Ann Marcus-Quinn · Krzysztof Krejtz ·
Carlos Duarte   *Editors*

Transforming Media Accessibility in Europe

Digital Media, Education and
City Space Accessibility Contexts

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Achieving Accessibility on a Budget

Aksaray University's Strategy for Supporting Students with Disabilities

Önder Islek & Hatice Uyanik

Overview

- **Purpose:** This chapter aims to deconstruct the Turkish social system with emphasis on education and employment first and show how the current system is disrupted to ensure the proper application of international agendas that Türkiye is officially and legally a part of.

- **Approach:** An eclectic approach was utilized by combining wicked problem frame & disability studies in education from a reconceptualist perspective.

- **Setting:** This chapter presents a case study of the Aksaray University in the Republic of Türkiye.

- **Chapter Scaffolding:** This chapter includes four sections:
  - Background on education and employment in the Turkish legal and social system to understand the foundation of current systems that is a gateway or product of higher education for individuals with disabilities;
  - Recent understanding of the inclusive, accessible, and nondiscriminatory higher education and where the Turkish higher education system stands in it for individuals with disabilities;
  - A case example of Aksaray University for how to disrupt the system by provision of disability support services within the university; and
  - Conclusion with future implications for policy, research, and practice.

Critical Analysis of & Points of Departure

Current Situation: When we deconstruct the Turkish education systems for students with disabilities as a gateway to higher education and the Turkish employment system as a product of higher education, dividing each of their contexts as legal and civic applications and social practices, we reach to conclusion of snowballing unmet needs of various stakeholders in education system consequence of the inadequate or lack thereof support systems, mirrored within employment system as multiple aspects of both legislation and implementation negativities for individuals with disabilities to access, join, and maintain their work or employment detected.

Alternative, Less-Taken Path: A comprehensive revision of the education system, both horizontally and vertically, is required to better fulfill the needs of stakeholders. Additionally, one possible way to disrupt negative aspects of employment might be allocating and using inclusive and higher education as a medium to produce better opportunities for individuals with disabilities within the workforce. Thus, how an inclusive and accessible higher education system might be a transformative agent both in education and employment system.

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The Inclusive, Accessible, and Nondiscriminatory Higher Education

Gaze, Action, & Moving Forward

Lens: With the wicked problem frame and Disability Studies in Education approach in mind, the authors approached disability as a **culturally and socially constructed construct** that is **not equivalent to the impairment**, and neither belongs to a simple dichotomy of disability-non-disability perspective.

Focused action: To expand the learning opportunities and accessible experiences for inclusive and accessible higher education is to provide disability support services for students with disabilities. Additionally, support disability support services administrators to become change agents within their local higher education culture and context to create an institutional culture of accessibility.

Resulting approach for tangible results: The researchers propose an **ecological-integrated inclusive model** characterized as multilevel, multidimensional, multifocal, and diachronic, and including micro (digital and assistive technology), meso (research– and evidence-based education), and macro (universal inclusive education) level practices. Additionally, meaningful stakeholder engagement is underlined as a crucial step within this system.

To Disrupt the Inequity: A Case Example of Aksaray University

- Participatory action starts with one: Onder Islek started working at Aksaray University after gaining multicultural experience. Onder is a disrupter and requested multiple supports and reported failures within the education system.

- He became the coordinator of the disability support services.
  - Learning about the students with disabilities within the university culture.
  - No availability of experts to hire, including disability advisors and accessibility professionals.
  - Collaborative action took place through the involvement of the eight proactive faculty members with expertise in the disability field.
  - A service delivery model was developed with the scarcity of available supports and opportunities, including, first, information sessions for all faculty and departments on disability, rights, and inclusive approaches for enhanced accessibility of lectures. Second, appointing representatives and sub-representatives from each department, faculty, college, and center. This allowed Disability support services to reach out to students with disability and analyze and tailor support based on individualized and student-centered approaches. This approach results in a letter to be delivered to all faculty that student have direct contact with.
  - In time, regulations within the university increase the inclusivity and accessibility, and tangible results become available to university culture in time as the university community becomes more aware and proactive on accessibility and inclusivity. The scarcity doesn't stop a collective action for better accessibility to disrupt the structural inequalities in a relatively short amount of time and is applicable to multiple contexts.

Thank you for your attention

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Making Copyright Management Agile

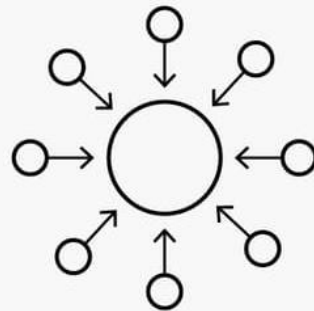Challenges and Opportunities in Audiovisual Translation and Media Accessibility for a New Digital Era

Estel·la Oncincs & Iris Serrat-Roozen

October 14, 2024
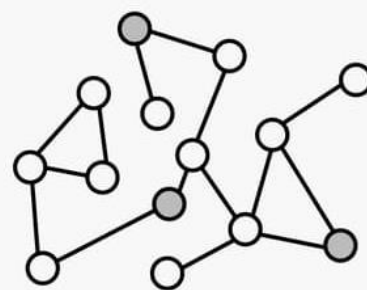
Accessibility & the evolution of the web

Web 1.0

1900s–2000

Static read-only
web pages

Web 2.0

2000s–2020s

Information-centric
and interactive

Web 3.0

2020s–?

User-centric,
decentralized, private,
and secure
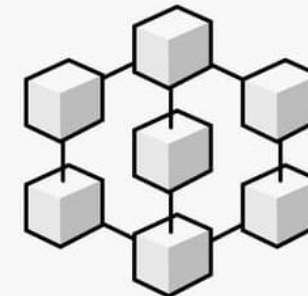
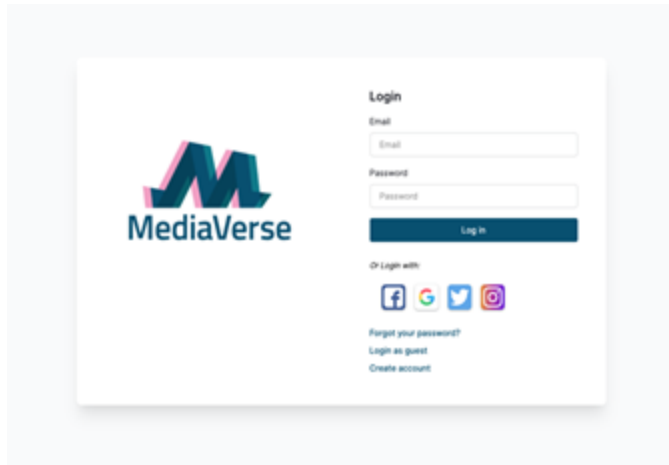# Copyright management:
in the digital media value chain
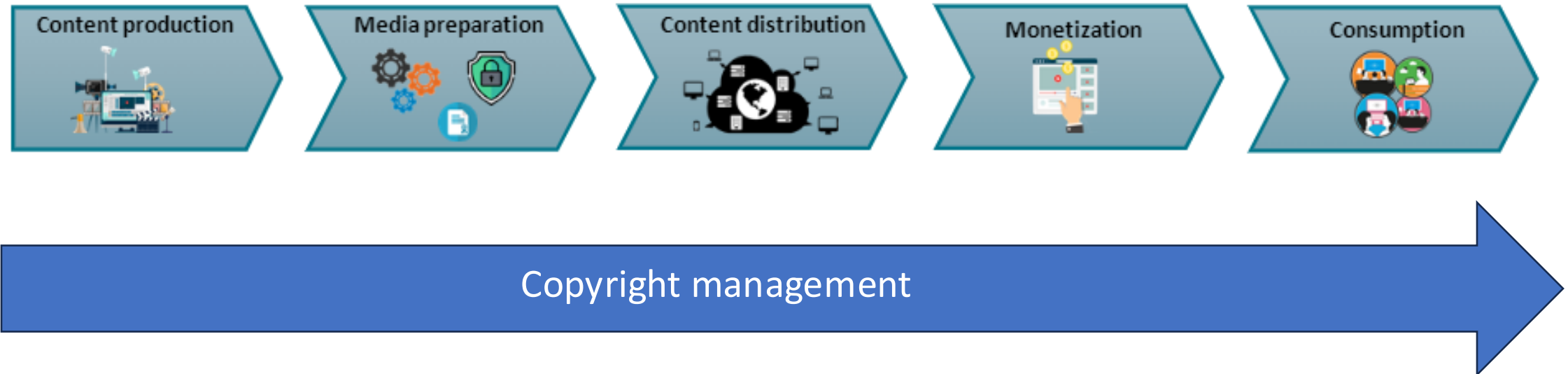
Copyrights claim:
What are author's rights?

All authors, by definition, have their works protected by a series of rights which give them the complete and exclusive capacity to exploit these same works.

These rights are known as 'copyright'. There are two different types of copyright: **moral rights and economic rights**.

- Moral rights are **personal, indisputable and inalienable**.
- Economic rights and rights of exploitation are **transferable rights**

Copyright management: MediaVerse platform an overview

Methodology

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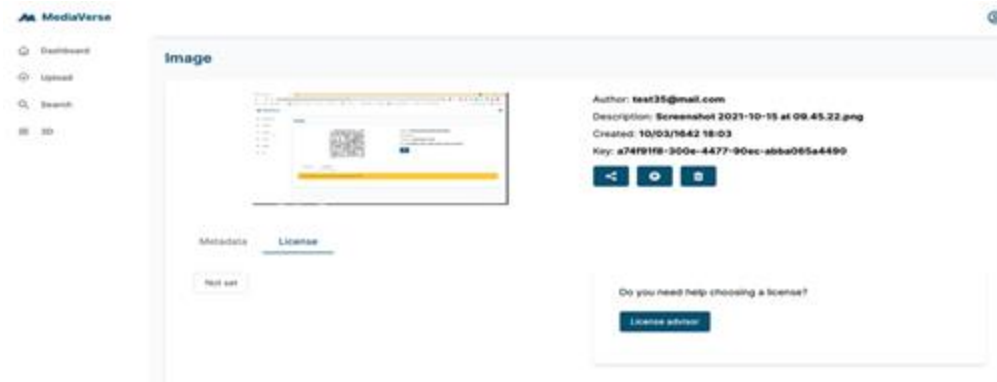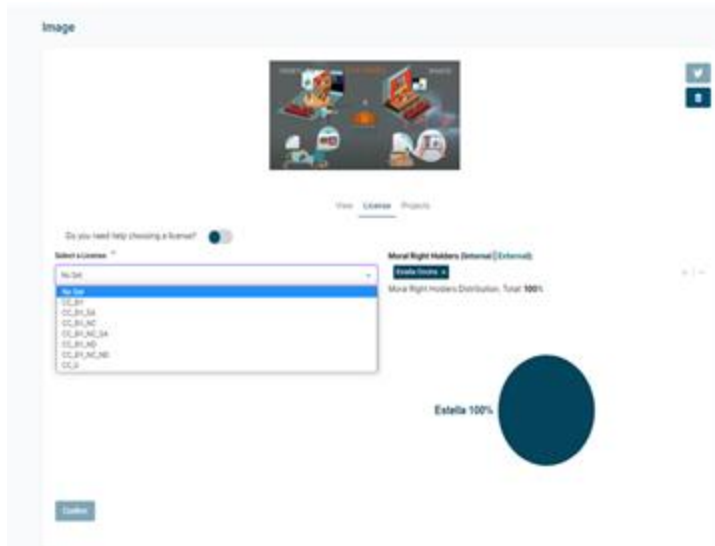
Focus groups related to copyright management in AVT & MA:

- 3 focus groups between January – April 2023

- Target groups(s): Audiovisual translation (subtitling, media accessibility and videogames/localisation).

- Use case: copyright management in audiovisual translation context.

- Recruitment process: ATRAE and professional contacts.

- Ethics: Specific protocol approved by the UAB ethical committee was followed

Aim(s):

1. Gather and analyse data from users to understand the existing workflow for production, distribution, and monetisation of digital assets in their fields.

2. Gain information about professionals needs and expectations of the MediaVerse platform in relation to copyrights management.

Conclusions & further steps

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- Copyright management is considered a **common problem accross the different modalities**.

- **Fragmentation** on copyright management remains a major challenge.

- **Creativity and reuse of works** are not protected with copyrights (in the Spanish context).

- **Recognition of moral rights** might have a direct impact on the **reputation of professionals**.

- The **role of associations** to promote the recognition of moral rights (specially in the case of MA and localisation) is considered crucial.

- The **potential of the blockchain technology** remains unknown to most professionals.

- The **MediaVerse platform is considered specially relevant** for the copyright management of SMEs and freelancers.

- **Further research** is needed in diferent countries for all diferent modalities in the AVT/MA fields, as copyright management differs across countries.

Thank you for your attention

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Contemporary Art and Audio Accessibility from Translation Studies

An Essential Binomial in Current Artistic Creations

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September 25, 2024

Introduction

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Beauty lies in those small accidents that take us out of routine and show us the world in a different light

- David Domínguez Escalona

Innovative Accessibility Solutions

Social and cultural impact

Conclusions and Future Perspectives

October 14, 2024
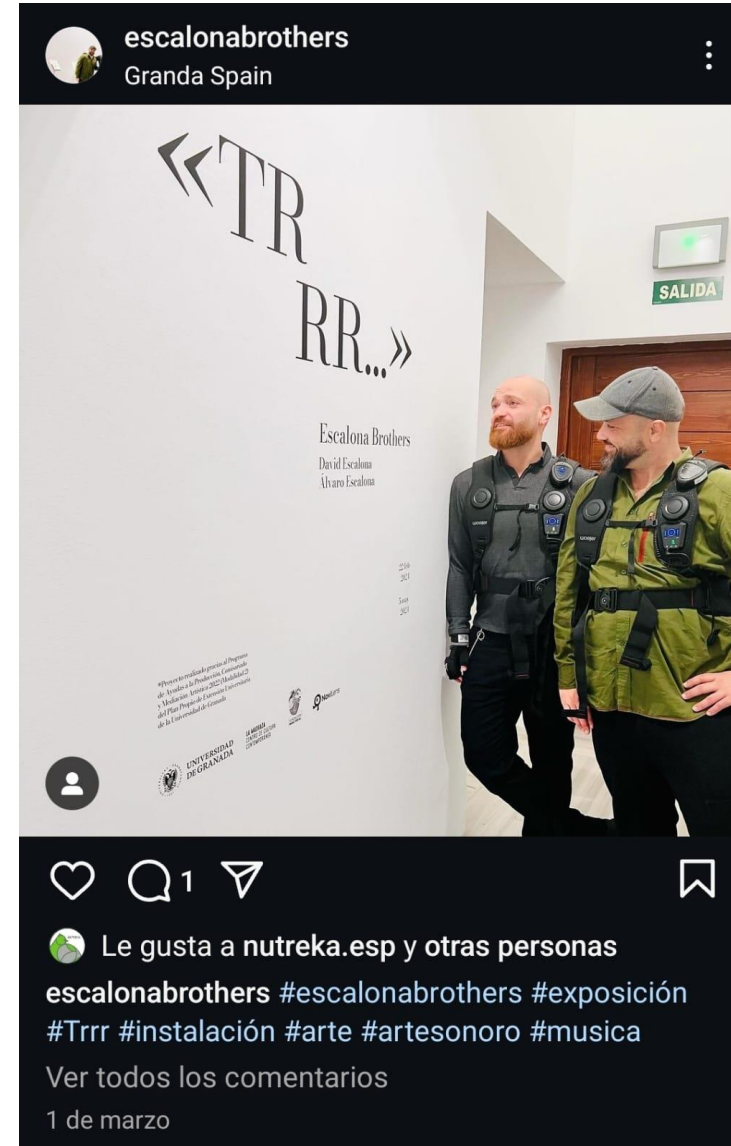
Thank you for your attention

María Asunción Pérez de Zafra Arrufat
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An Overview of Media Accessibility and Inclusivity in the Educational Domain

Alexandros Yeratziotis, Thomas Fotiadis, Andrina Granić, & George A. Papadopoulos

October 14, 2024

Context

Limited research in the field

Need to provide an overview on the status of media accessibility and inclusivity in the educational domain.

Particular emphasis is placed on the media domains: audiovisual and multimedia, and accessibility domains: cognitive, visual, and auditory.

Research Questions

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How can the current state of the art be summarised as an overview?

→

How prominent are the notions of media accessibility and inclusivity in the educational domain?

→

Which are the most prominent themes affecting media accessibility and inclusivity in the educational domain?
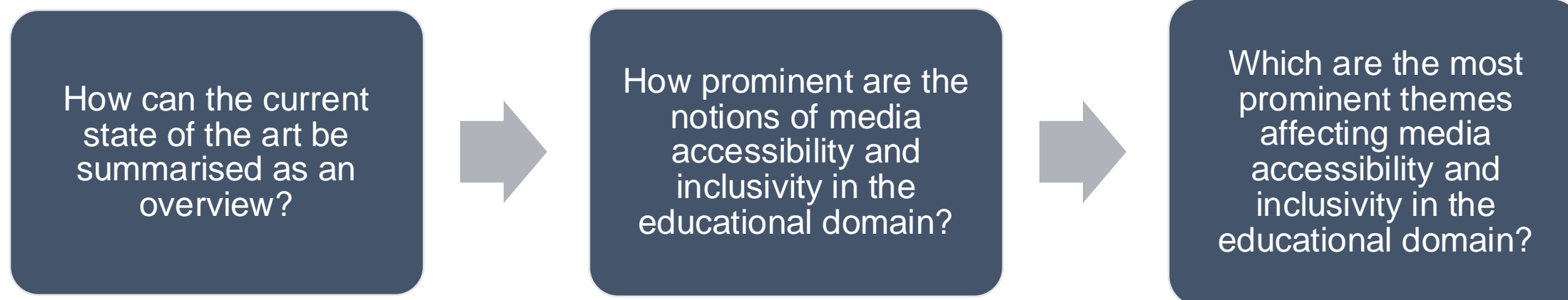
Systematic Review (N=14)

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Database used: Web of Science (WoS) Current Contents Connect (CCC).

Search terms: ("education*" OR "learn*") AND ("technolog*" OR "inclusive technolog*" OR "assistive technolog*") AND ("media" AND ("accessib*" OR "inclusiv*"))

Inclusion criteria: studies reporting accessible and inclusive media used in technologies for education or learning, review articles, peer-reviewed, English, reporting empirically evaluated research.

Frequency of themes

Category	Incidence of Key Notions	Indicative Sample Research
Media accessibility	Access (N=14) Technologies (N=14) User experience/satisfaction (N=13) Policies/regulations (N=9) Affordability (N=6) Sensory (N=5) Navigation (N=4) Subtitles/transcripts (N=3) Captions (N=1)	Jordan, 2023 Ahlin and Hiddinga, 2023 Granić, 2022 Sweet et al., 2020 Afzalan and Muller, 2018 Huang et al., 2016 Radu, 2014 Mącznik et al., 2015 Ahlin and Hiddinga, 2023
Media inclusivity	Interactivity (N=14) Participation (N=14) Platform (N=13) Integration (N=12) Collaboration (N=11) Diversity (N=10) Exclusion (N=10) Inclusion (N=9) Format (N=5) Usability (N=5) Respect (N=5)	Alshammari and Alanazi, 2023 Franklin et al., 2015 O'Connor et al., 2018 Till et al., 2023 Till et al., 2023 Granić, 2022 O'Connor et al., 2018 Sproul et al., 2021 Jordan, 2023 Sweet et al., 2020 Afzalan and Muller, 2018

Main Findings
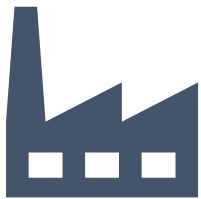
Limited current state of the art in the area.

Media accessibility and inclusivity are under-researched to date, particularly in tandem.

Specific themes affect media accessibility and inclusivity in the educational domain.

Thank you for your attention

Alexandros Yeratziotis: alexis@connectdeaf.com

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Accessibility in Technology-Enhanced Curricula

A Comparative Study in Portugal, Turkey, and Lithuania

Ebru Çavuşoğlu, Giedrė Valūnaitė-Oleškevičienė & Carlos Duarte

October 14, 2024

🎯 Goal ⟶ Analysing the curricula of internationally chosen study programs against four main principles of digital accessibility of *Web Content Accessibility Guidelines (WCAG)*

1 **Perceivable**

2 **Operable**

3 **Understandable**

4 **Robust**

Steps

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Research of the legal prerequisites applied in Turkey, Portugal and Lithuania.

Analysis of the curricula:

Translation and Interpreting Department

Language Sciences Department

Institute of Humanities

Observations
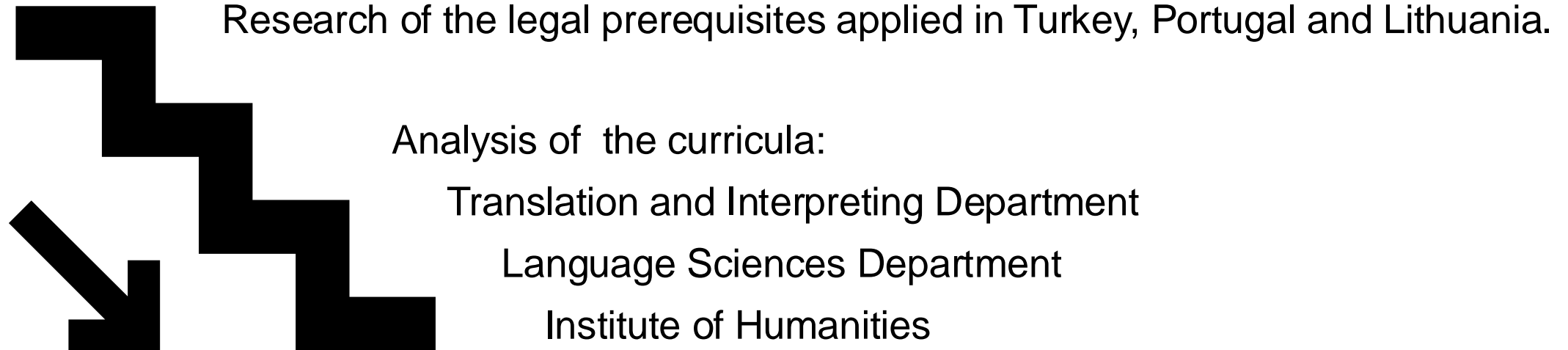
Teaching and learning methods

Assessment methods

✓ **Conclusion** On the surface, the EU accessibility principles are integrated into the analysed curricula and comply with the accessibility principles.

Future research a qualitative study to get deeper into the voices of the research participants on how the documented accessibility principles are implemented in real-life study environments

Thank you for your attention

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Exploring the Potential of Media Accessibility as a Pedagogical Tool

Students as Audio Describers

Marta Brescia-Zapata & Sarah Anne McDonagh

Transmedia Catalonia Research Group, UAB (Spain)

October 14, 2024

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From Accessibility Service to Educational Tool

Old Rules, New Tech!

Key findings

Students challenged traditional AD norms

More subjective ADs

Students used AD to educate and inspire change

AD has educational potential in a changing media landscape

Thank you for your attention

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Sarah Anne McDonagh: sarahanne.mcdonagh@uab.cat

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Academic Training in Media Accessibility in Audiovisual Translation at a University level

The case of the Spanish University System

Juan Pedro Rica Peromingo

Universidad Complutense de Madrid, Spain

Contents: Answers to…

1. how academic training is carried out,

2. required skills and competencies,

3. together with curriculum design,

4. methodological approaches,

5. training materials,

6. assessment, and

7. AVT training at a university level

Context

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The Spanish context:
Universidad Complutense de Madrid, UCM, Spain

Design a syllabus

1. A selection of audiovisual materials.
2. Technical and linguistic constraints.
3. Linguistic and cultural constraints.
4. The specific regulations in SDH, AD and SL.
5. An anticipation of the problems.
6. Training on the software.
7. Assess and evaluation.

Conclusion

International Convention on the Rights of Persons with Disabilities, Article 21 "Freedom of expression and opinion and access to information":

"to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive, and impart information and ideas on an equal basis with others and through all forms of communication of their choice."

CRPD 10
Convention on
the Rights of
Persons with
Disabilities
2006 - 2016

Thank you for your attention

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https://link.springer.com/chapter/10.1007/978-3-031-60049-4_20

Digital Media Tools for Accessibility and Inclusion

A Case Study of Ukraine

Prof. Dr. Yulia Kostynets & Prof. Dr. Valeria Kostynets

October 14, 2024

Ukrainian digital tools: "Dija-app", E-support, EnableMe Ukraine, free-barrier handbook etc.

Olena Zelenska's initiative

Barrier-free is the provision of equal rights and opportunities. It is a comprehensive approach to overcoming barriers: from the spread of inclusive practices and the implementation of accessibility to the care of mental health, which is the basis of the well-being of every person.

Sites of the initiative

Barrier-free guide ↗

Guide to tolerant communication, supplemented with instructions and advice relevant in wartime

Mental health ↗

Video project "Tell me honestly, how are you?" with self-help techniques and animated videos about psychological support

Business without barriers ↗

A community of companies that have united to remove barriers from the lives of Ukrainians

Barrier-free literacy ↗

A series of educational videos about accessibility for citizens and civil servants on the Diya. Digital education"

Barrier-free stories that inspire ↗

Video stories about people who overcome barriers and open new opportunities

Caring for yourself and those around you ↗

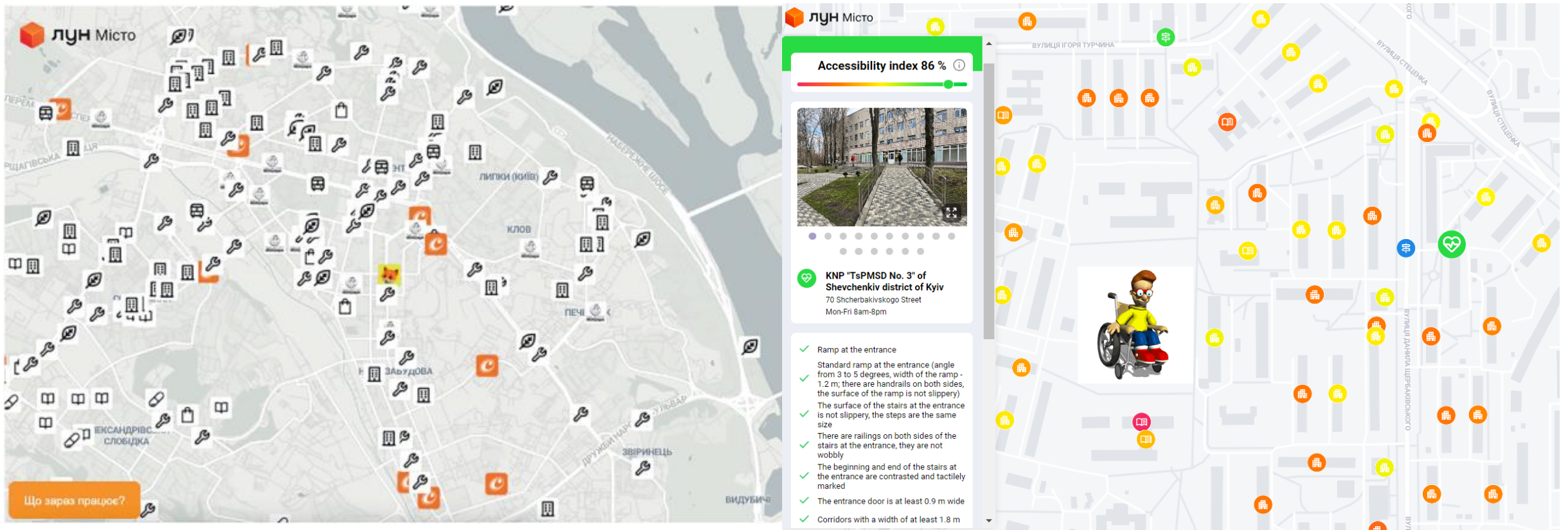A page with self-help techniques and support for other people in times of stress

Mobile applications for people with different forms of disability

Program type	Example	Specificity of functions
Universal for people with hearing impairments	BeWarned	Combines several technical helpers
Technological support for people with visual impairment	TalkBack Be My Eyes	Helps users with visual impairment interact with their devices
Volunteer support for people with visual impairments	Ava	Allows you to contact a volunteer that can use the camera on your smartphone to assist
Technological support for people with hearing impairments	SignSchool	Uses artificial intelligence to transcribe an up -to -date conversation. Provides sign language lessons
Educational support for people with hearing impairments. Technological support for people with speech disorders	PictoDroid Lite; Easy voice recorder TouchChat	Programs for visual communication, recording—voice reproduction
Developmental support for people with autism	ProstoRadost	Helps master social skills
Technological support for people with musculoskeletal disorders	TouchChat	Helps navigate people on wheelchairs

Source: Davydenko, H. (2023). Digital inclusion and accessibility: social digitalization. Vinnytsia. (in Ukrainian)

Interactive Map of Inclusion "City without borders"

Source: ACMC
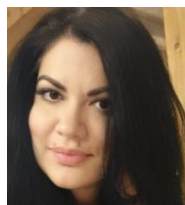
Thank you for your attention

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A Multimodal Approach for Improving a Dialogue Agent for Therapeutic Sessions in Psychiatry

Karolina Gabor-Siatkowska, Izabela Stefaniak, and Artur Janicki

Warsaw University of Technology, Poland

Lazarski University, Poland

Developing AI - tools supporting psychiatric patients

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Collaboration between engineers and psychiatrists

Problems

The growing number of people suffering from various mental disorders, such as **depression**, anxiety, phobias, or **schizophrenia**, is one of the greatest challenges of **contemporary societies.**

Sometimes patients have to wait very long for an appointment, not enough psychotherapists or psychiatrists are not available...


Solutions

The use of AI technologies: natural language processing (NLP), automatic speech recognition (ASR), and machine learning (ML), in e.g. a **dialogue system** helping in **therapy for mental illnesses**.

By interacting with a dialogue agent, psychiatric patients suffering from complex, **overwhelming emotions** such as anxiety, anger, shame, or frustration can learn to **control** them, while receiving their usual treatment.
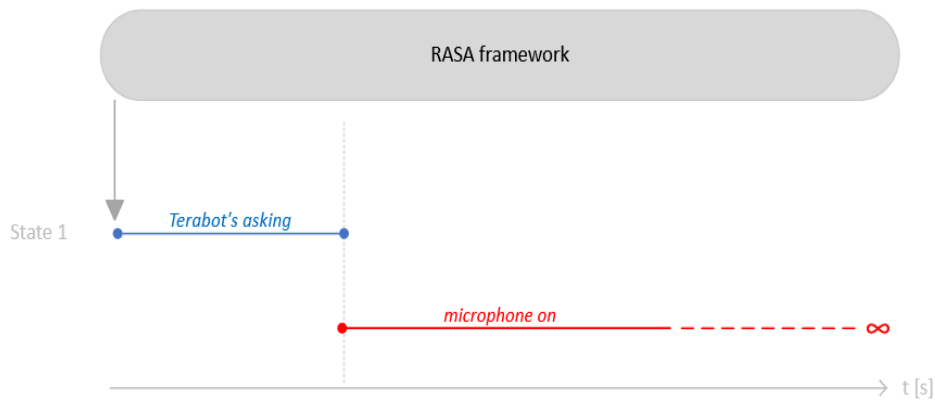
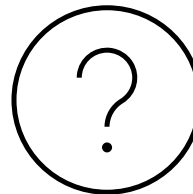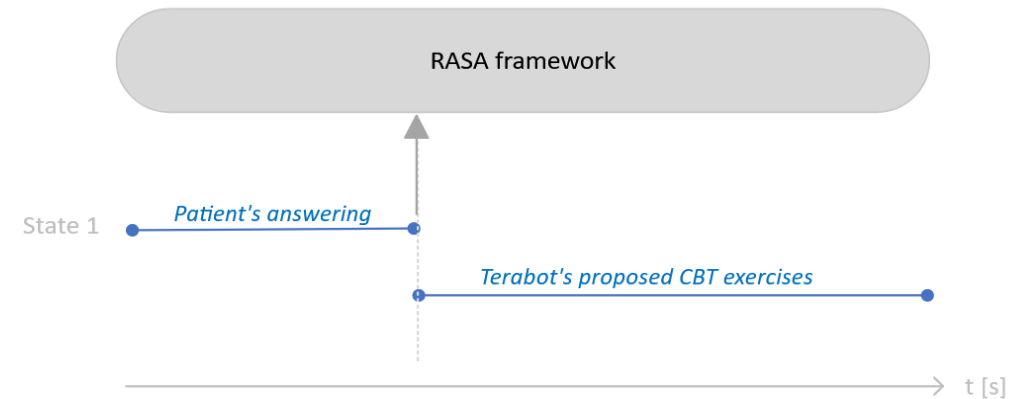# Development of a domain-specific dialogue agent
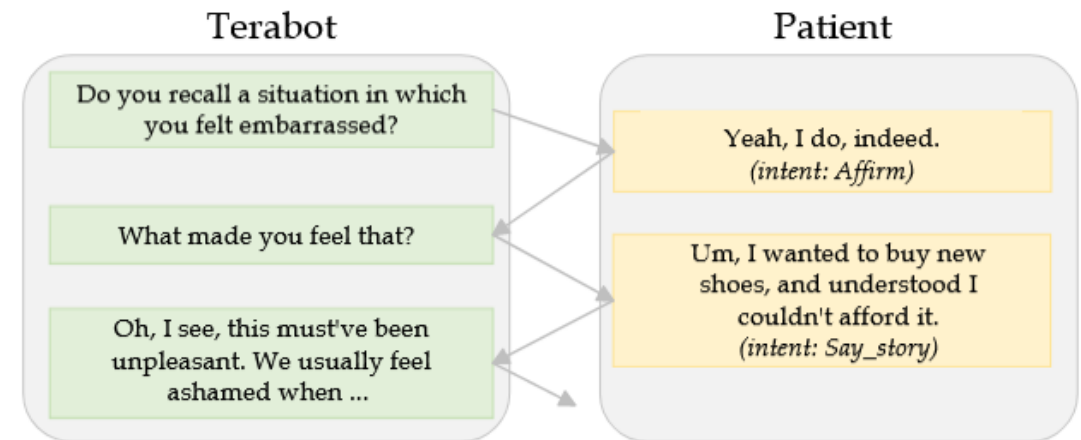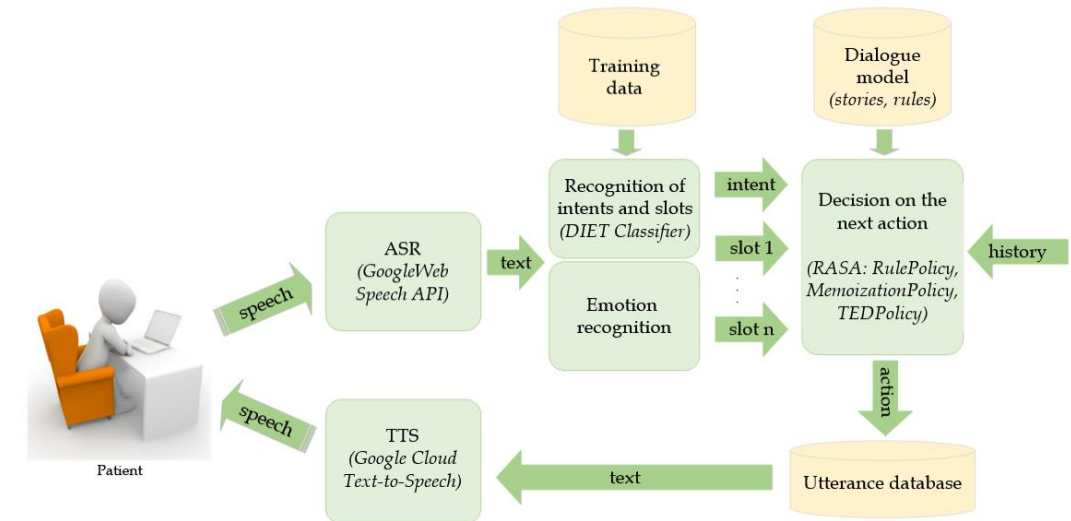
Problems for patients when conversing with the dialogue agent

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Difficulties encountered when interacting with Terabot due to the different stages and symptoms of the schizophrenic patients.
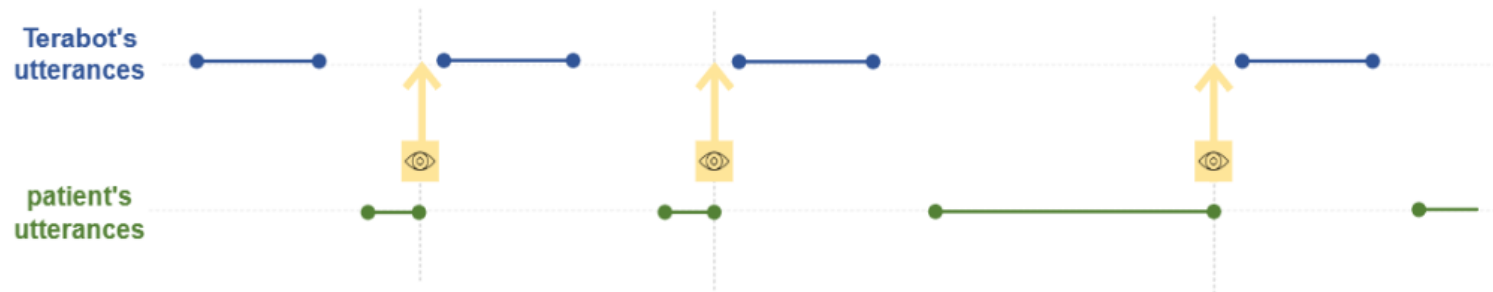
Waiting too long for the patient's answer
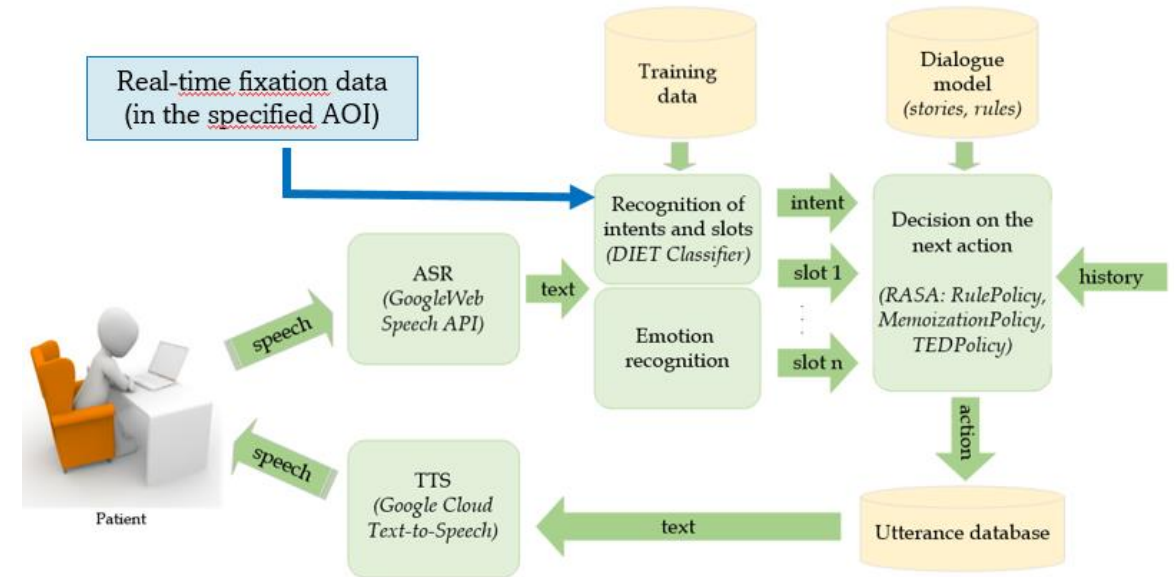
RASA framework

State 1 ...... *Terabot's asking*

microphone on ∞

t [s]

?

Lack of knowledge about patient behavior

RASA framework

State 1 ...... *Patient's answering*

Terabot's proposed CBT exercises

t [s]

Solutions using an eyetracker – a multimodal dialogue agent

Eye-tracking can improve the behavior of our dialogue system:

Regardless of the length and style of the individual patient's speech, eye-tracking can be used to enhance conversations to make them more human, meeting the **needs of all psychiatric** patients.

Thank you for your attention

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