aspects covered	6.4	7	7

As explained in Section 2, the last 3 questions provided qualitative responses.

Comments reflected on ways to further develop the template, by providing more possible right answers in the questionnaire, making the answer key

mandatory, or adding contextualising introductions in the materials. Clarity of structure was underlined as the most positive aspect of the template.

The specific comments obtained are reproduced verbatim below.

Room for improvement

- a) Although the answer to the questionnaires is provided here, we should find a way that this is only accessed by prospective lecturers. Maybe the replies could be included in a trainer's guide. I am not suggesting partners create a new document. UAB as coordinators could take care of doing this.
- b) Since we are not doing a course, many of the recommendations will be general. It is ok to have a framework, though. / How the task will look like will vary depending on the unit and element. It is too rigid to force a structure for everything at this stage. As an initial suggestion, it is ok.
- c) Only one correct answer narrows possibilities.
- d) I think at this stage, the tasks are very clear. I think we will notice improvement possibilities when we are working on the development of these tasks. At this stage, I think they are really well structured and organized.

Most positive aspects

- a) The fact that they suggest activities that trainers can actually implement in their courses.
- b) Clear structure.
- c) I like the structure. Hard to say more.

Further comments

- a) I am not a big fan of multiple choice, but overall I like the task structure, and some MC will be useful. The variety of task will also enable different trainers to pick what they feel more comfortable.
- b) Why is the key an optional element? If students are supposed to learn by themselves or if it is used by trainers, the key is essential.
- c) I would make clear in the document (in a kind of introduction) that this material is a recommendation and that trainers are free to implement the tasks how they consider best.

4 Results of external evaluation

4.1 Introductory videos

The questionnaire included 7 questions. In the first 4 questions, experts provided a quantitative evaluation regarding format, clarity, duration, and likeliness of the video to hold the students' attention.

As can be seen in Table 6, introductory videos received extremely positive quantitative feedback, with most evaluators rating them with a 6 or a 7 on a 7-point Likert scale in all of the aspects under evaluation (see mode values) and with average scores for each aspect ranging from 5 to 6.3 out of 7.

Table 6. Scores of introductory videos after external evaluation.

Question/Measure	Average	Mode	Median
Format	6.3	6	6
Clarity	6	6	6
Duration	6	7	7

Likelihood of the video to hold the students' attention	5	6	6
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The aspect with the lowest score on average (5/7) in the quantitative results, i.e. the likelihood of the video to hold the students' attention, may be explained by some of the comments made in the qualitative responses about the need to introduce more diverse and dynamic graphic material. The use of a pen as a presenter in the introductory videos received very positive feedback ("neutral element", "not too distracting", "appealing"). Further comments were congratulating and in one case suggested including more information.

The specific comments obtained are reproduced verbatim below.

Room for improvement

- a) I hope there will be a language version for several languages and not only language text-versions.
- b) Since many important terms are introduced here, perhaps it would be good if they could be concretized somehow, to facilitate recollection. For instance, there could be concrete examples of each sub unit ("human diversity means for example x and x"), or questions for the viewer ("do you know what accessibility means") + a visual element that would be connected with each sub unit.
- c) More diverse graphic material.
- d) The accent is sometimes difficult to understand. For instance, I didn't get the word "gloves" - had to look at what the character actually has on its hands to get it.
- e) Some kind of ending and connection to begin the first chapter would be interesting to add. Adding subtitles would be required in order to ease

the access to contents. A number in the board besides the title of each chapter is also to be recommended.

- f) The visuals (the talking pencil) are interesting, but do not change over the course of the video. It is fine for me personally, but may be a bit too 'static' for a younger audience, hence I gave a '6' in Q4.
- g) First of all, it would be important to add subtitles. Students will become more familiar with them in case they don't have previous knowledge.
- The guide is introduced and described by itself. However, the classroom is not described.
 - When the guide says one by one the elements and its position number in the lesson, these numbers should be appear on the whiteboard too, along with the title of each element.
 - In my opinion, the elements that comprise the lesson should be shown on the whiteboard too. The elements 4 and 5 are longer and maybe it makes them easier to remember and follow the explanations if you can see the text on the whiteboard
 - If this content is added, the guide would have to be placed a little more to the left, so that the pointer does not appear on the board, making the text difficult to read.
 - I am not very good at English speaker, but maybe, it lacks the question mark ""?"" in the last element: ""What is Accessibility services"". The previous element is a question too: ""What is Media Accessibility?""
 - Personally, I would improve the contrast colours between ""UNIT 1"" and the screen.
 - Perhaps by the end, the guide could say ""enjoy the lesson!"" or something like that. It is said ""Hello!"" at first but not ""Good bye"" at the end of the video...

- h) Sometimes the content of the title is also in the explanation of what you'll find in it. E. g. Human diversity: we will define the concept of human diversity... Or "What is media accessibility: you will learn what media accessibility means... It's a bit repetitive, but maybe you are doing it that way so that it is clearer.
- i) Minor suggestion: you could perhaps consider using the same phrasing when presenting the topics covered in unit 1. For instance, "the first element in this unit is X. When covering X, you will learn Y". And then, "the second element in this unit is Z. When covering Z, you will learn W". This will probably make the video more repetitive, but it may help make it easier to understand. Also, there is a question mark missing in "what are accessibility services?"
- j) The format is certainly adequate. A bit more variation in the graphic material might be nice, to keep the viewers' attention, but certainly not crucial. I assume subtitles or a transcript will be provided on the platform?

Most positive aspects

- a) I like that it is straight to the point and talks about the project in the end.
- b) I liked the animation! The pen as a teacher is sympathetic, but neutral. Also, the text comes very nicely to the white board. Simple style but still interesting. I also enjoyed the speech rhythm, because listening to English is always a challenge!
- c) it is very well structured and comprehensible
- d) The pencil character is quite funny and agreeable.
- e) It sums up in one sentence each chapter and the student can obtain a suitable perception of the content

- f) It is informative yet brief and to the point. The information is clearly structured.
- g) The simplicity. It is concise
- h) There is not any music in the background.
- i) It has proper duration.
- j) The pencil and board are appealing.
- k) I really liked how a simple but effective visual description is combined with a simple introduction of the unit contents.
- l) It's short and to the point and the graphics are not too distracting.

Further comments

- a) I think this awakes interest to view the other videos too and to learn more! Good job!
- b) I think this is very clear, nice visuals.
- c) My only comment would be in terms of content. In an introductory video I would also like to learn, about how this will be learned, and the time needed? Video, exercises, group work, will I see an actual teacher, chat, etc. But probably that is provided elsewhere :)

4.2 Video lectures

The questionnaire included 10 questions. In the first 7 questions, experts provided a quantitative evaluation regarding format, clarity, duration, and likeliness of the video to hold the students' attention, usefulness of the video for prospective trainers, suitability to offer the material as an independent audio podcast, and suitability of the slides to be offered independently.

As can be seen in Table 7, video lectures received very positive quantitative feedback, with most aspects being rated with the highest score on a 7-point Likert scale in all of the aspects under evaluation (see mode values) and with average scores for each aspect ranging from 5.5 to 6.5 out of 7.

Table 7. Scores of video lectures after external evaluation.

Question/Measure	Average	Mode	Median
Format	5.6	4	6
Clarity	6.4	7	6.5
Duration	6.5	7	7
Likelihood to hold the students' attention	5.5	4	5.5
Usefulness for prospective trainers	6.4	7	6.5
Suitability to be offered as an independent audio podcast	5.7	7	6
Suitability of the slides to be offered independently	6.5	7	7

As explained in Section 2, the last 3 questions provided qualitative responses. Experts provided feedback on ways to foster comprehension of the contents by means of illustration and explanation of new terms for students who may not have a background in audiovisual translation. Design and clarity were underlined as positive aspects of the video lectures. Further comments reflected on ways to make the slides more easily integrated in courses prepared by prospective trainers.

The specific comments obtained are reproduced verbatim below.

Room for improvement

- a) Terms and concepts are introduced and I think some examples could clarify. I don't think everybody understand them just if they are listed. Maybe illustrations could be added?
- b) More graphic materials, more concrete examples.
- c) This video is very clear and easy to follow. But as the contents are so essential, the video introduces the student many important terms that need to be explained. It could be useful to add to the terms some visual elements to be linked with the term, to help the student to remember the term. Another thing that came to my mind was whether Easy Language could be mentioned in the slide with the information about if someone cannot hear nor understand.
- d) It is quite static. Maybe you could include some pictures (for instance showing people on stage during a touch tour in a theatre).
- e) Some slides could add some images to strengthen oral explanations and text. For instance, screenshots of subtitling and sign language interpreting. It would also help to balance the slide



design. I find that an ending is missed and some kind of sum up. Subtitling would be required.

- f) I just noticed one inconsistency in spelling, on one slide it was 'Sign Language interpreting' and elsewhere 'Sign language interpreting'. Personally, I would go for 'Sign Language Interpreting'. But this is a minor thing.
- g) From my point of view, it would help to follow the explanation of the slides were more dynamic. The content of them is static and do not add more information than the explanation does. It could be more engage if the terms or the expressions are shown while they are mentioned. / When an abbreviation is used, it is understood better if the whole expression is written too. I mean the use of ""SHD"" on the slide. / I miss the illustration of the content with some examples. It is used only oral explanation and text. Showing examples can be useful to understand better the content. / In general, I would make a little bit longer pauses between ideas. The fluency and intonation are perfect when you have previous knowledge about the topic. / However, a little bit longer pauses can be better for students without any idea about the content. / If an image is shown (such as the European map) it would be better to highlight the comments related to it in some way, for instance, using a dot, or an arrow.
- h) Two suggestions: You could consider adding 1-2 slides at the end wrapping up the main ideas covered in each video. Retrieving the main may work as a brief summary, which could aid students in their learning process. / You could consider adding a basic visual description at the beginning: ""these slides have a white background (...). A window located on the upper right corner shows Anna Matamala (...)""."

- i) One comment would be to make sure the slides and audio always match (e.g. write SDH in full, once AST was mentioned, but not written in the slides). A bit more variation in the visuals could help to maintain attention and make the information more concrete (a picture or example here and there of the services). Also, subtitles/transcripts will be added?

Most positive aspects

- a) Clearly structured, very comprehensible
- b) Particularly I liked the clarity and simpleness of the video, the map of the countries with dubbing/voice-over/subtitles was also very nice change in the text-based presentation.
- c) The fact that both the speaker and the slides are visible.
- d) The rhythm of speech is fine and explanations are very didactic. They are not quite deep, but provide the information enough to understand the concepts and the difference amongst them.
- e) The video presented a good overview of the basic media accessibility concepts. The information was clearly structured and easy to follow. I liked it that there was the video of the presenter visible on the screen and that the slides had the right information of text on them.
- f) The organization and design of the slides, except that they need to be more dynamic. / The explanation is very clear.
- g) Content selection was appropriate, as was the provision of subtitles.
- h) I like the fact that the speaker is visible on screen at all times. It greatly helps to maintain focus, as opposed to only hearing a voice. I also like that the video's are short. Provides more flexibility to integrate them in your courses.

Further comments

- a) The end slides about AVTS and media accessibility studies was really interesting, it was expressed (I think) that this is a traditional division of these studies. But I don't think we have this kind of division in Finland, or at least for me it was a new one. It was so interesting that I would have wanted to learn more about it and to hear in which countries it is a tradition.
- b) I do not exactly what you mean when you ask: The slides should also be offered independently (for instance, so that trainers could adapt them to their needs). I think that it could be necessary to change the design (colours, fonts, etc.), depending on the students?, but not the content.
- c) I don't know if there are other lecture videos with examples of each of those modes, but even if short they help students who have never seen SDH or listened to AD.
- d) One of the things I've noticed when using video's from previous similar projects, is that the opening slides where unit numbers and titles are mentioned, are not very useful when you want to integrate the video's in your own courses in a flexible way. As the units and numbers don't necessarily match the structure of the course in which you integrate them. This sometimes confuses students, who don't always know the context of the video's, like the trainer does.

4.3 Other videos

The questionnaire included 7 questions. In the first 4 questions, experts provided a quantitative evaluation regarding usefulness of the type of material to complement video lectures, duration, likeliness of the video to hold the students' attention, usefulness of the video for prospective trainers to integrate it in their courses.

As can be seen in Table 8, other videos received positive quantitative feedback. All aspects under evaluation were rated above 4.9 on average on a 7-point Likert scale.

Table 8. Scores of other videos after external evaluation.

Question/Measure	Average	Mode	Median
Usefulness of the type of material to complement video lectures	5.9	7	6
Duration	5.8	6	6
Likelihood to hold the students' attention	4.9	5	5
Usefulness for prospective trainers	5.9	7	6

As explained in Section 2, the last 3 questions provided qualitative responses.

The likelihood of the video to hold the students' attention, which received the lowest score on average (4.9/7) in the quantitative results, can be explained by some of the comments made in the qualitative responses about the language of the sample and the convenience of contextualising the information provided in the other video with a short introduction. The idea of introducing other videos to complement the materials, showing for example

the views of the target group of E2U language, was found interesting by external evaluators. Further comments suggested a reminder that subtitles were available in the video introduction and asked whether the present introduction could be shorter (in contrast with evaluators suggesting to provide more contextualising information).

The specific comments obtained are reproduced verbatim below.

Room for improvement

- a) I don't understand the language. The purpose of the video is therefore not clear to me.
- b) I started watching it on YouTube and did not know at first that I had to switch on the subtitles. I wasn't sure if the subtitles were available. I went back to the survey and saw the subtitles were there and then returned to YT and re-watched it with subtitles.
- c) In this case, subtitles are specially required. The name of the speaker should be added at the beginning and at the end of the video. An introduction would be also relevant to understand why this video has been included as complementary. The automatic reading at the beginning is not comfortable.
- d) Videos with examples of good and bad practices are useful to learn about this content. / It is also important to show different type of application of, for example, E2U subtitles or E2U audio descriptions. / It can be useful to use the videos in order to do some activities about them: correct the mistakes, complete the gaps, find and correct the mistakes, add subtitles or audio description, improve the subtitles or audio description, etc. / When it is needed, the script of the video should be provided.
- e) About this sample: A technical remark, the image was blurry at the beginning of the video, but it cleared up a few seconds into the video.

About other videos in general: I think it is essential that the videos are fairly short (like this one, so ca. five minutes is about right) to hold the students' attention. You can also consider giving trainers pointers on how they could implement the videos into their courses (e.g. by providing a set of follow-up questions/discussion points).

- f) I'd have liked to know what the video was about before hand. Maybe just saying: "What users have to say about universal design" or a short sentence like that would help you know a bit more what you're going to see. From the title slide I was a bit lost for the first minute or so and I was a bit confused (also I couldn't understand very well the Spanish and the sound quality is not so good, so I had to look for the subtitles)
- g) It would be good to start the video with a bit more context. I had no idea what the theme or aim of the video was, who the speaker was, etc. Also, because it was not subtitled and I don't know Spanish, of course :) (subtitles will be added, I assume). But I think it might be good anyway to start the video with a brief description of its content and explaining which theme/learning outcome it is designed to illustrate.

Most positive aspects

- a) Maybe the inclusion of target groups.
- b) More information and illustration of specific points made in the main videos.
- c) Complementary materials are important to widen and enrich the students' view and learning, even more when speakers are beneficiaries of ETR. That makes students more aware of the usefulness of these studies.
- d) Personally I think that E2U language and its combination with media accessibility is a type of "art". You need to be a creative person and the most important thing, you never finish to learn. There is always new

content to make accessible. For those reasons, the opportunity to watch and review examples through videos is an excellent way to improve your learning.

- e) Moreover, the videos in which the main characters are people with disabilities, are an alternative way to get close to disability, in case of students have never had any contact with them.
- f) I think 'other videos' are very useful as they zoom in on specific topics and are a great complement to video lectures which give an overview of the main issues. What I liked about this specific sample is that it presented the perspective of end users of plain/easy-to-read language, which makes the whole idea sound much more tangible than just presenting the concepts theoretically. I think it would be useful to have more such videos with end users for other topics as well, as the students then learn first hand about the needs and expectations of the various target groups.
- g) I think the idea is good.
- h) I really liked this particular video presented by a woman with a cognitive disability.
- i) Other video's are necessary to complement lecture video's and keep the material varied. From previous projects I've learned that these types of video's with other formats than lectures are extremely useful to integrate in training courses, but also greatly appreciated by students to complement class discussions. Particularly best practice examples.

Further comments

- a) Is the introduction "Unit 1 bla bla" necessary?
- b) I hadn't realised all videos have subtitles, but in this one I needed them, so maybe it'd be nice so say in every video something like. Remember subtitles are available.

4.4 Reading lists

The questionnaire included 8 questions. In the first 5 questions, experts provided a quantitative evaluation regarding structure, clarity, number of references included, adequacy of the type of references included, and usefulness of the video for prospective trainers to integrate it in their courses.

As can be seen in Table 9, reading lists received extremely positive quantitative feedback, with most evaluators rating them with a 7 on a 7-point Likert scale in all of the aspects under evaluation (see mode values) and with average scores for each aspect ranging from 5.9 to 6.2 out of 7.

Table 9. Scores of reading lists after external evaluation.

Question/Measure	Average	Mode	Median
Structure	6.1	7	6
Clarity	5.9	7	6
Number of references included	6.2	7	6
Adequacy of the type of references included	5.9	7	6
Usefulness for prospective trainers	6	7	6

Comments made by evaluators reported on a few format inconsistencies in the specific sample under evaluation, and suggested the use of tags to identify the type of sources listed, as well as the inclusion of links wherever possible. Clarity of structure and the selection of works made for this specific sample were underlined as the most positive aspect of the reading lists. A further suggested ways to broaden the scope of the specific sample.

The specific comments obtained are reproduced verbatim below.

Room for improvement

- a) It has to be updated on a regular basis.
- b) If something is available online, a direct link could be provided.
- c) Design should be improved in order to read better all references. I miss some web links to organisations, institutions or other complementary resources. I would consider to include some examples in other languages, not only English. I think that it would strengthen the usefulness and transferability to any country (as a partnership, all partners surely can add examples in their own languages). There are some mistakes with any link. Some references are not homogeneously quoted.
- d) Element 1: From my point of view, it would be extremely important to add some information about disability and their features and their differences. It would be useful to explain in more detail the reason why The Human Rights, and Economic, Social and Cultural rights are introduced. And I would add some information about the communication activity and its relation with technology and support products, maybe from the approach of The International Classification of Functioning, Disability and Health. / In general, it is necessary to identify if the article, journal etc., is open access or not. For example, showing its link.

/ For example: General comment nº 2 article 9 accessibility is open access but is not shown like that in the list.

- e) Just two technical things about the specific sample: Neves, J. (2019). Subtitling for deaf and hard-of-hearing audiences: moving forward. In L. Pérez-González, L. (Ed.) The Routledge handbook of audiovisual translation (pp. 82-96). London: Routledge. >> 'L' is repeated twice with the name of Pérez-González / Remael, A., Reviers, N. & Vercauteren, G. (Eds.) (2015). Pictures painted into words: ADLAB audio description guidelines. > The title should read: 'Pictures painted in words: (...)' / The rest looks good!
- f) In order to make these types of lists more interesting it'd be nice to have a set of tags (maybe each of them with a different background colour) that could be applied to each reference, so that i could be easier to identify at a glance what type of resource it is: book, book chapter, manual... What would be even more interesting is to have a short summary (one or two sentences saying what you'll find in it, or why it is interesing). Otherwise it's just another reading list (although I know you have chosen those item carefully).
- g) Could including bullet points before each reference improve readability?
- h) For trainers it would be particularly useful if for each title, a brief description could be provided: what it is about (similar to the "further reading" section in the Routledge Handbooks for instance), but also about the type of publication, its length maybe, and, in particular, whether or not it is freely available online or via open access or not. This would make it much easier for trainers to decide which ones are relevant, and worth looking up.

Most positive aspects

- a) Well structured, a good mixture of established and new literature.

- b) Clear structure and a variety of references in various formats.
- c) The list has relevant books, handbooks, articles... many sources to widen the knowledge. There are also older and new, what provides a historical view about the evolution of these topics.
- d) The reading list is short. Many times it is not necessary to read a lot, but to read the most important information, or the most updated, as long as it is clear and well written.
- e) It is comprehensive and clearly structured. The selection of the works for each element is appropriate.
- f) Organised per topic and not too many references.

Further comments

- e) I think too many of the references is perhaps a bit old and for example has the field of Universal Design moved along quite a bit since the references i your list. Also I think there should be more clear references to the social model of disability and the late discussions about holistic models.

4.5 Template for tasks

The questionnaire included 7 questions. In the first 4 questions, experts provided a quantitative evaluation regarding usefulness of the questionnaires, adequacy of questionnaire design, usefulness of including suggestions tasks for prospective trainers, and adequacy of the degree of detail of aspects covered in the template.

As can be seen in Table 10Table 4, the template for tasks received very positive quantitative feedback, with most evaluators rating them with the highest score on a 7-point Likert scale in all of the aspects under evaluation

(see mode values) and with average scores for each aspect ranging from 5.4 to 6.4 out of 7.

Table 10. Scores of the template for tasks after external evaluation.

Question/Measure	Average	Mode	Median
Usefulness of the questionnaires	6.1	7	7
Adequacy of questionnaire design	5.4	7	6
Usefulness of including suggestions tasks for prospective trainers	6.4	7	7
Adequacy of the degree of detail of aspects covered	6.2	7	6

As explained in Section 2, the last 3 questions provided qualitative responses.

The evaluators suggested specific formats to implement the tasks online, as well as the implementation of glossaries to help students navigate the documents. Clarity of structure was underlined as the most positive aspect of the template.

The specific comments obtained are reproduced verbatim below.

Room for improvement



- a) This will be too boring. To be able to vary students resources and demands I think a variation in the types of questions and answering options is needed.
- b) Wouldn't it be nice to have different formats of questions in addition (e.g. multiple choice with three answers, more correct answers, open questions?) or other task formats (e.g. close test etc.)? or the possibility to have questions concerning procedural knowledge?
- c) I cannot think of anything. They are perfect!
- d) I would propose a range of questions between 10 and 20, because surely there will be units with more stuff than others. I also suggest to add a field of "deliverables" to point out what students should deliver as a result. This field would be separated from the task key. / - I suppose that there are different level of difficulty among the tasks. Maybe it could be interesting to classify the task depending on the level of difficulty and assign different value to the result. / To use images in questions (or in answers) instead of text
- e) My first thought was that the answer key should be provided in a separate document, however on second thought I think it may be useful for the trainers to have it in one document with the tasks, provided the students do not have access to it before doing the tasks. So it will largely depend on how the trainers plan to use the materials in the classroom.
- f) To help importing questionnaires into Moodle it'd be great if the questions and ansewers were provided in the Aiken format, since it's the easiest one to import. There are some tutorials online.
- g) It would be nice to give each task a clear and full title (e.f. Task 2, analysis exercise audio description, element 5). When



organising a course based on similar materials in the past, I got confused as a trainer trying to remember what exactly Task 2 of element 3, unit 6 was. Especially when there are as many tasks as proposed here. A specific title with one or two keywords could help.

Most positive aspects

- a) Clear structure, can be easily implemented online.
- b) Very clear, they would be a great source of ideas for trainers.
- c) Very specific, very detailed, very helpful to develop tasks. Tests are in the standard to check some knowledges, but are balanced with tasks, because both are important: remember the main concepts and develop a practice.
- d) Provide a changeable template to be used by the trainer. / Provide access to information about "Accessibility checklist for Word documents / Provide in a template the most important points that make up the organization of a learning task.
- e) I like it that there are 15 multiple choice questions, which will allow for a more thorough evaluation of the learners' knowledge. The other tasks have a clear and useful structure with information about the timing, grouping, task development, which will help the trainers plan their classes accordingly.
- f) Very useful as inspiration for teachers. From previous projects, tasks and other video's are the things I've used most often.ç

Further comments

- a) This is a general remark. I'm wondering about the term "Element", why not something more predictable, such as section or subunit. Not sure if this term is not too much associated with four elements (water, fire, etc). But I'm not a native speaker, just wondering because I've never come across such a usage of this word.
- b) Otherwise, good job! I also liked the format of this evaluation very much, especially the information about how much time I would need to complete it.

5 Summary

All of the materials under evaluation received very positive feedback. As can be seen in Table 11, all of them scored above 6 on a 7-point Likert scale on average, but for Other videos in the external evaluation, which scored 5.6 — 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 because they were unfamiliar with the language of the sample under analysis. The global score obtained by the materials was 6.4 in internal evaluation and 6 in external evaluation.

Table 11. Average scores per material type and type of evaluation (quantitative feedback).

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

The scores obtained on a 7-point Likert scale translate into the global percentages shown in Figure 1.

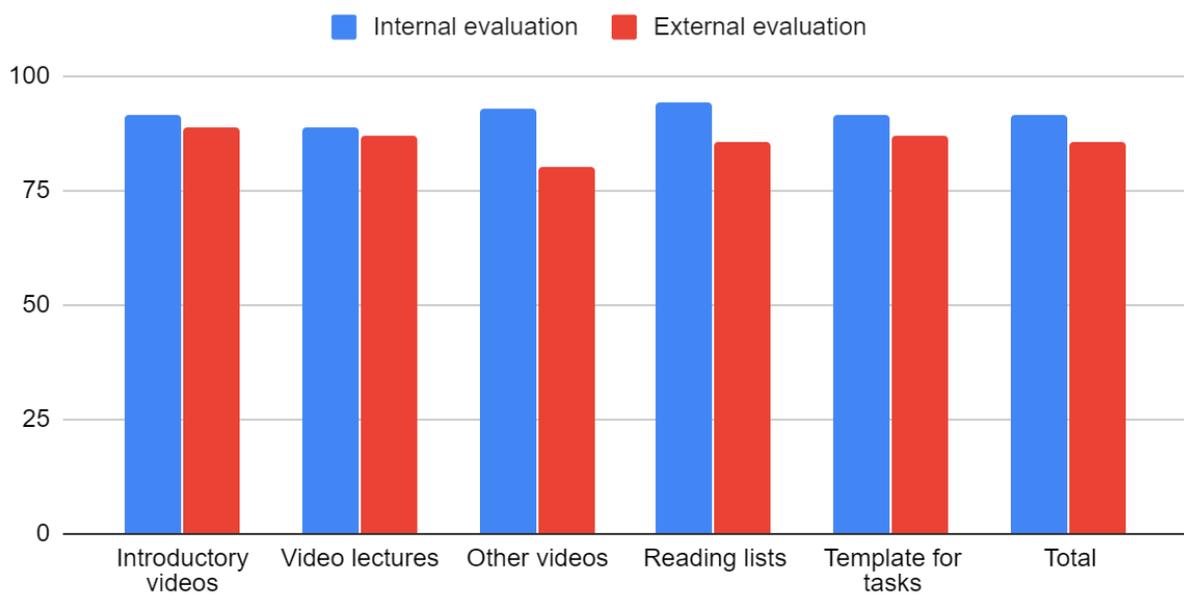


Figure 1. Percentage scores obtained by each type of material in internal and external evaluation.

Overall, the samples and templates of the EASIT materials under analysis have been found to be extremely satisfactory, according to the experts who have evaluated them. The next step in the materials creation process will be the discussion about the implementation of the changes suggested in the qualitative responses.

Annex: Evaluation questionnaires

Video lectures

Thank you for helping us make the EASIT materials better. EASIT will create different types of materials. We would like to have your views on the type of educational content EASIT aims to create and also on some specific samples.

The EASIT materials include six units:

1. Media accessibility
2. Easy-to-understand language
- 3A. Easy-to-understand language and subtitling
- 3B. Easy-to-understand language and audio description
- 3C. Easy-to-understand language and audiovisual journalism
4. The profession

Each unit includes 2-5 elements. For example, the elements of Unit 1 Media accessibility are the following:

- (a) Human diversity
- (b) What is accessibility?
- (c) What is universal design
- (d) What is media accessibility?
- (e) Media accessibility services

VIDEO LECTURES will follow a similar structure and will provide core course contents. They will last around 5 minutes. Video lectures will also be available as audio podcasts. The slides of the video lectures will be offered independently so that lecturers can adapt them.

What follows is a 10-question form to gather your feedback on a VIDEO LECTURE sample.

Please watch a video lecture sample and answer the questions below. Questions 1-7 ask about your degree of agreement with each statement (1: strongly disagree; 7: totally agree). Questions 8-10 are open questions for you to share your views.

Expected duration of watching the video and replying to the questions: 10 minutes.

1. The format of video lectures is adequate (design of the visual components, amount of text in slides, etc.).
2. The information in the sample is clearly presented.
3. The duration of the video is about right.
4. This video format will hold the students' attention.
5. This type of material will be useful for trainers to integrate in their courses.
6. This video lecture should also be offered as an independent audio podcast (as an additional material).

7. The slides should also be offered independently (for instance, so that trainers could adapt them to their needs).
8. Please tell us ways in which the proposed video lecture format could be improved. Comments about the specific sample are welcome as well (rhythm of speech, content selection, language used, use of graphic material...).
9. Please tell us what you like most about the proposed video lecture format and about this specific sample.
10. Please add any further comments here.

Introductory videos

Thank you for helping us make the EASIT materials better. EASIT will create different types of materials. We would like to have your views on the type of educational content EASIT aims to create and also on some specific samples.

The EASIT materials include six units:

1. Media accessibility
2. Easy-to-understand language
- 3A. Easy-to-understand language and subtitling
- 3B. Easy-to-understand language and audio description
- 3C. Easy-to-understand language and audiovisual journalism
4. The profession

An INTRODUCTORY VIDEO is provided for each unit, letting students know about the main contents of the unit. Introductory videos will follow a similar structure. They will last around 2 minutes.

What follows is a 7-question form to gather your feedback on an INTRODUCTORY VIDEO sample.

Please watch an introductory video sample and answer the questions below. Questions 1-4 ask about your degree of agreement with each statement (1: strongly disagree; 7: totally agree). Questions 5-7 are open questions for you to share your views.

Expected duration of watching the video and replying to the questions: 8 minutes.

1. The format of the introductory videos is adequate.
2. The information in the sample is clearly presented.
3. The duration of the video is about right.
4. This video format will hold the students' attention.
5. Please tell us ways in which the proposed introductory video format could be improved. Comments about the specific sample are welcome as well (rhythm of speech, language used, use of graphic material...).
6. Please tell us what you like most about the proposed introductory video format and about this specific sample.
7. Please add any further comments here.

Other videos

Thank you for helping us make the EASIT materials better. EASIT will create different types of materials. We would like to have your views on the type of educational content EASIT aims to create and also on some specific samples.

The EASIT materials include six units:

1. Media accessibility
2. Easy-to-understand language
 - 3A. Easy-to-understand language and subtitling
 - 3B. Easy-to-understand language and audio description
 - 3C. Easy-to-understand language and audiovisual journalism
4. The profession

Each unit includes 2-5 elements. For example, the elements of Unit 1 Media accessibility are the following:

- (a) Human diversity
- (b) What is accessibility?
- (c) What is universal design
- (d) What is media accessibility?
- (e) Media accessibility services

For each unit there will be video lectures and other videos. These OTHER VIDEOS are varied in nature, and include interviews, samples, examples, etc. They can be created by EASIT partners or they can be external, as in the sample below. Their length will be varied, but videos around 5 minutes will be prioritized.

What follows is a 7-question form to gather your feedback on a sample of OTHER VIDEOS.

Please watch an additional video sample and answer the questions below. Questions 1-4 ask about your degree of agreement with each statement (1: strongly disagree; 7: totally agree). Questions 5-7 are open questions for you to share your views.

Expected duration of watching the video and replying to the questions: 10 minutes.

1. Other videos are useful to complement video lectures.
2. The duration of the video is about right.
3. This video format will hold the students' attention.
4. This type of material will be useful for trainers to integrate in their courses.
5. Please tell us ways in which the approach to the implementation of other videos could be improved. Comments about the specific sample are welcome as well (content, clarity...).
6. Please tell us what you like most about the idea of offering other videos and about this specific sample.

7. Please add any further comments here.

Reading lists

Thank you for helping us make the EASIT materials better. EASIT will create different types of materials. We would like to have your views on the type of educational content EASIT aims to create and also on some specific samples.

The EASIT materials include six units:

1. Media accessibility
2. Easy-to-understand language
 - 3A. Easy-to-understand language and subtitling
 - 3B. Easy-to-understand language and audio description
 - 3C. Easy-to-understand language and audiovisual journalism
4. The profession

Each unit includes 2-5 elements. For example, the elements of Unit 1 Media accessibility are the following:

- (a) Human diversity
- (b) What is accessibility?
- (c) What is universal design
- (d) What is media accessibility?
- (e) Media accessibility services

A READING LIST is provided for each unit. Reading lists will follow the same structure for each unit. A minimum of three references is provided for each element in a unit.

What follows is an 8-question form to gather your feedback on a READING LIST sample.

Please find the sample here:

<https://drive.google.com/file/d/1wrRTC4uTzH2QdYJELqeAHascqIE2QWyR/view?usp=sharing>

Please have a look at a reading list sample and answer the questions below. Questions 1-5 ask about your degree of agreement with each statement (1: strongly disagree; 7: totally agree). Questions 6-8 are open questions for you to share your views.

Expected duration of reading the list and replying to the questions: 8 minutes.

1. The reading list is well structured.
2. The sources in the sample are clearly presented.
3. The number of references provided for each element is about right.
4. The type of references selected (scientific papers, book chapters, standards, etc.) is adequate.
5. This type of material will be useful for trainers to use in their courses.

6. Please tell us ways in which the proposed reading list format could be improved. Comments about the specific sample are welcome as well (e.g. comprehensive, updated references).

7. Please tell us what you like most about the proposed reading list format and about this specific sample.

8. Please add any further comments here.

Template for tasks

Thank you for helping us make the EASIT materials better. EASIT will create different types of materials. We would like to have your views on the type of educational content EASIT aims to create and also on some specific samples.

The EASIT materials include six units:

1. Media accessibility
2. Easy-to-understand language
- 3A. Easy-to-understand language and subtitling
- 3B. Easy-to-understand language and audio description
- 3C. Easy-to-understand language and audiovisual journalism
4. The profession

Each unit includes 2-5 elements. For example, the elements of Unit 1 Media accessibility are the following:

- (a) Human diversity
- (b) What is accessibility?

- (c) What is universal design
- (d) What is media accessibility?
- (e) Media accessibility services

TASKS will be designed for each unit. These tasks are addressed to trainers who want to create a course and want to use EASIT materials in their classes. These tasks can be used as assessment or as class/home activities. They are suggestions for trainers.

We have decided to create one multiple choice questionnaire, with 15 questions, for each unit.

We have decided to create additional tasks for the different elements in each unit.

For each of the tasks we will be explaining: a) aim, b) grouping (individual/pairs/groups), c) approximate timing, d) material and preparation needed, e) development, f) additional comments, g) student hand-out (optional), h) task answer key (optional).

You can actually see a template with instructions here:

<https://drive.google.com/file/d/1fDcrT6VoWjEroiX0DEbRY1FnEuIYtkQj/view?usp=sharing>

We have not created a sample because we would need to have all the content ready to do so.

What follows is an 7-question form to gather your feedback on EASIT's TASKS.

Please have a look at the template and answer the questions below.

Questions 1-4 ask about your degree of agreement with each statement (1:

strongly disagree; 7: totally agree). Questions 5-7 are open questions for you to share your views.

Expected duration of reading the template and replying to the questions: 8 minutes.

1. Including a questionnaire will be useful for trainers.
2. The suggested questionnaire design is adequate: 15 questions per unit, 4 possible answers, only one is correct.
3. Including suggestions for tasks will be useful for trainers.
4. The aspects covered in the template for tasks are detailed enough (title, aim, grouping, timing, material and preparation needed, development, additional comments).
5. Please tell us ways in which the template/tasks could be improved.
6. Please tell us what you like most about the template/tasks.
7. Please add any further comments here.