EASIT

EASIT IO5

EDUCATIONAL MATERIALS

Training guide

Table of Contents

1 Introduction

The EASIT project has generated open educational resources (OER) that can be used in different learning environments. They can be used for self-learning, in flipped learning and in class.

The materials are available in:

- the EASIT educational materials website, a user-friendly platform addressed to both students and trainers, where materials are integrated in a user-friendly platform: https://transmediacatalonia.uab.cat/easit/.

- UAB's open access repository, where all the files can be downloaded: https://ddd.uab.cat/record/243556?ln=ca.

This guide is addressed to trainers who want to use these educational materials partially or as a whole, depending on their specific purposes and needs. It aims to describe the structure of the educational materials, the different types and formats of teaching resources available, the learning outcomes covered (i.e. what learners are expected to know), and the links to download the educational materials from the UAB's open access repository.

2 Educational materials structure

The materials are divided into 4 units. Unit 3 is comprised of 3 different subunits (3A, 3B and 3C) according to the professional profile specialisations, i.e. subtitling, audio description and audiovisual journalism respectively.

- 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

Units contain different types of materials:

- an introductory video,

- elements (the topics into which units are subdivided),

- a document containing a multiple-choice questionnaire and several suggested tasks (see subsection 3.4).

- a reading list (see subsection 3.5),

- selected additional materials (see subsection 3.6).

Finally, elements are formed of various items. Items are either video lectures or other videos such as samples, interviews, etc., dealing with the different subjects constituting the elements (see Subsections 3.2 and 3.3).

The number of items may vary among elements. Table 1 shows the elements included in each unit together with the number of items each unit and element is formed of:

UNITS / ELEMENTS	Number of items
UNIT 1. Media accessibility	**30**
Element 1. Human diversity	3
Element 2. What is accessibility?	2
Element 3. What is universal design?	5

Element 4. What is media accessibility?	5
Element 5. Media accessibility services	15
UNIT 2. Easy-to-understand language (E2U)	**29**
Element 1. Understanding E2U	4
Element 2. Legislation, standards and guidelines	11
Element 3. Processes	4
Element 4. The language of E2U	5
Element 5. Visual presentation	5
UNIT 3A. E2U and subtitling	**19**
Element 1. Processes	13
Element 2. Linguistic aspects	4
Element 3. Technical aspects	2
UNIT 3B. E2U and audio description	**27**
Element 1. Processes	18
Element 2. Linguistic aspects	2
Element 3. Technical aspects	7
UNIT 3C. E2U and audiovisual journalism	**14**
Element 1. Processes	9
Element 2. Linguistic aspects	1
Element 3. Technical aspects	4
UNIT 4. The profession	**14**
Element 1. Personal skills	7
Element 2. Interpersonal skills	7

Table 1. Units, elements and number of items

The whole EASIT educational materials structure and contents are included in Annex 1.

3 Types of educational materials

EASIT has created different types of teaching resources. The types of materials included are described next.

3.1 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 give a general overview of what is to be found in each of them.

The following materials are offered for introductory videos:

- Video (.mp4)

- Audio file (.mp3)

- Transcript (.pdf)

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

A complete list of the languages of the subtitles available for all videos can be found at https://transmediacatalonia.uab.cat/easit/read-me-first/for-learners/.

3.2 Video lectures

Video lectures are based on a slide presentation and are introduced by a lecturer appearing on the right-hand corner of the screen. They may vary in length. They offer the fundamentals of the subjects that constitute the different topics forming the units.

The following materials are offered for video lectures:

- Video (.mp4)

- Slide presentation (.pptx)

- Audio file (.mp3)

- Transcript (.pdf)

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

A complete list of the languages of the subtitles available for all videos can be found at https://transmediacatalonia.uab.cat/easit/read-me-first/for-learners/.

3.3 Other videos

Other videos include interviews, group meetings, samples, etc. They provide extra information related to one specific topic or subject.

The following materials are offered for other videos:

- Video (.mp4)

- Transcript (.pdf)

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

A complete list of the languages of the subtitles available for all videos can be found at https://transmediacatalonia.uab.cat/easit/read-me-first/for-learners/.

3.4 Questionnaires and tasks

The tasks document (in .pdf format) is available in the "For trainers" section of the website and is also available on the UAB's open access repository for each unit. It includes a 15-question multiple-choice

questionnaire plus 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 vary from unit to unit. The following table presents the number of tasks each unit and element has:

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 2. Units, elements and number of tasks

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

3.5 Reading lists

For each unit a suggested reading list is provided (in .pdf format). This list includes basic references that are considered relevant to each of the elements that compose the unit. Most of the references are in English and have been gathered during the life of the project (2018-2021).

The list is a recommendation and, as such, trainers can tailor it to meet their specific needs, both in terms of more up-to-date references and in terms of languages.

3.6 Additional materials

Additional materials are websites and online resources which are relevant to obtain extra information about a video. On the EASIT educational materials website, these additional materials are listed below the video they complement. Additionally, a document (in .pdf format) listing all additional materials grouped per element is available for download for each unit on the UAB's open access repository (see Section 5).

4 Learning outcomes

The EASIT educational materials cover the learning outcomes presented in Table 3. Annex 1 provides an overview of all the educational materials and the learning outcomes associated with each item.

UNIT 1. MEDIA ACCESSIBILITY		Learning outcome code
Element 1. Human diversity		
Learning Outcome 1	The learner should be able to describe the notion of human diversity, its historical evolution, and social and contextual implications	U1.E1.LO1
Learning Outcome 2	The learner should be able to describe the notion of disability and its historical evolution	U1.E1.LO2
Learning Outcome 3	The learner is expected to distinguish among the different disability models and the language they use	U1.E1.LO3
Element 2. What is accessibility?		
Learning Outcome 1	The learner should be able to describe the notion of accessibility and its historical evolution	U1.E2.LO1
Learning Outcome 2	The learner is expected to apply current national and international legislation regarding accessibility	U1.E2.LO2
Element 3. What is universal design?		
Learning Outcome 1	The learner should be able to describe the notion of universal design	U1.E3.LO1

Learning Outcome 2	The learner is expected to identify diverse user needs	U1.E3.LO2
Learning Outcome 3	The learner should be able to describe proactive, user-centred, and participatory approaches to design	U1.E3.LO3
Element 4. What is media accessibility?		
Learning Outcome 1	The learner is expected to define audiovisual text	U1.E4.LO1
Learning Outcome 2	The learner should be able to describe the notion of media accessibility	U1.E4.LO2
Learning Outcome 2	The learner is expected to apply current national and international legislation regarding media accessibility	U1.E4.LO3
Learning Outcome 4	The learner is expected to apply current standards regarding media accessibility	U1.E4.LO4
Element 5. Media accessibility services		
Learning Outcome 1	The learner is expected to explain what pre-recorded and live subtitling are and their applicable scenarios	U1.E5.LO1
Learning Outcome 2	The learner is expected to explain what subtitling for the deaf and hard of hearing is and its applicable scenarios	U1.E5.LO2

Learning Outcome 3	The learner is expected to explain what audio description is and its applicable scenarios	U1.E5.LO3
Learning Outcome 4	The learner is expected to explain what audio subtitling is and its applicable scenarios	U1.E5.LO4
Learning Outcome 5	The learner is expected to explain what sign language interpreting is and its applicable scenarios	U1.E5.LO5
Learning Outcome 6	The learner should be able to distinguish further media accessibility services and modalities	U1.E5.LO6
UNIT 2. EASY-TO-UNDERSTAND LANGUAGE (E2U)		
Element 1. Understanding E2U		
Learning Outcome 1	The learner should be able to describe the notion of E2U	U2.E1.LO1
Learning Outcome 2	The learner should be able to distinguish different E2U services and modalities, such as E2R and PL	U2.E1.LO2
Element 2. Legislation, standards and guidelines		
Learning Outcome 1	The learner is expected to apply current national and international legislation regarding E2U	U2.E2.LO1
Learning Outcome 2	The learner is expected to apply current standards and guidelines regarding E2U	U2.E2.LO2
Element 3. Processes		

Learning Outcome 1	The learner should be able to create E2U content in different scenarios	U2.E3.LO1
Learning Outcome 2	The learner should be able to adapt E2U content in different scenarios	U2.E3.LO2
Learning Outcome 3	The learner should be able to validate E2U content in different scenarios	U2.E3.LO3
Element 4. The language of E2U		
Learning Outcome 1	The learner is expected to identify significant information in a text	U2.E4.LO1
Learning Outcome 2	The learner should be able to organize and include information according to E2U principles	U2.E4.LO2
Learning Outcome 3	The learner should be able to make lexical and pragmatic choices following E2U principles	U2.E4.LO3
Learning Outcome 4	The learner should be able to make syntactical choices following E2U principles	U2.E4.LO4
Learning Outcome 5	The learner should be able to identify and use language variation	U2.E4.LO5
Element 5. Visual presentation		
Learning Outcome 1	The learner should be able to format following E2U principles	U2.E5.LO1
Learning Outcome 2	The learner should be able to choose and use images following E2U principles	U2.E5.LO2

Learning Outcome 3	The learner should be able to choose and use other paratextual elements following E2U principles	U2.E5.LO3
UNIT 3A. EASY-TO-UNDERSTAND (E2U) AND SUBTITLING		
Element 1. Processes		
Learning Outcome 1	The learner should be able to create E2U subtitles in different scenarios	U3A.E1.LO1
Learning Outcome 2	The learner should be able to adapt E2U subtitles in different scenarios	U3A.E1.LO2
Learning Outcome 3	The learner should be able to validate E2U subtitles in different scenarios	U3A.E1.LO3
Element 2. Audiovisual content		
Learning Outcome 1	The learner is expected to identify significant information in an audiovisual text	U3A.E2.LO1
Learning Outcome 2	The learner should be able to subtitle by organizing and including information following E2U principles	U3A.E2.LO2
Learning Outcome 3	The learner should be able to subtitle by making lexical and pragmatic choices following E2U principles	U3A.E2.LO3

Learning Outcome 4	The learner should be able to subtitle by making syntactical choices following E2U principles	U3A.E2.LO4
Learning Outcome 5	The learner should be able to identify and use language variation in E2U subtitles	U3A.E2.LO5
Element 3. Technical aspects		
Learning Outcome 1	The learner is expected to apply subtitling principles, guidelines and standards	U3A.E3.LO1
Learning Outcome 2	The learner is expected to apply subtitling conventions	U3A.E3.LO2
Learning Outcome 3	The learner should be able to use subtitling software and applications	U3A.E3.LO3
UNIT 3B. EASY-TO-UNDERSTAND (E2U) AND AUDIO DESCRIPTION (AD)		
Element 1. Processes		
Learning Outcome 1	The learner should be able to create E2U audio description in different scenarios	U3B.E1.LO1
Learning Outcome 2	The learner should be able to adapt E2U audio description in different scenarios	U3B.E1.LO2
Learning Outcome 3	The learner should be able to validate E2U audio description in different scenarios	U3B.E1.LO3
Element 2. Audiovisual content		

Learning Outcome 1	The learner is expected to identify significant information in an audiovisual text	U3B.E2.LO1
Learning Outcome 2	The learner should be able to audio describe by organizing and including information according to E2U principles	U3B.E2.LO2
Learning Outcome 3	The learner should be able to audio describe by making lexical and pragmatic choices following E2U principles	U3B.E2.LO3
Learning Outcome 4	The learner should be able to audio describe by making syntactical choices following E2U principles	U3B.E2.LO4
Learning Outcome 5	The learner should be able to identify and use language variation in E2U audio description	U3B.E2.LO5
Element 3. Technical aspects		
Learning Outcome 1	The learner is expected to apply audio description principles, guidelines and standards to E2U content	U3B.E3.LO1
Learning Outcome 2	The learner is expected to apply audio description conventions to E2U content	U3B.E3.LO2
Learning Outcome 3	The learner should be able to use audio description software and applications for E2U content	U3B.E3.LO3
Learning Outcome 4	The learner should be able to to voice following E2U principles	U3B.E3.LO4

Learning Outcome 5	The learner is expected to apply the sound editing features required for E2U audio description	U3B.E3.LO5
UNIT 3C. EASY-TO-UNDERSTAND (E2U) AND AUDIOVISUAL JOURNALISM (AVJ)		
Element 1. Processes		
Learning Outcome 1	The learner should be able to create E2U audiovisual journalistic content	U3C.E1.LO1
Learning Outcome 2	The learner should be able to adapt audiovisual journalistic content into E2U	U3C.E1.LO2
Learning Outcome 3	The learner should be able to validate E2U audiovisual journalistic content	U3C.E1.LO3
Element 2. Audiovisual content		
Learning Outcome 1	The learner is expected to identify significant information for E2U audiovisual journalistic content	U3C.E2.LO1
Learning Outcome 2	The learner should be able to prepare audiovisual journalistic content by organizing information according to E2U principles	U3C.E2.LO2
Learning Outcome 3	The learner should be able to prepare audiovisual journalistic content by making lexical and pragmatic choices following E2U principles	U3C.E2.LO3

Learning Outcome 4	The learner should be able to prepare audiovisual journalistic content by making syntactical choices following E2U principles	U3C.E2.LO4
Learning Outcome 5	The learner should be able to identify and use language variation in E2U audiovisual journalistic content	U3C.E2.LO5
Element 3. Technical aspects		
Learning Outcome 1	The learner should be able to use basic software for the production of E2U audiovisual journalistic content	U3C.E3.LO1
Learning Outcome 2	The learner should be able to apply the basics of audiovisual journalistic content production following E2U principles	U3C.E3.LO2
Learning Outcome 3	The learner should be able to edit and voice audiovisual journalistic content following E2U principles	U3C.E3.LO3
UNIT 4. THE PROFESSION		
Element 1. Personal skills		
Learning Outcome 1	The learner is expected to be assertive and strives for the quality of E2U texts	U4.E1.LO1

Learning Outcome 2	The learner should be able to organize work efficiently and cope with time pressure	U4.E1.LO2
Learning Outcome 3	The learner should be able to describe the importance of having a long-life learning attitude	U4.E1.LO3
Element 2. Interpersonal skills		
Learning Outcome 1	The learner should be able to work in a team alongside people with diverse capabilities	U4.E2.LO1
Learning Outcome 2	The learner should be able to adapt to different working situations	U4.E2.LO2
Learning Outcome 3	The learner is expected to identify when to call for expert and user help	U4.E2.LO3

Table 3. Learning outcomes per element

5 Links for download

EASIT materials are made accessible from the [EASIT educational website](#) in a friendly interface addressed to both learners and trainers.

Additionally, all educational resources in their different available formats can be downloaded from the UAB's open access repository at https://ddd.uab.cat/record/243556.

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

Annex 1. Educational materials and associated learning outcomes

The EASIT project	
The EASIT educational materials	
Navigation through the EASIT educational materials	
Training guide	
UNIT 1. MEDIA ACCESSIBILITY	
Media accessibility - Introductory video	
Element 1. Human diversity	
Human diversity	U1.E1.LO1
Disability models	U1.E1.LO2, U1.E1.LO3
Language on disability	U1.E1.LO2, U1.E1.LO3
Element 2. What is accessibility?	
Accessibility	U1.E2.LO1
Accessibility legislation	U1.E2.LO2
Element 3. What is universal design?	

What is universal design?	U1.E3.LO1
Users view on participation in design processes	U1.E3.LO2
User needs	U1.E3.LO2
Participatory approaches to design	U1.E3.LO3
The right to understand	U1.E3.LO3
Element 4. What is media accessibility?	
Understanding the audiovisual text	U1.E4.LO1
What is media accessibility?	U1.E4.LO2
Media accessibility services	U1.E4.LO2
Media accessibility standards	U1.E4.LO4
Media accessibility legislation	U1.E4.LO3
Element 5. Media accessibility services	
Subtitling	U1.E5.LO1
Subtitling sample	U1.E5.LO1
Subtitles for the deaf and hard-of-hearing	U1.E5.LO2
Subtitles for the deaf and hard-of-hearing sample	U1.E5.LO2
Live subtitling	U1.E5.LO1
Live subtitling sample 1	U1.E5.LO1

Live subtitling sample 2	U1.E5.LO1
Audio description	U1.E5.LO3
Audio description sample	U1.E5.LO3
Audio subtitling	U1.E5.LO4
Audio subtitling sample	U1.E5.LO4
Sign language interpreting	U1.E5.LO5
Sign language interpreting sample	U1.E5.LO5
Touch tours in museums	U1.E5.LO6
Braille	U1.E5.LO6
Reading list	
Additional materials	
Questionnaire and tasks	
UNIT 2. EASY-TO-UNDERSTAND LANGUAGE (E2U)	
Easy-to-understand language (E2U) - Introductory video	
Element 1. Understanding E2U	
E2U, Easy-to-Read (E2R) and Plain language (PL) - An overview	U2.E1.LO1, U2.E1.LO2
Target audiences of E2U and their needs	U2.E1.LO1, U2.E1.LO2

Modalities and different forms of media realisation	U2.E1.LO1, U2.E1.LO2
Basic rules of E2U	U2.E1.LO1, U2.E1.LO2
Element 2. Legislation, standards and guidelines	
Legislation (international perspective)	U2.E2.LO2
Standards and guidelines	U2.E2.LO2
Introduction to the situation in Spain: overview, recommendations, guidelines (part 1)	U2.E2.LO1, U2.E2.LO2
Introduction to the situation in Spain: overview, recommendations, guidelines (part 2)	U2.E2.LO1, U2.E2.LO2
E2U in Catalonia: overview, recommendations, guidelines	U2.E2.LO1, U2.E2.LO2
Introduction to the situation in Slovenia: overview, recommendations, guidelines	U2.E2.LO1, U2.E2.LO2
Introduction to the situation in Sweden	U2.E2.LO1, U2.E2.LO2
E2U language in Italy: specificities, recommendations and guidelines	U2.E2.LO1, U2.E2.LO2
E2U language in Italy: an overview	U2.E2.LO1, U2.E2.LO2
E2U in Germany: overview and legal situation	U2.E2.LO1, U2.E2.LO2
E2U in Germany: Easy and Plain Language research and rulesets	U2.E2.LO1, U2.E2.LO2
Element 3. Processes	
Creating contents in E2U	U2.E3.LO1
Translating content into E2U	U2.E3.LO2
Validating	U2.E3.LO3

Validating: sample	U2.E3.LO3
Element 4. The language of E2U	
Textual aspects of E2U	U2.E4.LO1, U2.E4.LO2
Lexical aspects of E2U	U2.E4.LO3
Pragmatic aspects of E2U	U2.E4.LO3
Syntactic aspects of E2U	U2.E4.LO4
Discourse aspects of E2U	U2.E4.LO4
Element 5. Visual presentation	
Visual presentation: format	U2.E5.LO1
Visual presentation: format sample	U2.E5.LO1
Visual presentation: images	U2.E5.LO2
Visual presentation: images sample	U2.E5.LO2
Visual presentation: paratextual sample	U2.E5.LO3
Reading list	
Additional materials	
Questionnaire and tasks	
UNIT 3A. EASY-TO-UNDERSTAND (E2U) AND SUBTITLING	

E2U and subtitling - Introductory video	
Element 1. Processes	
What are E2U subtitles?	U3A.E1.LO1
Sample 1 - creation of E2U subtitles following SDH principles_English subtitles	U3A.E1.LO1
Sample 1 - creation of E2U subtitles following SDH principles_Spanish subtitles	U3A.E1.LO1
Sample 2: case study of SDH simplification following E2U principles	U3A.E1.LO1
Sample 3: case study of SDH simplification following E2U principles	U3A.E1.LO1
Sample 4: E2U subtitles for opera - Spanish subtitles	U3A.E1.LO1
Sample 5: Creation of E2U subtitles news - English subtitles	U3A.E1.LO1
Sample 6: E2U subtitles - cartoons for children	U3A.E1.LO1
Sample 7: E2U subtitles - documentary for adults	U3A.E1.LO1
Interview with professionals 1	U3A.E1.LO1
Interview with professionals 2	U3A.E1.LO1
Interview with users on what they think of E2U SDH	U3A.E1.LO1
Validation of E2U subtitles	U3A.E1.LO1, U3A.E1.LO2, U3A.E1.LO3
Element 2. Linguistic aspects	
Subtitling parameters - visual aspects	U3A.E2.LO1, U3A.E2.LO2

Subtitling parameters - editorial aspects	U3A.E2.LO3, U3A.E2.LO4
Subtitling parameters - contextual information	U3A.E2.LO5
Sample 8: subtitles from ME in Hildesheim	U3A.E2.LO1, U3A.E2.LO2
Element 3. Technical aspects	
Subtitling principles, guidelines and conventions	U3A.E3.LO1, U3A.E3.LO2
Subtitling software	U3A.E3.LO3
Reading list	
Additional materials	
Questionnaire and tasks	
UNIT 3B. EASY-TO-UNDERSTAND (E2U) AND AUDIO DESCRIPTION (AD)	
E2U and audio description - Introductory video	
Element 1. Processes	
What is E2U screen AD?	U3B.E1.LO1
E2U AD - A sample	U3B.E1.LO1
Easy-to-read facilitates audio descriptions	U3B.E1.LO1
Sample 1: Teatro Real	U3B.E1.LO1
What is E2U art AD?	U3B.E1.LO1

E2U art AD - A sample	U3B.E1.LO1
What are E2U audio subtitles?	U3B.E1.LO1
E2U audio subtitles - A sample	U3B.E1.LO1
The creation, adaptation and validation of E2U AD and AST	U3B.E1.LO1, U3B.E1.LO2, U3B.E1.LO3
What is E2U audio introduction?	U3B.E1.LO1, U3B.E1.LO2
E2U audio introductions (AIs) - A sample	U3B.E1.LO1, U3B.E1.LO2
Interview with professionals: Listenability	U3B.E1.LO1
Interview with professionals: Louise Fryer	U3B.E1.LO1
Interview with professionals: Christopher Taylor	U3B.E1.LO1
Users voice on audio description and audio subtitles - Inger	U3B.E1.LO1
Users voice on audio description and audio subtitles - Anna	U3B.E1.LO1
Users voice on audio description and audio subtitles - Mike	U3B.E1.LO1
Users voice on audio description and audio subtitles - Camilla	U3B.E1.LO1
Element 2. Linguistic aspects	
Identifying and organizing information for E2U ADs	U3B.E2.LO1, U3B.E2.LO2
Creating intertextual relations - an example	U3B.E2.LO5
Element 3. Technical aspects	

E2U AD principles, guidelines, and conventions	U3B.E3.LO1, U3B.E3.LO2
Voicing	U3B.E3.LO4
Sound-editing features	U3B.E3.LO5
AD software: An interview	U3B.E3.LO3
A mobile application for AD and AST	U3B.E3.LO3
Interview with professionals - Bernd Benecke	U3B.E3.LO4
Interview with professionals - Joel Snyder	U3B.E3.LO4
Reading list	
Additional materials	
Questionnaire and tasks	
UNIT 3C. EASY-TO-UNDERSTAND (E2U) AND AUDIOVISUAL JOURNALISM (AVJ)	
E2U and audiovisual journalism - Introductory video	
Element 1. Processes	
General and E2U audiovisual journalism	U3C.E1.LO1
The process of creation and adaptation of E2U audiovisual journalistic content	U3C.E1.LO1, U3C.E1.LO2, U3C.E1.LO3

A practical example: interview with Mikael Hellman	U3C.E1.LO1, U3C.E1.LO2, U3C.E1.LO3
Sample: validation	U3C.E1.LO3
Sample: creation and adaptation	U3C.E1.LO1, U3C.E1.LO2
Users voice about audiovisual journalistic content – Mike	U3C.E1.LO1
Users voice about audiovisual journalistic content - Inger	U3C.E1.LO1
Users voice about audiovisual journalistic content - Camilla	U3C.E1.LO1
Users voice about audiovisual journalistic content - Anna	U3C.E1.LO1
Element 2. Linguistic aspects	
Simplifying language and style of audiovisual journalistic texts	U3C.E2.LO1, U3C.E2.LO2
Element 3. Technical aspects	
Basic principles	U3C.E3.LO1
Editing and voicing E2U audiovisual journalistic content	U3C.E3.LO3
Sample - E2U AVJ news item	U3C.E3.LO3
Sample - E2U AVJ news item - ORF Austria	U3C.E3.LO3
Reading list	
Additional materials	
Questionnaire and tasks	

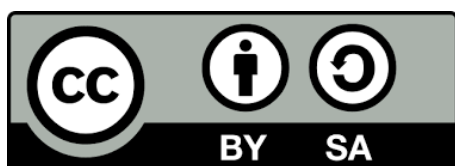| UNIT 4. THE PROFESSION	
The profession - Introductory video	
Element 1. Personal skills	
Key elements of personal skills	U4.E1.LO1, U4.E1.LO2, U4.E1.LO3
Interviews with professionals: Audio description - part 1	U4.E1.LO1, U4.E1.LO2, U4.E1.LO3
Interviews with professionals: Audio description - part 2	U4.E1.LO1, U4.E1.LO2, U4.E1.LO3
Interviews with translation students or newly graduates 1	U4.E1.LO1, U4.E1.LO2, U4.E1.LO3
Interviews with translation students or newly graduates 2	U4.E1.LO1, U4.E1.LO2, U4.E1.LO3
Tools for time and work management	U4.E1.LO2
Validators: A true profession	U4.E1.LO1, U4.E1.LO3
Element 2. Interpersonal skills	

Key elements of interpersonal skills	U4.E2.LO1, U4.E2.LO2, U4.E2.LO3
Working with diverse users	U4.E2.LO1
Interview with a translation provider	U4.E2.LO1, U4.E2.LO2, U4.E2.LO3
Validation meeting: interpersonal skills	U4.E2.LO1, U4.E2.LO3
Workshop: interview with organiser	U4.E2.LO1, U4.E2.LO2, U4.E2.LO3
A visit to RTV Slovenija	U4.E2.LO2
Communicating with validators and end-users	U4.E2.LO3
Reading list	
Additional materials	
Questionnaire and tasks	

Copyright and disclaimer: The project EASIT has received funding from the European Commission under the Erasmus+ Strategic Partnerships for Higher Education programme, grant agreement 2018-1-ES01-KA203-05275.

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partners: