EASIT Multiplier Event 3 – Stiftung Universität Hildesheim – 13.02.2020

#### **EASIT IO4 - Curriculum design -Results**

Prof. Dr. Christiane Maaß and Sergio Hernández Garrido

maassc@uni-hildesheim.de

hernande@uni-hildesheim.de







### **Curriculum design**

- Drafting of a curriculum based on IO3 results (skills cards):
  - Three professional profiles
    - Expert in easy-to-understand subtitles
    - Expert in easy-to-understand audio description
    - Expert in easy-to-understand audiovisual journalism
  - These profiles share a wide set of skills. They only differ from each other regarding the specialization.
- Goal of IO4: Design a curriculum that leads to the skills of the three professional profiles of IO3.





#### University curricula design based on IO3 results:

Curriculum 1: Expert in easy-to-understand subtitles	Curriculum 2: Expert in easy-to-understand audio description	Curriculum 3: Expert in easy-to-understand audiovisual journalism				
M 1	M 1	M 1				
M 2	M 2	M 2				
M 3.1	M 3.2	M 3.3				
M 4	M 4	M 4				

- Duration: 1 Semester (30 ECTS credits)
- Workload of 1 ECTS credit: 30 working hours
- Starting point: ECQA and ECTS standards, other Erasmus + projects, and master programs.
- Prerequisites: Knowledge and experience in subtitling, audio description or audiovisual journalism.





University curricula design based on IO3 results:

Units → Modules

Curriculum 1: Expert in easy-to-understand subtitles	Curriculum 2: Expert in easy-to-understand audio description	Curriculum 3: Expert in easy-to-understand audiovisual journalism M 1 – Media Accessibility				
M 1 – Media Accessibility	M 1 – Media Accessibility					
M 2	M 2	M 2				
M 3.1	M 3.2	M 3.3 M 4				
M 4	M 4					

- 9 ECTS credits
- IO3 Elements  $\rightarrow$  8 Learning Outcomes (LO)
- Teaching contents based on the skills cards
- Methods of teaching based on other Erasmus+ projects, MA and training programs





University curricula design based on IO3 results:

Units → Modules

Curriculum 1: Expert in easy-to-understand subtitles	Curriculum 2: Expert in easy-to-understand audio description	Curriculum 3: Expert in easy-to-understand audiovisual journalism				
M 1	M 1	M 1				
M 2 – Easy-to- understand language	M 2 – Easy-to- understand language	M 2 – Easy-to- understand language				
M 3.1	M 3.2	M 3.3				
M 4	M 4	M 4				

- 9 ECTS credits
- IO3 Elements  $\rightarrow$  6 Learning Outcomes (LO)
- Teaching contents based on the skills cards
- Methods of teaching based on other Erasmus+ projects, MA and training programs





University curricula design based on IO3 results:

• Units  $\rightarrow$  Modules

Curriculum 1: Expert in easy-to-understand subtitles	Curriculum 2: Expert in easy-to-understand audio description	Curriculum 3: Expert in easy-to-understand audiovisual journalism			
M 1	M 1	M 1			
M 2	M 2	M 2			
M 3.1	M 3.2	M 3.3			
M 4 – The profession	M 4 – The profession	M 4 – The profession			

- 3 ECTS credits
- IO3 Elements  $\rightarrow$  7 Learning Outcomes (LO)
- Internship





University curricula design based on IO3 results:

• Units  $\rightarrow$  Modules

Curriculum 1: Expert in easy-to-understand subtitles	Curriculum 2: Expert in easy-to-understand audio description	Curriculum 3: Expert in easy-to-understand audiovisual journalism				
M 1	M 1	M 1				
M 2	M 2	M 2				
M 3.1 – Easy-to-understand language and subtitling	M 3.2 – Easy-to-understand language and audio description	M 3.3 – Easy-to-understand language and audiovisual journalism				
M 4	M 4 M 4					

- 9 ECTS credits
- IO3 Elements  $\rightarrow$  Learning outcomes
- Teaching contents based on the skills cards
- Methods of teaching based on other Erasmus+ projects, MA and training programs





#### **MOOC Curriculum design**

- MOOC: Massive Open Online Course
- Introduction into the field of easy-to-understand subtitles, audio description, and audiovisual journalism.
- MOOC based on LO of the university curricula
- Length: 7 weeks
- Advantages: broader flexibility and sustainability





### **MOOC Curriculum design**

Unit	Week	Workload
Unit 0 – General introduction to MOOC	Week 1	1 hour
Unit 1a – General introduction to accessibility	Week 1	1-3 hours
Unit 1b – Media accessibility	Week 2	2-4 hours
Unit 2a – General introduction to easy-to- understand language	Week 3	2-4 hours
Unit 2b – Processes and visual presentation of easy-to-understand language	Week 4	2-4 hours
Unit 3 – Easy to understand subtitles, audio description, and audiovisual journalism	Week 5	2-4 hours
Unit 4 – The profession	Week 6	2-4 hours
Unit 5 – Final assignment	Week 7	2-4 hours





### **Reading List**

- List of important references
- Fundamental research work and guidelines
- Publication mainly in English
- It also contains language-specific literature.

#### End of IO4: 29.02.2020 Publication of IO4 results: End of march





#### A short outlook to further research activities

- EASIT proposes an innovative approach of merging subtitles, audio description and audiovisual journalism with easy-to-understand language.
- New impulses for new research projects that lead to new publications.
- Every partner works on new publications.
- Hildesheim: Easy and Plain Language in audiovisual translation.





#### 4) Easy and Plain Language in audiovisual translation

Easy and Plain Language in audiovisual contents		Dialog Dialog original dubbed		Audio description		Supertitles / Subtitles scripted		SDH scripted		Voice-Over			
		EL	PL	EL	PL	EL	PL	EL	PL	EL	PL	EL	PL
Fistion	Children	-	+	-	+	-	+	-	+	-	+	-	+
Fiction	Adults	-	+	-	+	-	+	-	+	-	+	-	+
Non-fiction	News	-	+	-	+	-	+	-	+	-	+	-	+
	Teaching	+	+	+	+	+	+	+	+	+	+	+	+
	Organisa- tion Com- munication	+	+	+	+	+	+	+	+	+	+	+	+
Erasmus+ Programme													

of the European Union



#### 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 reflects 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.

This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.





# http://pagines.uab.cat/easit





#### References

ACT IO4 Report. Available online: <u>http://pagines.uab.cat/act/sites/pagines.uab.cat.act/files/act\_io4\_v2\_230718-sent.pdf</u>.

Bali, Maha (2014). "MOOC pedagogy. Gleaning good practice from existing MOOCs". In: *Journal of Online Learning and Teaching*, 10 (1), 44-56.

Bloom, Benjamin (1975). *Taxonomy of Educational Objectives, Book 1 Cognitive Domain*. Longman Publishing. CEDEFOP (2017). *Defining, writing and applying learning outcomes: a European handbook:* Luxembourg, Publications Office. Available online: <u>http://dx.doi.org/10.2801/566770</u>

EASIT IO1 Report. Available online: <u>https://ddd.uab.cat/record/203967</u>.

EASIT IO1 Report. Available online: <u>https://ddd.uab.cat/record/203967</u>.

EASIT IO2 Report. Available online: https://ddd.uab.cat/record/204739.

EASIT IO2 Report. Available online: https://ddd.uab.cat/record/204739.

EASIT IO3 Report. Available online: https://ddd.uab.cat/record/213085.

EASIT IO3 Report. Available online: https://ddd.uab.cat/record/213085.

ECTS Users ' Guide (2015). Available online: <u>https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide\_en.pdf</u>. EHEA. European Higher Education Area. (2019). <<u>http://www.ehea.info/</u>>.

Guàrdia, Lourdes et al. (2013). MOOC Design principles. A Pedagogical Approach from the Learner's Perspective. Available online: <u>https://r-libre.teluq.ca/596/1/In-depth\_33\_4.pdf</u>

Kennedy, Declan (2006). Writing and using learning outcomes: a practical guide. Cork, University College Cork. <u>Perego, E. (2017). Audio Description: A Laboratory for the Development of a New Professional Profile [Special section] RITT (Rivista internazionale di tecnica della traduzione) 19/2017: 131-142.</u>



