

ILSA

Interlingual Live Subtitling for Access

Free ILSA Multiplier Event
Antwerp, July 6th, 2020

Present and Future of Interlingual Live Subtitling:
Research, Training
and Practice



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ILSA

Interlingual Live Subtitling for Access

IO4: Mapping the new ILSA Course

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IO4: Mapping the new ILSA Course

Aim IO4: to map the new ILSA course

- Results from previous IOs
- Qualifications Framework of the European Higher Education Area
- Include: structure (modules and units), learning outcomes, suggestions for methods of teaching/learning, suggestions for assessment, and suggestions for teaching materials (including blended learning)
- Two different contexts (i.e. television and live events, including educational settings) and on two levels: a HEI master level course and a professional course suited e.g. for Life-Long Learning.

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IO4: UAntwerp

Team:

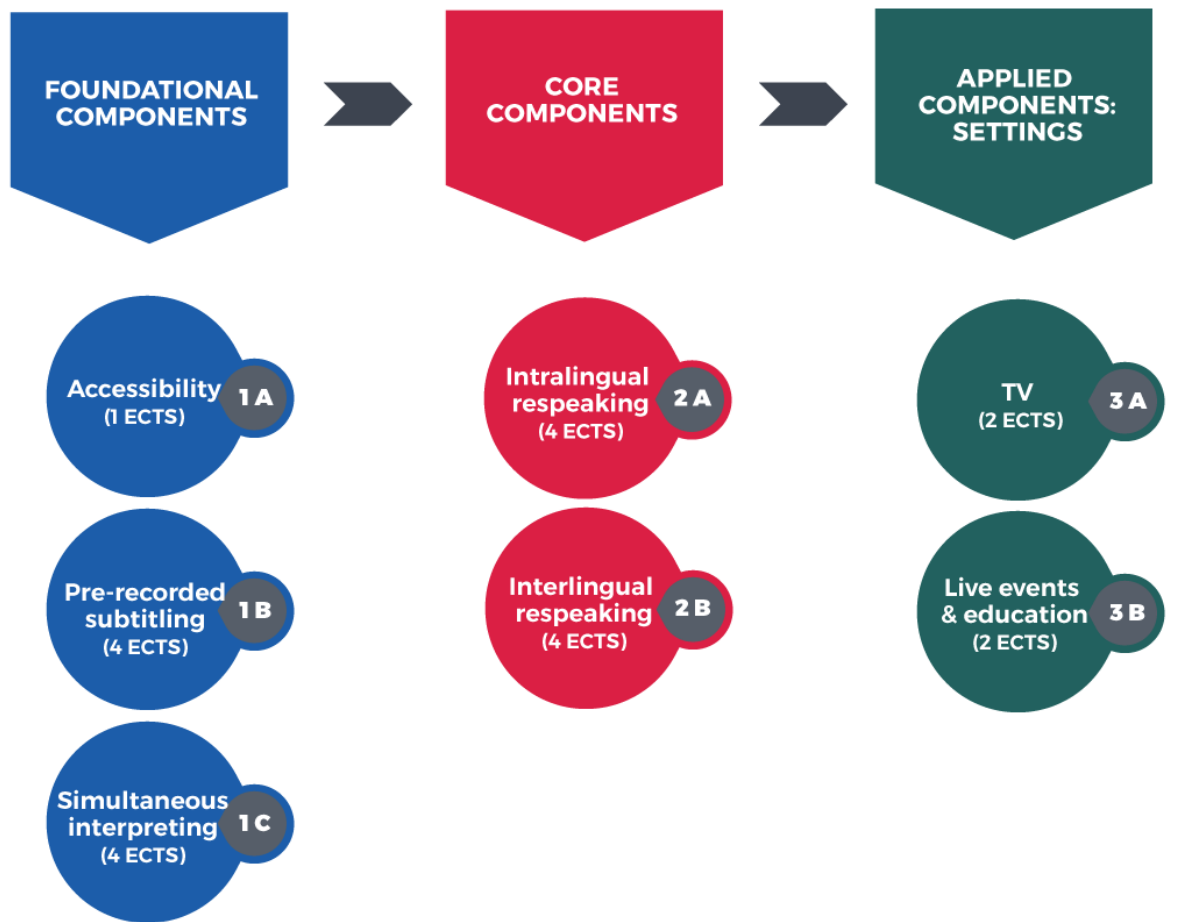
- Isabelle Robert (Project coordinator for Uantwerp)
- Iris Schrijver
- Aline Remael
- Veerle Haverhals
- Anthony van Hoey

Actively involved in curriculum design activities in the EU-funded projects Accessible Culture and Training ACT (<http://pagines.uab.cat/act/>) and ADLAB PRO (<http://www.adlabproject.eu/>).

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Final result:

1. Graphic representation
 - modular structure:
 - 3 foundational components
 - 2 core components
 - 2 applied components
2. Excel spreadsheet detailing all the learning outcomes



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Pre-requisites for students:

- ✓ BA-level in Translation & Interpreting/Languages, or
- ✓ any BA + C1 level in at least one foreign language

For professionals:

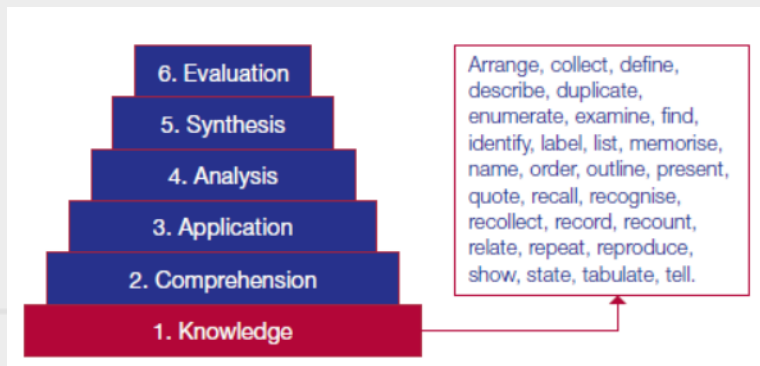
- ✓ no pre-requisites (they can take whatever modules they want), but they should be aware of the pre-requisites for the “normal” students



Module number and description	Unit number and description	LO	LO description	Cognitive domain 1=knowledge 2=comprehension 3=application 4=analysis 5=synthesis 6=evaluation
1a: Media and live events accessibility	1: Human diversity and disability	1	The student is able to explain the notion of human diversity, its historical evolution, and social and contextual implications	1, 2
1a: Media and live events accessibility	1: Human diversity and disability	2	The student is able to explain the notion of disability and its historical evolution	1, 2
1a: Media and live events accessibility	1: Human diversity and disability	3	The student is able to describe the different disability models and the language they use	1, 2
1a: Media and live events accessibility	1: Human diversity and disability	4	The student is able to enumerate the different target audiences that might ask for access support	1, 2
1a: Media and live events accessibility	1: Human diversity and disability	5	The student is able to enumerate the different types of access support on a general level, based on the needs of the target audiences.	1, 2

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- Depending on the module, learning outcomes (LO) are from the cognitive, affective or psychomotor domain
- Per domain, several levels are possible, following the Bloom taxonomy (see also Kennedy 2006)

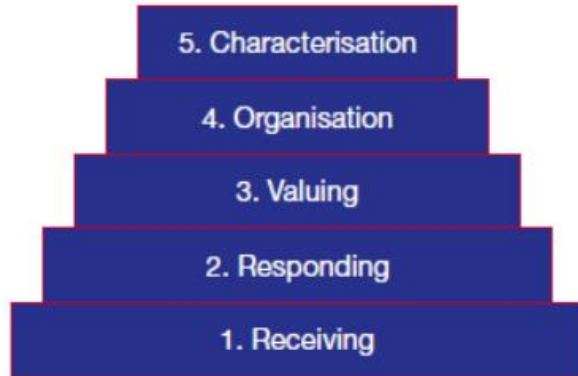


Cognitive domain

The student is able to discuss professional live subtitling standards for live events and education

1,2,4,5

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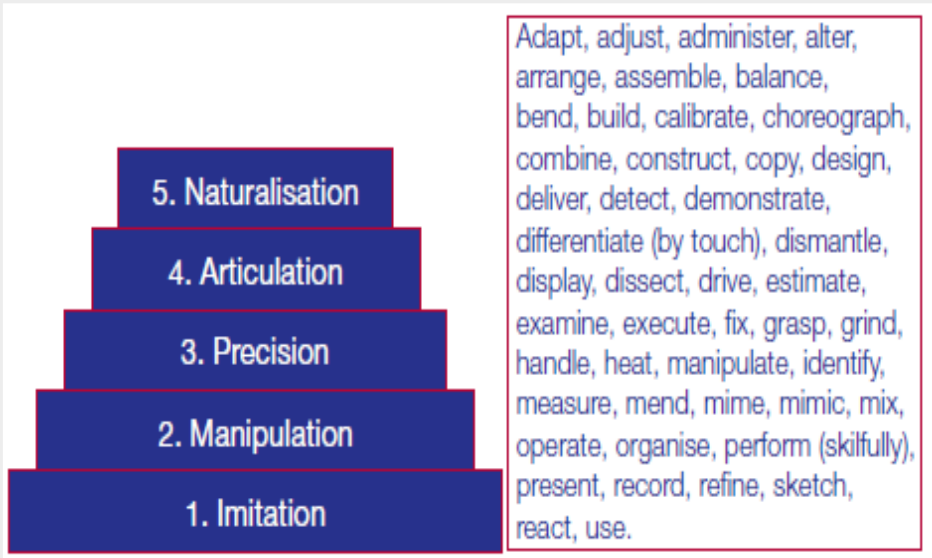
Act, adhere, appreciate, ask, accept, answer, assist, attempt, challenge, combine, complete, conform, co-operate, defend, demonstrate (a belief in), differentiates, discuss, display, dispute, embrace, follow, hold, initiate, integrate, justify, listen, order, organise, participate, practice, join, share, judge, praise, question, relate, report, resolve, share, support, synthesise, value.

Affective domain

The student is able to cooperate with different stakeholders (users, venue managers, technicians, etc.) with a view to raise the output quality

3, 4

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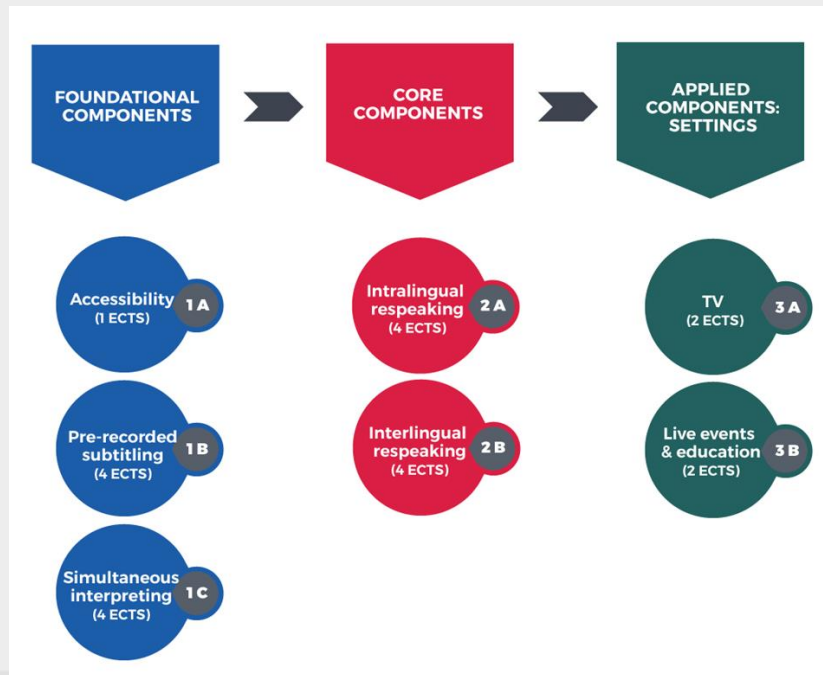


Psychomotor domain

The student is able to apply the salami technique while respeaking

4

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Thank you
for your attention!

References:

Kennedy, D. 2006. Writing and using learning outcomes: a practical guide, Cork, University College Cork. retrieved from <https://cora.ucc.ie/bitstream/handle/10468/1613/A%20Learning%20Outcomes%20Book%20D%20Kennedy.pdf?sequence=1>

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