**Linguistic and methodological teaching objectives**
- Introduce and discuss the scientific method
- Raise awareness of register-specific language use
- Raise awareness of the characteristics of spoken language
- Discuss translational equivalence (e.g., regarding content, associations and style)
- Introduce the principles and problems of film dubbing

**Underlying pedagogical concept(s)**
- Product-oriented teaching: produce a dubbed film
- Research-oriented teaching: students carry out small-scale research projects and present them in class, followed by a reflection on their research and contribution to the dubbing process
- Competence-oriented teaching: foster the acquisition of new digital technical skills (using the software Final Cut Pro)
- Active learning: students play an active role in the planning and problem-solving process (e.g., speaker casting; slowing down speed)
- Individualized learning: task allocation based on heterogeneous participants' skills and interests (e.g., regarding the level of German and prior experience with translation or film dubbing)

**Students’ independent research projects and presentations**
- Common problems in dubbing
- Compare language use
  - Educational TV programmes for children (e.g., Sesame Street/Dora the Explorer) vs. educational TV programmes for adults (e.g., MythBusters/BBC documentaries)
  - Educational TV programmes for children (e.g., Sendung mit der Maus) vs. educational books for children (e.g., the Web on Wheels series)
  - Different English/German educational TV programmes for children (Sendung mit der Maus/Miss TV vs. Sesamstraße/Sesame Street)
- Collect catchphrases from Sendung mit der Maus and Miss TV
- Collect German and English expressions that can be used to provide explanations

**Outside of class**
- Work on their research project topics
- Students present their findings in class
- Students discuss students’ rough translation in class
- Collect tasks

**Technical equipment**
- International tape with music and sounds but without German voices (obtained from the WDR’s Mitschnittservice)
- Video editing software: Final Cut Pro
- High-quality microphone

**End-of-term assignment: Project report**
- Students answer the following questions in 450-700 characters:
  - What was the aim of the class?
  - What did we do (e.g., which methods did we use)?
  - What did we do specifically (e.g., to contribute to the aim)?
  - What results did we achieve?
  - What did you learn?

**Tasks on Dubbing Day**
- Align German version and international tape in Final Cut software
- Use soundwaves to mark the beginnings and ends of German speech segments
- Copy English translations of speech segments into appropriate slots to create time-aligned captions (minus 10 frames)
- Read out captions and record English audios
- Listen to audios, give feedback to speaker and re-record if necessary
- Add credits at the end of the film
- Post-editing (check for flaws and remedy them)
- Document the dubbing process (photographs, short videos and texts)

**Watch the dubbed English version of Viererkniffel at**
https://www.wdrmaus.de/extras/maus_international/englisch.php5