UNIT 2. EASY-TO-UNDERSTAND LANGUAGE

ELEMENT 3. PROCESSES

VALIDATING

Video Lecture Transcript

Slide 1

Hello and welcome to this video lecture. The lecture is a part of Unit 2-Easy-to-understand language, Element 3- Processes. My name is Tatjana Knapp and together we will take a closer look at the process of validating.

Slide 2

Validation is a process of assessing whether the content is, in fact, Easy-to-understand. The process should actively include the end-users of Easy-to-understand information and is often considered to be a crucial part in the process of publishing Easy-to-understand information.
To detail this further, the principles of Easy-to-understand information combine principles of Easy language or Easy-to-read, which usually demands involvement of the end-users, and principles of Plain language, which has somewhat looser rules.

Slide 3

Validated information in Easy language or Easy-to-read is often marked with a special logo that indicates the proof of validation, like the European

logo for Easy-to-read information by Inclusion Europe in blue color, showing a person holding a book and giving a thumbs-up, or a national logo for Easy-to-read information, such as the logo for Easy Slovene by Zavod RISA, a purple round sign with a winking book.

Slide 4

Validating, however, differentiates between validating comprehensibility and validating comprehension.
Validating comprehensibility is assessing if the guidelines for producing Easy-to-understand information were followed. That is something that Easy-to-understand experts can do by themselves during or after creating the content. We cover the guidelines in Element 4 of Unit 2. In the picture, we provide an example of a cover of written guidelines by Inclusion Europe, titled Information for all.
Validating comprehensibility is, however, not enough for applying the logos we used as examples earlier.

Slide 5

The process namely also requires validating comprehension. The key actors in this are validators, people with different barriers to obtaining information. They validate the information. Facilitators are there to support them and are coordinators of the validating process.

The roles of validators and facilitators are not yet officially recognized as professions, which is clear from the European Union profession database in 2020.

Slide 6

As seen in this photo of a validator and a faciliator discussing printed information, both key actors work together very closely.

Slide 7

The status of both professions might be due to a change as the European Project TRAIN2VALIDATE, which started in 2020 and is to finish in 2023, aims at creating new specific professional profiles in the process of production of Easy-to-understand materials: those of validators and facilitators.

For more information, visit the website:
www.plenainclusionmadrid.org/train2validate

Slide 8

Regardless of the current official status of the forementioned expert roles, Easy-to-understand content should be validated. Furthermore, it is recommended for the end-users to be included during the whole process of publishing Easy-to-understand content, which consists of selecting the content, producing the content and promoting the content, as seen in the picture. Strictly speaking, however, is the validation process a part of the production phase.

Slide 9

At this point, Europe has unharmonized methodologies for approaching the validation process, at least when it comes to comprehension. The beforementioned project TRAIN2VALIDATE addresses this, but for now, it

is important to know that the basis for the process in most countries is inclusive methodology.

At the core of the process lays comprehension- for example, language comprehension and picture comprehension.

Slide 10

We mentioned language comprehension, which involves analysis at different levels (such as word, sentence, or message analysis) and the integration of message meaning with the prior discourse and world knowledge, as described by Singer in 2013.
Similar can be applied to picture comprehension.

Slide 11

Generally, the process of validating comprehension can be applied in 2 ways:
The first type is producing or adapting the content together with the end-users, which is no longer just validating, but co-authoring. The other type seems to be much more common and is based in validating pre-made drafts.
As we already pointed out the key actors in the process, we can divide the activities in to 2 main groups: facilitation and comprehension assessment.

Slide 12

For the purpose of this lecture, we chose to bypass the co-authoring, which can be seen in the photo of an author writing the content on the

computer together with the end-users, and speak about the more common type of validation and its' main activities.

Slide 13

The first group of activities define the role of a facilitator. The facilitator creates a group of validators, organizes and coordinates the validation sessions and communicates the content between authors of the content, editors and validators.

Slide 14

The role of the validators, who are supported by a facilitator, is to assess comprehension of the content. Together they analyse the information and give feedback.

Slide 15

Communication is essential for the process. Some rules or guidelines for comunicating with the validators should be followed, however, we cover this in Unit 4, Element 2, under interpersonal skills, so make sure to check it out.

Slide 16

To see some examples and get information on the subject, also check out some other videos: Sample from Unit 2, Element 4, Sample: Validation from Unit 3, Element 1, video Validators: A true profession from Unit 4, Element 1 and also from Unit 4 but Element 2: videos Validation meeting: Interpersonal skills and, as previously mentioned, Communicating with validators and end-users.
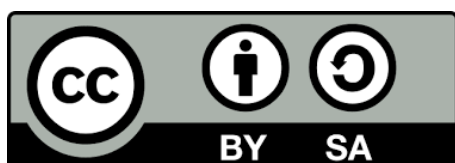
Slide 17

This concludes our video lecture. If you have any questions or comments regarding the content, feel free to contact me through email. The email address is tatjana@risa.si.

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