

# *Report*

## *Assessment of open educational resources*

<b>Project title:</b>	Professional training for easy-to-read facilitators and validators
<b>Project acronym:</b>	TRAIN2VALIDATE
<b>Grant Agreement:</b>	2020-1-ES01-KA203-082068
<b>Funding Scheme:</b>	Erasmus +, KA2
<b>KA203:</b>	Strategic Partnerships (Higher Education)
<b>Project Duration:</b>	01/09/2020-31/08/2023 (36 months)
<b>Project Coordinator:</b>	Plena Inclusión Madrid, Spain (PIM)
<b>Partners:</b>	ECQA, Austria Scuola Superiore Per Mediatori Linguistici di Pisa, Italy (SSML) Sprachen und Dolmetscher Institut München, Germany (SDI) Universitatea Politehnica Timisoara, Romania (UPT) Zavod RISA, Slovenia (RISA)
<b>Output O5 (IO5):</b>	Assessment of open educational resources
<b>Coordinating organization:</b>	Zavod RISA, Slovenia

August 2023, Podgorje pri Slovenj Gradec



Co-funded by the  
Erasmus+ Programme  
of the European Union

**AUTHORS:**

**Tatjana Knapp**, Partner leader, Zavod RISA, Center za splosno, funkcionalno in kulturno opismenjevanje, Slovenia

**Drago Brumen**, Zavod RISA, Center za splosno, funkcionalno in kulturno opismenjevanje, Slovenia

**Saša Lesjak**, Zavod RISA, Center za splosno, funkcionalno in kulturno opismenjevanje, Slovenia

**CONTRIBUTORS:**

**Oscar García Muñoz**, General Project Manager, Plena Inclusión Madrid, Spain

**Rocio Bernabé Caro**, Partner leader, Internationale Hochschule SDI München, University of Applied Sciences, Germany

**Piero Cavallo**, Internationale Hochschule SDI München, University of Applied Sciences, Germany

**Carlo Eugeni**, Partner leader, Scuola Superiore per Mediatori Linguistici, Italy

**Francesca Bleve**, Scuola Superiore per Mediatori Linguistici, Italy

**Daniel Dejica**, Partner leader, Politehnica University Timișoara, Romania

**Simona Șimon**, Politehnica University Timișoara, Romania

**Marcela Fărcașiu**, Politehnica University Timișoara, Romania

**Annamaria Kilyeni**, Politehnica University Timișoara, Romania

**Gabriele Sauberer**, ECQA, Austria

**REVIEWER:**

**Carlos Sánchez**, E2R translator and facilitator, leader of the E2R service Amás Fácil (Spain)

**Copyright**

The document is proprietary of the TRAIN2VALIDATE partnership members. No copying or distributing, in any form or by any means, is allowed without the prior written agreement of the owner of the property rights.



Attribution-NonCommercial-NoDerivs

CC BY-NC-ND

**Disclaimer**

This project has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**ABSTRACT:**

*This report presents the aims and results gained within TRAIN2VALIDATE – Intellectual Output 5 (IO5), Assessment of open educational resources (OER) and recommendations about their implementation. Partners have assessed the appropriateness of the course design (IO3) and validated the materials (IO4) for the validators training.*

*To guarantee the best possible quality, OER were assessed internally and externally, involving the end-users of easy-to-read materials as pilot trainees. Additionally, accessibility of the features and user interface of the chosen online learning platform (Google Classroom) was evaluated.*

## LIST OF CONTENTS

1. INTRODUCTION .....	6
2. IO DEVELOPMENT .....	8
2.2. TEAM .....	8
2.3. METHOD AND WORKFLOW .....	9
2.4. ASSESSMENT TOOLS .....	11
2.5. PARTICIPANTS .....	14
3. ASSESSMENT RESULTS .....	15
3.1. GOOGLE CLASSROOM .....	16
3.2. QUESTIONNAIRE FOR TRAINEES .....	18
3.3. MOCK UP EXAM .....	20
3.4. CHECKLIST FOR SUSTAINABILITY .....	22
4. RECOMMENDATIONS FOR FURTHER IMPLEMENTATION .....	22
5. DISSEMINATION AND VISIBILITY OF THE RESEARCH RESULTS .....	26
5.1. CONFERENCES AND PUBLICATIONS .....	26
5.2. MULTIPLIER EVENT 5 – ME5 .....	27
5.3. NEWS .....	28
6. QUALITY INDICATORS .....	29
INTERNAL QUALITY INDICATORS .....	29
7. IMPACT, TRANSFERABILITY AND SUSTAINABILITY .....	32
8. BIBLIOGRAPHY .....	33
LIST OF ANNEXES .....	34
ANNEX 1: Mock up exam (in English) .....	35
ANNEX 1: Mock up exam (in German) .....	40

---

ANNEX 1: Mock up exam (in Italian) .....	45
ANNEX 1: Mock up exam (in Romanian).....	50
ANNEX 1: Mock up exam (in Slovene) .....	54
ANNEX 1: Mock up exam (in Spanish).....	59
ANNEX 2: Questionnaire for trainees (English).....	64
Questionnaire for trainees (German) .....	68
Questionnaire for trainees (Italian) .....	73
Questionnaire for trainees (Romanian) .....	77
Questionnaire for trainees (Slovene).....	82
Questionnaire for trainees (Spanish).....	86
ANNEX 3: Checklist.....	90

## 1. INTRODUCTION

This report outlines the aims, the development and the results obtained during the Intellectual Output 5 (IO5), which is the penultimate stage in the project's course of activities:

- Common methodological framework and best practices in validation across Europe (IO1),
- Skills cards for the two professional roles involved in validation: facilitators and validators (IO2),
- Curriculum design (IO3),
- Open educational resources: creation of training materials (IO4)
- Assessment of open educational resources (IO5)
- Certification (IO6).

**Output identification:** IO5

**Output title:** *Assessment of open educational resources*

**Description:**

Zavod RISA, after withdrawal of Fundatia Professional, led this IO. Partners assessed the appropriateness of the course design (IO3) and validated the materials (IO4) for the validators training. Prospective trainees for the validators training were persons with reading difficulties. That is why it was necessary to check specifically whether the resources are useful for them.

Assessment covered three aspects:

- Course design, globally speaking, to check the overall usability of the material, its organisation, usefulness, ability to meet the users' expectations and balance between theoretical background and hands-on activities.
- Effectiveness of the training materials and methods to obtain appropriate guidelines for trainers teaching these courses.
- Validation of the training materials by prospective trainees with reading disabilities. To this end, partners will capitalise on the best practices and methods identified in IO1. The aim is

to know whether TRAIN2VALIDATE resources are understandable and enable prospective trainees to acquire the necessary skills, pass the exams, and become professional validators.

For this purpose, the open educational resources were uploaded to the educational platform (Google Classroom). IO5 started overlapping fully with IO4. Due to withdrawal of the IO5 leading partner - Fundatia Professional – this phase was slightly delayed, and the Assessment plan was redone.

First, the assessment tools had been designed, then the OER have been progressively uploaded and tested at each stage and certain modifications would be implemented. This sequential development with ad-hoc testing secured content adequacy and progress. The pilot course provided feedback related to estimated times and duration of the modules and the workload to fine-tune the final design. Participants were prospective trainees and trainers.

**Period of** implementation of IO5: April 2022 – August 2023

**Note:** this report uses the terms “easy-to-read validators”, “validators” and “trainees” in the perspective of the piloting as synonyms, and “easy-to-read facilitators” and “facilitators” as synonyms along the document.

## 2. IO DEVELOPMENT

In this section we include information on the intellectual output aim, team, method, and workflow.

### 2.1. AIM

The main results of IO5 are a collection of tested assessment tools for assessing trainees' performance using the TRAIN2VALIDATE Open Educational Resources (OER), recommendations for their implementation, and baseline data for future research work.

### 2.2. TEAM

IO5 was coordinated by the team from Zavod RISA, Slovenia, consisting of the following members:

- **Tatjana Knapp**, Partner Leader, Local Quality Manager, Researcher
- **Drago Brumen**, Researcher
- **Saša Lesjak**, Local Quality Manager, Researcher

with the continuous support of all project partners, represented by

- **Annamaria Kilyeni**, Politehnica University Timișoara, Romania
- **Carlo Eugeni**, Scuola Superiore per Mediatori Linguistici, Italy
- **Francesca Bleve**, Scuola Superiore per Mediatori Linguistici, Italy
- **Daniel Dejica**, Politehnica University Timișoara, Romania
- **Gabriele Sauberer**, ECQA GMBH, Austria
- **Marcela Fărcașiu**, Politehnica University Timișoara, Romania
- **Oscar García Muñoz**, General Project Manager, Plena Inclusión Madrid, Spain
- **Piero Cavallo**, Internationale Hochschule SDI München, University of Applied Sciences, Germany
- **Rocío Bernabé**, Internationale Hochschule SDI München, University of Applied Sciences, Germany
- **Simona Șimon**, Politehnica University Timișoara, Romania



## 2.3. METHOD AND WORKFLOW

### 2.3.1. METHOD

Usefulness of the Open Educational Resources (OER) relates to three main categories: accessibility, functionality (usability) and sustainability:

**a. Accessibility** of the OER is of utmost importance and focuses on three strands:

1. The training materials were checked in the process of their development (IO4). For this purpose, we used Accessibility Guidelines (Accessibility Protocol), developed within the project and in line with the standards and requirements of ECQA-certified training materials.
2. For the digital platform for the OER, general check of accessibility and compliance (in the EU) was done via desk research and with online accessibility checker tools. This was done to enable identification of any visual, motor, and cognitive, within the platform.
3. The final check of the platform and the training materials for validators was done by prospective trainees with reading disabilities during the pilot training in 5 out of 6 project countries: Germany, Italy, Romania, Slovenia, and Spain. Austria did not participate, because the partner (ECQA) oversees the certification process. The training organisers gathered feedback with a series of tools for the trainees with disabilities which addressed, among other, understandability (Are training materials easy to understand?).

**b. Functionality (usability) assessment**

Functionality (usability) assessment of the training was done during the pilot training sessions, with focus on learnability (specifically effectiveness, memorability, and satisfaction). The aim of this part of assessment was to know whether TRAIN2VALIDATE training resources enable prospective trainees to acquire the necessary skills, pass the exams, and become professional validators.

**c. Sustainability assessment**

Sustainability assessment excluded any assessment about “green” criteria, usually understood under this broad concept, such as ecological, economic, and social issues. Sustainability in TRAIN2VALIDATE was assessed against the criteria of identity (Is the program clear and

unique?), community (Prospect of current/future community?), and changeability (Easy to modify and contribute changes?).

This part of the assessment was done during the pilot training sessions by gathering data from the prospective trainees, and before finalising the training with the help of a checklist.

### **2.3.2. WORKFLOW**

The process was divided into separate steps or stages:

1. Assessment Execution Plan.

Herewith, we outlined the individual steps within the assessment process, assigned tasks to the partners and detailed the expected timeline.

2. Assessment Tools Development.

The following assessment tools were developed:

- a questionnaire for trainees,
- short tests (mock up exam) for validators, and
- sustainability checklist.

The tools were translated into the partners' languages.

3. Core Assessment (Execution of the Assessment).

STAGE 1: Pre-Training Assessment. This was an assessment before the course. In this step, we checked compliance of the platform and training materials with existing accessibility standards, i.e., WCAG standards. For this, we used already available automatic tools, such as Colour Contrast Analyzer or a checker.

STAGE 2: Peri-Training Assessment. This step represented formative assessment during the training. The main aim of the step was to assess usability - learnability (effectiveness, memorability, and satisfaction) of the training. But also, further accessibility and other barriers were identified with the help of the questionnaire (Annex X). The trainees were invited to suggest possible solutions.

For this step, we used the assessment tools developed within the step 2.

Partners agreed to develop the assessment with the materials of one learning outcome.

The materials included the video-training, the audio file extracted from the video, the

transcript, the factsheet, the task-sheet, and the reading list. All materials were uploaded to the platform as they will appear when the course is open.

STAGE 3: Post-Training Assessment. In this step, the findings from the Peri-Training Assessment were evaluated. The partnership further evaluated the identified OER/platform barriers, and proposed recommendations.

4. Reporting. At the stage of reporting, several tasks were implemented:
  - preparing guidelines for the national reports,
  - writing national reports,
  - translating the national reports, and  
preparing the overall report.

## **2.4. ASSESSMENT TOOLS**

For the assessment in all three chosen categories (Accessibility, Functionality (Usability), and Sustainability), we used already existing and newly developed tools.

Two already existing tools were used:

- Accessibility Protocol. The Protocol was used to check the compliance of the training materials with accessibility standards. The tool is a part of the internal T2V documentation.
- Accessibility Checkers. Different online checkers were used to check the compliance of the platform (Google Classroom) with accessibility standards.

The following tools were developed:

- **Questionnaire for trainees.** This is a relatively short questionnaire covering respective assessment categories (Accessibility, Functionality (Usability) and Sustainability). The core category assessed was Functionality (Usability) (Annex 2).
- **Short test for trainees (mock up exam).** The mock up exam was developed as a short sequence of tasks, aimed to assess the knowledge or skill that a trainee gained during the pilot training (Annex 1).
- **Checklist for sustainability.** To assess emerging identity, community, and changeability of the training, a checklist was developed (Annex 3).

### 2.4.1. ACCESSIBILITY CHECKERS

Two sets of tools were used in our process:

- **Chrome DevTools** (built in Chrome)  
Chrome DevTools is a set of web developer tools which are built directly into the Google Chrome browser.
- **axe DevTools Pro** (<https://axe.deque.com/axe-devtools>). Axe DevTools pro enables insights into the site accessibility, and lets users analyse performance results.
- **Accessibility Checker** (<https://www.accessibilitychecker.org/>). This accessibility checker identifies accessibility issues in websites and provides instructions to solve the problems encountered.

### 2.4.2. QUESTIONNAIRE FOR TRAINEES

The aim of the survey is to learn if the training course is useful for the trainees, or if it should be changed in some respects to better respond to their needs.

The questionnaire for trainees is in easy-to-read language (English, German, Italian, Romanian, Slovene, Spanish) and has 3 sections, each of them devoted to a respective assessment category:

- Accessibility,
- Functionality (Usability) and
- Sustainability.

The questionnaire has 15 predominantly yes-or-no questions about the course: the platform and the training materials. The yes-or-no questions were chosen due to their relative simplicity. Since the questions are binary, they are relatively easy to answer, which is suitable for the target group of the trainees with reading obstacles, and do not add up to a lot of time to the expected duration of the survey completion. Unambiguous, the answers provided are clear which makes the interpretation easy.

However, the danger of oversimplifying arises as the answers do not provide details and could be unhelpful in some respects. That is why uttermost carefulness in designing the questions was needed to make it clear what the aims of the research are. Furthermore, not all questions can be answered

with a yes or no answer. Thus, 3 open questions are posed, one for each section of the questionnaire: “Tell us if you would like to (change/learn) ...”.

The questionnaire (Annex 2) was developed by Plena Inclusion Madrid, in collaboration with all project partners.

### 2.4.3. MOCK UP EXAM

The mock up exam or practice test aimed to assess the usefulness of the training materials. The test was not meant to grade anything but offered the trainee the possibility of self-assessment.

The test was in easy-to-read languages (English, German, Italian, Romanian, Slovene, Spanish) and has 3 parts:

- questions,
- tasks, and
- self-assessment.

Part 1 of the test had 2 questions intended for a single learning outcome. The answers must be given in the form of short written responses. One question was factual (“What are the training materials about?”) and the second question asked about the trainees’ opinion (“Why do you think validators must learn about this topic?”).

Part 2 had 2 individual tasks for each learning outcome, taken from respective training materials Task sheets.

Part 3 had 2 questions for self-assessment, with the second question posed to the trainee based on the answer they chose in the first question. The first question asked the trainee how well they think they did on the test. Two answers were provided as choices (“I did good.” And “I did bad.”). The second question differs based on the previous answer:

- “Why do you think you did good?” (multiple-choice answers: “I was able to find the information in the training materials.” And/ or “I already knew things from before.” And/or “I am just smart. “) or

- “Why do you think you did bad?” (multiple-choice answers: “I was not able to find the information in the training materials.” And/or “The topic is very hard.” And/or “I had a bad day. “).

The test (Annex 1) was developed by Zavod RISA, in collaboration with all project partners.

#### **2.4.4. CHECKLIST FOR SUSTAINABILITY**

To assess emerging identity, community, and changeability of the training, a checklist to summarise the assessment results was developed.

The checklist (Annex 3) was developed by Politehnica University Timișoara, in collaboration with all project partners.

#### **2.5. PARTICIPANTS**

Although the project includes both OER for validators and facilitators, IO5 only focuses on validators, because the project considers that they need specific adaptations. This is why, consistently also with the Easy-to-Read methodology, that promotes a testing phase for translated contents; TRAIN2VALIDATE developed these trials with persons with reading difficulties that could be possible trainees in the validators’ course. Thus, it was necessary to specifically check whether the resources were useful for them.

To organise the process and provide all guidelines for a successful development of the testing phase without technical issues, partners produced:

- Global guidelines agreed by the partners to conduct the testing with the same parameters.
- Individual anonymised Google accounts for all participants
- An observation sheet for the facilitators involved as supporters for the testing.
- A guide with instructions on how to upload the materials in the national languages.
- Preparation meetings with the facilitators.

### 3. ASSESSMENT RESULTS

OER were assessed internally and externally, involving the end-users of Easy-to-Read materials as pilot trainees. The overall number of trainees that participated in all the partner countries combined was 34 (Germany: 4, Spain: 10, Slovenia: 10, Romania: 5, Italy: 5). They were supported by facilitators.

Partner country	Number of trainees
Germany	4
Italy	10
Romania	5
Slovenia	10
Spain	5
<b>Total</b>	<b>34</b>

Table 1: Number of trainees per partner country

Additionally, accessibility of the features and user interface of the chosen online learning platform (Google Classroom) was evaluated.

In the assessment involving pilot trainees of Easy-to-Read materials, there was a noticeable discrepancy in the number of participants from different partner countries. Specifically, Slovenia and Spain had higher participant numbers with ten each, compared to Germany, Romania, and Italy. One key reason for this variation is the presence of strong networks and relationships that the project partners in Slovenia and Spain have established with their local communities; as NGOs in these countries, they benefit from easier access to end-users, enabling them to recruit a higher number of validators for the assessment. This ease of access in certain regions underscores the importance of leveraging local connections and understanding regional nuances in international collaborative projects.

### 3.1. GOOGLE CLASSROOM

According to Google<sup>1</sup>, Google Classroom is all-in-one place for teaching and learning, allowing to track student progress, prepare and schedule tasks, assignments, and quizzes across multiple classes.

TRAIN2VALIDATE partners primarily considered the possibility of developing the courses in Moodle, because it is also free and accessible. However, Moodle needs additional programming development and steady technical support. Moreover, the design is not accessible from the base. On the contrary, Google Classroom is free, secure, doesn't need supplementary technical support and has already very good accessibility features and design, thus decision was made to use an alternative platform.

Users need a Google account with a unique sign-in. To avoid the perception of access barriers, TRAIN2VALIDATE will create a form in which any person interested in accessing the courses will apply to automatically obtain an account and visit the course/will apply and a free account will be provided, thus making the platform openly accessible.

#### 3.1.1. AUTOMATIC ACCESSIBILITY CHECK

The platform was tested for accessibility on 9 February 2023. Two tools were used in the process:

- Tool 1: Chrome DevTools (built in Chrome)
- Tool 2: axe DevTools Pro (<https://axe.deque.com/axe-devtools>)

**Chrome DevTools** was used with the following settings:

- Mode: Navigation (Default),
- Device: Desktop,
- Categories: Accessibility.

#### Results:

1. Web link 1-ROOT:  
<https://classroom.google.com/c/NTMxMzc5NjkwNTgx>.

---

<sup>1</sup> <https://edu.google.com/workspace-for-education/classroom/>



Both desktop and mobile access reports stated 92% compliance of the page with the accessibility requirements, with no critical warnings.

2. Web link 2-ROOT/Classwork section:

<https://classroom.google.com/w/NTMxMzc5NjkwNTgx/t/all>.

Desktop and mobile access reports both stated 98% compliance of the page with the accessibility requirements, with no critical warnings.

3. Web link 3-ROOT/Unit 0:

<https://classroom.google.com/w/NTMxMzc5NjkwNTgx/tc/NTgzMDI3Mjc5NTc4>.

Desktop and mobile access reports both stated 91% compliance of the page with the accessibility requirements, with warnings on some attributes not matching their roles and some input fields not having accessible names.

Testing with **axe DevTools Pro** demonstrated the same results.

### 3.1.2. FURTHER RESEARCH

We found that Classroom is mainly mentioned in the context of accessibility regarding supporting computer and mobile screen readers and keyboard shortcuts. Extensive Accessibility Conformance report by Google from 2019<sup>2</sup> states that Classroom meets Functional Performance Criteria (FPC) and has features for users with Limited Language, Cognitive, and Learning Abilities. The following applications were used for evaluation:

- Desktop browsers: Firefox, Chrome, Internet Explorer, and Safari.
- Assistive technologies: JAWS, NVDA, and VoiceOver.
- Accessibility testing tools: Browser developer tools.

Their report covers the degree of conformance for accessibility standards/guidelines:

- Web Content Accessibility Guidelines (WCAG) 2.1<sup>3</sup> - Level A and Level AA, but not Level AAA.

---

<sup>2</sup> [https://services.google.com/fh/files/misc/google\\_classroom\\_vpat.pdf](https://services.google.com/fh/files/misc/google_classroom_vpat.pdf)

<sup>3</sup> <https://www.w3.org/TR/WCAG20/>

- Revised Section 508<sup>4</sup>, as published by the U.S. Access Board in the Federal Register on January 18, 2017.
- Corrections to the ICT Final Rule<sup>5</sup> as published by the US Access Board in the Federal Register on January 22, 2018.

In the report, conformance with Limited Language, Cognitive, and Learning Abilities, among others, was confirmed.

### 3.2. QUESTIONNAIRE FOR TRAINEES

Overall results for all countries show that the training materials are deemed accessible.

As for **understanding instructions**, most validators reported no difficulties in understanding what to do or which training material to choose after the first one. However, a few validators expressed challenges in this aspect and the facilitators noted some additional directing was needed.

Regarding **finding specific training materials**, there was some variation in assessment of the ease of finding specific training materials, with most validators finding it easy, yet a few validators encountered difficulties, as confirmed by the facilitators.

Regarding **accessibility and usability**, most validators found it easy to locate the initial training materials, with some variation across countries. Using training materials proved non-problematic for most validators and only a small number of reported issues or desired improvements. Concerning comprehension and legibility, reading, listening, and watching the training materials generally turned out positive, easy across all countries. Regarding layout and content, most validators felt that the layout of the course aided to their understanding of the training materials, and they found the content easy to comprehend. However, a small number had mixed opinions or suggested improvements.

As for **sustainability**, a good majority of validators found the training materials useful. Almost all validators (94%), with exception of 2 (6%), would recommend the course to others. Validators also indicated that they learned something new from the training materials, with a desire for further

---

<sup>4</sup> <https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-ict-refresh/final-rule/text-of-the-standards-and-guidelines>

<sup>5</sup> <https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-ict-refresh/corrections-to-the-ict-final-rule>

learning. Some validators expressed interest in specific topics related to the easy-to-read method, while others had more general curiosity or a desire to become validators themselves.

While most validators felt that there were enough training materials, a small number disagreed.

Nonetheless, some validators provided some **suggestions for improvement** of the training, such as:

- better organisation of materials,
- clearer instructions,
- larger font size (more than 14), and
- even easier-to-understand language.

These overall results reflect the collective feedback and responses from validators and end-users across the different countries. They demonstrate both positive experiences and areas where improvements could be made in terms of accessibility, usability, comprehensibility, and sustainability of the training materials.

As for **country specific results**, validators in Romania e.g., found it easy to find and understand the training materials, with some suggesting minor improvements, but overall, they would recommend the course and felt they had learned something new.

While the validators had mixed opinions about the accessibility and usability of the materials in Germany, they generally found the content easy to understand and would recommend the course, expressing interest in learning more about easy-to-read in the future.

The trainees from Italy reported similar experiences, by finding the training materials generally accessible and understandable, though some minor improvements were suggested. They all recommended the course and expressed a desire to learn more about easy-to-read.

In Spain, too, the trainees gave positive feedback, finding the training materials easy to access, understand, and use. They unanimously recommended the course and expressed a desire to learn more about easy-to-read.

While some trainees from Slovenia experienced difficulties understanding the materials and required additional assistance, they still found the questions simple and well understood, and appreciated the opportunity to learn from their mistakes. They would recommend the training to other candidates.

### **3.3. MOCK UP EXAM**

During the mock up exam (practice test), most trainees found the materials informative and easy to understand.

Most validators managed to answer the questions and fulfil the tasks **correctly**.

In case of Germany, e. g., all validators answered the two open questions. Two validators related the first question to the overall goal of the course, while the answer of the third validator did not match the question. Two validators provided general answers to the second question, while the third answer seemed unrelated to the question. In Part 2 of the mock up exam, all three validators chose the correct answer for the three single-choice questions.

Similarly, in Romania, four validators understood and answered question 1 correctly, while one validator did not understand the question and did not answer. Three validators answered question 2 correctly, one gave an ambiguous answer, and one did not understand the question and did not answer. All five validators from Romania gave the correct answer for Task 1, and four validators fulfilled Task 2 correctly.

The trainees from Italy answered all the questions and did both tasks correctly. In Slovenia, some trainees had difficulties understanding the content of the practice test and required further explanations and technical help. However, when support was provided, they answered the questions and did the task correctly. Some trainees had difficulties with tasks that required filling text in but did well with additional cues and directions.

In Spain, varying numbers of participants answered correctly or filled in the tasks correctly, with some participants failing to answer or providing incorrect answers.

All participants from all countries **self-assessed** themselves as having done well in the mock-up exam. The trainees were very confident about the outcome of the test. Some validators attributed their

success to finding information in the materials, some their intelligence, and most trainees to their prior knowledge.

The detailed results and calculated results rates are seen in Table 2:

Partner country	Task 1	Success in %	Task 2	Success in %	Self-assessment	Success in %
Germany	✓✓✗ /	50	✓✓✓ /	75	👍	100
Italy	✓✓✓ ✓✓✓ ✓✓✓ ✓	100	✓✓✓ ✓✓✓ ✓✓✓ ✓	100	👍	100
Romania	✓✓✓ ✓✗	80	✓✓✓ ✓✗	80	👍	100
Slovenia	✓✓✓ ✓✓✓ ✓✓✓ ✓	100 <sup>6</sup>	✓✓✓ ✓✓✓ ✓✓✓ ✓	100 <sup>7</sup>	👍	100
Spain	✓✓✓ ✓✓✓ ✓●● /	80	✓✓● ●●● ●●● /	55	👍	100
<b>Total</b>		82		82		100

Legend: ✓ - right ✗ - wrong ● - semi right/- no answer 👍 - positive self-assessment

Table 2: Task success and self-assessment

Interestingly, both tasks had average success rate of 82% and the trainees' self-assessment was 100%.

It is important to add that in terms of media/digital competencies, based on the observation of the trainers, skills of the trainees varied. E.g., a significant part of validators in Germany had the necessary skills to conduct online validation. Country specific results from Germany show that of the 4 validators, 3 had the necessary media/digital competencies to conduct the validation online. The fourth validator

<sup>6</sup> With additional clues and support from facilitators.

<sup>7</sup> With additional clues and support from facilitators.

carried out the validation together with another validator. However, in Slovenia, all trainees needed assistance in understanding and navigating the test. The differences between the countries could be attributed to different non-identical conceptions of reading difficulties and target groups of the training for validators.

### 3.4. CHECKLIST FOR SUSTAINABILITY

The checklist was used by the partners after the assessment with the trainees in 5 countries to check the compliance of the training with beforehand set Identity, Community and Changeability indicators.

All indicators for **Identity indicators** were positive. The indicators were:

- comprehensiveness of the training materials,
- relevance of the content of the training materials,
- compliance of the training materials with needed skills,
- comprehensiveness of the tasks,
- relevance of the tasks for the training,
- tasks enabling students to show what they know and the skills they have acquired.

The two **Community indicators** were somewhat less direct. The first indicator, preparedness of the trainees to work as validators after completing the training, cannot be fully checked at this point as the trainees only tested and assessed a small piece of the training, but can be used in further assessments of the platform. The second indicator, the trainees recommended the training to their peers can be considered accomplished at this point as the vast majority of the 34 pilot trainees expressed, they would do so.

As regards **Changeability indicators**, those are descriptive based on the answers in the assessment questionnaire, as explained in chapter 3.2. QUESTIONNAIRE FOR TRAINEES.

## 4. RECOMMENDATIONS FOR FURTHER IMPLEMENTATION

Based on the results of the testing and assessment and within the wider scope of the partners' expertise and experience, recommendations for further implementation<sup>8</sup> can be developed.

---

<sup>8</sup> The recommendations are also imbedded into the guide for trainers.

By implementing our suggestions and recommendations, **training providers and trainers** can use the existing training materials and platform and create an even more effective, inclusive, and user-friendly training program that meets the needs of the specific trainees well and facilitates their learning and development.

The recommendations are divided into categories as follows:

**a. Training materials, process, and cooperation:**

1. We suggest dividing trainees to smaller groups. A good rule of thumb is 2 – 4 trainees per 1 trainer, who is also a facilitator. You can also choose to conduct sessions with individual trainees (1 on 1), if needed/ preferred (and you have that option).
2. Consider providing possibility of comments and discussion after done tasks to allow trainees to elaborate on their responses or provide additional suggestions. This also serves to enhance the learning experience and allow trainees to identify areas where they might need improvement. Encourage trainees to review their answers and identify the reasons behind their performance, promoting a deeper understanding of the materials.
3. It's essential to ensure that the open questions are clear and specific, so trainees understand what kind of feedback is expected from them.
4. Pay attention to the clarity of learning objectives.
5. Pay attention if the training materials align with the trainees' expectations.
6. Pay attention on the level of interaction and collaboration among trainees during the training, as building a supportive community can enhance the learning experience.
7. Foster a collaborative learning environment by promoting peer learning and group discussions. Encourage trainees to share their experiences and insights, allowing them to learn from one another.
8. If possible, incorporate interactive and engaging activities throughout the training to maintain trainees' interest and motivation.
9. Ask specific questions about the trainees' preferences for the format of future training sessions and document feedback (e.g., more hands-on activities, group discussions, etc.).
10. Ensure that the training materials are adapted with inclusivity in mind, accommodating trainees with different learning styles, abilities, and cultural backgrounds. Consider tailoring the training program to individual trainees' needs and prior knowledge. Conduct pre-

assessments to identify knowledge gaps and areas of improvement, and then adjust the training content accordingly.

11. Be culturally sensitive. Consider cultural differences and adapt training materials and examples to be inclusive and relevant to trainees from diverse backgrounds.
12. Regularly review and update the training materials based on your trainee feedback, changing industry needs, and emerging best practices in the field of validation.
13. Offer post-training support and resources to reinforce learning. Provide access to reference materials, online communities, or mentoring programs to help trainees continue their learning journey.
14. Facilitate networking opportunities for trainees within the industry or professional community. Encourage participation in relevant conferences, webinars, or networking events to expand their knowledge and connections.

**b. Platform:**

15. Continue to monitor and evaluate the accessibility of the chosen online learning platform (Google Classroom) regularly, especially when updates or changes are made to the platform.
16. Gather feedback from trainees with disabilities to ensure that the platform remains user-friendly and accessible to a diverse range of users.

**c. Evaluation and monitoring trainee progress:**

17. Establish a continuous feedback mechanism during the training to monitor trainees' progress and address any challenges or concerns promptly. Encourage open communication and create a safe space for trainees to express their thoughts and ask questions.
18. Implement a structured process for reviewing and analysing the feedback received from trainees to identify common themes and areas for improvement. Use the feedback to continuously enhance the training experience and address any emerging challenges.
19. Implement a tracking system to monitor trainee progress and performance throughout the training program, which can help identify areas where additional support or resources may be needed (e.g., trainee portfolio).
20. Ensure that the assessments are inclusive, accommodating trainees with different learning styles, abilities, and cultural backgrounds.



**d. Certification:**

21. Consider providing certificates or badges upon successful completion of the training to acknowledge trainees' achievements. Recognition can serve as a motivator and enhance the value of the training. Certifications can be provided by the training provider or by ECQA. For this, please see certification options for the training.

**e. Media/Digital Competencies:**

22. Offer optional training sessions or resources to help trainees improve their media and digital competencies, especially if there are variations in the trainees' technical skills and comfort with online tools.

**f. Facilitator Support:**

23. Provide ongoing support and training for facilitators involved in supporting the trainees during the training, ensuring they are equipped to address trainees' needs effectively.
24. Ensure that trainers/facilitators are well-versed in the subject matter and possess effective teaching and communication skills. Trainers should be able to adapt their teaching methods to accommodate diverse learning styles.

## 5. DISSEMINATION AND VISIBILITY OF THE RESEARCH RESULTS

### 5.1. CONFERENCES AND PUBLICATIONS

The dissemination of the results obtained in IO5 is an ongoing activity. The project members managed to disseminate or plan to disseminate some of the research results at national and international conferences, some highly visible in the academia, presented below and detailed in what follows:

No	Date	Title	Event or publication	Organiser or publisher	Title of presentation / publication	Speakers
1	8 April 2023	Train2Validate	FB post	Fundatia pentru Voi	Validarea materialelor didactice create in cadrul proiectului Train2Validate	Fundatia pentru Voi
2	8 April 2023	Train2Validate	FB post	Fundatia pentru Voi	Validarea materialelor didactice create in cadrul proiectului Train2Validate	Simona Cristina Simon
3	July-August 2023	Assessing educational resources for professional training of Easy-to-Read validators	Scientific article	Scientific Bulletin of Politehnica University of Timișoara	Assessing educational resources for professional training of Easy-to-Read validators	Simona Șimon, Daniel Dejica, Annamaria Kilyeni, Marcela Fărcașiu
4	8 April 2023	Train2Validate	FB post	Fundatia pentru Voi	Validarea materialelor didactice create in cadrul proiectului Train2Validate	Simona Cristina Simon
5	May 2023	Linkedin	Post	T2V	Spanish participants in the assessment of the platform	T2V
6	May 2023	T2V website	Post	T2V	Participants of 5 countries in the	T2V

No	Date	Title	Event or publication	Organiser or publisher	Title of presentation / publication	Speakers
					assessment of the platform	
7	20 June 2023	8th International Symposium on Live Subtitling and Accessibility	Speech	UAB	Reaching MARS: opportunities for formal and informal training	Carlo Eugeni
8	19 April 2023	Media for All 10	Speech	University of Antwerp	Exploring the role of “agency” in the production of easy-to-read subtitles	Carlo Eugeni (and Rocío Bernabé)
9	June 2023	Summer issue	SPECIALing uaggi	Accademia Italiana di Multimedialità della Scrittura e della Comunicazione e G. Aliprandi-F. Rodriguez»	L'italiano facile da leggere	Francesca Bleve (and Piero Cavallo)
10	July 2023		Press release	SSML website	I materiali del progetto Train2Validate sono stati approvati	Francesca Bleve (and Piero Cavallo)
11	3 April 2023			Università suor Orsola Benincasa - Naples	Tradurre l'audiovisivo	Francesca Bleve (and Mattia Campana)

Table 3: List of events and publications where IO5 was disseminated

## 5.2. MULTIPLIER EVENT 5 – ME5

The fifth Multiplier Event (ME5) – *Europe’s Easy-to-Read validators: embarking on an adventure!* – of the TRAIN2VALIDATE project was organised in Ljubljana, Slovenia, on 22 June 2023, by Zavod RISA, with the participation of all partners as panellists.

The main aim of the event was to disseminate the project as whole - full materials and platform of the training courses for validators and facilitators, with emphasis on Intellectual Outputs 5 and 6. The event was validator and facilitator-oriented, with the purpose of disseminating the importance of validators' and facilitators' roles in the Easy-to-Read production process and of presenting the project results.

The [programme of the event](#) included talks and panels for the dissemination of the project, the IO5 and IO6 results and to make aware the audience about the need and relevance of easy-to-read as an inclusive tool, in line with the global aims of the project. There was a total of 19 panellists, including partner representatives of TRAIN2VALIDATE.

Registration forms were opened in English and Slovene. Due to the size of the venue, the participation was limited to 65 attendees and the registration was closed early with the option of the waiting list. 70 people from 9 countries (Sweden, Slovenia, Hungary, Germany, Italy, Spain, Austria, Portugal, Belgium) registered for the event. 67 people eventually participated– 65 face-to-face (on-site in Ljubljana) and 2 online. *Excluding* attendees from the project partners' organizations, the total of participants was 53.

A separate report of the event is also published on the website of the TRAIN2VALIDATE project.

### 5.3. NEWS

Media have also disseminated the project or certain activities of it:

No	Date	Title	Type of publication	Organiser or publisher
1.	23 June 2023	V Ljubljani je bil zadnji multiplikacijski dogodek projekta Train2Validate	online/portal	RTV Slovenija
2.	8 August 2023	Boarve gives presentation at Train2Validate conference in Slovenia	online/webpage	Boarve konsult

Table 4: List of news and dissemination in media

## 6. QUALITY INDICATORS

IO5 development and results were assessed internally according to measurable indicators as envisaged in the project application and externally by the Advisory Board. The next sections provide a short overview of the internal review.

### INTERNAL QUALITY INDICATORS

The indicators used for the evaluation included general indicators for Intellectual outputs and IO5 specifically, project management indicators, and communication and dissemination indicators.

Initially, Fundatia Professional led this IO, but Zavod RISA assumed the leadership after its withdrawal in July 2022. This fact pushed to a new distribution of duties and activities to fulfil the IO5. For that purpose, Zavod RISA, as IO leader, with the help of the general project manager, facilitated the necessary tools for its achievement. These included:

- regular updates and discussions at the project progress meetings,
- the creation of a structure for IO on the project Google Drive,
- the development of a general timeline for the IO and each IO activity,
- the development of specific indicators together with the T2V Quality managers as requested by the Erasmus Agency,
- the creation of an accessible template together with the accessibility manager.
- the creation of specific templates for the IO5 activities following the quality and communication requests.

- 0. Proofs - justification
- 1. Assessment Plan Draft
- 2. Assessment Plan Final
- 3. Questionnaires
- 4. Mock-up exam tasks
- 5. Checklist
- 6. Timeline
- 7. Guidelines for piloting
- 8. Translated Forms
- 9. Results observations
- 10. National reports
- 11. Overall report

Figure 1. IO5 organization

### Measurable indicators for all Intellectual Outputs

The Intellectual Output quality indicators were met (IO indicators).

ID	Activity	Deliverable	Indicator	Status
IO-1	IO implementation	IO Report	<ul style="list-style-type: none"> <li>● The IO has followed the timetable as presented by the IO leader</li> <li>● The IO has been delivered in a timely manner</li> <li>● The IO has been evaluated following the pre-set performance indicators for each IO and (see table below)</li> </ul>	<b>Fulfilled</b>
IO-2	Writing an IO Report	The report follows the template	<ul style="list-style-type: none"> <li>● The report follows the template</li> <li>● All partners have contributed to the report.</li> </ul>	<b>Fulfilled</b>

Table 5: Quality indicators for Intellectual Outputs

Similarly, the indicators specifically set for IO5 were met.

ID Leader	Deliverable	Indicators	Status
IO5. Leader: Zavod RISA	<ul style="list-style-type: none"> <li>• An IO report</li> <li>• An Assessment plan</li> <li>• Assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment plan ready</li> <li>• Assessment tools are in an accessible format (easy-to-read)</li> <li>• Number of completed questionnaires of responses</li> <li>• Appropriateness of participants selected to the evaluation tasks</li> <li>• Assessment methods available through the website</li> </ul>	<b>Fulfilled</b>

Table 6: IO5 Indicators

To sum up, the quality assessment during IO5 shows that the project is fulfilling the set indicators according to the Project Quality Handbook. The positive external review by the advisory board member was given and no complaints have been received.

**Communication and dissemination:** Partners committed to publish IOs' results in non-academic and academic publications. For further information concerning Communication and dissemination, please refer to section 4 in this report.

## **7. IMPACT, TRANSFERABILITY AND SUSTAINABILITY**

This report summarises the work carried out throughout the different stages that led to the assessment of Open Education Resources (OER).

Evaluation tools for the OER and recommendations about their implementation will have major impact on the implementation of the course in all countries that will adapt the OER to their languages and identified needs (thus far, apart from partner organizations/countries, organizations from several countries, such as United Kingdom and United Arab Emirates, have expressed interest). This is of the utmost importance for the sustainability of the project.

In ME5, additionally to the dissemination activity of the IO5 and IO6, the project as a whole and the future sustainability were promoted.



## 8. BIBLIOGRAPHY

- Google for Education. Google Classroom - Where teaching and learning come together (n. d.).  
<https://edu.google.com/workspace-for-education/classroom/>
- Google LLC. Google Classroom Accessibility Conformance Report (2019).  
[https://services.google.com/fh/files/misc/google\\_classroom\\_vpat.pdf](https://services.google.com/fh/files/misc/google_classroom_vpat.pdf)
- U.S. Access Board. About the ICT Accessibility 508 Standards and 255 Guidelines (n. d.).  
<https://www.access-board.gov/ict/>
- W3C Recommendations. Web Content Accessibility Guidelines (WCAG) 2.0 (2008).  
<https://www.w3.org/TR/WCAG20/>

## **LIST OF ANNEXES**

**ANNEX 1: Mock up exam (all languages)**

**ANNEX 2: Questionnaire for trainees/ Assessment questionnaire (all languages)**

**ANNEX 3: Checklist (in English)**

**ANNEX 1: Mock up exam (in English)**

# Practice test (for a learning outcome)

---

This is a practice test.

The practice test helps us to know  
if the training materials are useful.

The practice test is not an exam.

We will not grade you.

You will grade yourself at the end.

This practice test has 3 parts:

- Part 1 are questions.
- Part 2 are tasks.
- Part 3 is your grade.

Please, follow the instructions.

See where you can get help.

Thank you!

## **PART 1**

Part 1 has 2 questions.

You can find the answers in these training materials:

- The Video training 

- The Audio 

- The Text 

Please write your answers  
in the box after each question.

### **QUESTION 1**

**What are the training materials about?**

Write in a short answer:

### **QUESTION 2**

**Why do you think validators must learn about this topic?**

Write in an answer:

## **PART 2**

Part 2 has 2 tasks.

Please, follow the instructions.

*Do not translate the tasks!*

*Tasks 1 and 2 are examples of what we will use in Slovenia;  
we are piloting Teamwork skills.*

*Instead, select 2 tasks from the LO (Task-sheets)  
that you will be piloting.*

### **TASK 1: Teamwork skills**

We list skills that are good for teamwork.

People who work in teams need those skills.

Which skills do you think we missed?

Please, add more skills to the list.

#### THE SKILLS LIST

Sharing ideas

Making decisions together

Write down a skill: \_\_\_\_\_

Write down another skill: \_\_\_\_\_

### **TASK 2: Teamwork challenges**

We list challenges, problems that a team can face.

Which other problems did we miss?

Please, add more possible problems to the list.

#### THE PROBLEMS LIST

Members are not listening.

Everyone is speaking at the same time.

Write down a problem: \_\_\_\_\_

Write down another problem: \_\_\_\_\_

## **PART 3**

This is Part 3.

You can grade yourself in this part.

We will ask you 3 questions about how you think you did.

Please, answer 2 questions.

### **1. How well do you think you did on this test?**

Mark your answer.

I did good.

I did bad.

**0. This question is for people  
who say they did good on this test.**

**Why do you think you did good?**

Mark your answer.

You can mark more than one answer.

I was able to find the information in the training materials.

I already knew things from before.

I am just smart.

**0. This question is for people  
who say they did bad on this test.**

**Why do you think you did bad?**

Mark your answer.

You can mark more than one answer.

I was not able to find the information in the training materials.

The topic is very hard.

I had a bad day.

ANNEX 1: Mock up exam (in German)

# Praxistest (für ein Lernergebnis)

---

Dies ist ein Praxistest.

Der Praxistest hilft uns zu wissen:

- Ja. Die Lernmaterialien sind nützlich.  
Oder
- Nein. Die Lernmaterialien sind nicht nützlich.

Dieser Praxistest ist keine Prüfung.

Wir vergeben keine Noten.

Willst Du eine Note haben?

Dann kannst Du Dir am Ende eine Note selbst vergeben.

Dieser Praxistest hat 3 Teile:

- Teil 1 sind Fragen.
- Teil 2 sind Aufgaben.
- Teil 3 ist die Note.

Folge bitte der Anleitung in jedem Teil.

Brauchst Du Unterstützung?

Dann hol Dir Hilfe, bevor Du startest.

Wir sagen bereits: Vielen Dank!



Teil 1 hat 2 Fragen.

Du findest die Antworten in den Lernmaterialien:

- In den Videos



- In den Audios



- In den Texten



Schreibe Deine Antworten in die Boxen nach den Fragen.

### Frage 1

**Worum geht es in den Lernmaterialien?**

Schreibe

eine kurze Antwort:

### Frage 2

**Warum sollen Prüfer\*innen über dieses Thema wissen?**

Deine Antwort:

Teil 2 hat 2 Aufgaben.

**Aufgabe 1. Markiere die richtige Antwort mit einem Stift.**

1. Ist diese Aussage richtig oder falsch?

Behinderung bedeutet:

- Es gibt Barrieren.
  - Und Menschen mit einer Einschränkung finden es schwierig, etwas zu tun.
- Das ist richtig.
- Das ist falsch.

**Wie viele Arten von Behinderung gibt es?**

- Es gibt 1 Art von Behinderung.
- Es gibt 3 Arten von Behinderungen.
- Es gibt 4 Arten von Behinderungen.

**Wer ist die Hauptperson im nutzerzentrierten Ansatz?**

- Die Käufer\*innen sind die Hauptperson.
- Die Nutzer\*innen sind die Hauptperson.

## **Aufgabe 2. Meine erste Prüfung.**

1. Lese den Text in der Box.
2. Markiere schwierige Wörter mit einem Stift.
3. Bespreche die Aufgaben mit den anderen Studenten.

### **Wie viele Sinne hat der Mensch?**

Sehen, Hören, Riechen, Schmecken und Tasten – das sind die klassischen 5 Sinne des Menschen. Sinne dienen unserer Wahrnehmung und arbeiten mit Hilfe der Sinnesorgane. Mit ihnen nehmen wir Eindrücke und Reize aus der Umwelt wahr.

Aristoteles, ein bekannter griechischer Philosoph und Naturforscher, beschrieb sie vor etwa 2400 Jahren.

Dies ist Teil 3.

Hier kannst Du Dir eine Note selbst vergeben.

Es gibt insgesamt 3 Fragen.

Die Fragen helfen Dir,

Deine Note zu finden.

**Tipp** Du musst nur 2 Fragen beantworten

Beantworte zuerst diese Frage:

### 1. Wie gut warst Du beim Praxistest?

Kreise eine Antwort ein.

- Ich war gut.
- Ich war nicht gut.

Hast Du „Ich war gut“ eingekreist?

Dann beantworte jetzt **Frage 2**.

Hast Du „Ich war nicht gut“ eingekreist?

Dann beantworte jetzt **Frage 3**.

### 0. Warum hast Du „Ich war gut“ eingekreist?

Markiere Deine Antworten.

Du kannst mehrere Antworten markieren.

- Ich habe die Antworten in den Lernmaterialien gefunden.
- Ich habe die Antworten bereits gewusst.
- Ich bin einfach klug.

**0. Warum hast Du „Ich war nicht gut“ eingekreist?**

Markiere Deine Antworten.

Du kannst mehrere Antworten markieren.

- Ich habe die Antworten in den Lernmaterialien nicht gefunden.
- Das Thema ist sehr schwierig.
- Ich habe einen schlechten Tag.

ANNEX 1: Mock up exam (in Italian)

# Prova di Valutazione

---

Questa è una prova di valutazione.

La prova di valutazione ci aiuta a capire  
se i materiali sono utili.

La prova di valutazione non è un esame.

Noi non ti daremo un voto.

Ti darai un voto da solo alla fine della prova.

La prova di valutazione è divisa in 3 parti:

- La parte 1 contiene le domande.
- La parte 2 contiene gli esercizi.
- La parte 3 contiene la tua valutazione.

Segui le istruzioni.

Se ti serve aiuto, chiedi aiuto.

Grazie!

## PARTE 1

Nella parte 1 ci sono 2 domande.

Puoi trovare le risposte a queste domande nei materiali del corso:

- Le Video-Lezioni



- Gli Audio



- I Testi



Per favore, scrivi le tue risposte  
nel riquadro vicino alle domande.

### DOMANDA 1

**Di cosa parlano i materiali del corso?**

### DOMANDA 2

**Secondo te, perché i lettori di prova devono conoscere questi argomenti?**

## PARTE 2

Nella parte 2 ci sono 2 esercizi.

Per favore, segue le istruzioni.

### **ESERCIZIO 1: Produrre testi con le linee guida facili da leggere.**

Scegli la risposta giusta.

Quali sono i 3 modi per fare testi in italiano facile da leggere?

Risposta numero 1:

1. Scrivere direttamente in italiano facile da leggere,
2. Adattare dall'italiano in italiano facile da leggere,
3. Tradurre da una lingua straniera facile da leggere in italiano facile da leggere.

Risposta numero 2:

1. Semplificare un testo in lingua semplice,
2. Ridurre il significato per i bambini,
3. Togliere informazioni per i sordi.

Risposta numero 3:

1. Aggiungere segnali stradali al testo,
2. Togliere la punteggiatura,
3. Sottolineare le parole semplici.

## **ESERCIZIO 2: Produrre testi con le linee guida facili da leggere.**

Scrivi se la risposta è vera o falsa.

Se vuoi tradurre un testo da una lingua straniera facile da leggere in italiano facile da leggere, devi semplificare gli aggettivi.

- a. Vero.
- b. Falso.

## **PARTE 3**

Questa è la parte 3.

Puoi valutarti da solo in questa parte.

Ti faremo 3 domande sulla prova che hai appena fatto.

Per favore, rispondi a 2 domande.

### **1. Come pensi che sia andata la prova di valutazione?**

È andata bene.

È andata male.

### **2. Se hai risposto che la prova è andata bene, perché credi che la prova è andata bene?**

Puoi scegliere più di una risposta.



Sono riuscito a trovare le informazioni nei materiali.

Conoscevo già questo argomento.

Sono intelligente.

**3. Se hai risposto che la prova è andata male,  
perché credi che la prova è andata male?**

Puoi scegliere più di una risposta.

Non sono riuscito a trovare le informazioni nei materiali.

Questo argomento è molto difficile.

Oggi non sto bene.

**ANNEX 1: Mock up exam (in Romanian)**

# Test aplicativ

## (pentru un rezultat al învățării)

---

Acesta este un test aplicativ.

Testul aplicativ ne ajută să aflăm  
dacă materialele de instruire sunt utile.

Testul aplicativ nu este un examen.

Noi nu vă vom da nota.

Dumneavoastră vă veți nota la final.

Acest test aplicativ are 3 părți:

- Partea 1 cuprinde întrebări.
- Partea 2 cuprinde sarcini.
- Partea 3 cuprinde nota dumneavoastră.

Vă rugăm să urmați instrucțiunile.

Vedeți de unde puteți obține ajutor.

Vă mulțumim!

## PARTEA 1

Partea 1 cuprinde 2 întrebări.

Puteți găsi răspunsurile la aceste întrebări în aceste materiale didactice:

- Lecția înregistrată video



- Lecția înregistrată audio



- Lecția transcrisă



Vă rugăm să scrieți răspunsurile dvs

în caseta pe care o găsiți după fiecare întrebare.

### ÎNTREBAREA 1

**Care e subiectul materialelor didactice?**

Răspundeți pe scurt:

### ÎNTREBAREA 2

**De ce credeți că validatorii ar trebui să cunoască acest subiect?**

Răspundeți într-o propoziție:

## PARTEA a 2-a

Partea a 2-a are 2 sarcini de lucru.

Vă rugăm să urmați instrucțiunile.

### SARCINA DE LUCRU 1: **Titlu**

### SARCINA DE LUCRU 2: **Titlu**

## PARTEA a 3-a

Aceasta este partea a 3-a.

Vă puteți da notă în această parte.

Vă vom pune 3 întrebări despre cum credeți că v-ați descurcat la test.

Vă rugăm să răspundeți la 2 întrebări.

### **1. Cât de bine credeți că v-ați descurcat la acest test?**

Marcați răspunsul dumneavoastră:

M-am descurcat bine.

M-am descurcat rău.

### **2. Această întrebare este pentru cei care cred că s-au descurcat bine la acest test.**

#### **De ce credeți că v-ați descurcat bine?**

Marcați răspunsul dvs.

Puteți marca mai multe răspunsuri.

Am putut găsi informații în materialele didactice.

Știam deja unele informații de dinainte.

Sunt deștept.

**3. Această întrebare este pentru cei care cred că s-au descurcat rău la acest test.**

**De ce credeți că v-ați descurcat rău?**

Marcați răspunsul dvs.

Puteți marca mai multe răspunsuri.

Nu am reușit să găsesc informații în materialele didactice.

Subiectul este foarte greu.

Am avut o zi rea.

**ANNEX 1: Mock up exam (in Slovene)**

## Test učnih gradiv (za učni izid)

---

To je test učnih gradiv.

S tem testom bomo preverili,  
če so učna gradiva uporabna.

Ta test ni izpit.

Ne bomo vas ocenili.

Na koncu boste ocenili sami sebe.

Ta test ima 3 dele:

- Prvi del so vprašanja.
- Drugi del so naloge.
- Tretji del je vaša ocena.

Prosimo, sledite navodilom.

Poglejte, kako si lahko pomagata pri reševanju testa.

Hvala!

## PRVI DEL

Prvi del ima 2 vprašanji.

Odgovore boste našli tu:

- **Videoposnetek** 
- **Zvočni posnetek** 
- **Besedilo** 

Svoje odgovore napišite v okvir, kvadrat.

### 1. VPRAŠANJE

**O čem, na katero temo so učna gradiva, ki jih testiramo?**

Napišite kratek odgovor v okvir:

### 2. VPRAŠANJE

**Ali menite, da morajo te stvari testni bralci-svetovalci znati?**

Napišite odgovor:

## DRUGI DEL

Drugi del ima 2 nalogi.

Prosimo, sledite navodilom.

### 1. NALOGA: Spretnosti dela v timu, skupini

Spodaj smo napisali spretnosti,

ki so dobre za delo v skupini.

Ljudje, ki delajo v skupinah, potrebujejo te spretnosti.

Katere spretnosti smo po vašem mnenju pozabili napisati?

Na seznam napišite še druge spretnosti.

#### SEZNAM SPRETNOSTI

- Povemo si ideje
- Skupaj sprejmemo odločitve
- Napišite spretnost: \_\_\_\_\_
- Napišite še eno spretnost: \_\_\_\_\_

### 2. NALOGA: Ovire dela v timu, skupini

Spodaj smo napisali seznam ovir,

težav, ki lahko nastanejo v skupini.

Na katere težave smo pozabili?

Prosimo, napišite še druge težave.

#### SEZNAM TEŽAV



- Člani skupine se med sabo ne poslušajo.
- Vsi člani skupine govorijo naenkrat, eden čez drugega.

Napišite težavo: \_\_\_\_\_

Napišite še eno težavo: \_\_\_\_\_

## TRETJI DEL

To je tretji del.

V tem delu se lahko ocenite.

Postavili vam bomo 3 vprašanja o tem,  
kako bi se ocenili.

Prosimo, odgovorite na 2 vprašanji.

### 1. **Kako dobro mislite, da ste rešili ta test?**

Označite svoj odgovor.

Dobro mi je šlo.

Slabo mi je šlo.

### 2. **To vprašanje je za tiste, ki ste odgovorili, da vam je na testu šlo dobro.**

**Zakaj mislite, da vam je šlo dobro?**

Označite svoj odgovor.

Označite lahko več odgovorov.

- V učnih gradivih so bili pravi podatki.
- Te stvari vem že od prej.
- Sem pameten človek.

**3. To vprašanje je za tiste, ki ste odgovorili,  
da vam je na testu šlo slabo.**

**Zakaj mislite, da vam je šlo slabo?**

Označite svoj odgovor.

Označite lahko več odgovorov.

- V učnih gradivih nisem našel podatkov.
- Vsebina je zelo težka, na primer besede so pretežke.
- Imel sem slab dan.

ANNEX 1: Mock up exam (in Spanish)

# Prueba de evaluación (para Resultado de Aprendizaje)

---

Esta es una prueba de evaluación.

Esta prueba de evaluación nos ayuda a saber  
si los materiales del curso son útiles.

La prueba de evaluación no es un examen.

No te vamos a evaluar.

Tú te evalúas a ti mismo al final.

La prueba de evaluación tiene 3 partes:

- La parte número 1 son preguntas.
- La parte número 2 son tareas.
- La parte número 3 es tu evaluación.

Por favor, sigue las instrucciones.




Si necesitas ayuda, pide a alguien que te ayude.

¡Gracias!

## PARTE 1

La parte 1 tiene 2 preguntas.

Puedes encontrar las respuestas en estos materiales del curso:

- Video 
- Audio 
- Texto 

Por favor, escribe tus respuestas  
en la caja después de cada pregunta.

### Pregunta 1

**¿De qué tratan los materiales del curso?**

Escribe una respuesta corta:

### Pregunta 2:

**¿Por qué crees que los validadores  
deben aprender sobre este tema?**

Escribe la respuesta:

## Parte 2

La parte 2 tiene 2 tareas.

Por favor, sigue las instrucciones.

### TAREA 1: Qué quiere decir validación.

Este tema trata de la validación y sus pasos.

Por favor, pon una X al lado

de cómo crees que tiene que continuar la frase.

#### 1. La validación:

- Es parte del método de lectura fácil.
- No tiene nada que ver con la lectura fácil.

#### 0. La validación la hacemos:

- Antes de hacer el documento en lectura fácil.
- Después de que nos envíen el documento en lectura fácil.

#### 0. La validación la hacen personas:

- Con dificultades de comprensión.
- Sin dificultades de comprensión.

### TAREA 2. Los pasos de la validación.

Has aprendido que la validación está dividida en 5 pasos.

Por favor, completa cada frase:

El paso 1 es conocernos y \_\_\_\_\_

El paso 2 es lectura \_\_\_\_\_

El paso 3 es lectura \_\_\_\_\_ y discusión

El paso 4 es \_\_\_\_\_

El paso 5 es lectura de \_\_\_\_\_

### **Parte 3**

Esta es la parte número 3.

Puedes evaluarte a ti mismo en esta parte.

Te vamos a hacer 3 preguntas sobre cómo piensas que lo hiciste.

Por favor, responde las 2 preguntas.

#### **1. ¿Crees que hiciste bien la prueba?**

Marca tu respuesta.

- Lo hice bien.
- Lo hice mal.

#### **0. Esta pregunta es para las personas que dijeron que habían hecho bien la prueba.**

**¿Por qué crees que hiciste bien la prueba?**

Marca tu respuesta.

Puedes marcar más de una respuesta.

- Fui capaz de encontrar la información

en los materiales del curso.

- Ya sabía algunas cosas de antes.
- Soy así de listo.

**0. Esta pregunta es para las personas que dijeron que habían hecho mal la prueba. ¿Por qué crees que hiciste mal la prueba?**

Marca tu respuesta.

Puedes marcar más de una respuesta.

- No fui capaz de encontrar la información en los materiales del curso.
- El tema era muy difícil.
- Tuve un mal día.

## ANNEX 2: Questionnaire for trainees (English)

### Introduction

This is a questionnaire for trainees.

This questionnaire has 15 questions about the course.

The questions are about the platform and the training materials.

The training materials are:

- Videos.
- Transcripts.
- Fact sheets.
- Task sheets.

We will read your answers and evaluate if the training course is useful for trainees or we must change something in the course to make it better.

This questionnaire has 3 parts.

Each part has 4 questions with yes or no answers.

At the end of each part, there is a question about your opinion.

You can write here all your comments and ideas.

#### **1. Accessibility and usability**

This is part 1 of the questionnaire.

In this part, we are going to ask you about how you find, access and use the training materials.



**Question 1**

Is it easy to find which training material you have to use first in the module?

- Yes
- No

**Question 2**

Is it easy to understand what to do

or which training material you have to choose after the first one?

- Yes
- No

**Question 3**

Is it easy to find the specific training material to use?

- Yes
- No

**Question 4**

Do you have problems using the training materials?

- Yes
- No

**Question 5**

Tell us if you would like to change some things about how to access, find and use the training materials in the course.

**0. Readability and legibility**

This is part 2 of the questionnaire.

In this part, we are going to ask you:

- If the training materials are easy to read.
- If the design of the training materials help read, watch and listen to them.

Remember that the training materials are videos, transcripts, fact sheets and task sheets.

#### Question 6

Training materials have different formats. Tell us:

- Are they easy to read? Yes – No
- Are they easy to listen? Yes – No
- Are they easy to watch? Yes – No

#### Question 7

Does the layout of the course helps you understand the training materials?

- Yes
- No

#### Question 8

Is the content of the training materials easy to understand?

- Yes
- No

#### Question 9

Was it easy to understand all the things presented in the training materials?

- Yes
- No

#### Question 10

Tell us if you would like to change some things about how you read or understand the training materials in the course.

## Sustainability

This is part 3 of the questionnaire.

In this part, we are going to ask you about sustainability.

Sustainability is how the course will be useful in the future.

We want to know about your opinion on the course.

### Question 11

Are the training materials useful to become validators?

- Yes
- No

### Question 12

Would you recommend the course to other people?

- Yes
- No

### Question 13

Do you think you have learned something new from the training materials?

- Yes
- No

### Question 14

Do you think that there are enough training materials for you to learn in the course?

- Yes
- No

### Question 15

Tell us if you would like to learn more about some topics related to the easy-to-read method in the future.

## Questionnaire for trainees (German)

### Anleitung

Dieser Fragebogen ist für Studenten.

Der Fragebogen hat 15 Fragen.

Die Fragen sind über die Lernplattform  
und die Lernmaterialien.

Die Lernmaterialien sind:

- Videos.
- Audios.
- Transkripte.
- Steckbriefe.
- Lernaufgaben.

Wir wollen Deine Antworten lesen und verstehen.

Wir wollen wissen:

- Ist der Kurs für Studenten nützlich?
- Was können wir am Kurs verbessern?

Dieser Fragebogen besteht aus 3 Teilen.

Jeder Teil hat 5 Fragen.

4 Fragen kannst Du mit Ja oder Nein antworten.

Die letzte Frage ist eine **offene Frage**.

Eine **offene Frage** kannst Du frei beantworten.

Das bedeutet:

Du kannst Deine Kommentare und Ideen selber schreiben.

Für jede offene Frage gibt es eine Box zum Schreiben.

## 1. Barrierefreiheit und Benutzerfreundlichkeit

Du bist in Teil 1 vom Fragebogen.

Wir wollen wissen:

- Sind die Lernmaterialien einfach zu finden?
- Sind die Lernmaterialien einfach zu verwenden?

### Frage 1

Ist es einfach zu wissen,  
welches Lernmaterial Du **zuerst** verwenden musst?

- Ja
- Nein

### Frage 2

Ist es einfach zu wissen,  
was **danach** zu tun ist?

- Ja
- Nein

### Frage 3

Ist es einfach,  
ein bestimmtes Lernmaterial zu finden?

- Ja
- Nein

### Frage 4

Sind die Lernmaterialien einfach zu verwenden?

- Ja
- Nein

## Frage 5

Wie können wir die Lernmaterialien einfacher zu finden und zu verwenden machen?

Schreibe Deine Ideen in die Box.

## 0. Lesbarkeit

Du bist in Teil 2 vom Fragebogen.

Wir wollen wissen:

- Sind die Lernmaterialien gut verständlich?
- Hilft Dir die Gestaltung von den Lernmaterialien beim Lernen?

Zum Beispiel:

Helfen Dir die Bilder beim Lernen?

Oder helfen Dir die Audios beim Lernen?

<b>Tipp</b>	<p>Es gibt verschiedene Lernmaterialien:</p> <ul style="list-style-type: none"> <li>• Videos.</li> <li>• Audios.</li> <li>• Transkript.</li> <li>• Steckbriefe.</li> <li>• Lernaufgaben.</li> </ul>
-------------	---

## Frage 6

Die Lernmaterialien haben verschiedene Formate.

Sag uns Deine Meinung.

Zum Beispiel: kreuze das Wort **Ja** oder **Nein** ein:

- Sind die Texte leicht zu verstehen? Ja – Nein
- Sind die Videos leicht zu verstehen? Ja – Nein
- Sind die Videos und die Audios leicht anzuhören? Ja – Nein

## Frage 7

Hilft Dir die Gestaltung vom Kurs  
und den Lernmaterialien beim Lernen?

- Ja
- Nein

### Frage 8

Ist der Inhalt gut verständlich?

- Ja
- Nein

### Frage 9

Waren die Inhalte leicht zu verstehen?

- Ja
- Nein

### Frage 10

Wie können wir die Lernmaterialien leichter zu verstehen  
oder zu lesen machen?

Schreibe Deine Ideen in die Box.

## 0. Nachhaltigkeit

Du bist in Teil 3 vom Fragebogen.

Wir wollen wissen:

Ist der Kurs **nachhaltig**?

**Nachhaltig** bedeutet:

Der Kurs bleibt für viele Jahre nützlich.

### Frage 11

Sind die Lernmaterialien nützlich,  
um Prüfer\*innen zu werden?

- Ja
- Nein

**Frage 12**

Würdest Du den Kurs anderen empfehlen?

- Ja
- Nein

**Frage 13**

Hast Du etwas Neues mit den Lernmaterialien gelernt?

- Ja
- Nein

**Frage 14**

Sind genügend Lernmaterialien vorhanden?

- Ja
- Nein

**Frage 15**

Möchtest Du in Zukunft mehr über die Leichte Sprache wissen?



## Questionnaire for trainees (Italian)

### Introduzione

Questo è un questionario per gli studenti.

Nel questionario ci sono 15 domande sul corso.

Ci sono domande sulla piattaforma e sui materiali del corso.

I materiali sono:

- Video-lezioni.
- Trascrizioni.
- Riassunti.
- Esercizi.

Leggeremo le tue risposte per capire  
se il corso è utile per gli studenti  
o se dobbiamo cambiare qualcosa  
per migliorarlo.

Il questionario ha 3 sezioni.

In ogni sezione ci sono 4 domande. Devi rispondere sì o no.

Alla fine di ogni sezione, ti chiederemo la tua opinione.

Puoi scrivere i tuoi commenti alla fine di ogni sezione.

#### **1. Accessibilità e usabilità**

Questa è la sezione 1 del questionario.

In questa sezione, ti chiederemo se i materiali sono facili da trovare, aprire e usare.

Ricorda: i materiali sono video-lezioni, trascrizioni, riassunti, esercizi.

Domanda 1

Secondo te il materiale del primo modulo è facile da trovare?

- Sì
- No

Domanda 2

Sai che cosa fare dopo avere letto il primo materiale?

- Sì
- No

Domanda 3

Hai capito come trovare il materiale da usare ogni volta?

- Sì
- No

Domanda 4

Il materiale è facile da usare?

- Sì
- No

Domanda 5

Che cosa vuoi cambiare dei materiali del corso?

Come possiamo rendere i materiali più facili da trovare, aprire e usare?

## **0. Comprensione e leggibilità**

Questa è la sezione 2 del questionario.

In questa sezione, ti chiederemo:

- Se i materiali sono facili da leggere.
- Se la grafica e il formato dei materiali ti aiutano a leggerli, guardarli e ascoltarli facilmente.

Ricorda: i materiali sono video-lezioni, trascrizioni, riassunti, esercizi.

**Domanda 6**

I materiali sono di diverso tipo. Rispondi sì o no:

- Sono facili da leggere? Sì – No
- Sono facili da ascoltare? Sì – No
- Sono facili da guardare? Sì – No

**Domanda 7**

La grafica e il formato del corso ti aiutano a capire i materiali?

- Sì
- No

**Domanda 8**

Il contenuto dei materiali è facile da capire?

- Sì
- No

**Domanda 9**

È stato facile capire tutti gli argomenti spiegati nei materiali?

- Sì
- No

**Domanda 10**

Vuoi cambiare qualcosa dei materiali del corso?

Come possiamo rendere i materiali più facili da leggere e da capire?

**0. Sostenibilità**

Questa è la sezione 3 del questionario.

In questa sezione, ti faremo domande sulla sostenibilità del corso.

Un corso sostenibile si può usare anche in futuro.

Domanda 11

I materiali sono utili per diventare un lettore di prova?

- Sì
- No

Domanda 12

Consiglierei il corso ad altre persone?

- Sì
- No

Domanda 13

Hai imparato qualcosa di nuovo dai materiali del corso?

- Sì
- No

Domanda 14

Secondo te, ci sono abbastanza materiali nel corso?

- Sì
- No

Domanda 15

In futuro, vuoi imparare altre cose

su come usare l'italiano facile da leggere?

## Questionnaire for trainees (Romanian)

### Introducere

Acesta este un chestionar pentru cursanți.

Acest chestionar cuprinde 15 întrebări despre curs.

Întrebările se referă la platforma de instruire și la materialele didactice.

Materialele didactice cuprind:

- Videoclipuri.
- Transcrieri ale lecțiilor audio-video.
- Fișe informative.
- Fișe de lucru.

Vă vom citi răspunsurile și vom evalua dacă cursul de formare este util pentru cursanți sau trebuie să schimbăm ceva în curs pentru a-l îmbunătăți.

Acest chestionar are 3 părți.

Fiecare parte cuprinde 4 întrebări cu răspunsuri da sau nu.

La sfârșitul fiecărei părți, există o întrebare care se referă la părerea dumneavoastră.

Aici puteți scrie toate comentariile și ideile dumneavoastră.

### 1. Accesibilitate și utilitate

Aceasta este partea 1 a chestionarului.

În această parte, vă vom întreba despre cum găsiți, accesați și utilizați materialele didactice.

#### Întrebarea 1

Este ușor de găsit primul materialul didactic pe care trebuie să îl utilizați într-un modul?

- Da
- Nu

#### Întrebarea 2

Este ușor de înțeles ce trebuie să faceți sau ce material didactic trebuie să alegeți după ce l-ați ales pe primul?

- Da
- Nu

#### Întrebarea 3

Este ușor de găsit materialul didactic specific care trebuie utilizat?

- Da
- Nu

#### Întrebarea 4

Aveți probleme cu utilizarea materialelor didactice?

- Da
- Nu

#### Întrebarea 5

Spuneți-ne dacă ați dori să schimbați unele lucruri despre cum puteți accesa, găsi și utiliza materialele didactice incluse în curs.

## 2. Lizibilitatea și inteligibilitatea

Aceasta este partea a 2-a a chestionarului.

În această parte, vă vom întreba:

- Dacă materialele didactice sunt ușor de citit.
- Dacă design-ul materialelor didactice ajută la citirea, vizionarea și ascultarea acestora.

Rețineți că materialele didactice sunt videoclipuri, transcrieri ale lecțiilor audio-video, fișe informative și fișe de lucru.

### Întrebarea 6

Materialele de instruire au diferite formate. Spuneți-ne:

- Sunt ușor de citit? Da - No
- Sunt ușor de ascultat? Da - No
- Sunt ușor de vizionat? Da - No

### Întrebarea 7

Aspectul cursului vă ajută să înțelegeți materialele didactice?

- Da
- Nu

### Întrebarea 8

Conținutul materialelor didactice este ușor de înțeles?

- Da
- Nu

### Întrebarea 9

Au fost ușor de înțeles toate informațiile prezentate în materialele didactice?

- Da
- Nu

### Întrebarea 10

Spuneți-ne ce ați schimba pentru a citi sau înțelege mai ușor materialele didactice incluse în curs.

## 3. Durabilitate

Aceasta este partea a 3-a a chestionarului.

În această parte, vă vom întreba despre durabilitate.

Durabilitatea este modul în care cursul va fi util în viitor.

Dorim să aflăm părerea ta despre curs.

### Întrebarea 11

Sunt materialele didactice utile pentru formarea validatorilor?

- Da
- Nu

### Întrebarea 12

Ați recomanda cursul altor persoane?

- Da
- Nu



### Întrebarea 13

Credeți că ați învățat ceva nou din materialele didactice?

- Da
- Nu

### Întrebarea 14

Credeți că informațiile prezentate în materialele didactice din curs sunt suficiente?

- Da
- Nu

### Întrebarea 15

Spuneți-ne dacă în viitor doriți să aflați mai multe despre unele subiecte legate de metoda ușor-de-citit.

## Questionnaire for trainees (Slovene)

### Uvod

To je vprašalnik za udeležence seminarja.

Vprašalnik ima 15 vprašanj o seminarju.

Vprašanja so o spletni učilnici in učnih gradivih.

Učna gradiva so:

- Videoposnetki.
- Prepisi. To so besedila, ki jih slišimo v videoposnetkih.
- List z glavnimi informacijami.
- Seznam nalog.

Prebrali bomo vaše odgovore.

Ocenili bomo, ali:

- je tečaj koristen za udeležence,
- moramo v tečaju kaj spremeniti, da bi ga izboljšali.

Vprašalnik ima 3 dele.

Vsak del vprašalnika ima 4 vprašanja,

na katera odgovorite z DA ali NE.

Na koncu vsakega vprašanja želimo izvedeti vaše mnenje.

Napišete lahko vse vaše komentarje in ideje.

### 1. Dostopnost in uporabnost

To je prvi del vprašalnika.

V tem delu vas bomo vprašali:

- kako ste našli učne materiale,
- ali so učni materiali dostopni in
- kako ste uporabili učne materiale.

### 1. vprašanje

Ali ste se znašli, katero učno gradivo morate uporabiti prvo?

- Da
- Ne

### 2. vprašanje

Ali je jasno, katero učno gradivo morate uporabiti drugo?

- Da
- Ne

### 3. vprašanje

Ali ste z lahkoto našli učno gradivo, ki ste ga potrebovali?

- Da
- Ne

### 4. vprašanje

Ali imate težave pri uporabi učnih gradiv?

- Da
- Ne

### 5. vprašanje

Bi želeli kaj spremeniti pri tem, kako priti do učnih materialov?

## 0. Berljivost, čitljivost

To je drugi del vprašalnika.

V tem delu vas bomo vprašali:

- ali so učna gradiva v lahkem branju,
- ali so gradiva take oblike, da jih lahko enostavno berete, poslušate, gledate.

Spomnimo se: učna gradiva so videoposnetki, prepisi, Glavne informacije in Seznami nalog.

#### 6. vprašanje

Učna gradiva so v različnih oblikah. Ali so

- V lahkem branju? DA – NE
- Enostavna za poslušanje? DA – NE
- Enostavna za gledanje? DA– NE

#### 7. vprašanje

Ali vam to, kako je tečaj sestavljen, pomaga razumeti učna gradiva?

- Da
- Ne

#### 8. vprašanje

Ali so vsebine učnih gradiv enostavne za razumevanje?

- Da
- Ne

#### 9. vprašanje

Ali ste z lahkoto razumeli stvari, ki so predstavljene v učnih gradivih?

- Da
- Ne

#### 10. vprašanje

Bi želeli pri tečaju kaj spremeniti tako, da bi lažje brali in uporabili učna gradiva?

### 0. Trajnost

To je tretji del vprašalnika.

V tem delu vas bomo spraševali o trajnosti.

Trajnost nam pove, kako koristen bo tečaj v prihodnosti.

Želimo izvedeti vaše mnenje o tečaju.

#### 11. vprašanje

Ali so učna gradiva uporabna? Se lahko z njimi naučimo biti testni bralci-svetovalci?

- DA
- NE

#### 12. vprašanje

Ali bi ta tečaj priporočili tudi drugim ljudem?

- DA
- NE

#### 13. vprašanje

Ste se iz učnih gradiv naučili novih stvari?

- DA
- NE

#### 14. vprašanje

Ali je na tečaju dovolj učnih gradiv?

- DA
- NE

#### 15. vprašanje

Bi se želeli v prihodnosti naučiti še več stvari o lahkem branju?

## Questionnaire for trainees (Spanish)

### Introducción

Este es un cuestionario para los estudiantes del curso.

Este cuestionario tiene 15 preguntas sobre el curso.

Las preguntas son sobre la plataforma y los materiales del curso.

Los materiales son:

- Vídeos.
- Transcripciones.
- Fichas de resumen.
- Ejercicios

Leeremos tus respuestas y evaluaremos  
si el curso es útil para los estudiantes  
o tenemos que cambiar algo para hacerlo mejor.

Este cuestionario tiene 3 partes.  
Cada parte tiene 4 preguntas con respuestas de sí o no.  
Al final de cada parte, hay una pregunta sobre tu opinión.  
En ella, puedes escribir todos tus comentarios e ideas.

#### 1. Accesibilidad y usabilidad

Esta es la parte número 1 del cuestionario.  
En esta parte, vamos a preguntarte  
sobre cómo encontrar, acceder y usar los materiales del curso.

Pregunta 1:

¿Es fácil encontrar el material del curso

que debes usar primero en el módulo?

- Sí.
- No.

Pregunta 2.

¿Es fácil entender qué hay que hacer después  
o qué material del curso tienes que elegir después de usar el primero?

- Sí.
- No.

Pregunta 3.

¿Es fácil encontrar un material específico para usar?

- Sí.
- No.

Pregunta 4.

¿Tienes problemas para usar los materiales del curso?

- Sí.
- No.

Pregunta 5.

Cuéntanos si te gustaría cambiar algunas cosas  
sobre cómo acceder, encontrar y usar los materiales del curso.

## 0. **Comprensión y legibilidad**

Esta es la parte número 2 del cuestionario.

En esta parte, vamos a preguntarte:

- Si los materiales del curso son fáciles de leer.
- Si el diseño de los materiales del curso es fácil para leer, ver y escuchar.

Recuerda que los materiales de los cursos son vídeos, transcripciones, fichas resumen y ejercicios.

Pregunta 6:

Los materiales del curso tienen distintos formatos. Cuéntanos:

- ¿Son fáciles de leer? Sí – No
- ¿Son fáciles de escuchar? Sí – No
- ¿Son fáciles de ver? Sí – No

Pregunta 7:

¿El diseño del curso ayuda a entender los materiales del curso?

- Sí
- No

Pregunta 8:

¿El contenido de los materiales del curso es fácil de entender?

- Sí
- No

Pregunta 9:

¿Es fácil de entender el contenido que tienen los materiales del curso?

- Sí
- No

Pregunta 10

Cuéntanos si te gustaría cambiar algunas cosas sobre cómo leer y entender los materiales del curso.

## 0. **Sostenibilidad**

Esta es la parte número 3 del cuestionario.

En esta parte, vamos a preguntar acerca de la sostenibilidad,



es decir, sobre cómo el curso puede ser útil para el futuro.  
Queremos saber tu opinión sobre el curso.

Pregunta 11:

¿Los materiales son útiles para convertirse en validador?

- Sí
- No

Pregunta 12:

¿Recomendarías el curso a otra persona?

- Sí
- No

Pregunta 13:

¿Crees que has aprendido algo nuevo de los materiales?

- Sí
- No

Pregunta 14:

¿Crees que hay suficiente material para aprender en el curso?

- Sí
- No

Pregunta 15:

Cuéntanos si te gustaría aprender más  
acerca de algunos temas relacionados con el método de lectura fácil  
en el futuro.

### ANNEX 3: Checklist

#### Identity indicators

Is the content of the training materials comprehensive?	
Is the content of the training materials relevant to your training?	
Does the content of the training materials cover the knowledge and skills a validator should have?	
Are the tasks comprehensive?	
Are the tasks relevant to your training?	
Do tasks enable students to show what they know and the skills they have acquired?	
<b>Would you like to add anything else?</b>	

#### Community indicators

Do you feel prepared to work as a validator after the training?	
Will you recommend this training to your peers?	
<b>Would you like to add anything else?</b>	

#### Changeability indicators

Is there anything in the content of the training materials you would like to change?	
Should the training be more theoretical?	
Is there anything in the tasks you would like to change?	
Should the number of tasks be increased?	
<b>Would you like to add anything else?</b>	