



IO4 REPORT

IO4: Mapping the New ILSA Course

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Abstract:

This document reports on the development and completion of Intellectual Output 4 of the ILSA (Interlingual Live Subtitling for Access) project (2017-1-ES01-KA203-037948), devoted to the mapping of the new ILSA course. The report includes information about the preparation and development of the ILS course structure for two contexts (television and live events) and for two target groups: master students or professionals. This IO draws on the results from IO1, 2 and 3 and will inform the development of the course material, which is the aim of IO5.

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1. Introduction

The aim of this module was to map the new ILSA course, based on the results delivered by the previous IOs and taking the Qualifications Framework of the European Higher Education Area into account. Our goal was to include the structure of the course (modules and units), learning outcomes, suggestions for methods of teaching/learning, suggestions for assessment, and suggestions for teaching materials (including blended learning). More specifically, we aimed at providing a course for the two different contexts proposed by ILSA (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.

IO4 has been led by UAntwerp, which has been actively involved in curriculum design activities in the EU-funded projects ACT (<http://pagines.uab.cat/act/>) and ADLAB PRO (<http://www.adlabproject.eu/>).

The final outcome of IO4 is a flexible modular curriculum for teaching interlingual live subtitling (ILS) in two different contexts, i.e. television and live events, and aiming at learners from academia on the one hand, and from industry on the other hand. Since this is a Master level course, the students from academia must have a BA-degree in Translation & Interpreting or in Languages, or any BA + C1 level in at least one foreign language. As said before, the course can also be used in industry by professionals, but they have to be aware that the course has been developed with the listed prerequisites in mind.

The final result includes on the one hand a graphic representation of the proposed course design, visually representing its modular structure, consisting of three foundational components, two core components and two applied components, and on the other hand an Excel spreadsheet detailing all the learning outcomes of the course (cf. Appendix 1).

The course and its structure are elucidated in the present full report explaining its concept, the motivation behind the choices made, the functionality and learning outcomes of the different modules and the different ways in which they can be implemented.

2. Methodology

Drawing on the experience in Erasmus+ projects such as ACT and ADLAB PRO, the discussion of the methodology used in developing the ILSA course structure is subdivided into two main subsections:

1. input for content;
2. input for the didactic features of the course, especially the formulation of quantifiable learning outcomes, but also suggestions for the learning materials that would have to be developed to reach those outcomes, as well as possible learning methods that can be implemented to teach them, all this supported by a solid theoretical framework, as will be further explained below.

Although UAntwerp was leading IO4, all partners were asked to carefully read the all documents related to the preparation of IO4, as described below. All material was made available in the ILSA Google Drive, in the IO4 folder, as well as in the Dissemination folder.



2.1 Content: Input from IO1, IO2, IO3

2.1.1 Input from IO1

The aim of IO1 was to provide a thorough overview and assessment of the current landscape of intralingual live subtitling training and practice at university and in the industry. In order to achieve this, the largest questionnaire ever compiled on live subtitling was prepared and disseminated to three target groups: professionals, trainers and broadcasters. The responses gathered from these surveys did not only shed light on the current practices and training programmes. They also demonstrated that an all-encompassing training programme on interlingual live subtitling is lacking. This confirmed the idea that research projects like ILSA are needed in order to train future interlingual live subtitlers and to improve future live subtitling.

The results of IO1 have already been presented at two international conferences, as well as in Multiplier Event 3 in Vienna, and have been accepted for publication in LANS (issue 18, forthcoming. See <https://lans-tts.uantwerpen.be/index.php/LANS-TTS>) and JAT (forthcoming. See <http://www.jatjournal.org/index.php/jat/issue/view/2>), the former being a leading peer-reviewed journal on translation and interpreting, and the latter the first peer-reviewed journal dedicated to AVT (audiovisual translation).

The following conclusions from IO1 are particularly important for IO4:

Publication in LANS (accepted, publication planned December 2019)

Today, intralingual live content is largely being made available, but hearing impaired persons often find that this is not the case for foreign live content. This means that the demands for interlingual live subtitles are increasing, but an all-encompassing training method, and the research necessary to develop such a method, are still lacking. ILSA hopes to bridge this gap. This article covers the first step in this study as it assesses the current landscape in intralingual and interlingual live subtitling training and practice. By disseminating questionnaires among practitioners, we have tried to answer the following question: who are live subtitlers and how have they been trained?

As far as demographics is concerned, we can conclude that today, live subtitlers seem to be young highly educated women, residing in a variety of countries, and generally combining at least two functions, mainly that of intralingual live subtitler and intralingual subtitler. regarding professional practice is concerned, we can say that a majority of the intralingual and interlingual live subtitlers work for television and that working for live events only is rare. In addition, both professional practices are part-time activities, with only 17% of intralingual live subtitlers working more than half-time for that function, and even fewer (10%) of interlingual live subtitlers working more than half-time for that function.

As said before, the main focus of the survey was the training live subtitlers have received. The question was not only where and when they were trained, but also how: how about the duration, the content and the structure of the course, how about assessment or even aptitude tests? The majority of both groups of live subtitlers were trained at their company. However, there are quite some differences in training specificities between the two groups of live subtitlers. Whereas only one quarter of the intralingual live subtitlers



did not take part in an in-house training programme, in-house courses only account for a little less than half of the respondents on interlingual live subtitling. For the interlingual live subtitlers, the share of HEI-courses was much higher than for the intralingual live subtitlers. Nevertheless, we should not forget that the group of interlingual live subtitlers is rather small. This means that respeaking courses at HEI-level are still relatively rare.

Comparing the results of the different groups of respondents is not a simple task given the often limited number of (usable) responses. Nevertheless, a number of tentative conclusions can be drawn. Participants who want to enrol in an intralingual and interlingual HEI-course are only rarely required to take aptitude tests. However, students do need to have a certain degree, for example a Bachelor degree, before they can start the Master of which the course is part. In contrast, aptitude tests are more common, in some cases even commonplace for the courses organised by professionals, either in-house or vocational courses. Candidates are required to take tests, such as a respeaking or a language test, before they can start the course. With regards to the duration and the structure of the courses, many differences can be observed. Nonetheless, we can observe that the HEI-courses tend to be longer and have a clearer structure. Some professional courses also last several months, but others only take a few days. In addition, companies appear to organise more on-the-job training with a hands-on approach. In fact, most of the courses – both professional and HEI, both intralingual and interlingual – focus on practice, although some training programmes (especially HEIs) start with a brief theoretical introduction, on live subtitling and the respeaking software, before putting this knowledge to practice.

As for the training set-ups, there are no major differences between the different groups of respondents. Most courses focus primarily on individual respeaking with self-correction, although many also combine several training set-ups. These courses start for example with individual respeaking without self-correction before moving to respeaking with self-correction and with parallel correction. In general, face-to-face modes of delivery are preferred over online methods in all types of training. Most courses combine face-to-face lectures with face-to-face seminars or workshops. Continuous evaluation is often used, sometimes in combination with a final exam. Final exams alone, on the other hand, are rare. The intralingual vocational courses are slightly different in this respect as they are more diverse, using final exams, continuous assessment and internships to evaluate participants. Accuracy rates are to a lesser extent measured in courses on interlingual live subtitling. This should not come as a surprise as a measure model for interlingual live subtitling has just recently been developed (Romero-Fresco & Poechhacker, 2017).

Another important topic of the survey was the perception that the respondents have of their training: did they feel prepared after their training? Which competences turned out to be superfluous and which competences were not addressed? In general, the respondents are rather positive about their training. Moreover, most respondents do not feel that the competences dealt with in their course were superfluous. As for the missing competences, some would like to have paid more attention to the respeaking software and its capabilities, to working with more than one interpreter at the same time as well as to stress and voice control. Overall, there are no major differences between the different training groups.



A last topic in the survey was related to the importance of some prerequisites for successful live subtitling with respeaking. The intralingual live subtitlers considered formal training and/or experience in subtitling to be significantly more important than in simultaneous interpreting, which in turn was considered significantly more important than experience in consecutive interpreting. There was no difference between consecutive interpreting and translation. The interlingual live subtitlers, in contrast, attached an equally great importance to all suggested disciplines. Regarding more general skills and prerequisites, the ability to multitask and a perfect command of the source (and target) languages were considered most important by both the intralingual and interlingual live subtitlers.

Publication in JAT (submitted, publication planned in December 2019 if accepted)

In this article, we have reported on a survey study among trainers and representatives of service providers and broadcasting companies of the current training and practice of IntraLS and InterLS. In total, five trainers and 21 employers, from 27 countries, completed the survey. The profile of these trainers and employers differed from the profile of IntraLS and InterLS (AUTHOR et al, forthcoming): in contrast to the mostly female practitioners, they are predominantly male, in their thirties and forties.

Three of the five trainers only teach IntraLS; the other two teach both IntraLS and InterLS. Most trainers have only started teaching the course recently. This corresponds with the fact that IntraLS is also more commonly practiced than InterLS. All trainers work with an SR and a subtitling software and all the courses are taught at MA-level, except for one vocational course. They consider experience in interpreting an important prerequisite, even more so for the InterLS courses. The IntraLS courses are mostly focused on live subtitling, respeaking techniques, subtitling skills and the use of the SR software, but they end with a (short) introduction on InterLS. The InterLS courses also focus on interpreting skills. IntraLS trainers feel that simultaneous interpreting is the most important discipline, followed by subtitling, consecutive interpreting and translation. InterLS trainers, in contrast, believe that subtitling is as important as simultaneous interpreting. Consecutive interpreting is considered less important by them, and translation even more so, which aligns with the IntraLS trainers' view. Regarding additional skills, interaction with the SR software and multitasking are considered to be most important. When we compare these results to the responses of the IntraLS and InterLS practitioners, there are quite a few parallels, suggesting that the courses that the practitioners took are very similar to the ones organized at HEIs.

Among the participating broadcasters and service providers, 86% only produce IntraLS, 9% only InterLS and 5% produce both types of LS. Almost all the companies work with SR technology. Only a minority of the companies working for television work with a team of three 'actors', i.e. a 'broadcaster', in addition to a respeaker and corrector. The companies working for live events either have a workflow of two actors (40%), three actors (30%) or of one respeaker (30%). Almost all the providers of IntraLS organize in-house training programmes. Noticeable in this respect is that they find it less significant if candidates have prior LS experience, whereas the three providers of interlingual LS do attach great importance to this. If prior experience in some disciplines is deemed important, then subtitling and simultaneous interpreting are most important. This is a finding which was also observed among trainers and practitioners. In terms of general skills, multitasking is one of the most important prerequisites. Broadcasters and service



providers are generally positive about the future of LS: more than 80% expect an increase in demand as a result of stricter regulations.

The small number of respondents in this study makes it difficult to draw conclusions for the entire population. However, the limited number is probably representative of a small population and as such demonstrates the novelty of the discipline. This is particularly true for the trainers and confirms the idea that courses on live subtitling at HEI-level are still quite rare.

To prepare the description of their module, all partners have read the draft papers related to IO1, as well as the PowerPoint presentations used at international conferences where ILSA was presented (see dissemination).

2.1.2 Input from IO2

The aim of IO2 was to identify the professional skills from subtitling and interpreting required to perform interlingual live subtitling (ILS). This IO included the largest experiment conducted so far on ILS, with a pilot study and three 4-week experiments analysing the performance of interpreters and subtitlers in this new discipline, along with targeted focus groups.

The results have already been presented at nine international conferences, as well as in Multiplier Event 3 in Vienna, and have been accepted for publication at *The Interpreter and Translator Trainer*, a leading peer-reviewed journal on translation and interpreting. The results of this IO have informed the skills map developed in IO3 and the interlingual live subtitling (ILS) course planned in IO4.

The following conclusions from IO2 are of particular importance for the whole project, and in particular for IO4:

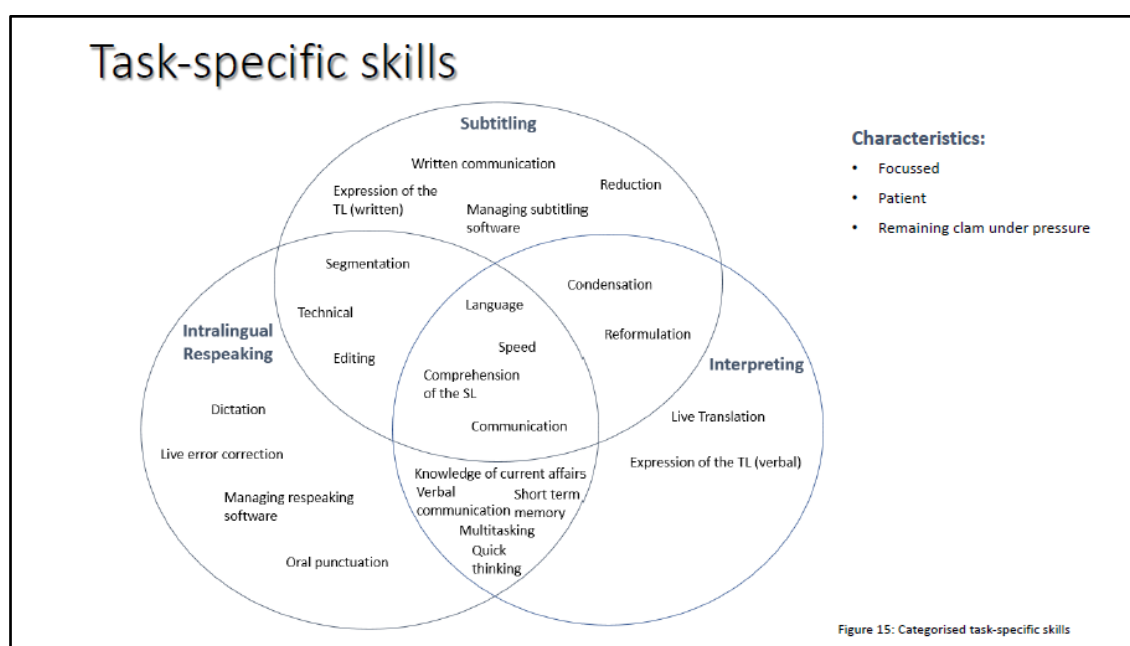


Figure 1: task specific skills as observed in IO2



To prepare the description of their module, all partners have read the PowerPoint presentations used at international conferences where ILSA was presented (see dissemination), related to IO2.

2.1.3 Input from IO3

The aim of IO3 was to define the profile and competences of the professional ILSer. After compiling and critically reviewing literature on the subject, the ILSA team drafted the first descriptive model and illustrative visualisation of the ILS competence profile. An article by two members of the consortium has already been accepted for publication in the next volume of *Linguistica Antverpiensia* (LANS) and the results have been presented at Multiplier Event 3 in Vienna and will be presenting at the forthcoming Media for all conference in Stockholm. Here are the main conclusions:

In line with the aim of the ILSA Project to develop a professional profile for ILS, we have sketched a first competence model for this novel task by undertaking a descriptive analysis of the process and identifying the competences required for successful performance. Though the relative importance of the competence areas in our model – from linguistic and cultural to personal and professional skills – is still difficult to determine, as it is subject to the particular form the task may take in a given situational and professional context and communicative setting, there is little doubt about the crucial role of the technical-methodological competence that we consider unique to the task. Its six sub-competences, in turn, are highly diverse and interrelate in a roughly cascading fashion, from global task understanding to editing skills, with multi-tasking and translation as key sub-competences.

Though our competence model is largely hypothetical, it is in line with initial empirical findings as presented by Robert, Schrijver and Diels in this volume: The “prerequisites” for successful ILS that were elicited in their questionnaire-based survey among professionals, trainers and service providers can all be subsumed under one or more of the competences we have distinguished. Admittedly, the definition and interrelation of the various competences and sub-competences must remain open to discussion, and much further research will be required to understand how they inform the various stages and components of the transpeaking process and the ILS task as a whole. Still, we hope to have succeeded in providing a conceptual foundation and theoretical underpinning for the development of a training curriculum, for which the competences will be reformulated as concrete learning outcomes, and task performance will be contextualized with reference to specific communicative scenarios from TV broadcasts to live-event settings.

2.2 Didactics

Drawing on our experience from other Erasmus+ projects (ACT and ADLAB PRO), we are conscious that pedagogical and didactical paradigms are evolving. What follows is what we already stated in similar reports related to didactics, in particular the ADLAB PRO report for IO3.

As explained by Beetham (2013), the central focal point in new approaches to course design, are ‘activities’. The underlying idea is that learners have to be actively engaged in their own learning process by getting involved in meaningful activities. This paradigm corresponds with Kiraly’s (2005) postulate that translation (in this case its intersemiotic



variant) is an activity that is (or should be) situated in a specific social and physical setting or context. In other words, the general trend underlying these and other recent paradigms in educational design, marks a shift away from 'teacher-centred' learning to 'student-centred' learning. This is an essential element we had to take into account when designing the ILSA course structure.

The didactic underpinning of the project developed in a number of stages.

2.2.1 Input from UA Education Department of UA Antwerp partner, from relevant literature and from the Erasmus+ projects ACT and ADLAB PRO

In order to elaborate the course structure in accordance with current didactic paradigms, the UA team relied on its expertise in curriculum development at the Department of Applied Linguistics/Translators & Interpreters, where Aline Remael, Isabelle Robert and Iris Schrijver have been members of consecutive curriculum committees and educational councils for over ten years and where Aline Remael was until recently head of department.

For ADLAB PRO, Aline Remael had had a meeting with Bianca Roseau, domain coordinator of the Department of Education of the UA, with a view to acquiring specific knowledge about ECTS implementation and the ideal length of courses with regard to their implementation in different settings such as: integration in an MA curriculum as a one semester course, implementation as a summer school, implementation as extracurricular activities. After the meeting, Aline Remael was given access to all relevant internal UA documentation in this domain, with concrete examples of ECTS implementation in the said scenarios. This meeting obviously contributed to the decisions taken with regard to the final design of the ADLAB PRO curriculum and the allocation of ECTS credits to its modules, but was again very relevant for the structure development of the ILSA course.

In addition, the UA partner, and in particular Aline Remael and Isabelle Robert, had already acquired ample experience in curriculum development through their work for the Erasmus + ACT project (Accessible Culture and Training) (<http://pagines.uab.cat/act/>), and capitalized on this knowledge implementing an important act of cross-fertilization between the three projects. The ACT project ended in August 2018 and proposed the definition of a new professional profile, that of the "Media Accessibility Expert/Manager for the Scenic Arts" and also the various types of training activities associated with this professional. The ACT project not only developed a curriculum in IO3 (ACT, 2017) and but also a MOOC (ACT IO4¹) based on an initial study of the current and emerging needs in the field of performing arts in terms of accessibility.

In the course of the ACT project an extensive literature review had been carried out by the UA partner into the training of competences, skills and innovative learning materials required for the MOOC (e.g. Bali, 2014; Beetham, 2013; Guo, Kim, & Rubin, 2014; Kennedy, 2007; Kiraly, 2005; Laurillard, 2012; Luo, Robinson, & Park, 2014; Mayes & de Freitas, 2013; Milligan & Littlejohn, 2015), to name some of the most relevant publications. The input of this literature review lent itself perfectly for inclusion in the

¹ <http://pagines.uab.cat/act/content/io4-mooc>



ADLAB PRO, but again, it proved very useful for the ILSA course structure development.

Consequently, reading material was added to the ILSA Google Drive so that partners could become familiar with the topic, or refresh memory. Particular attention was paid to *Writing and Using Learning Outcomes: a Practical Guide* (Kennedy, Hyland and Ryan (2007) and a similar version from Kennedy (2006), and in particular to the following issues:

- **Classifying LOs:**
Three domains of learning correspond with three types of learning outcomes: (A) the cognitive domain, (B) the affective domain and (C) the psychomotor domain. Each of these domains is further subdivided.
- **For each domain, defining levels and suggest action verbs to be used to formulate an LO for that particular level of the domain:**
 - For the **cognitive domain**, the different levels correspond to the taxonomy of Bloom, as shown below (Kennedy, 2006, p. 27)



Figure 2: levels of the cognitive domain according to Kennedy (2006, p. 27)

- Definitions of levels in the cognitive domain (Kennedy, 2006, p. 28-34)
 - **Knowledge:** Knowledge may be defined as the ability to recall or remember facts without necessarily understanding them.
 - **Comprehension:** Comprehension may be defined as the ability to understand and interpret learned information.
 - **Application:** Application may be defined as the ability to use learned material in new situations, e.g. put ideas and concepts to work in solving problems.
 - **Analysis:** Analysis may be defined as the ability to break down information into its components, e.g. look for inter-relationships and ideas (understanding of organisational structure).
 - **Synthesis:** Synthesis may be defined as the ability to put parts together
 - **Evaluation:** Evaluation may be defined as the ability to judge the value of material for a given purpose.
 - **Evaluation:** Evaluation may be defined as the ability to judge the value of material for a given purpose.”

- Suggesting action verbs for each level of the domain (Kennedy, 2006, p. 28-34)

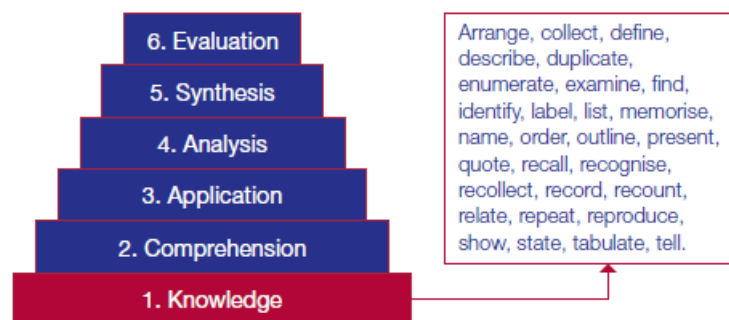


Figure 3: verbs for level of knowledge, cognitive domain, according to Kennedy (2006, p. 28)



Figure 4: verbs for level of comprehension, cognitive domain, according to Kennedy (2006, p. 30)

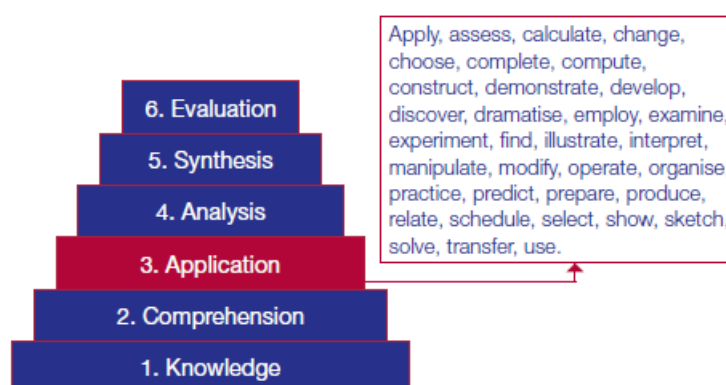


Figure 5: verbs for level of application, cognitive domain, according to Kennedy (2006, p. 31)

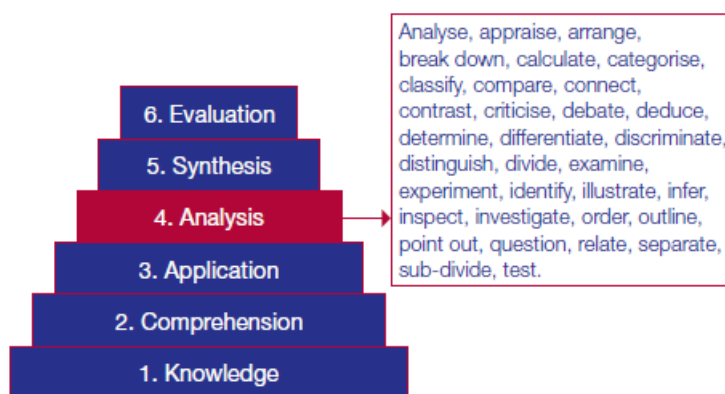


Figure 6: verbs for level of analysis, cognitive domain, according to Kennedy (2006, p. 32)

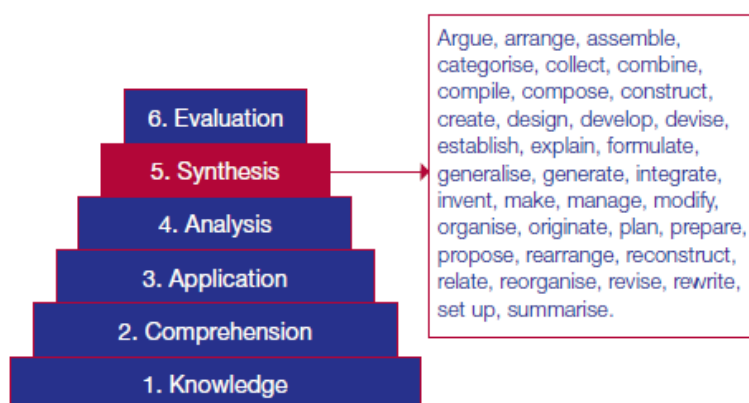


Figure 7: verbs for level of synthesis, cognitive domain, according to Kennedy (2006, p. 33)

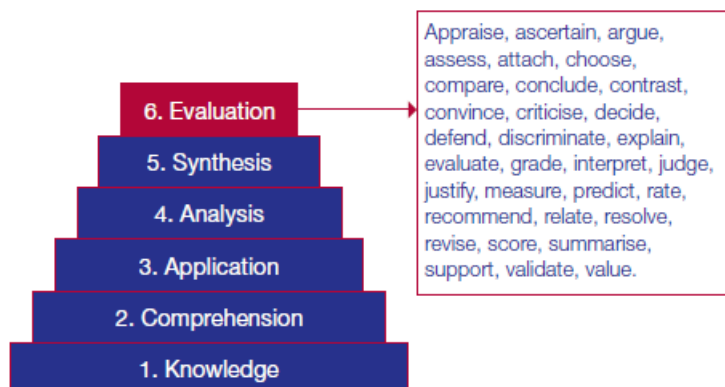


Figure 8: verbs for level of evaluation, cognitive domain, according to Kennedy (2006, p. 34)

- For the **affective domain**, several levels are also distinguished, as shown below (Kennedy, 2006, p. 35-36)
 - Definitions of the levels in the affective domain
 - 1. Receiving: This refers to a willingness to receive information, e.g. the individual accepts the need for a commitment to service, listens to others with respect, shows sensitivity to social problems, etc.



- 2. Responding: This refers to the individual actively participating in his or her own learning, e.g. shows interest in the subject, is willing to give a presentation, participates in class discussions, enjoys helping others, etc.
 - 3. Valuing: This ranges from simple acceptance of a value to one of commitment, e.g. the individual demonstrates belief in democratic processes, appreciates the role of science in our everyday lives, shows concern for the welfare of others, shows sensitivity towards individual and cultural differences, etc.
 - 4. Organisation: This refers to the process that individuals go through as they bring together different values, resolve conflicts among them and start to internalise the values, e.g. recognises the need for balance between freedom and responsibility in a democracy, accepts responsibility for his or her own behaviour, accepts professional ethical standards, adapts behaviour to a value system, etc.
 - 5. Characterisation: At this level the individual has a value system in terms of his/her beliefs, ideas and attitudes that control their behaviour in a consistent and predictable manner, e.g. displays self-reliance in working independently, displays a professional commitment to ethical practice, shows good personal, social and emotional adjustment, maintains good health habits, etc.
- Suggesting action verbs for each level of the domain (Kennedy, 2006, p. 35-36)

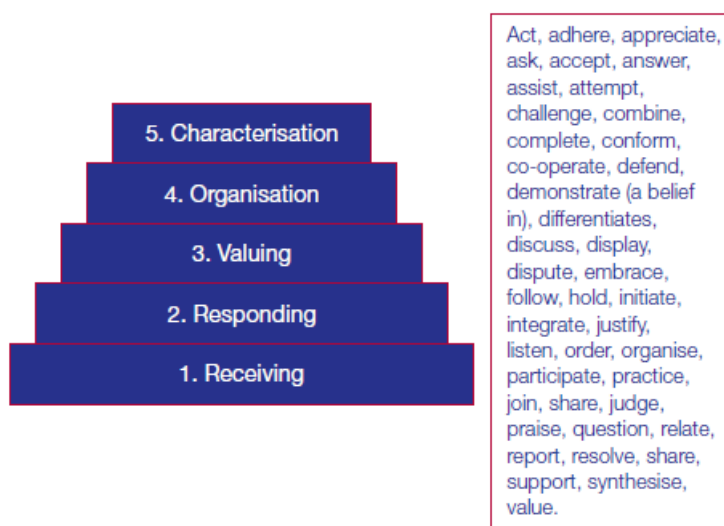


Figure 9: levels of the affective domain and verbs for that domain, according to Kennedy (2006, p. 34)

- For the **psychomotor domain**, several levels are also distinguished, as shown below (Kennedy, 2006, p. 38)
 - Definitions of the levels in the affective domain



- 1. Imitation: Observing the behaviour of another person and copying this behaviour. This is the first stage in learning a complex skill.
 - 2. Manipulation: Ability to perform certain actions by following instructions and practising skills.
 - 3. Precision: At this level, the student has the ability to carry out a task with few errors and become more precise without the presence of the original source. The skill has been attained and proficiency is indicated by smooth and accurate performance.
 - 4. Articulation: Ability to co-ordinate a series of actions by combining two or more skills. Patterns can be modified to fit special requirements or solve a problem.
 - 5. Naturalisation: Displays a high level of performance naturally (“without thinking”). Skills are combined, sequenced and performed consistently with ease.
- Suggesting action verbs for each level of the domain (Kennedy, 2006, p. 38)

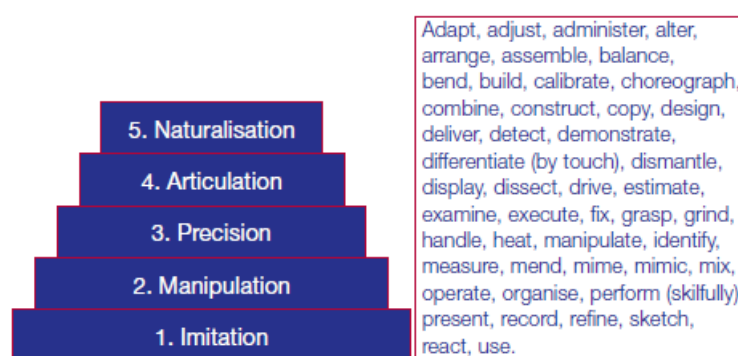


Figure 10: levels of the psychomotor domain and verbs for that domain, according to Kennedy (2006, p. 38)

In addition to formulating learning outcomes, specific attention was also paid to the different types of learning methods, as classified by Laurillard (2012): learning through acquisition, inquiry, discussion, practice and collaboration.

The following section will describe in more detail how these steps were prepared and performed for ILSA course structure.

2.2.2 Training the ILSA partners

In order to train the entire team, selected literature was provided to the ILSA partners through Google Drive, as explained before. In addition, many discussions were led by mail and/or skype during the whole duration of IO4, with the following milestones:

- **October 2018-January 2019:**
 - Collecting reading material for partners (as described before) and make it available in Google Drive. Special attention has been paid to the following aspects:
 - Learning outcomes: definition and use



- The following working definition of Learning Outcomes (LO) was adopted: “Learning outcomes are an explicit description of what learners should know, understand and be able to demonstrate after completion of a process of learning” (ECTS Users’ Guide 2005, quoted in Kennedy (2006, p.21).
- Formulating LOs
 - LOs must be expressed per learning unit, i.e. at all levels of the course, step by step. When formulating LOs, the verbs one uses are of great importance since they anticipate the learning methods, learning materials and assessment methods to be used.
 - The following guidelines can be used (Kennedy, 2006, p. 45):

The following guidelines may be of assistance when writing Learning Outcomes:

- Begin each learning outcome with an active verb, followed by the object of the verb followed by a phrase that gives the context.
- Use only one verb per learning outcome.
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of. As discussed in Chapter 2, these terms are associated with teaching objectives rather than learning outcomes.
- Avoid complicated sentences. If necessary use more than one sentence to ensure clarity.
- Ensure that the learning outcomes of the module relate to the overall outcomes of the programme
- The learning outcomes must be observable and measurable.
- Ensure that the learning outcomes are capable of being assessed.
- When writing learning outcomes, bear in mind the timescale within which the outcomes are to be achieved. There is always the danger that one can be over ambitious when writing learning outcomes. Ask yourself if it is realistic to achieve the learning outcomes within the time and resources available.
- As you work on writing the learning outcomes, bear in mind how these outcomes will be assessed, i.e. *how* will you know if the student has achieved these learning outcomes? If the learning outcomes are very broad, they may be difficult to assess effectively. If the learning outcomes are very narrow, the list of learning outcomes may be too long and detailed.
- Before finalising the learning outcomes, ask your colleagues and possibly former students if the learning outcomes make sense to them.
- When writing learning outcomes, try to avoid overloading the list with learning outcomes which are drawn from the bottom of Bloom’s Taxonomy (e.g. Knowledge and Comprehension in the cognitive domain). Try to challenge the students to use what they have learned by including some learning outcomes drawn from the higher categories (e.g. Application, Analysis, Synthesis and Evaluation) of Bloom’s Taxonomy.

- **22 January 2019:**
 - Meeting in Antwerp with UAntwerp team: Isabelle Robert (IR), Aline Remael (AR), Iris Schrijver (IS), Veerle Haverhals (VH) and Anthony Van Hoey (AVH)
 - Topic: discussing entry level, implementation, core competences and general course structure

- Deliverable: 1st report, “IO4 draft course structure_20190122” mailed to all academic partners for feedback to discuss in next meeting planned on 31st January 2019. Hereunder a summary of the document:

Aim: After having completed the course, the student is able to produce high-quality interlingual and intralingual (live) (sub)titles in three different contexts, i.e. television, live events and education.

- Entry level: student with a Bachelor degree in translation, applied linguistics or languages (min. 1 foreign language)
- Implementation: integration in a Master degree in interpreting, (audiovisual) translation, applied linguistics, etc., OR in a vocational or in-house training --> modular structure
- Core competences will be further split into subcompetences --> LO --> teaching material

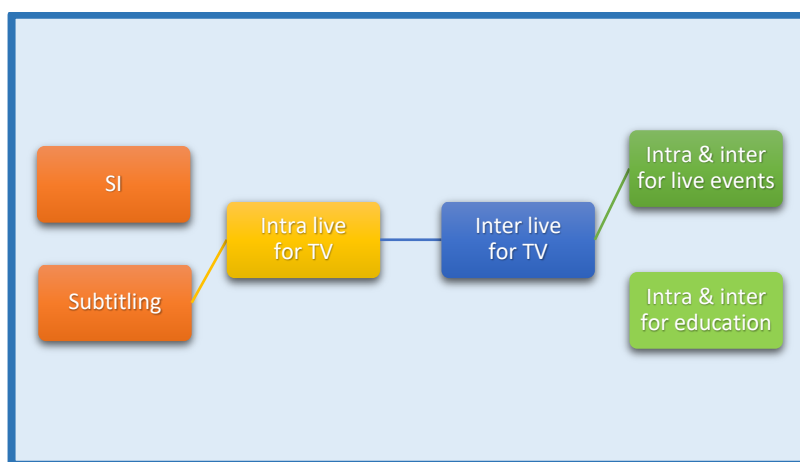


Figure 11: first draft of the structure

Module	Order	Core competences	ECTS	Subcompetences	Prerequisites	Main expertise
1	1 or 2 or in parallel with 2	Simultaneous interpreting	6	basic SI techniques, no focus on conference interpreter (since this is seen as a preparation for interpreting to a computer), but on listening, transfer and monitor	BA in translation, applied linguistics or similar	UVienna?
2	1 or 2 or in parallel with 1	Interlingual and SDH pre-recorded subtitling	3	basic skills, reformulation/condensation techniques + rules, with focus on short keys --> preparation for hybrid workflow (alternation pre-recorded-live)	BA in translation, applied linguistics or similar	UWarsaw?
3	3	Intralingual live subtitling for TV	6	SR, dictation, etc. + combination with subtitling software, etc.	Competences from module 1 and 2 must be acquired, either via module 1 and 2, or via courses from the degree	UVigo?
4	4	Interlingual live subtitling for TV	3	Combination of all skills from 1, 2 and 3	Competences from module 1, 2 and 3 must be acquired, either via module 1, 2 and 3, or via courses from the degree	UAntwerp?
5	5 or 6 or in parallel with 6	Intralingual and interlingual live subtitling for live events	3	Specific subcompetences for live events (technology, software) + postservice: editing	Competences from module 3 and 4 must be acquired, either via modules, or via courses from the degree, or elsewhere	UWarsaw?
6	5 or 6 or in parallel with 5	Intralingual and interlingual live subtitling for education	3	Specific subcompetences for educational context (technology + software) + postservice: editing	Competences from module 3 and 4 must be acquired, either via modules, or via courses from the degree, or elsewhere	UAntwerp?
Total			24			

Figure 12: first draft of the structure with added details

- **23 January - 31 January: feedback requested from partners**
 - All partners provide feedback by mail by the deadline



- **31/01/2019: Meeting UANTWERP: IR, AR, IS**
 - Discussion based on feedback and new proposal for structure as follows:
 - Module subtitling*
(Reading material: Subtitling: concepts and practice = new book AR)
Advanced basic subtitling skills: basic paraphrasing, identifying main issues, etc. + SDH
Advanced subtitling software skills, focus on short keys and speed
Insight into heterogeneous audience needs
Insight in workflows: examples
Reading speed, formal characteristics --> see feedback VIGO
 - Module SI*
Esther, Anthony (UAntwerp colleagues)
 - Speech-to-text with SR (intralingual and interlingual)*
What is live subtitling
Different production methods (respeaking, velotyping, fast typing, dual keyboard, etc.)
SR + editing
ASR + post-editing (e.g. in educational context)
Output in Word, no specific software to combine with
→ Interlingual speech-to-text (=transpeaking)
Quality assessment (NER, NERT)
Degrees of difficulty depending on genre:
 - Intralingual and interlingual live subtitling for TV*
Combined with subtitling software: block or scrolling or variants; lay-out, pausing,
Contrasts prepared versus live subtitling, hybrid (e.g. broadcast delay and other variants, live, semi-live, etc.
Audience
Workflow: TV, combinations; on site, remote
 - Intralingual and interlingual speech-to-text for live events (education, conferences, etc.)*
Combined with projection software: titling (block or scrolling), separate screen, individual device
Technology know-how and adaptability to the venues
on site, remote
editing during the process but also after: post-production editing → course material or political reporting
 - How about creative events? E.g. theatre → distinction between informative and creative contexts --> course only focused on informative*
 - **Summary went to partners for feedback by 7 February 2019, with the following explanation:**
 - Here it is: 1a and 1b means that both modules can be taken in parallel, but are necessary to start module 2. Module 2 is a general module on intralingual and then interlingual text-to-speech, without any particular context, which means that, for example, students are not practicing SR + subtitling, but only SR in intralingual or interlingual mode. Then, when they can do that, they can take modules 3a and/ or 3b, and there, they apply what they have learned and combine it to a new context: TV on the one hand, and live events and education on the other hand. Let's not focus on ECTS for the moment, I think that issue will be resolved when we think about all the skills we want to put into each module. The UAntwerp team is working on that.*

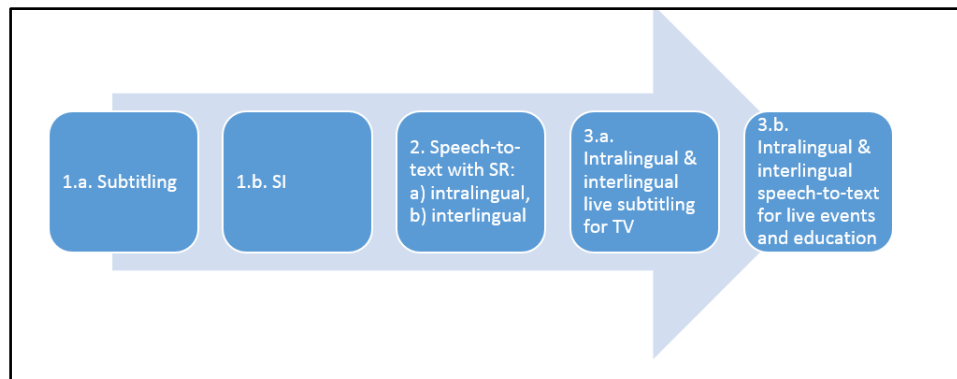


Figure 13: second draft of the structure

- **2 February - 7 February: feedback requested from partners**
 - All partners provide feedback by mail by the deadline
- **8 February: new design, only small changes needed from feedback**

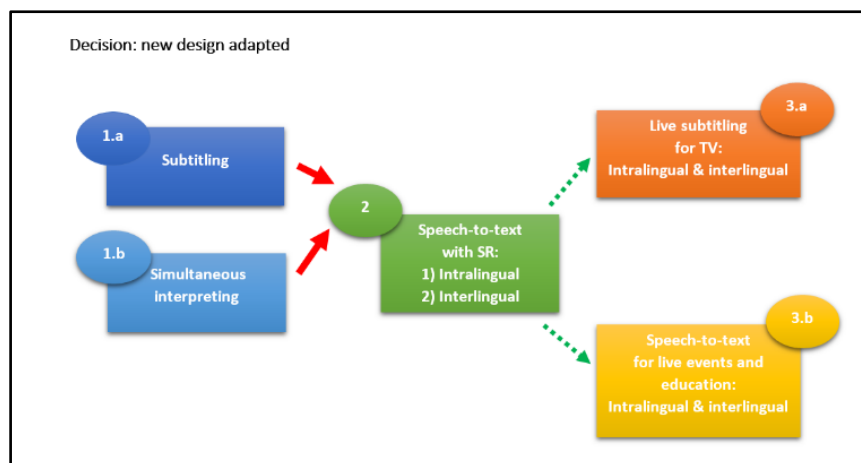


Figure 14: third draft of the structure

- **21-22 February 2019: translational meeting (TM) in Vienna, discussion of the course structure, prerequisites, ECTS, etc.**
- **23 February-11 March 2019: development by UAntwerp of the following new structure with explanations, based on TM in Vienna**

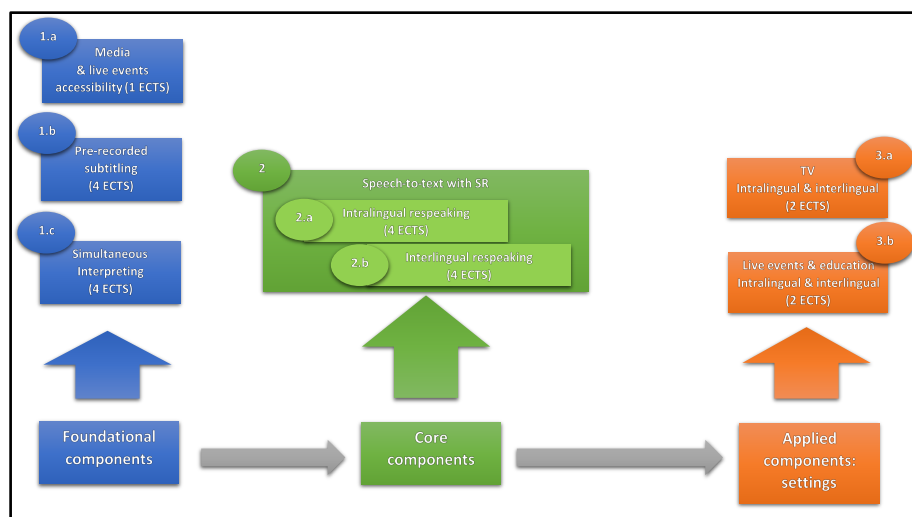


Figure 15: fourth draft of the structure

Pre-requisites course:

BA-level in Translation & Interpreting/Languages, any BA + C1 level in the foreign language (for students) -> European Qualification Framework

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

Foundational component: (9ECTS)

1A. Accessibility (1ECTS=25 hours)

(=compulsory for everyone)

(we are not talking about translation but about accessibility) -> introduction to other forms of media accessibility (part of the ACT MOOC) + general framework (UN terminology, terminology in UK on disability) -> wider notion of access

We need to offer some knowledge on accessibility at different points of the course, so better to join this knowledge in 1 module and not integrate it in bits in various separate modules

Beware: this should be a light module (it should not take away practice hours)

Information about difference of verbatim vs. edited (ideological implications) + plain language vs. easy to read text (easy to understand language)

→ **Partners: UAntwerp**

1B. Pre-recorded subtitling (4ECTS=100 hours)

Interlingual: e.g. book by Aline and Jorge, on subtitling constraints and reading speeds (+condensation);

Intralingual: speaker identification, sound, tone, music; overview of different software programs + practice in at least in 1 software program (spotting); shortcuts practice;

Information about the different workflows (live, pre-recorded, semi-live, hybrid)

Practice is interlingual pre-recorded, intralingual pre-recorded and semi-live (=cueing of the script)

→ **Partner: UWarsaw**



1C. Simultaneous interpreting (4ECTS=100 hours)

→ **Partner: UVienna**

Core component: Speech to text with SR (=8ECTS=200 hours)

2A. Intralingual respeaking: emphasis on technical aspects (4ECTS=100 hours)

→ **Partners: UVigo**

2B. Interlingual respeaking: mainly practice, emphasis on translational aspects (4ECTS=100 hours)

-> 2A is requisite for 2B, unless you have followed a intralingual RS course or experience. learning to work with Dragon

→ **Partners: UAntwerp**

Applied component: Settings (=4ECTS=100 hours)

3A. TV: intralingual and interlingual (=2ECTS=50 hours)

→ **Partners: UAntwerp**

3B. Live events and education: intralingual and interlingual (=2ECTS=50 hours)

=all practice with videos (similar as videos in modules 2A and 2B); use of specific programs, such as text on top, Swisstext; case studies

→ **Partner: UWarsaw**

- **11-20 March 2019: development of a draft course structure table in Excel, with the following information, in accordance with the literature related to didactics (see section 2.2), sent on March 20 to all partners as an example for their own module**

Module	Unit	LO	LO description	Cognitive domain 1=knowledge 2=comprehension 3=application 4=analysis 5=synthesis 6=evaluation	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
2a: intralingual respeaking		1	The student is able to define respeaking and explain the different elements of the definition	1,2		
2a		2	The student is able to compare the different terms used for respeaking	4		
2a		3	The student is able to relate respeaking to the origins of SDH and live subtitling	5		
2a		4	The student is able to contrast different legislations related to SDH	6		
2a		5	The student is able to compare respeaking to other production methods of subtitles	6		

Figure 16: draft table of modules/Units/LOs as illustration for each partner



Learning method 1=acquisition 2=enquiry 3=discussion 4=practice 5=collaboration	Suggested teaching material	Homework	Assessment	ECTS
1				4
1				
1				
1				
1				

Figure 17: figure 16 continued

- **20 March - 10 April 2019:** development by each partner of the table for its module(s)
- **10 April 2019:** comparison of all tables by UAntwerp as a preparation for skype meeting on April 12
- **12 April 2019:** skype meeting for discussion of each table. Last amendment to global structure as follows:

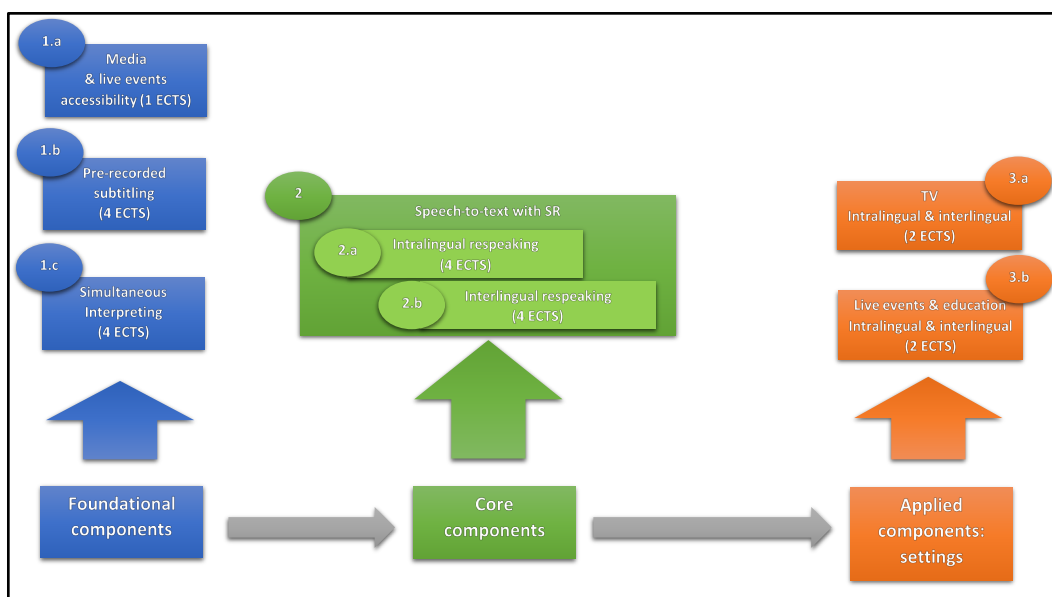


Figure 18: final course structure

- **12-17 April 2019:** all partners finalize their table for final feedback
- **17 April 2019:** UAntwerp creates one table for all modules, posted in Google Drive for final control by all partners
- **27 April 2019:** last amendments and final check
- **27-29 April 2019:** Finalizing report



3. The ILSA course structure

The final outcome of IO4 is a flexible modular curriculum for teaching interlingual live subtitling (ILS) in two different contexts, i.e. television and live events, and aiming at learners from academia on the one hand, and from industry on the other hand. Since this is a Master level course, the students from academia must have a BA-degree in Translation & Interpreting or in Languages, or any BA + C1 level in at least one foreign language. As said before, the course can also be used in industry by professionals, but they have to be aware that the course has been developed with the listed prerequisites in mind.

Each module has been developed by a particular partner, depending on its expertise, but as indicated before, all partners have contributed in the form of feedback to all modules of the course.

3.1 Modular structure

The final structure of the course is modular, as announced before, and consists of 3 foundational components, 2 core components and 2 applied components, as shown in the Figure 19. The foundational modules must all be taken before starting the core components, but they can be followed in whatever order and also in parallel. The core components cannot be taken before the knowledge and skills from the foundational components have been acquired. In addition, module 2a must be taken before module 2b. Similarly, the applied components cannot be taken before the knowledge and skills from the core components have been acquired. However, as in the foundational components, they can be followed in whatever order and even in parallel.

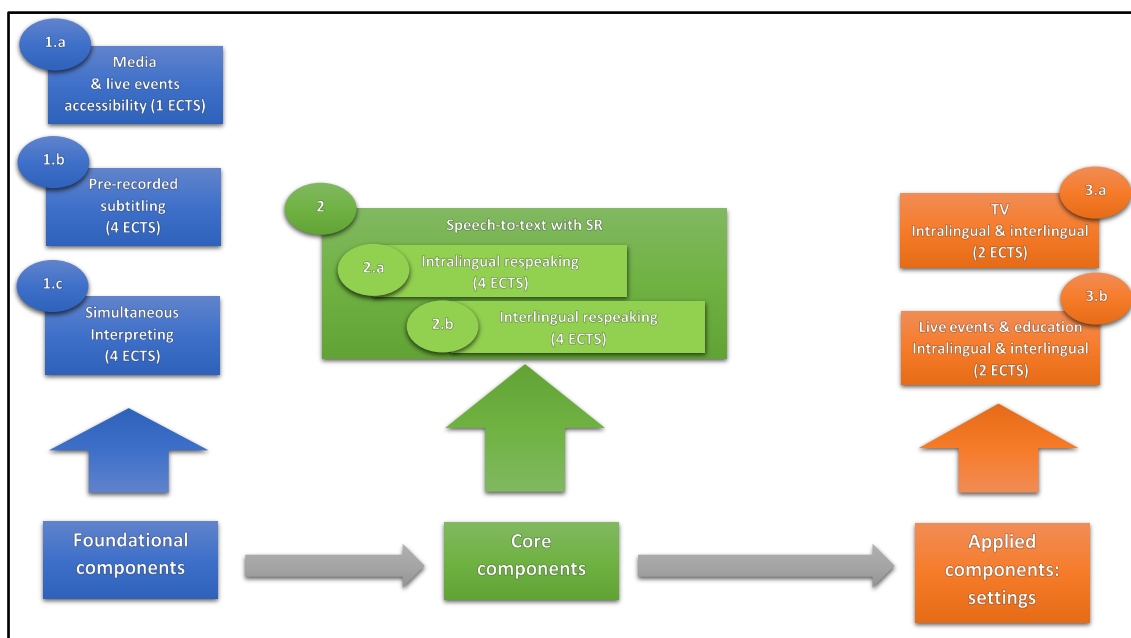


Figure 19a: final course structure (first version of the figure)

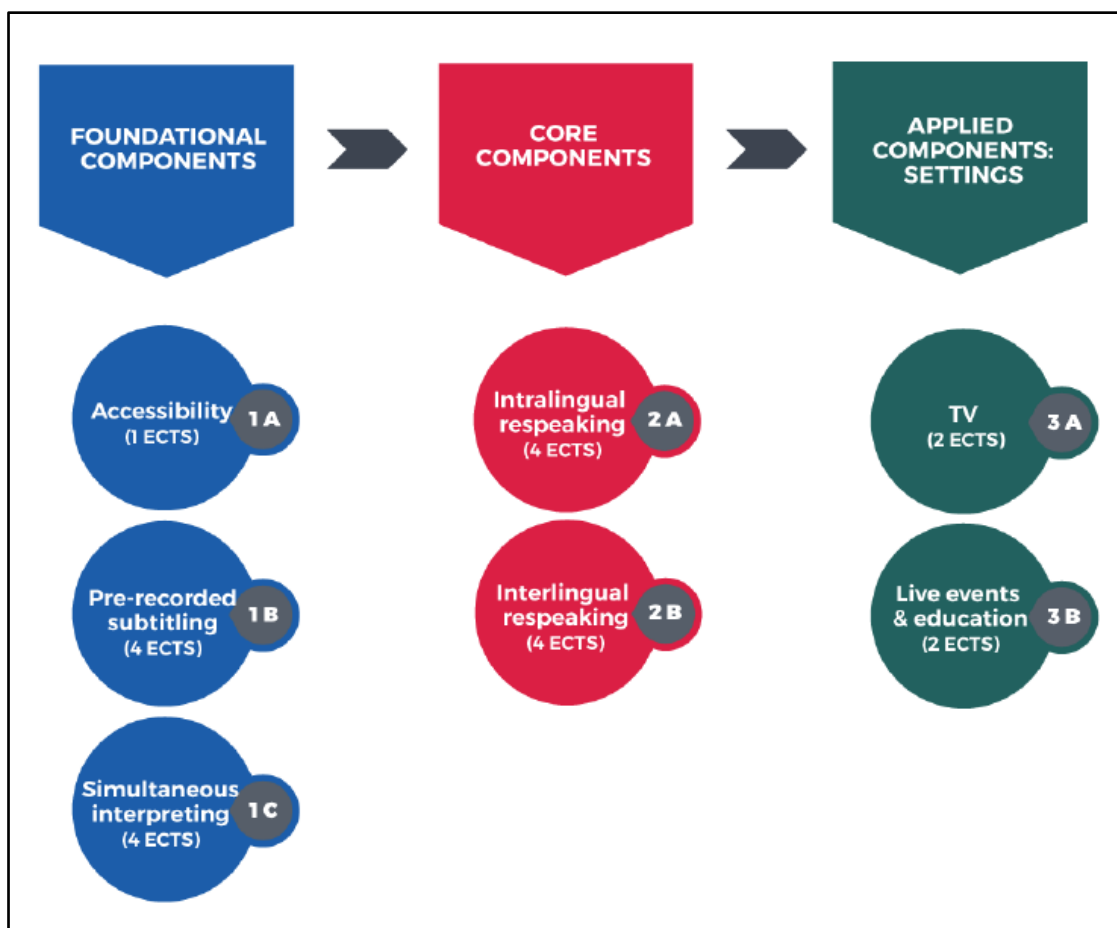


Figure 19b: final course structure (final version of the figure)

3.1.1 Foundational components (9 ECTS)

The three foundational components (or modules) are aimed at acquiring the necessary knowledge and skills that students need before starting to learn respeaking (core components). These knowledge and skills, identified in IO1, IO2 and IO3, relate to pre-recorded subtitling (Module 1b) and simultaneous interpreting (module 1c). These two modules weight 4 ECTS² each. In addition, and in line with the project name (Interlingual live subtitling for **Access**), a foundational component dedicated to media and live events **accessibility** (Module 1a, 1 ECTS) has been added and is considered the very first foundational module. The reason is that offering access to media and live events through interlingual live subtitling is only one facet of accessibility, something students have to be aware of.

To be allowed to take the core components or modules, students must have acquired the knowledge and skills taught in the three foundational components, either through the modules that we suggest in our course, or through an existing course form their Master programme. We expect that modules 1b and 1c will be offered in masters in translation for the former and master in interpreting for the latter, but we think that module 1a might not be so easily available in existing programmes.

² 1 ECTS = 25-30 hours of work for the student, including face-to-face and/or online lectures, reading, assignments, tasks, etc.



As far as the role of the partners is concerned, module 1a fell under the responsibility of UAntwerp, module 1b of UWarsaw and module 1c of UVienna.

3.1.2 Core components (8 ECTS): speech-to-text with SR

The two core components (or modules) are aimed at acquiring the necessary knowledge and skills that students need to speech-to-text intralingually and interlingually with a speech recognition software (SR). These knowledge and skills, partly identified in IO1, IO2 and IO3, relate to intralingually respeaking (Module 2a) interlingually respeaking (module 2b). These two modules weight 4 ECTS each. Module 2a must be taken before module 2b, in other words, knowledge and skills taught in module 2a must be acquired before starting module 2b.

To be allowed to take the applied components or modules, students must have acquired the knowledge and skills taught in the two core components. In some rare cases, a course on intralingual respeaking might be offered, which means that this module can be skipped if knowledge and skills as described in our course have been acquired.

As far as the role of the partners is concerned, module 2a fell under the responsibility of UVigo and module 2b of UAntwerp.

3.1.3 Applied components (4 ECTS): TV & education and live events

The applied components (or modules) are aimed at acquiring the necessary knowledge and skills that students need to be able to perform as intralingual and interlingual live subtitlers on TV on the one hand (module 3a, 2 ECTS), and as intralingual and interlingual live speech-to-text interpreters in education and at live events on the other hand (module 3b, 2 ECTS). These knowledge and skills have again been identified in IO1, IO2 and IO3 each. Modules 3a must and 3b can be taken in whatever order or in parallel.

As far as the role of the partners is concerned, module 3a fell under the responsibility of UAntwerp and module 3b of UWarsaw.

3.2 From module to units to LOs

Each module consists of several units, as shown in the Table 1. For example, Module 1a on Media and live events accessibility consists of 4 Units. The number of Units per Module varies according to the topic of the Unit.



1a: Media and live events accessibility
1: Human diversity and disability
2: Accessibility and inclusion
3: Live events accessibility
4: Media accessibility & access services
1b: Pre-recorded subtitling
1: Introduction to subtitling
2: The fundamentals of pre-recorded subtitling
3: Learning to subtitle
4: Subtitling as a profession
5: Subtitling for the deaf and the hard of hearing
1c: Simultaneous interpreting
1: Introduction to interpreting
2: Preliminary exercises
3: Pre-process skills
4: In-process skills
5: Post-process skills
2a: Intralingual respeaking
1: Live subtitling and respeaking
2: Speech recognition and dictation
3: Initial intralingual respeaking
4: Advanced intralingual respeaking
2b: Interlingual Respeaking
1: Introduction to interlingual respeaking
2: The pre-process of interlingual respeaking
3: The peri-process of interlingual respeaking
4: The post-process of interlingual respeaking
3a: Intralingual and interlingual respeaking for television
1: Respeaking for television: Beginner
2: Respeaking for television: Intermediate
3: Respeaking for television: Advanced
3b: Intralingual and interlingual respeaking for live events and education
1: Introduction to respeaking for live events and education
2: Workflow and software
3: Advanced practice

Table 1: Modules and units per module

In turn, each unit is dedicated to a series of learning outcomes (LO), as illustrated in Table 2. Similar to the number of units per module, the number of LO per unit also varies. In the second column on Table 2, the total number of LOs is mentioned per module (row with blue shading), and per unit just (normal row).

1a: Media and live events accessibility	20
1: Human diversity and disability	5
2: Accessibility and inclusion	4
3: Live events accessibility	2
4: Media accessibility & access services	9
1b: Pre-recorded subtitling	25



1: Introduction to subtitling	3
2: The fundamentals of pre-recorded subtitling	4
3: Learning to subtitle	5
4: Subtitling as a profession	3
5: Subtitling for the deaf and the hard of hearing	10
1c: Simultaneous interpreting	27
1: Introduction to interpreting	10
2: Preliminary exercises	6
3: Pre-process skills	2
4: In-process skills	8
5: Post-process skills	1
2a: Intralingual respeaking	45
1: Live subtitling and respeaking	12
2: Speech recognition and dictation	20
3: Initial intralingual respeaking	9
4: Advanced intralingual respeaking	4
2b: Interlingual Respeaking	20
1: Introduction to interlingual respeaking	4
2: The pre-process of interlingual respeaking	7
3: The peri-process of interlingual respeaking	7
4: The post-process of interlingual respeaking	2
3a: Intralingual and interlingual respeaking for television	21
1: Respeaking for television: Beginner	7
2: Respeaking for television: Intermediate	6
3: Respeaking for television: Advanced	8
3b: Intralingual and interlingual respeaking for live events and education	30
1: Introduction to respeaking for live events and education	8
2: Workflow and software	15
3: Advanced practice	7

Table 2: Number of LOs per module and per unit

In line with the methodology, LOs have been classified as cognitive, affective and/or psychomotor. However, an overall majority of LOs are cognitive and/or psychomotor, with only just a few LOs from the affective domain.

Since there are 204 LOs in total, we will only show a few examples of different types of LOs in Tables 3 to 11 and we refer the reader to the appendix for the complete table with all LOs for all units and modules.



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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
1b: Pre-recorded subtitling	4: Subtitling as a profession	2	The student is able to list different types of subtitling programmes	1		
1b: Pre-recorded subtitling	4: Subtitling as a profession	3	The student debates the advantages of belonging to a professional organisation	1		
1c: Simultaneous interpreting	1: Introduction to interpreting	1	The student is able to define SI as a form of translation	1		

Table 3: examples of LO from the first level of the cognitive domain, i.e. knowledge

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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
1b: Pre-recorded subtitling	1: Introduction to subtitling	1	The student is able to define different types of subtitling depending on their preparation time and broadcast (pre-recorded, semi-live, live subtitling)	2		
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	1	The student is able to distinguish subtitling for the deaf and hard of hearing from standard subtitling (presence/absence of sound descriptions, speaker identifications)	2		
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	3	The student is able to debate the pros and cons of verbatim vs. edited SDH	2		

Table 4: examples of LO from the second level of the cognitive domain, i.e. comprehension

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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
1b: Pre-recorded subtitling	3: Learning to subtitle	1	The student is able to time-code subtitles	3		
1b: Pre-recorded subtitling	3: Learning to subtitle	2	The student is able to prepare subtitles without timecodes based on the script	3		
1b: Pre-recorded subtitling	3: Learning to subtitle	3	The student is able to cue in the subtitles during the playback of the video (imitating semi-live workflow)	3		

Table 5: examples of LO from the third level of the cognitive domain, i.e. application

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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
2a: Intralingual respeaking	1: Live subtitling and respeaking	2	The student is able to compare the different terms used for respeaking	4		
2a: Intralingual respeaking	1: Live subtitling and respeaking	10	The student is able to analyse intralingual respeaking practices as applied in their country	4		
2a: Intralingual respeaking	1: Live subtitling and respeaking	11	The student is able to compare intralingual respeaking practices of different countries where it is applied	4		

Table 6: examples of LO from the fourth level of the cognitive domain, i.e. analysis



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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
2a: Intralingual respeaking	1: Live subtitling and respeaking	3	The student is able to relate respeaking to the origins of SDH and live subtitling	5		
2a: Intralingual respeaking	1: Live subtitling and respeaking	12	The student is able to relate respeaking skills to interpreting and subtitling	5		
2a: Intralingual respeaking	2: Speech recognition and dictation	3	The student is able to summarize the origins of SR	5		

Table 7: examples of LO from the fifth level of the cognitive domain, i.e. synthesis

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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	10	The student is able to perform a quality check of SDH subtitles (incl. timing, text editing, sound descriptions, character identification, linguistic correctness)	6		
1c: Simultaneous interpreting	5: Post-process skills	1	The student is able to analyze and self-assess their interpreting performance	6		
2a: Intralingual respeaking	1: Live subtitling and respeaking	6	The student is able to compare respeaking to other production methods in terms of delay, speed, accuracy, cost and seriousness of errors	6		

Table 8: examples of LO from the sixth level of the cognitive domain, i.e. evaluation

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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
1b: Pre-recorded subtitling	2: The fundamentals of pre-recorded subtitling	4	The student is able to debate criteria for subtitle quality assessment (timing, translation, spelling, grammar)	1,2,6		
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	5	The student is able to discuss professional live subtitling standards for live events and education	1,2,4,5	1	
3b: Intralingual and interlingual respeaking for live events and education	3: Advanced practice	2	The student is able to understand how the equipment is set up	1,2,6		4

Table 9: examples of LO from different levels of the cognitive domain

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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	3	The student is able to analyse the needs of different groups of subtitle users (Deaf, HoH, deaf-blind, foreign language speakers) with regard to live subtitles for live events	4,6	3	
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	5	The student is able to discuss professional live subtitling standards for live events and education	1,2,4,5	1	
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	7	The student is able to define what behaviours constitute unprofessional practice	5	5	

Table 10: examples of LO from the affective domain



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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation
1c: Simultaneous interpreting	2: Preliminary exercises	1	The student is able to perform close shadowing (verbatim repetition) of five minutes of continuous speech in their A language	3		2, 3
1c: Simultaneous interpreting	2: Preliminary exercises	2	The student is able to perform close shadowing (verbatim repetition) of five minutes of continuous speech in their B language	3		2, 3
1c: Simultaneous interpreting	2: Preliminary exercises	3	The student is able to perform phrase shadowing (repetition with a delay of at least one source-language phrase) of five minutes of continuous speech in their A	3		2, 3

Table 11: examples of LO from the psychomotor domain

3.4 Learning methods, teaching material, homework and assessment

Besides, suggested learning methods, teaching material, homework and assessment have also been included in the course structure, as shown in Table 12.

Module number and description	Suggested learning method 1=acquisition 2=enquiry 3=discussion 4=practice 5=collaboration	Suggested teaching material	Suggested homework	Suggested assessment
1a: Media and live events accessibility	1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam
1c: Simultaneous interpreting	4	audiovisual	Practice	Practical assessment
2a: Intralingual respeaking	1, 3	Ppt's, readings and audiovisual material (examples of respoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion
2a: Intralingual respeaking	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software

Table 12: examples of suggested learning, suggested teaching material, suggested homework and suggested assessment

It has to be noted that learning methods, teaching material, homework and assessment are not final, hence the word “suggested”. We are aware that while developing teaching material in IO5, each partner might want to make slight changes to these items. The same holds for LOs, which might still be slightly adapted during IO5.

4. Conclusions

This report has given an extensive overview of the research and working methods that have gone into the development of the ILSA course structure. It offers a detailed explanation of didactic concepts used in its development, and of the structure and the components or modules of the course as well as its chronological development. The accompanying appendix contains the complete table of all modules, units and LOs.

The IO4 report also demonstrates how IO4 builds on the results of IO1, IO2 and IO3 and lays the foundations for IO5 in particular, where learning material will be developed for all modules, units and LOs described in IO4. In short, it provides a solid basis for IO5.

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DISCLAIMER

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6. Appendix: complete table (see also separate PDF)



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	Affective domain 1=receiving 2=responding 3=valuing 4=organisation 5=characterization	Psychomotor domain 1=imitation 2=manipulation 3=precision 4=articulation 5=naturalisation	Suggested learning method 1=acquisition 2=enquiry 3=discussion 4=practice 5=collaboration	Suggested teaching material	Suggested homework	Suggested assessment	ID
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			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	1
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			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	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			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	3
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			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	4
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			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	5
1a: Media and live events accessibility	2: Accessibility and inclusion	1	The student is able to define the notion of accessibility and inclusion	1, 2			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	6
1a: Media and live events accessibility	2: Accessibility and inclusion	2	The student is able to describe the various types of international, European, and national/regional legislation on inclusion and accessibility and how it can be applied to media and live events	1, 2			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	7
1a: Media and live events accessibility	2: Accessibility and inclusion	3	The student is able to discuss accessibility in relation to human rights.	1, 2			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	8
1a: Media and live events accessibility	2: Accessibility and inclusion	4	The student is able to discuss accessibility in relation to accessibility studies.	1, 2			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	9
1a: Media and live events accessibility	3: Live events accessibility	1	The student is able to describe the principles of outdoor and indoor accessible venue requirements	1, 2			1	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	10
1a: Media and live events accessibility	3: Live events accessibility	2	The student is able to enumerate the principles to assess the accessibility of a venue (indoor/ outdoor).	1, 2			1	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	11
1a: Media and live events accessibility	4: Media accessibility & access services	1	The student is able to explain the notion of media accessibility and its evolution from a narrow to a wide and integrated approach	1, 2			1, 2, 3	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	12
1a: Media and live events accessibility	4: Media accessibility & access services	2	The student is able to explain the current national and international legislation and requirements regarding media accessibility	1, 2			1, 2, 4	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	13
1a: Media and live events accessibility	4: Media accessibility & access services	3	The student is able to explain the current debates on media accessibility	1, 2, 4			1, 2	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	14
1a: Media and live events accessibility	4: Media accessibility & access services	4	The student is able to describe the requirements for an accessible audiovisual product (including WCAG)	1, 2			1, 2, 4	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	15



1a: Media and live events accessibility	4: Media accessibility & access services	5	The student is able to enumerate different access services according to the types of users' needs, in particular for a live cultural event.	1, 2			1	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	16
1a: Media and live events accessibility	4: Media accessibility & access services	6	The student is able to enumerate different access services according to the distinction between translation-based and nontranslation-based services.	1, 2			1	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	17
1a: Media and live events accessibility	4: Media accessibility & access services	7	The student is able to describe the most common of these access services: e.g. AD, AI, touc tours, surtiting, audio subtitling, surtiting DH, SLI, dubbing and voice over	1, 2			1	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	18
1a: Media and live events accessibility	4: Media accessibility & access services	8	The student is able to distinguish further media accessibility services and modalities, eg. clean audio, speech rate conversion, screen reading and tactile reproductions	1, 2			1	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	19
1a: Media and live events accessibility	4: Media accessibility & access services	9	The student is able to explain new approaches in Media accessibility	1,2			1,2,3	Readings, PPTs, audiovisual material	Readings, additional audiovisual material	End of unit exam	20
1b: Pre-recorded subtitling	1: Introduction to subtitling	1	The student is able to define different types of subtitling depending on their preparation time and broadcast (pre-recorded, semi-live, live subtitling)	2			1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	21
1b: Pre-recorded subtitling	1: Introduction to subtitling	2	The student is able to explain differences between various workflows (live, pre-recorded, semi-live) from the perspective of the subtitler	2,4,5,6			1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	22
1b: Pre-recorded subtitling	1: Introduction to subtitling	3	The student is able to debate the quality of different types of subtitling	2,4,6			1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	23
1b: Pre-recorded subtitling	2: The fundamentals of pre-recorded subtitling	1	The student is able to identify spatial and temporal constraints in subtitling (reading speed, maximum number of characters per line, maximum number of lines per subtitle)	1,4			1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	24
1b: Pre-recorded subtitling	2: The fundamentals of pre-recorded subtitling	2	The student is able to discuss the basic rules of timing subtitles	1,2			1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	25
1b: Pre-recorded subtitling	2: The fundamentals of pre-recorded subtitling	3	The student is able to discuss condensation strategies used in subtitling	1,2			1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	26
1b: Pre-recorded subtitling	2: The fundamentals of pre-recorded subtitling	4	The student is able to debate criteria for subtitle quality assessment (timing, translation, spelling, grammar)	1,2,6			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	27
1b: Pre-recorded subtitling	3: Learning to subtitle	1	The student is able to time-code subtitles	3			1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	28
1b: Pre-recorded subtitling	3: Learning to subtitle	2	The student is able to prepare subtitles without timecodes based on the script	3			4	Readings, PPTs, audiovisual material, news and social media	Practice	End of unit exam	29
1b: Pre-recorded subtitling	3: Learning to subtitle	3	The student is able to cue in the subtitles during the playback of the video (imitating semi-live workflow)	3			4	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	30



1b: Pre-recorded subtitling	3: Learning to subtitle	4	The student is able to translate subtitles into another language	3			4	Audiovisual material	Practice	End of unit exam	31
1b: Pre-recorded subtitling	3: Learning to subtitle	5	The student is able to edit the text to condense it without changing meaning or sacrificing important idea units	3,4			4	Readings, PPTs, audiovisual material	Practice	End of unit exam	32
1b: Pre-recorded subtitling	4: Subtitling as a profession	1	The student is able to review country-specific or language-specific subtitling guidelines	2,4,6			1	Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	33
1b: Pre-recorded subtitling	4: Subtitling as a profession	2	The student is able to list different types of subtitling programmes	1				Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	34
1b: Pre-recorded subtitling	4: Subtitling as a profession	3	The student debates the advantages of belonging to a professional organisation	1				Readings, PPTs, audiovisual material, news and social media	Readings	End of unit exam	35
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	1	The student is able to distinguish subtitling for the deaf and hard of hearing from standard subtitling (presence/absence of sound descriptions, speaker identifications)	2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	36
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	2	The student is able to discuss the different SDH target groups (the deaf, hard of hearing, others) and their varying needs as regards subtitling	1,2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	37
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	3	The student is able to debate the pros and cons of verbatim vs. edited SDH	2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	38
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	4	The student is able to edit the text in subtitles, allowing viewers sufficient time to read the subtitles and follow the images	3			4	Readings, PPTs, audiovisual material	Practice	End of unit exam	39
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	5	The student is able to list ways of identifying speakers in SDH (colours, speaker-dependent placement, labels)	1,2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	40
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	6	The student is able to determine if a character speaking needs to be identified	2,3			4	Audiovisual material	Practice	End of unit exam	41
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	7	The student is able to recall different conventions for the description of sound effects, music and paralinguistic information	1,5			1	Audiovisual material	Practice	End of unit exam	42
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	8	The student is able to include plot-pertinent descriptions of sounds, music, mood and paralinguistic information in subtitles for SDH audiences	3,4			4	Audiovisual material	Practice	End of unit exam	43
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	9	The student is able to add SDH features to standard subtitles	3,4			4	Audiovisual material	Practice	End of unit exam	44
1b: Pre-recorded subtitling	5: Subtitling for the deaf and the hard of hearing	10	The student is able to perform a quality check of SDH subtitles (incl. timing, text editing, sound descriptions, character identification, linguistic correctness)	6			4	Audiovisual material	Practice	End of unit exam	45



1c: Simultaneous interpreting	1: Introduction to interpreting	1	The student is able to define SI as a form of translation	1			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	46
1c: Simultaneous interpreting	1: Introduction to interpreting	2	The student is able to distinguish different forms of interpreting (consecutive, dialogue, relay, retour etc.)	2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	47
1c: Simultaneous interpreting	1: Introduction to interpreting	3	The student is able to distinguish different forms of SI (chuchotage, bidule, booth etc.)	2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	48
1c: Simultaneous interpreting	1: Introduction to interpreting	4	The student is able to relate respeaking/transpeaking to SI	2,5			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	49
1c: Simultaneous interpreting	1: Introduction to interpreting	5	The student is able to relate simultaneous listening and speaking to attention management	2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	50
1c: Simultaneous interpreting	1: Introduction to interpreting	6	The student is able to describe the cognitive process of SI	2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	51
1c: Simultaneous interpreting	1: Introduction to interpreting	7	The student is able to list and explain processing strategies for SI	1,2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	52
1c: Simultaneous interpreting	1: Introduction to interpreting	8	The student is able to describe criteria and procedures for the assessment of SI-performance	1,2			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	53
1c: Simultaneous interpreting	1: Introduction to interpreting	9	The student is able to describe preparation strategies for specialized material	1			1, 2	Readings, PPTs, audiovisual material	Readings	End of unit exam	54
1c: Simultaneous interpreting	1: Introduction to interpreting	10	The student is able to describe procedures for researching and documenting bilingual terminology	1			1	Readings, PPTs, audiovisual material	Readings	End of unit exam	55
1c: Simultaneous interpreting	2: Preliminary exercises	1	The student is able to perform close shadowing (verbatim repetition) of five minutes of continuous speech in their A language	3		2, 3	4	Audio	Practice	Practical assessment	56
1c: Simultaneous interpreting	2: Preliminary exercises	2	The student is able to perform close shadowing (verbatim repetition) of five minutes of continuous speech in their B language	3		2, 3	4	Audio	Practice	Practical assessment	57
1c: Simultaneous interpreting	2: Preliminary exercises	3	The student is able to perform phrase shadowing (repetition with a delay of at least one source-language phrase) of five minutes of continuous speech in their A language	3		2, 3	4	Audio	Practice	Practical assessment	58
1c: Simultaneous interpreting	2: Preliminary exercises	4	The student is able to perform phrase shadowing (repetition with a delay of at least one source-language phrase) of five minutes of continuous speech in their B language	3		2, 3	4	Audio	Practice	Practical assessment	59
1c: Simultaneous interpreting	2: Preliminary exercises	5	The student is able to perform simultaneous paraphrasing of fast paced narrative speech (>120 wpm) for ten minutes in their A language	3		3, 4	4	Audio	Practice	Practical assessment	60



1c: Simultaneous interpreting	2: Preliminary exercises	6	The student is able to utilize visual information (such as presentation slides and nonverbal behaviour) in performing simultaneous interpreting of moderately complex material	3		3, 4	4	Audio	Practice	Practical assessment	61
1c: Simultaneous interpreting	3: Pre-process skills	1	The student is able to prepare for an interpreting assignment	3			1, 4	Mock assignment	Work on mock assignment	Presentation	62
1c: Simultaneous interpreting	3: Pre-process skills	2	The student is able to acquire relevant knowledge and bilingual terminology for specialized material	3			1, 4	Mock assignment	Work on mock assignment	Presentation	63
1c: Simultaneous interpreting	4: In-process skills	1	The student is able to use appropriate strategies for coping with complex and diverging syntax in the source language	3		3, 4	4	audiovisual	Practice	Practical assessment	64
1c: Simultaneous interpreting	4: In-process skills	2	The student is able to use appropriate strategies for coping with numbers and names in the source speech	3		3, 4	4	audiovisual	Practice	Practical assessment	65
1c: Simultaneous interpreting	4: In-process skills	3	The student is able to cope with high speed (> 120 wpm) in the source speech	3		3, 4	4	audiovisual	Practice	Practical assessment	66
1c: Simultaneous interpreting	4: In-process skills	4	The student is able to cope with strong accents in both the source and target language	3		3, 4	4	audiovisual	Practice	Practical assessment	67
1c: Simultaneous interpreting	4: In-process skills	5	The student is able to cope with highly specialized, terminologically complex speeches	3		4, 5	4	audiovisual	Practice	Practical assessment	68
1c: Simultaneous interpreting	4: In-process skills	6	The student is able to apply techniques of (self) correction	3		4, 5	4	audiovisual	Practice	Practical assessment	69
1c: Simultaneous interpreting	4: In-process skills	7	The student is able to simultaneously interpret dialogic interaction into their A language	3		4, 5	4	audiovisual	Practice	Practical assessment	70
1c: Simultaneous interpreting	4: In-process skills	8	The student is able to simultaneously interpret (into their A language) informationally dense speeches of up to 30 minutes	3		5	4	audiovisual	Practice	Practical assessment	71
1c: Simultaneous interpreting	5: Post-process skills	1	The student is able to analyze and self-assess their interpreting performance	6			4	Audio recordings and transcriptions	Analysis	Presentation	72
2a: Intralingual respeaking	1: Live subtitling and respeaking	1	The student is able to define respeaking and explain the different elements of the definition	1,2			1, 3	Ppt's, readings and audiovisual material (examples of respoken subtitles, interviews, etc.)	Further (collaborative) research to complete/update aspects not covered by unit 1	Multiple-choice test, in class group discussion	73
2a: Intralingual respeaking	1: Live subtitling and respeaking	2	The student is able to compare the different terms used for respeaking	4			1, 3	Ppt's, readings and audiovisual material (examples of respoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	74
2a: Intralingual respeaking	1: Live subtitling and respeaking	3	The student is able to relate respeaking to the origins of SDH and live subtitling	5			1, 3	Ppt's, readings and audiovisual material (examples of respoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	75



2a: Intralingual respeaking	1: Live subtitling and respeaking	4	The student is able to identify the features of res spoken subtitles	1,2			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	76
2a: Intralingual respeaking	1: Live subtitling and respeaking	5	The student is able to identify different types of errors as categorised in user-centric assessment methods such as the NER model	1,2			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	77
2a: Intralingual respeaking	1: Live subtitling and respeaking	6	The student is able to compare respeaking to other production methods in terms of delay, speed, accuracy, cost and seriousness of errors	6			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	78
2a: Intralingual respeaking	1: Live subtitling and respeaking	7	The student is able to distinguish between different correction methods and to explain them	1,2			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	79
2a: Intralingual respeaking	1: Live subtitling and respeaking	8	The student is able to distinguish between the different editing policies available and to illustrate them	1,2			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	80
2a: Intralingual respeaking	1: Live subtitling and respeaking	9	The student is able to distinguish between the two main display modes and to explain them	1,2			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	81
2a: Intralingual respeaking	1: Live subtitling and respeaking	10	The student is able to analyse intralingual respeaking practices as applied in their country	4			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	82
2a: Intralingual respeaking	1: Live subtitling and respeaking	11	The student is able to compare intralingual respeaking practices of different countries where it is applied	4			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	83
2a: Intralingual respeaking	1: Live subtitling and respeaking	12	The student is able to relate respeaking skills to interpreting and subtitling	5			1, 3	Ppt's, readings and audiovisual material (examples of res spoken subtitles, interviews, etc.)	Further research to complete aspects not covered by unit 1	Multiple-choice test, in class group discussion	84
2a: Intralingual respeaking	2: Speech recognition and dictation	1	The student is able to describe the main components of SR and its process	1,2			1	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	85
2a: Intralingual respeaking	2: Speech recognition and dictation	2	The student is able to relate the working of SR to the work of respeakers with SR	6			1	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	86
2a: Intralingual respeaking	2: Speech recognition and dictation	3	The student is able to summarize the origins of SR	5			1	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	87
2a: Intralingual respeaking	2: Speech recognition and dictation	4	The student is able to list a number of speaker-dependent and speaker-independent SR systems and distinguish between those that can be used for his or her	1,2			1, 3	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	88
2a: Intralingual respeaking	2: Speech recognition and dictation	5	The student is able to describe the different steps to prepare the SR software	1,2			1	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	89
2a: Intralingual respeaking	2: Speech recognition and dictation	6	The student is able to create a user profile	3		1,2	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	90



2a: Intralingual respeaking	2: Speech recognition and dictation	7	The student is able to distinguish between different types of dictation and to apply the natural-non-spontaneous dictation type	2,3		1,2	1,3,4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	91
2a: Intralingual respeaking	2: Speech recognition and dictation	8	The student is able to list and explain different actions aimed at improving the user profile	1,2		1	1	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	92
2a: Intralingual respeaking	2: Speech recognition and dictation	9	The student is able to change settings in the SR software in order to improve the user profile	3		1,2	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	93
2a: Intralingual respeaking	2: Speech recognition and dictation	10	The student is able to dictate relatively simple texts with no specialized vocabulary, adopting the recommendations specific to the SR used (e.g. length of words and	3		1,2,3	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	94
2a: Intralingual respeaking	2: Speech recognition and dictation	11	The student is able to use the most commonly required commands (e.g. comma, colon, microphone off, etc.)	3		1,2,3	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	95
2a: Intralingual respeaking	2: Speech recognition and dictation	12	The student is able to correct errors in such a way that it improves the user profile	3		1,2,3	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	96
2a: Intralingual respeaking	2: Speech recognition and dictation	13	The student is able to refine the acoustic model by using the material available in the SR software	3		1,2,3	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	97
2a: Intralingual respeaking	2: Speech recognition and dictation	14	The student is able to list a series of actions to refine the language model	1			1	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	98
2a: Intralingual respeaking	2: Speech recognition and dictation	15	The student is able to refine the language model by customizing the vocabulary, in particular by adding new words, adding words or phrases from lists, adding words	3		1,2,3	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	99
2a: Intralingual respeaking	2: Speech recognition and dictation	16	The student is able to add macros in the SR software, for example through the vocabulary editor	3		1,2,3	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	100
2a: Intralingual respeaking	2: Speech recognition and dictation	17	The student is able to define speech rate and reading rate	1			1	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	101
2a: Intralingual respeaking	2: Speech recognition and dictation	18	The student is able to determine his/her optimum dictation speed	3		3	4	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	102
2a: Intralingual respeaking	2: Speech recognition and dictation	19	The student is able to dictate at speed texts with no specialized vocabulary, adopting the recommendations specific to the SR used (e.g. length of words and utterances)	3		1,2,3	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	103
2a: Intralingual respeaking	2: Speech recognition and dictation	20	The student is able to assess the quality of their dictation by calculating the accuracy rate with a basic formula	3		1,2,3	4	Ppt's, readings, SR software, texts to dictate	Creation and refinement of voice profile, dictation practice	Evaluation of dictation practice as shown in video produced with screencasting software	104
2a: Intralingual respeaking	3: Initial intralingual respeaking	1	The student is able to respeak an easy program (slow pace) out loud, with punctuation marks, with SR software, without typing	3		1,2,3	4	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	105



2a: Intralingual respeaking	3: Initial intralingual respeaking	2	The student is able to respeak a more difficult program (steady pace) out loud, with punctuation marks, with SR software, without tuning	3		1,2,3	4	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	106
2a: Intralingual respeaking	3: Initial intralingual respeaking	3	The student is able to respeak an easy program (slow pace) out loud, with punctuation marks, with SR software, with tuning (corrections)	3		1,2,3	4	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	107
2a: Intralingual respeaking	3: Initial intralingual respeaking	4	The student is able to explain the concept of respeaking units	1,2			1	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	108
2a: Intralingual respeaking	3: Initial intralingual respeaking	5	The student is able to describe the salami technique with examples	4			1	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	109
2a: Intralingual respeaking	3: Initial intralingual respeaking	6	The student is able to apply the salami technique while respeaking	3		1,2,3	4	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	110
2a: Intralingual respeaking	3: Initial intralingual respeaking	7	The student is able to compare edited and verbatim respeaking	4			1	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	111
2a: Intralingual respeaking	3: Initial intralingual respeaking	8	The student is able to relate speech rate and reading rate to respeaking rate	1			1	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	112
2a: Intralingual respeaking	3: Initial intralingual respeaking	9	The student is able to determine his/her optimum respeaking rate	3		3	4	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice	Evaluation of respeaking practice as shown in video produced with screencasting software	113
2a: Intralingual respeaking	4: Advanced intralingual respeaking	1	The student is able to identify the features related to different genres of programs that can be respoen (sports, news, debates, chat shows, etc.), including the challenges	1			1	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice and self-evaluation	Evaluation of respeaking practice as shown in video produced with screencasting software	114
2a: Intralingual respeaking	4: Advanced intralingual respeaking	2	The student is able to respeak different genres	3		1,2,3	4	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice and self-evaluation	Evaluation of respeaking practice as shown in video produced with screencasting software	115
2a: Intralingual respeaking	4: Advanced intralingual respeaking	3	The student is able to explain how the NER accuracy model works	2,4			1	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice and self-evaluation	Evaluation of respeaking practice as shown in video produced with screencasting software	116
2a: Intralingual respeaking	4: Advanced intralingual respeaking	4	The student is able to apply the NER model to their own/somebody else's respeaking performance	6		4	4	Ppt's, readings, illustrative audiovisual material, SR +subtitling software, clips to respeak	Respeaking practice and self-evaluation	Evaluation of respeaking practice as shown in video produced with screencasting software	117
2b: Interlingual Respeaking	1: Introduction to interlingual respeaking	1	The student is able to explain the concept and challenges of interlingual respeaking	1			1	Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	118
2b: Interlingual Respeaking	1: Introduction to interlingual respeaking	2	The student can explain the skills required for interlingual respeaking that derive from subtitling, simultaneous interpreting and intralingual respeaking	1, 2				Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	119
2b: Interlingual Respeaking	1: Introduction to interlingual respeaking	3	The student is able to define the principles of interlingual respeaking with delay and without delay	1, 2				Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	120



2b: Interlingual Respeaking	1: Introduction to interlingual respeaking	4	The student can apply previously learned knowledge on punctuation and dictation and apply it to the interlingual context	1, 2				Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	121
2b: Interlingual Respeaking	2: The pre-process of interlingual respeaking	1	The student can explain the pre-process of interlingual respeaking and the skills required	1, 2				Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	122
2b: Interlingual Respeaking	2: The pre-process of interlingual respeaking	2	The student is able to prepare an overview of vocabulary in multiple languages in the source and target language	3		2	4	PowerPoint and examples	Practical exercises	End of unit exam	123
2b: Interlingual Respeaking	2: The pre-process of interlingual respeaking	3	The student is able to refine the language model by customizing the vocabulary, in particular by adding words from documents and adapting to writing style in the	4		3	4	PowerPoint and examples	Practical exercises	End of unit exam	124
2b: Interlingual Respeaking	2: The pre-process of interlingual respeaking	4	The student is able to train the speech recognition for specific terms that might be needed in the interlingual context, such as the use of shortforms and/or text macros	3		4	4	PowerPoint and examples	Practical exercises	End of unit exam	125
2b: Interlingual Respeaking	2: The pre-process of interlingual respeaking	5	The student is able to add custom commands to the SR software through the vocabulary editor	3		2	4	Audiovisual or combination with tekst and pictures / subtitling comic drawings	Practical exercises	End of unit exam	126
2b: Interlingual Respeaking	2: The pre-process of interlingual respeaking	6	The student is able to perform quick preparations of interlingual speeches (lexicon training and vocabulary) versus announced projects	3		3	4	PowerPoint and examples	Practical exercises	Practical assessment	127
2b: Interlingual Respeaking	2: The pre-process of interlingual respeaking	7	The student is able to perform long-term preparation of speeches about international current events	3		3	1	PowerPoint and examples	Practical exercises	Practical assessment	128
2b: Interlingual Respeaking	3: The peri-process of interlingual respeaking	1	The student is able to listen to audio in language A and reformulate in language B, while using speech recognition	3		3	4	Transcriptions, examples, audiovisual learning aides	Practical exercises	Practical assessment	129
2b: Interlingual Respeaking	3: The peri-process of interlingual respeaking	2	The student is able to listen to audio in language A and reformulate in language B, while using speech recognition and making live error corrections	3		3	4	Transcriptions, examples, audiovisual learning aides	Practical exercises	Practical assessment	130
2b: Interlingual Respeaking	3: The peri-process of interlingual respeaking	3	The student is able to use speech tools for punctuation while respeaking from language A into language B	3		2	4	PowerPoint and examples	Practical exercises	Practical assessment	131
2b: Interlingual Respeaking	3: The peri-process of interlingual respeaking	4	The student is able to perform interlingual respeaking with delay	3		2	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	132
2b: Interlingual Respeaking	3: The peri-process of interlingual respeaking	5	The student is able to perform interlingual respeaking without delay	3		3	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	133
2b: Interlingual Respeaking	3: The peri-process of interlingual respeaking	6	The student is able to determine their optimum respeaking rate in the interlingual live context	4		3	1	Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	Practical assessment	134
2b: Interlingual Respeaking	3: The peri-process of interlingual respeaking	7	The student is able to provide interlingual respeaking coping with different speeds (speeds can be specified)	3		3	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	135



2b: Interlingual Respeaking	4: The post-process of interlingual respeaking	1	The student is able to explain what information could be covered in a team debriefing									136
2b: Interlingual Respeaking	4: The post-process of interlingual respeaking	2	The student is able to explain how the NTR model works and can apply it to calculate the accuracy rate of respoken texts	2,4				1	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	137
3a: Intralingual and interlingual respeaking for television	1: Respeaking for television: Beginner	1	The student can explain the differences between antenna delay and subtitle latency					4	Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	138
3a: Intralingual and interlingual respeaking for television	1: Respeaking for television: Beginner	2	The student is able to identify and knows how to use the different platforms and programmes to perform live subtitling for television	3				4	Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	139
3a: Intralingual and interlingual respeaking for television	1: Respeaking for television: Beginner	3	The student is able to use all shortforms of the subtitling programme	3			3	4	PowerPoint and examples	Reading and training	End of unit exam	140
3a: Intralingual and interlingual respeaking for television	1: Respeaking for television: Beginner	4	The student is able to add the additional elements for live subtitling, required for people with hearing loss such as using colours and identifying speakers	3			3	4	PowerPoint and examples	Reading and training	End of unit exam	141
3a: Intralingual and interlingual respeaking for television	1: Respeaking for television: Beginner	5	The student can explain what working alone as a respeaker entails and can practice it	4				1	Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	142
3a: Intralingual and interlingual respeaking for television	1: Respeaking for television: Beginner	6	The student understands the differences between content omission errors and effective editions	4				1	Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	143
3a: Intralingual and interlingual respeaking for television	1: Respeaking for television: Beginner	7	The student can explain what a respeaker should take into account when respoking sports and can put this into practice	4					Audiovisual or combination with tekst and pictures / subtitling comic drawings	Reading	End of unit exam	144
3a: Intralingual and interlingual respeaking for television	2: Respeaking for television: Intermediate	1	The student can explain what working in a team entails and can switch between the different roles	3			3	5	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	145
3a: Intralingual and interlingual respeaking for television	2: Respeaking for television: Intermediate	2	The student is able to switch between using the keyboard and the speech recognition software	3			2	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	146
3a: Intralingual and interlingual respeaking for television	2: Respeaking for television: Intermediate	3	The student understands the causes of content substitution errors and can identify them within their own respoken texts	3					Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	147
3a: Intralingual and interlingual respeaking for television	2: Respeaking for television: Intermediate	4	The student can explain what a respeaker should take into account when respoking the news and can put this into practice	3					Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	148
3a: Intralingual and interlingual respeaking for television	2: Respeaking for television: Intermediate	5	The student understands the causes of content addition errors and can identify them within their own respoken texts	3					Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	149
3a: Intralingual and interlingual respeaking for television	2: Respeaking for television: Intermediate	6	The student can explain what to consider when respoking the weather and can put this into practice	3					Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	150



3a: Intralingual and interlingual respeaking for television	3: Respeaking for television: Advanced	1	The student understands what the role of an editor is and can put this into practice	3		3	1	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	151
3a: Intralingual and interlingual respeaking for television	3: Respeaking for television: Advanced	2	The student is able to cope with delay due to corrections	3		3	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	152
3a: Intralingual and interlingual respeaking for television	3: Respeaking for television: Advanced	3	The student is able to post-edit a respoken text (not live)	3		2	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	153
3a: Intralingual and interlingual respeaking for television	3: Respeaking for television: Advanced	4	The student understands the causes of form correctness errors and can identify them within their own respoken texts	3		2	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	154
3a: Intralingual and interlingual respeaking for television	3: Respeaking for television: Advanced	5	The student can understand what to consider when respoking speeches and can put this into practice	3		2	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	155
3a: Intralingual and interlingual respeaking for television	3: Respeaking for television: Advanced	6	The student understands the causes of form style errors and can identify them within their own respoken texts	3		2	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	156
3a: Intralingual and interlingual respeaking for television	3: Respeaking for television: Advanced	7	The student can understand what to consider when respoking interviews and can put this into practice	3		2	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	157
3a: Intralingual and interlingual respeaking for television	3: Respeaking for television: Advanced	8	The student is able to respeak interlingually 'in subtitle format' and is able to make pauses in order to trigger recognition while keeping logical elements together	3		3	4	Audiovisual presentation, audiovisual materials for training	Practical exercises	Practical assessment	158
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	1	The student is able to list different technical methods of providing live subtitles for live events and education	1			1	PowerPoint and examples	Reading	End of unit exam	159
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	2	The student is able to describe the difference between using open and closed subtitles in live streaming	1,2			1	Readings, PPTs, audiovisual material	Reading	End of unit exam	160
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	3	The student is able to analyse the needs of different groups of subtitle users (Deaf, HoH, deaf-blind, foreign language speakers) with regard to live subtitles for live events	4,6	3		1	Readings, PPTs, audiovisual material	Reading	End of unit exam	161
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	4	The student is able to debate the use of SDH features in live events	2,4		2	1	Readings, PPTs, audiovisual material	Reading	End of unit exam	162
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	5	The student is able to discuss professional live subtitling standards for live events and education	1,2,4,5	1		1	PowerPoint and readings	Reading	End of unit exam	163
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	6	The student is able to determine if there are professional associations for live subtitlers	1			2	Readings, PPTs, audiovisual material	Reading, Web search	End of unit exam	164
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	7	The student is able to define what behaviours constitute unprofessional practice	5	5		1	Readings, PPTs, audiovisual material	Reading	End of unit exam	165



3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education	8	The student is able to assess the quality of live subtitles	4,6	3		1	Readings, PPTs, audiovisual material	Reading	End of unit exam	166
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	1	The student is able to compare different ways of providing access (individually vs in pairs/teams)	2,6			1	Readings, PPTs, audiovisual material	Reading	End of unit exam	167
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	2	The student is able to debate different workflows (no correction, self-correction, parallel correction)	4,6			1	Readings, PPTs, audiovisual material	Reading	End of unit exam	168
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	3	The student is able to identify the stages involved in preparation for the event, including advertising it before it takes place	1,2			1	Readings, PPTs, audiovisual material	Reading	End of unit exam	169
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	4	The student is able to collaborate with event organisers, speakers, technicians, users		6	5	4	Mock assignment	Work on mock assignment	End of unit exam	170
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	5	The student is able to inform the staff and the speakers about what respeaking is, why access is important, what information the respeaker needs for their preparation, etc.	3	6	5	4	Mock assignment	Work on mock assignment	End of unit exam	171
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	6	The student is familiar with the interface of at least one live subtitling programme (i.e. Text on Top, Streamtext, etc.) for both on-site and remote/mobile access	1			1	Readings, PPTs, audiovisual material	Practice	End of unit exam	172
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	7	The student is able to explain the possibilities and limitations of free streaming services (e.g. YouTube)	2			1	Readings, PPTs, audiovisual material	Reading	End of unit exam	173
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	8	The student is able to explain different ways and data formats of sending subtitles to live streams	1			1	Readings, PPTs, audiovisual material	Reading	End of unit exam	174
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	9	The student is able to identify minimum technical requirements for the provision of the service (audio link, soundproof booth or sound mask, etc.)	1,3			1	Readings, PPTs, audiovisual material	Reading	End of unit exam	175
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	10	The student is able to debate different responses to situations when the technical standards are too low	2,4	2		4	Mock assignment and role play exercises	Practice	End of unit exam	176
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	11	The student is able to debate the use of different screens (projector, LCD/LED screens, tablet, mobile phones)	4,5,6			4	Readings, PPTs, audiovisual material, mock assignment	Reading, work on mock assignment	End of unit exam	177
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	12	The student is able to debate differences between the workflow for seated and mobile event settings	2,4	2		1	Readings, PPTs, audiovisual material, mock assignment	Reading		178
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	13	The student is able to explain how the conditions within the venue impact on visibility and legibility: the position of the subtitles and of the screen, screen size	6	5		1	Readings, PPTs, audiovisual material	Reading	End of unit exam	179
3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	14	The student is familiar with guidelines for respeaking at live events (i.e. macros for communicating that something is inaudible or that something needs to be repeated)	4,5,6		5	4	Mock assignment	Work on mock assignment	End of unit exam	180



3b: Intralingual and interlingual respeaking for live events and education	2: Workflow and software	15	The student is able to monitor the quality of live subtitles	4,5,6		5	4	Mock assignment	Work on mock assignment	End of unit exam	181
3b: Intralingual and interlingual respeaking for live events and education	3: Advanced practice	1	The student is able to predict and react to crisis points (audio issues, people not speaking to the microphone, etc.)	2,3,6			4	Mock assignment	Practice, work on mock assignment	End of unit exam	182
3b: Intralingual and interlingual respeaking for live events and education	3: Advanced practice	2	The student is able to understand how the equipment is set up	1,2,6		4	4	Mock assignment	Preparation for mock assignment	End of unit exam	183
3b: Intralingual and interlingual respeaking for live events and education	3: Advanced practice	3	The student is able to propose ad hoc solutions for technical problems	1,2,6		4	4	Mock assignment	Preparation for mock assignment	End of unit exam	184
3b: Intralingual and interlingual respeaking for live events and education	3: Advanced practice	4	The student is able to work independently and/or within a team (respeaker, corrector, interpreter) for interlingual live subtitling	2,3,5		5	4	Mock assignment	Preparation for mock assignment	End of unit exam	185
3b: Intralingual and interlingual respeaking for live events and education	3: Advanced practice	5	The student is able to take different roles in teamwork: respeaker, corrector, self-editing respeaker, sender...)	3		2	5	Mock assignment	Work on mock assignment	End of unit exam	186
3b: Intralingual and interlingual respeaking for live events and education	3: Advanced practice	6	The student is able to fluently switch between roles	3		5	5	Audiovisual materials for training, mock assignment	Practice, work on mock assignment	Practical assessment	187
3b: Intralingual and interlingual respeaking for live events and education	3: Advanced practice	7	The student is able to cooperate with different stakeholders (users, venue managers, technicians, etc.) with a view to raise the output quality	6	3, 4	4	5	Mock assignment	Work on mock assignment	Practical assessment	188