

LEAD-ME Summer Training School 2021
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Qualitative research methods in Media Accessibility: Focus Groups and Interviews

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TRANS
MEDIA
CATALONIA

Research focus

PRODUCT

PROCESS

PARTICIPANTS

CONTEXT-
ORIENTED

Media Accessibility research

“Nothing about us without us”

Users at the center of the design and research process

Research methods

- Quantitative
- Qualitative
- Mixed-methods

Research methods

- Eye-tracking
- Electrodermal activity
- Heart-rate
- Keystroke logging

Research methods

- Discourse analysis
- Interviews
- Focus groups
- Questionnaires

Focus of the presentation

- Focus groups and interviews
- User-centric research projects
- Practical approach: example-based presentation

If you want to read about it...

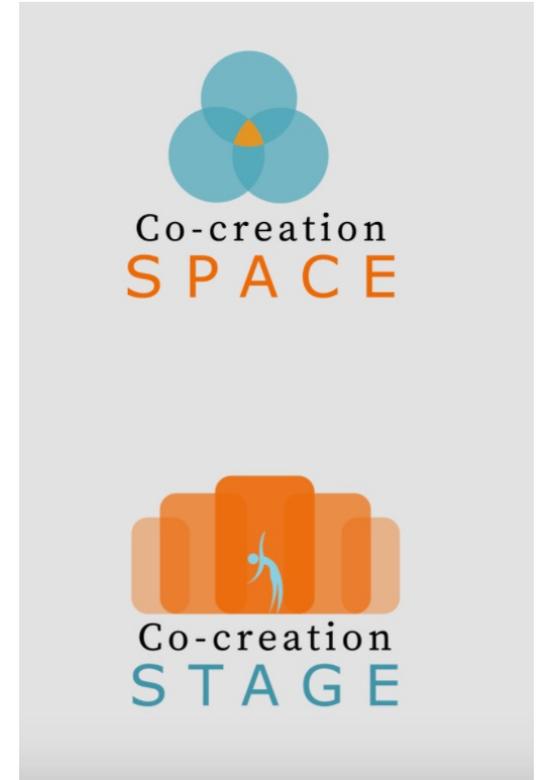
- *Research Methodologies in Translation Studies*, by Gabriela Saldanha and Sharon O'Brien.
- *Scientific Methods for the Humanities*, by Willie van Peer, Frank Hakemulder, and Sonia Zyngier.
- *Creative Research Methods in the Social Sciences*, by Helen Kara.
- *Social Research Methods*, by Alan Bryman.
- *Observing the user experience*, by Elizabeth Goodman, Mike Kuniavsky, and Andrea Moed.
- *Measuring the User Experience*, by Tom Tullis and Bill Albert.

Example: TRACTION

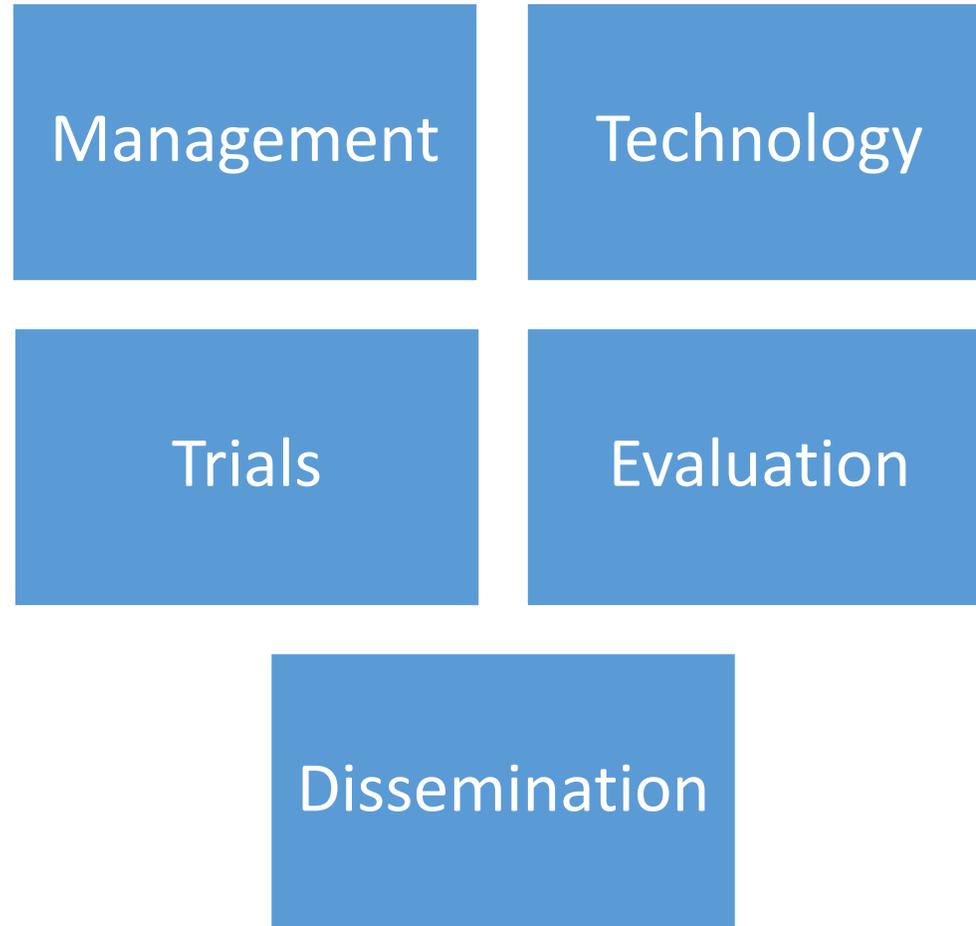


- Opera co-creation & participatory art
- Empower people in 3 communities
- New technologies
- Change

<https://www.traction-project.eu/>



The TRACTION project



Overall evaluation methodology

Toolset and UX
evaluation

Co-creation and
training evaluation

Opera full
performance and
capsules evaluation

Social
transformation
impact

Global methodology

what

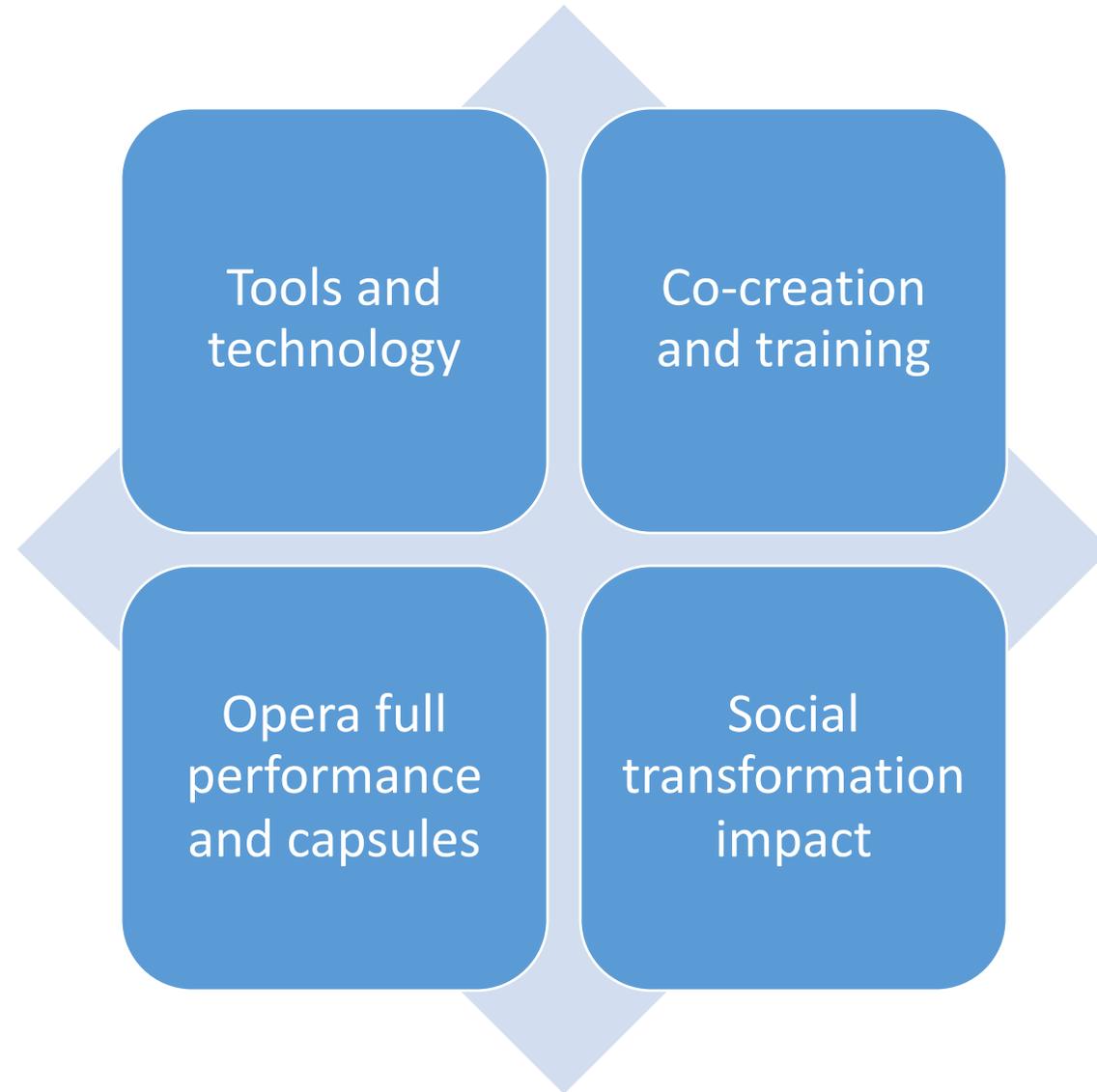
where

with
whom

how

when

WHAT



WHERE

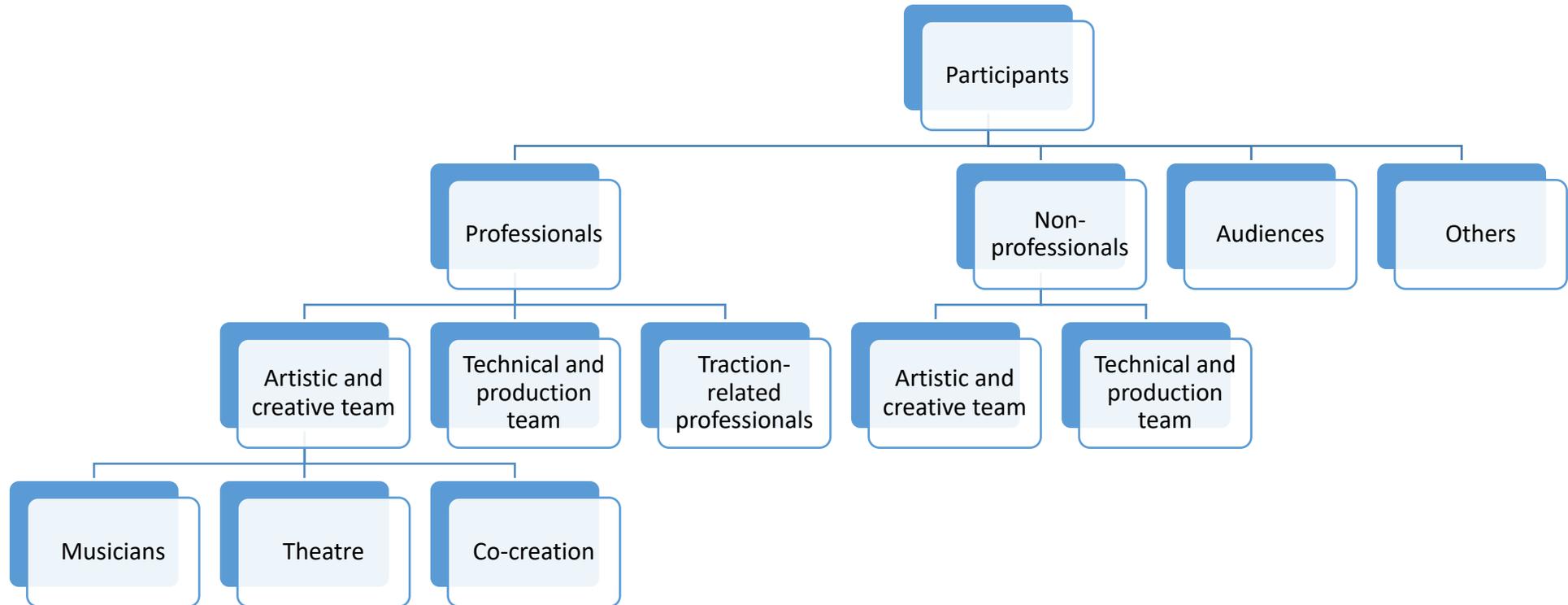


Liceu **20** Opera
Barcelona



 Irish
National
Opera

With whom?



How? Ethics

- Information
- Consent
- Visual Rights
- Data Protection

How? Methods

Focus
groups

Interviews

Usability
studies

Expert
evaluation

Self/peer-
evaluation

Co-design
study

Physiological
sensor

Participant
observation

How? Planning

- Aim
- Participants
- Recruitment process
- Timeline
- Place
- Language
- Materials
- Preparatory tasks
- Evaluation action responsible
- Step-by-step process description

How? Reporting

- General information such as:
 - Aim
 - Date
 - Place
 - Number of participants
 - Evaluation action responsible
- A summary of the participants' profile.
- Main findings.
- Researcher's observations, where relevant.

Training the researchers: FG protocol

“A focus group is “a form of group interview in which: there are several participants (in addition to the moderator/facilitator); there is an emphasis in the questioning on a particular fairly tightly defined topic; and the accent is upon interaction within the group and the joint construction of meaning” (Bryman, 2012: 502).”

The role of moderators

“Focus groups are run by a **moderator** (also called a facilitator). They are expected to guide each session but not be too intrusive.”

“In Traction, the focus groups will be conducted by a moderator and an assistant. [...] During the session, the moderator ensures that every member of the focus group contributes equally to the discussion, and prevents some participants from dominating the conversation.”

Participants and length

“Focus groups can range between 4 and 10 participants depending on the type of activity.”

“In Traction, we aim to include 4-6 participants per focus group. We plan to invite 6 to 7 per focus group in the case there are no-shows.”

“The expected length of a focus group is 60-90 minutes.”

Format

“Focus groups are traditionally conducted face-to-face. However, online focus groups can also provide valuable and insightful data.”

“During the Traction project, we will prioritise face-to-face focus groups, but online focus groups will be conducted when necessary. In face-to-face focus groups, the room needs to be arranged so that participants feel comfortable and see each other.”

Transcription and recording

“Focus groups are a qualitative method. The session can be recorded and subsequently transcribed, or an assistant can take notes during the session. In all cases, explicit consent has to be given for any data collection (notes, artefacts, audio recording, video recording) to take place. For Traction, we suggest that a note-taker is present during each session. A good practice is to provide a summary of the focus group at the end of the session. The summary should not exceed one page. This summary should highlight a set of ideas or conclusions the participants agree on.”

Protocol: before the focus group

“For each focus group, the following decisions need to be made:

- Goal: what is the goal of the focus group.
- Participant pool: who will participate, and how many people should be included in each focus group.
- Recruitment process: how will participants be contacted.
- Timeline: when the focus group will take place, and when the materials should be ready.
- Place: where the focus group will take place (e.g. physical space, online)
- Language: what language(s) the test will take place in, and whether translation support will be included.”

Protocol: before the focus group

- “Materials: what physical/digital materials should be ready.
- Preparatory work: whether and what prep materials should be done by participants.
- Guiding questions: what questions and activities will guide the session.
- The focus group leader needs to fill in a protocol using the template.”

During the focus group: introduction

- “Moderator introduces themselves and thanks participants
- Moderator briefly explains the project, the goal and procedure
- Moderator explains participants the three ethical forms: information sheet, consent form, and disclosure.
 - Moderator describes the type of data that will be collected (e.g. audio, video, notes), that this data will be stored confidentially, and that all data that is collected and published will not directly identify participants
 - Moderator describes the format in which the information will be published or available (e.g. article, report, publication, website).”

During the focus group: introduction

- “Participants are asked to read the form and ask questions, and then are asked to consent to the study.

Forms should be provided in an accessible format and language, and participants should be given enough time to read and understand the form before consent. Participants should also be told that they can withdraw consent at any time during the study.

- Moderator asks participants to fill in the demographic questionnaire. Focus group participants should be provided with help where needed.”

About the demographics

Only what is relevant and needed for the study

Give options to participants

At the beginning? At the end?

Personal data: GRPD

During the focus group: introduction

- “Participants introduce their names and give a brief background about their involvement with the project.
- Moderator thanks participants, and asks them to speak one at a time during the session. The moderator emphasizes that there are no right or wrong opinions, and that everyone’s views are important.”

Focus group: discussion

“The moderator facilitates the discussion using a set of topics and open-ended questions and/or activities. Depending on the goals of the focus group, there should be a limited number of topics, and a set of relevant questions that may or may not be answered during discussion, depending on the direction of the conversation. The moderator directs the discussion, encouraging participants to interaction, and to discuss their opinions in a friendly and comfortable tone. As participants discuss each topic, the moderator remains as unobtrusive as possible.”

Focus group: conclusions

- “The moderator wraps up discussion by reviewing the session tasks.
- If participants agree on a set of ideas or conclusions during the session (e.g. design requirements), the moderator reads these aloud. At the end of the session, participants make final edits and reach an agreement about these suggestions.”

Template for focus group protocol

FOCUS GROUP ID	METHODOLOGY
----------------	-------------

1. General information

- Goal:
- Participant pool:
- Recruitment process:
- Timeline:
- Place:
- Language:
- Materials:
- Preparatory tasks:
- Focus group responsible:

2. Protocol: guiding questions or activities

(Please make sure this protocol follows the structure indicated in the protocol.)

1. General information

- Goal:
- Date:
- Place:
- Number of participants:
- Focus group responsible:

2. Participant profile

(Summarise the participant profile of the participants)

3. Approved conclusions

(Include the main conclusions from the focus group, which have been agreed by participants)

4. Researcher observations

(Provide any relevant information about the development of the focus group and its results)

TRACTION interview protocol

“In research, the aim of the interviewer is to “elicit from the interviewee or respondent [...] all manner of information: interviewees’ own behaviour or that of others; attitudes; norms; beliefs; and values” (Bryman 2012:209).

In Traction we plan to conduct “**in-depth interviews**”, which encourage a detailed exchange of information with a participant.”

Interview protocol

Individual interviews vs. group interviews

“It is important to differentiate between focus groups (see focus group protocol) and group interviews. In Traction we will conduct focus groups when our goal is to understand group interaction dynamics and joint construction of meaning on a very focused topic. In contrast, we will conduct group interviews when focusing on broader topics without directly considering interaction. The number of participants in a focus group in Traction will typically be 4-6, whereas the number of participants in a group interview can be lower.”

Interview protocol

“A **structured interview**, or a standardized interview, “entails the administration of an interview schedule by an interviewer” (Bryman 2012: 210). Any interviewee will be given exactly the same questions with the same phrasing and in the same order. Questions are generally specific, and often include a closed list of possible answers the interviewee can choose from. This type of interview is generally chosen because it reduces error due to the interviewer variability and because it allows to process data more easily. It is primarily a one-way data collection technique. In group interviews, all interviewees reply to all questions.”

Interview protocol

“A **semi-structured interview** is an interview in which the interviewer has a list of questions in what can be called an “interview schedule”, but s/he can vary the order of the questions, adapt them or add questions in response to previous replies. Questions are more open than in structured interviews. It is mainly a one-way information flow from the interviewee, but the interviewer may contribute to it where relevant. In group interviews, any question can be answered by any group interviewee.”

Interview protocol

“An **unstructured interview** is an interview that employs a list of topics (an interview guide) but the interview is not clearly structured. The style is usually informal and the phrasing and order of questions varies from interview to interview. It is more an open conversation in which the interviewer may contribute to the conversation as much as the interviewee.”

Interview protocol

TRACTION: semi-structured interviews.

Interview schedule.

Interviews: format

“Interviews can be conducted face-to-face, on the phone, or can be conducted through video conferencing software. In Traction we will prioritise face-to-face interviews where relevant. However, we will also consider conducting online interviews where necessary, such as during the Covid-19 situation.”

Interviewers

“There can be one interviewer or more than one interviewer. In Traction, both options are possible, taking into account that interviewers may not be experienced in conducting interviews. Thus, we advise having one lead interviewer and one support interviewer that can advise each other if a question is missed or formulated in a wrong way. If having two interviewers present feels intimidating for certain interviewees, then only one interviewer will be present.”

Recording and transcript

“Interviews are a qualitative method. Each session can be recorded and subsequently transcribed, or a note-taker can be in the room. In any case, explicit consent has to be given. In Traction we suggest recording the interviews, with previous consent, unless it is considered too intimidating for certain interviewees. Please notice that some online video conferencing systems already include a recording and transcription system that can facilitate this process, with a subsequent human editing process.”

Location, length, equipment

“The interview should take place in a comfortable and quiet setting and with the adequate recording equipment. Please make sure the tools work.

The expected length of an interview is 30-60 minutes.

Participants can be briefed before the interview, but it is advised not to overwhelm them with preparatory activities unless absolutely necessary.”

Before the interview

- Goal: what is the goal of the interview.
- Interview responsible.
- Interviewer.
- Type of interview.
- Participant(s): who will participate.
- Recruitment process: how participants will be contacted.

Before the interview

- Timeline: when the interview and any preparatory actions will take place, when materials (if any) should be ready.
- Place: where the interview will take place (e.g. physical space, online).
- Language of the interview and, if necessary, translation support.
- Materials needed.
- Preparatory work to be done by interviewee, if any.
- Interview schedule (i.e. list of questions).

Interview schedule

- Identify the topics you are interested in and formulate questions. Revise the questions, where possible with external input.
- Create a certain order on the topic areas, but be flexible to alter the order if necessary.
- Formulate questions that do not trigger “yes/no” answers. Instead, prompt interviewees to provide comprehensive details which respond to your research questions.
- Do not ask leading questions.
- Some participants need time to think. Manage silence wisely, but avoid discomfort. An important ingredient in an interview is listening.

Interview schedule

- Try to use a language that is easy to understand.
- If necessary, use support material (visual representations, photographs, etc.).
- The interviewer should be fully familiar with the interview schedule, so that the possible stress experienced during the interview does not cause the interviewer to miss questions or ask the wrong ones.
- The interview responsible needs to fill in a protocol using the template.

Interview development: introduction

- The interviewer thanks interviewee(s) for coming and introduces himself/herself.
- The interviewer briefly explains the project, the aim of the interview and how it will be developed.
- The interviewer explains participants the three ethical forms: information sheet, consent form, and disclosure.
 - The interviewer describes the type of data that will be collected (e.g. audio, video, notes), that this data will be stored confidentially, and that all data that is collected and published will not directly identify participants.
 - The interviewer describes the format in which the information will be available (e.g. article, report, publication, website).

Interview development: introduction

- Participants are asked to read the form and ask questions, and then are asked to consent to the study.

Forms should be provided in an accessible format and language, and participants should be given enough time to read and understand the form before consent. Participants should also be told that they can withdraw consent at any time during the study.

Interview development: introduction

- The interviewer asks interviewee to fill in the demographic questionnaire. Interviewee should be provided with help where needed.
- In a group interview, interviewees present themselves.
- The interviewer thanks interviewee(s), and, in group interviews, asks them to speak one at a time during the session. The moderator emphasizes that there are no right or wrong opinions, and that everyone's views are important.

Development

- The interviewer follows the interview schedule, trying to engage the participant.
- The interviewer avoids discomforts and remains as little intrusive as possible, dealing carefully with sensitive issues.
- The interviewer does not lead interviewees.

Conclusion

The interviewer thanks the interviewee(s) and indicates where more information about the project, and this specific interview, will be found.

Once the interviewee has left, it is advisable that the interviewer writes a few notes on how the interview went.

INTERVIEW ID

METHODOLOGY

General information

- Goal:
- Participant(s):
- Interview type: structured/unstructured.
- Recruitment process:
- Timeline:
- Place:
- Language:
- Materials:
- Preparatory tasks:
- Interview responsible:

Interview protocol and schedule

(Write down the list of questions and how the interview will be developed. Please take into account the recommendations in the main body of the document. If an unstructured interview is chosen, please suggest an "aide memoire" or agenda.)

Template for interview report

INTERVIEW ID	REPORT
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General information

- Goal:
- Date:
- Place:
- Type of interview: (individual/group). If group, number of participants.
- Interview responsible:

Participant profile

(Summarise the profile of the participant or participants. Personal data need to be anonymous.)

Researcher's observations

(Include a summary of the researchers' notes taken after the interview.)

Main findings

(Include the main findings from the interview.)

Conclusions

(Summarise in a maximum of two paragraphs the main findings.)

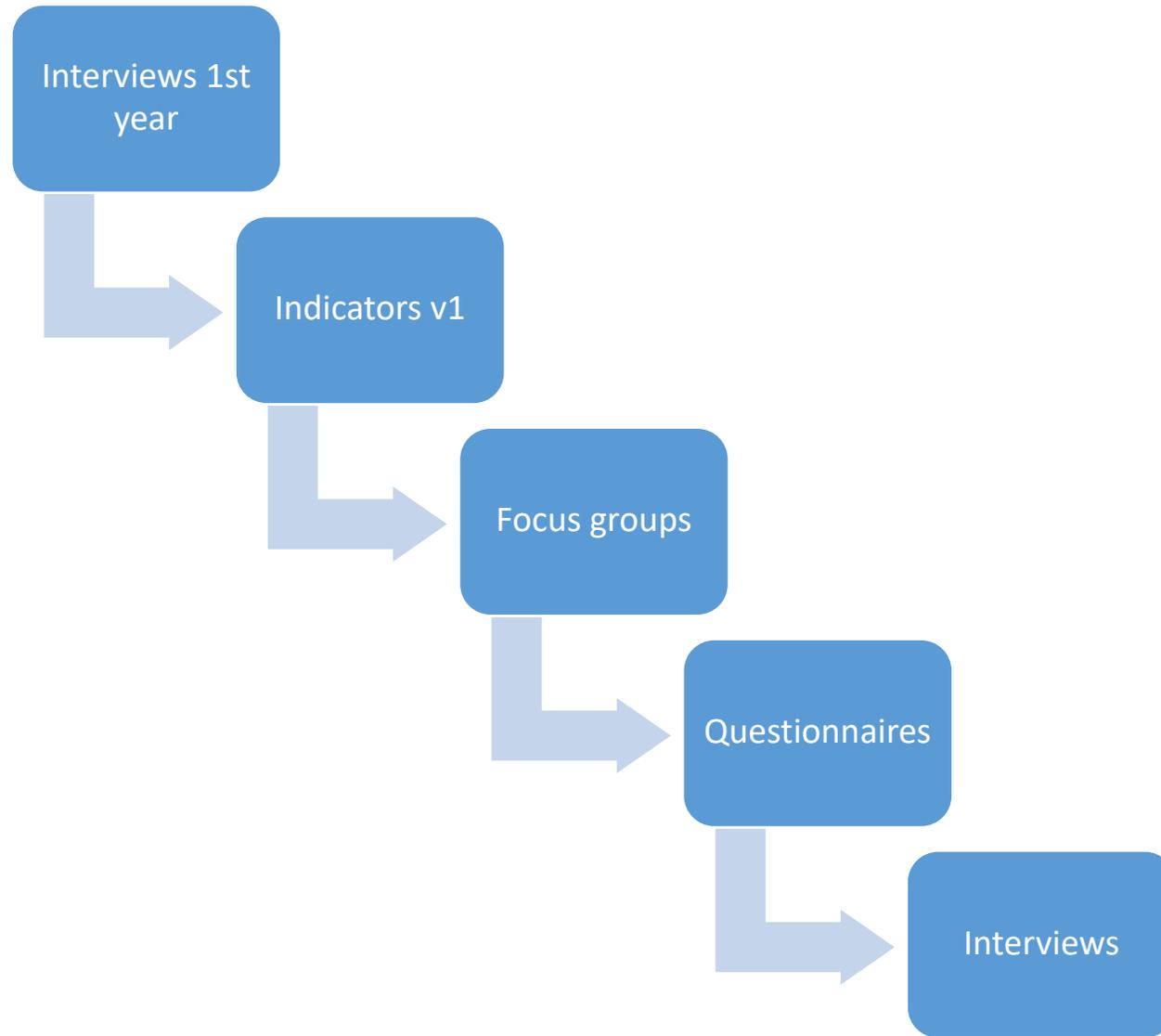
Annex

(Provide the interview transcript. If a speech-to-text system is used, please make sure you revise the transcript.)

TRACTION co-creation assessment

- Literature review
- How to assess co-creation?
- What to ask?
- How to analyse the data? (coding)

A bottom-up approach



Interviews 1: protocol

Goal: define what is understood by “co-creation” and, most importantly, identify indicators to assess the co-creation process.

Participant(s): government representatives, cultural stakeholders, community representatives and trial’s leaders to be chosen by trials (see

Interview type: semistructured.

Recruitment process: contacted by trial members.

Timeline: September-November 2020.

Place: online. Audio will be recorded (not video).

Language: Portuguese (SAMP), English (INO), Catalan or Spanish (LICEU)

Materials: interview schedule, consent forms, videoconferencing system ready.

Preparatory tasks (email) / Interview responsible

Interviews 1: schedule

- Can you describe your association/cultural venue/organisation, its purpose, very briefly?
 - What is the social responsibility policy of your association/cultural venue/organisation? Please provide a short answer.
 - One of Traction's main objectives is to co-create an opera with artists and participants. Do you have any experiences in participatory approaches to art, in co-creation in your association/cultural venue/organisation? Please explain.
 - In your work, what is co-creation?
 - *(Only if you don't use the term "co-creation")* Do you use an alternative term? If so, please say which and what you understand by this other term.
 - What indicators help you decide that the process of co-creation is going well? For example, an indicator could be "attendance to the co-creation sessions" or "active participation of all participants".
 - What indicators help you decide that the result of a co-creation process is successful? For example, one indicator could be "audience attendance".
- One of Traction's main objectives is to co-create an opera with artists and participants. Do you have any experiences in co-creation? Please explain.
 - What is "co-creation" for you?
 - When would you say that a co-creation process is going well? What are the most important things?
 - When would you say that the result of a co-creation process is good? What are the most important things?

Analysis

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Project info Documents

Highlights

Add a document

Interviewee 1.docx

Edit

Backlight

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Edit

Backlight

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LEAD-ME

Description

Manage collaborators

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QDC (XML)

project

Excel

CSV

HTML

DOCX

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D6 fx The quality of the piece , the aesthetics

	A	B	C	D	E	F	G	H	I
1	id	document	tag	content					
2	414867	I10	Output: accomplishment	The fact that you have a product at the end of the process					
3	414863	I1	Output: artistic acknowledgment	The sense of creation and the fact that there is a piece of work at the end shows success in the process					
4	415047	S4	Output: artistic acknowledgment	Achieving an artistic object					
5	415048	S4	Output: artistic acknowledgment	The evaluation of the result by specialists outside he project					
6	415049	S4	Output: artistic acknowledgment	The quality of the piece , the aesthetics					
7	414868	I10	Output: audience attendance	Audience attendance of locals to see their friends and family					
8	414873	I11	Output: audience attendance	People turning up to see the result of the process and paying for tickets					
9	414892	I6	Output: audience attendance	Participant attendance					
0	415019	S2	Output: audience attendance	he 'full house					
1	415085	S7	Output: audience attendance	Quantification of publics					
2	414874	I11	Output: audience profile	When the audience is made up of a mix of conventional theatre going audience but also friends, family members and other networks the participants have					
3	414971	L7	Output: audience response	Ability to generate a spontaneous response in an audience that does not know them					
4	414973	L7	Output: audience response	Feedback from people who are part of the context of the participants					
5	415003	S1	Output: audience response	Applauses					
6	415020	S2	Output: audience response	Applauses					
7	415025	S2	Output: audience response	Emotions of mothers, inmates and public (smiles, happiness, tears of mothers)					
8	415034	S3	Output: audience response	Applauses					
9	415060	S5	Output: audience response	Observing the faces and reactions of family, friends, community					
0	415075	S6	Output: audience response	Families see the inmates on a different way – admiration, surprise					
1	415077	S6	Output: audience response	Strong energy					
2	414919	L5	Output: balanced contributions	that the project is cogebornado					
3	414928	L5	Output: balanced contributions	make the project a project that would not have happened if one of the parties had not intervened					
4	414900	L4	Output: challenging reflections	If Topics not usually touched (gender, race ...) and that make you think about society					
5	415092	S7	Output: challenging reflections	Provoking reaction and change					
6	414897	L4	Output: community interest	impact on larger communities					
7	414975	L8	Output: community interest	How the most extended community of Xamfrà lives it					
8	415076	S6	Output: community interest	The community likes the result and is present					
9	415061	S5	Output: empowerment	When people feel owner of the process as well					
0	415063	S5	Output: empowerment	When people feel owner of the process as well					
1	415059	S5	Output: engagement	Showing the face for the process					
2	414907	L5	Output: engagement	Maximum involvement of this community					
3	414969	L7	Output: evolution	the individual difficulties that each one has at the beginning of the project evolve throughout the process					
4	414974	L7	Output: evolution	Reconsider the purposes of the project based on its evaluation					

Focus group

- Goal: to define what indicators will be used to assess co-creation (process and output) in TRACTION.
- Participant pool: (names were included here).
- Recruitment process: contact by email.
- Timeline: 8 January 2021, 10-12.00.
- Place: online.
- Language: English.
- Materials: list of indicators with description from interviewees.
- Preparatory tasks: prepare list of indicators with definition, so that participants can go through them prior to the meeting.
- Focus group leader: Anna Matamala, supported by Olga Soler-Vilageliu in note-taking.

Results at this stage

- List of indicators that can be used to assess co-creation
- Bottom-up approach

Process	Artistic product	Process and product
<ul style="list-style-type: none">• Non-professionals:<ul style="list-style-type: none">• Profile*• Participation*• Engagement• Balanced contributions• Mutual understanding• Relationships• Satisfaction• Project evolution	<ul style="list-style-type: none">• Artistic product*<ul style="list-style-type: none">• Quality• Media impact• Audience<ul style="list-style-type: none">• attendance*• profile *• response:<ul style="list-style-type: none">• feeling represented• personal change• satisfaction• Non-professionals response:<ul style="list-style-type: none">• feeling represented• satisfaction	<ul style="list-style-type: none">• Community impact• Non-professionals:<ul style="list-style-type: none">• personal change (empowerment, relationships)• learning• Professionals:<ul style="list-style-type: none">• personal change (relationships, attitudes)• learning• Institution:<ul style="list-style-type: none">• institutional change (attitudes, programme, practice)

Next steps

- Co-creation workshops + performance.
- At the end of each co-creation workshop, a questionnaire.
 - What to ask?
 - How to ask it? (Validation)
 - How to administer it? (Online/testing)
 - Alternative creative methods in certain situations.

Next steps

- Interviews at the end on co-creation and/or performance.
 - Who to interview?
 - What to ask?
 - How to coordinate a team?
- Atlas.ti (qualitative software) for analysis.

My Invitations



Licenses for TransMedia Catalonia

Contact Admin

Educational (Subscription)

Download ATLAS.ti Windows

Download ATLAS.ti Mac

ATLAS.ti Web



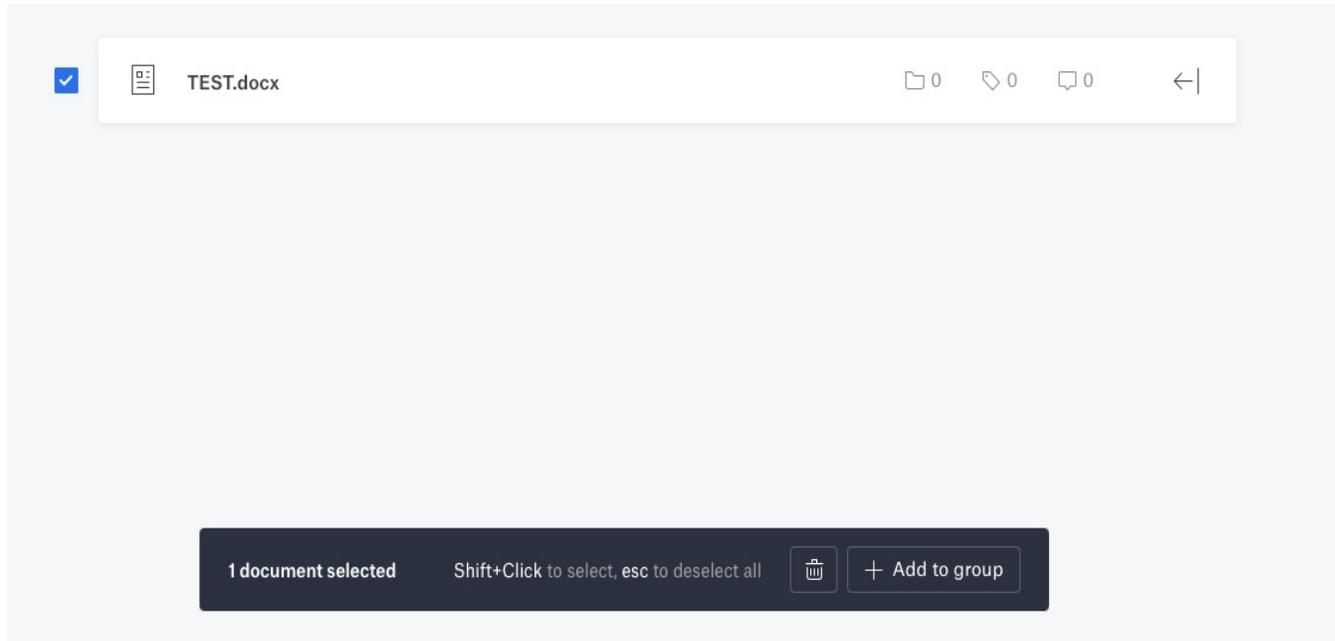
TRACTION

0 29 0 1

Add documents to start analyzing.

You can either upload Word- and PDF-files or create new documents to start your analysis. [Learn more](#)

+ Add document





Interview with Jörg Hecker

Jörg Hecker, CEO @ ATLAS.ti

Q1: Why did you develop a Web-based version of ATLAS.ti?

The answer is simple: The Web is part of the digital future. For some tasks, it is simply the most efficient place to get things done. We see a demand on mobile computing, and Web and cloud-based applications are increasingly sought after. Also, data storage in the cloud--when done right--is increasingly normal. In light of these developments, ATLAS.ti is ready to assert its technological leadership position in yet another medium. But users still can count on our "mother ships," the Mac and Windows desktop versions with their full range of tools and comprehensive functionality, when needed. Also, in a major synergy, we foresee the web developments to further stimulate the desktop versions, and vice versa.

These desktop versions for Mac and Windows are and will remain to be the center of the ATLAS.ti product family--its parents, if you will--while our mobile apps and now ATLAS.ti Web are there for users to explore new uses and discover entirely new areas in which they bring the power of ATLAS.ti to bear.

Snapshots from a simple offered by Atlas.ti (slides 77-80) ©

reason: digital future 2

desktop-web: integr... 6

reason: data storage ... 1

ATLAS.ti product fa... 3

desktop-web: relation 3

Benefits: allows for n... 5

reason: leadership role 1





Code Manager

28 Codes

Filter

Sort by: Name

Code Groups

Download

+ Create code



AI: leveraging data for researcher

1

2



AI: role of human analyst

1

3



AI: will change analysis

2

2



ATLAS.ti product family

1

3



ATLAS.ti product family: work the way you like

1

2



ATLAS.ti Web: AI

2

2



ATLAS.ti web: core functions

1

3



ATLAS.ti web: further development

2

2





Quotation Manager

48 Quotations

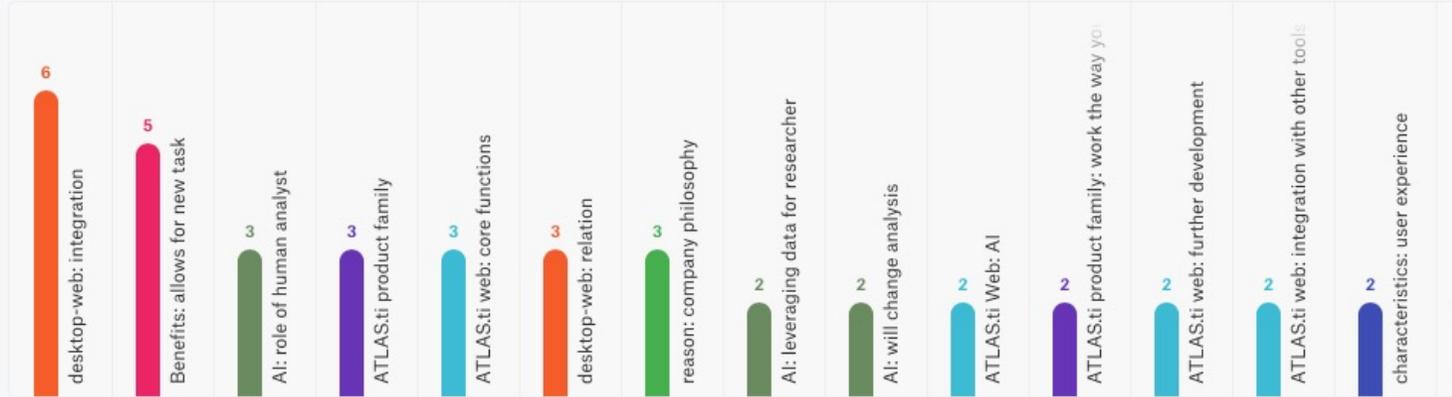
Filter

Sort by: Name



Chart

Download



INTERVIEW WITH JÖRG HECKER



. In the long run, we envision an environment in which the various technologies converge. All of that will be of maximum benefit to our users. And exchanging projects data will always be possible (albeit initially online from ATLAS.ti Web to the powerful desktop versions for Mac and Windows).

desktop-web: integration 6



INTERVIEW WITH JÖRG HECKER



Again, the human analyst will always remain central to the work that is commonly performed with the help of ATLAS.ti, but just like in the past, new tools and new technological possibilities will be available to support, assist, and provide valuable additional input for the common tasks.

AI: role of human analyst 3





Memo Manager

1 Memo

 Filter

Sort by: Name



 Memo Groups

[+ Create memo](#)



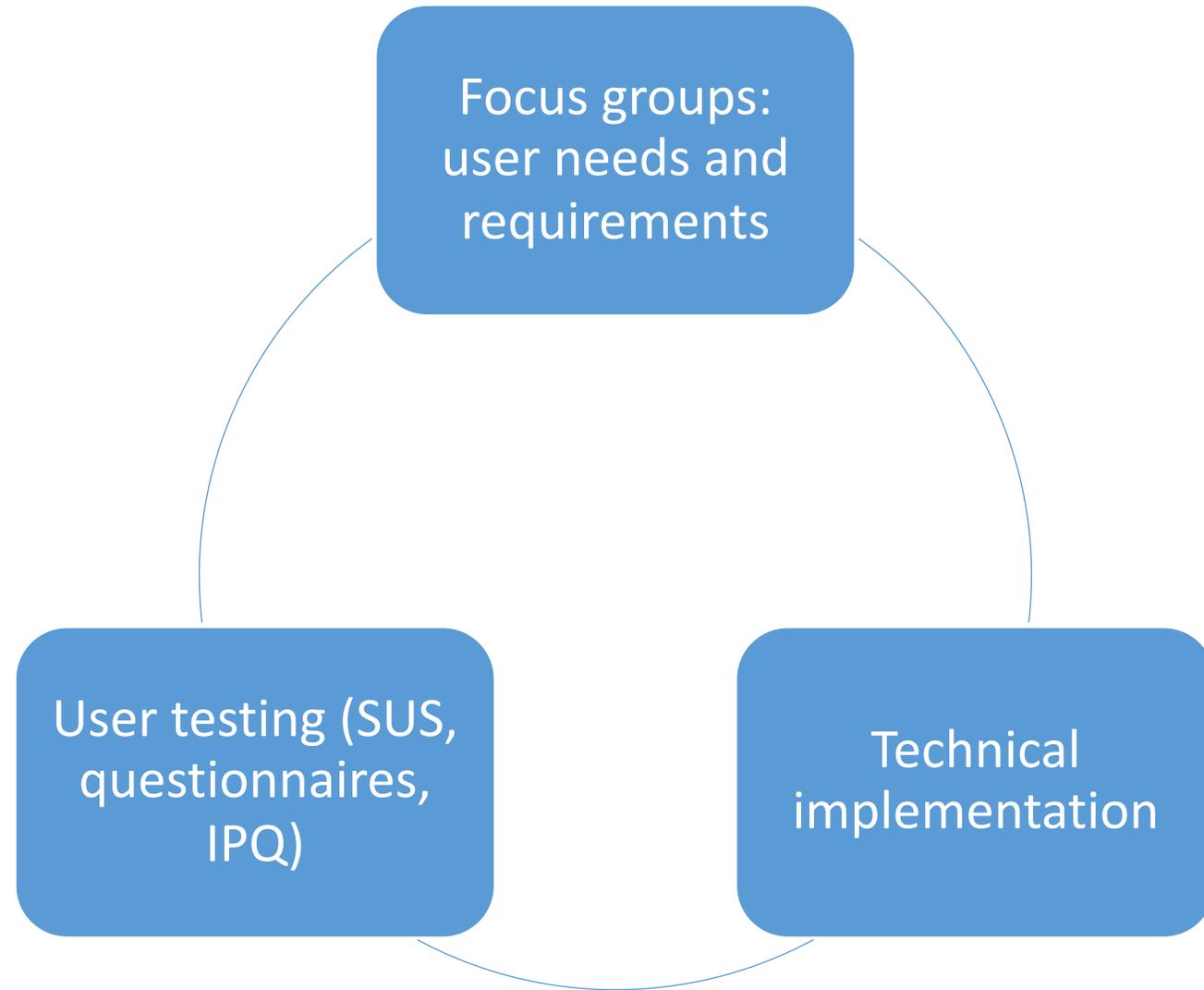
Demo Research Diary

 0



Example 2: IMAC

- Access services in 360° videos:
 - Subtitling
 - Audio description
 - Sign language interpreting
- User-centric project developing solutions.



Subtitling in 360° videos: services



Figure 1 Fixed-position subtitles attached to one position in the sphere in Episode 4 of *Holy Land*, created by Ryot.



Figure 2 Always-visible subtitles attached to the FoV in Episode 5 of *Holy Land*, created by Ryot.



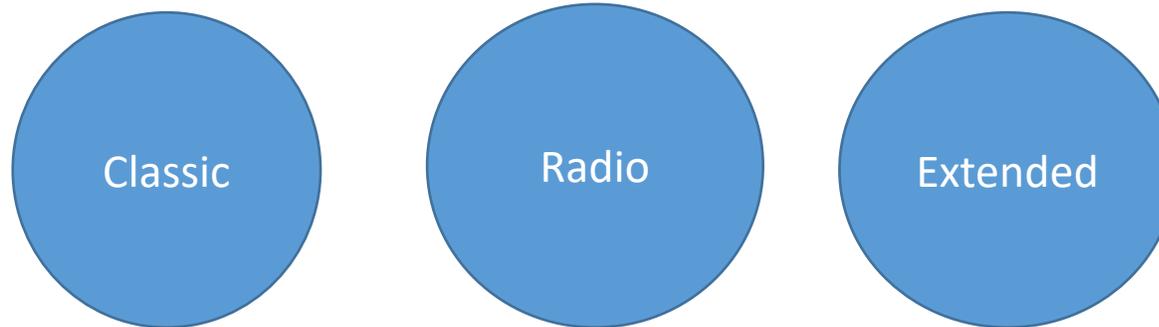
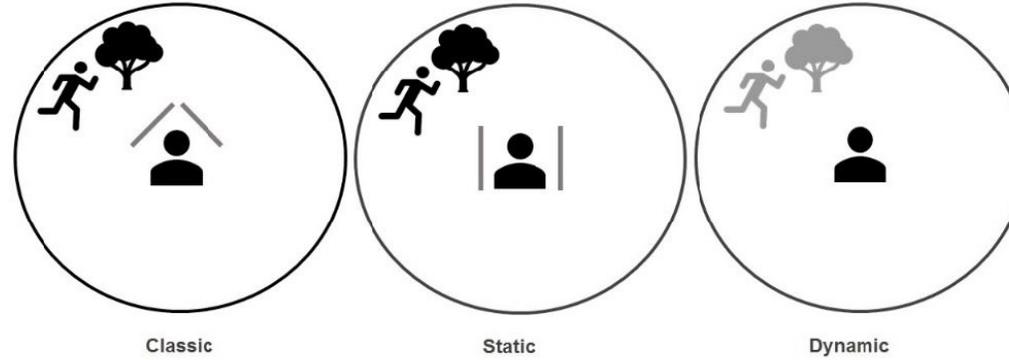
Figure 3 Subtitle with arrows in *I, Philip* created by ARTE.



Figure 4 Subtitles with radar in *I, Philip*, created by ARTE.

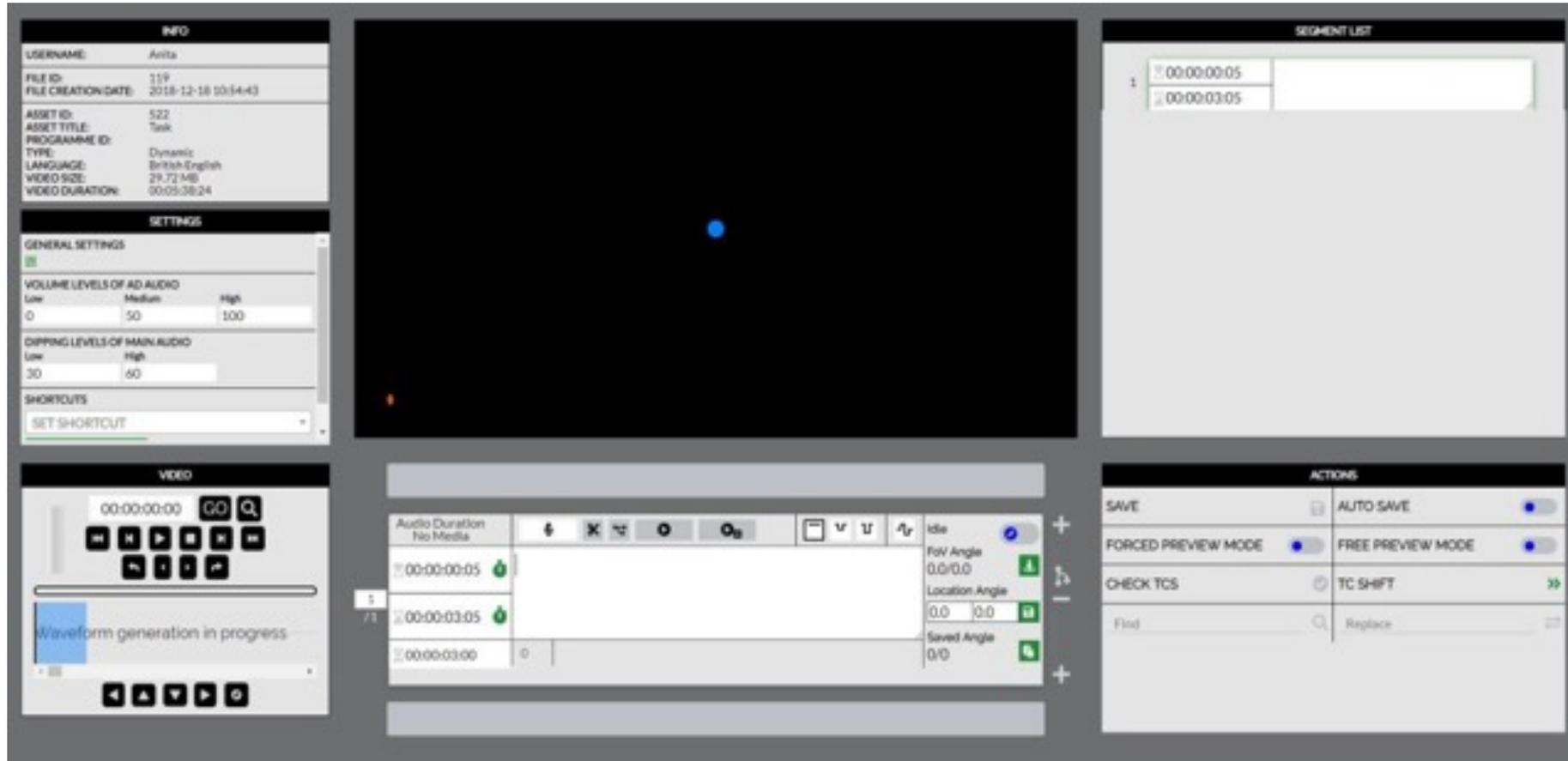
Sources: Agulló & Matamala (2018), D.5.4 IMAC deliverable

AD in 360° videos: services



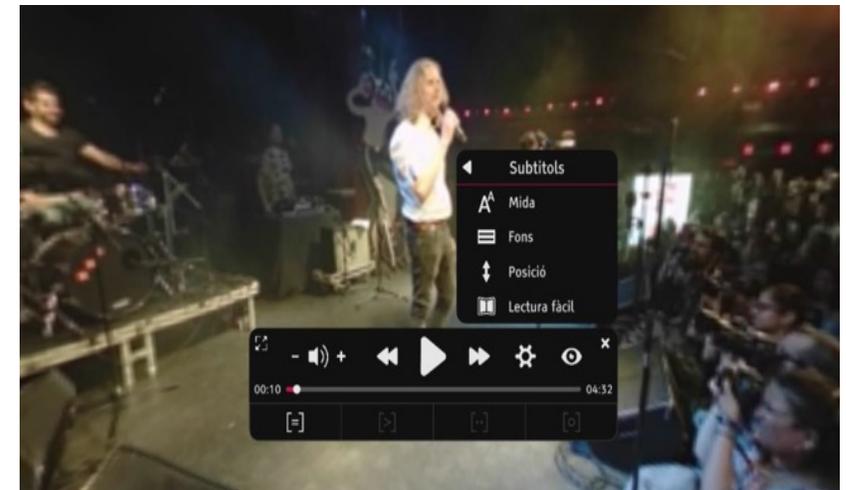
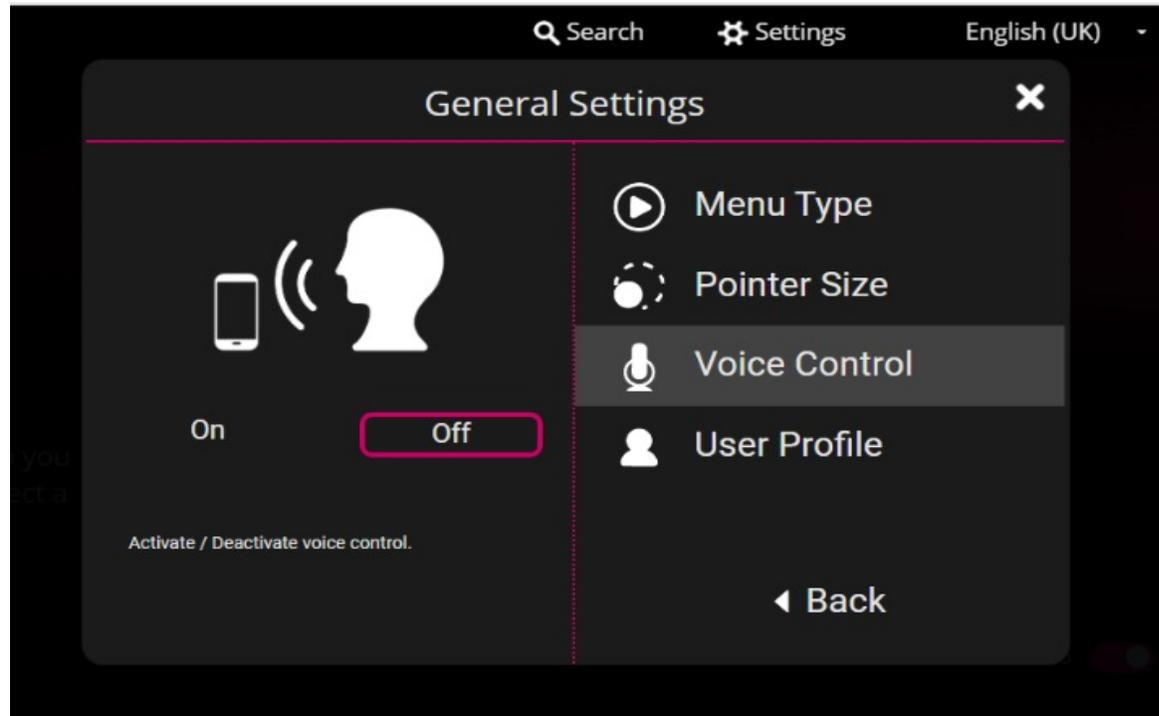
Sources: Phd by Anita Fidyka, Fidyka & Matamala (2018), D.5.4 IMAC deliverable

360° access services editors



Source: Fidyka & Matamala (2019)

Player for 360° accessible content



Example 3: EASIT



Innovative idea:

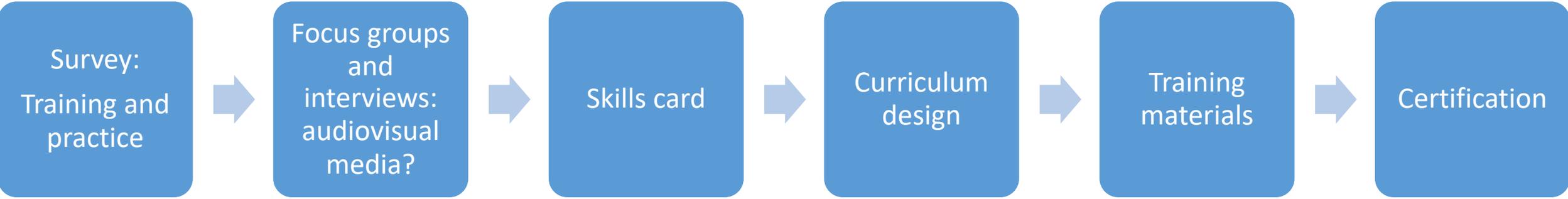
merge Easy-to-read or Plain Language

+ audiovisual access services (Orero, Bernabé-Caro)

Can we create easy-to-understand

- subtitles?
- audio descriptions?
- audiovisual content (eg. audiovisual news)?





Recommendations

- Plan your evaluation.
 - What is your aim/research question? Is it the best method(s)?
 - Design a plan.
- Pilot it and improve it.
- Do the evaluation.
- Analyse it.
- Communicate it: scientific community/society.
- Go back to the users/participants.

TIME-CONSUMING PROCESS

Recommendations

- How many?
 - Bryman's book: comparative Table 21.1 (page 506).
- Checklist for
 - focus groups by Bryman (page 519).
 - Interviews by Bryman (page 497).
- Interviews and focus groups in TS (Saldanha & O'Brien, 2013: 168-188).

Media Accessibility Platform

<http://mapaccess.org>

Welcome to MAP

Welcome to MAP, the Media Accessibility Platform, a unified atlas charting the worldwide landscape of research, policies, training and practices in this field. MAP aims to make media accessible to all, regardless of sensorial and linguistic barriers.

[Read more](#)

PROJECTS

Personalised content creation for the deaf community in a connected digital single market

Project duration: **09/2017-11/2020**

Leading Institution: **Fincons Group**

Funding bodies: **European Commission**

Modalities: **Sign Language Interpreting, Media Accessibility**

LATEST NEWS

03/07/2021 **MAP will be presented at the Mobile Week**

14/05/2021 **Launch of the stable release of the Media Accessibility Platform to celebrate GAAD 2021**

11/11/2020 **LEAD-ME Winter Training School 2020**

11/11/2020 **Online free EASIT event**

11/11/2020 **ARSAD programme published**

11/11/2020 **M4ALL 9 programme published**

< July 2021 >

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

PUBLICATIONS

The play's the thing. Audio description in the theatre: Margaret and Cody Pfanstiehl

Type: **Journal article** Year: **1985**

Author(s): **Margaret Pfanstiehl, Cody Pfanstiehl**

Modalities: **Audio Description**

TRAINING COURSES

Audiovisual Translation: English-German

Course Type: **University Course** Year: **2021**

University: **Ghent University**

Modalities: **Audio Description, Dubbing, Subtitling**

EVENTS

Online free LTA event

Type: **Conference** City: **Mainz**

Date: **09/07/2021**

Modalities: **Respeaking, Subtitling for the Deaf and Hard of Hearing, Media Accessibility**

Accessometer

The Accessometer provides a world map of the legislation, standards and guidelines on media accessibility organised by countries.

[Read more](#)


LEGISLATION, STANDARDS AND GUIDELINES

Provision of Access Services Code

Code: **BC 01/17**

Type: **Guidelines** Year: **2017**

Authoring: **Gibraltar Regulatory Authority**

Broadcasting Division

Country: **United Kingdom**

Riktlinjer för undertextning i Sverige

Type: **Guidelines** Year: **2020**

Authoring: **Medietextarna**

Country: **Sweden**

Any questions?

Disclaimer

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LEAD-ME Summer Training School 2021
08.07.2021

Qualitative research methods in Media Accessibility: Focus Groups and Interviews

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