



LEAD ME Winter Training School Madrid 2021

Media Accessibility Training: Sign Language and Subtitling for the Deaf and Hard-of-hearing

#LEADMEMadrid2021

LEAD ME Winter Training School Madrid, 15-17 November 2021





Involving users in media accessibility research: ethics and knowledge transfer

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LEAD ME Winter Training School Madrid, 15-17 November 2021

Research focus (from summer school)



PRODUCT

PROCESS

PARTICIPANT
S

CONTEXT-
ORIENTED

“Nothing about us without us”

Gathering data...



- Quantitative and qualitative data...

...through eye-tracking, electrodermal activity, heart-rate, keystroke logging.

...through focus groups, interviews, questionnaires.

References



- *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.

References



- *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.

Users in media accessibility research



1. Who are the users? How do we categorise them?
2. Ethical aspects

Who are the users? User categorisation



Example 1: TRACTION



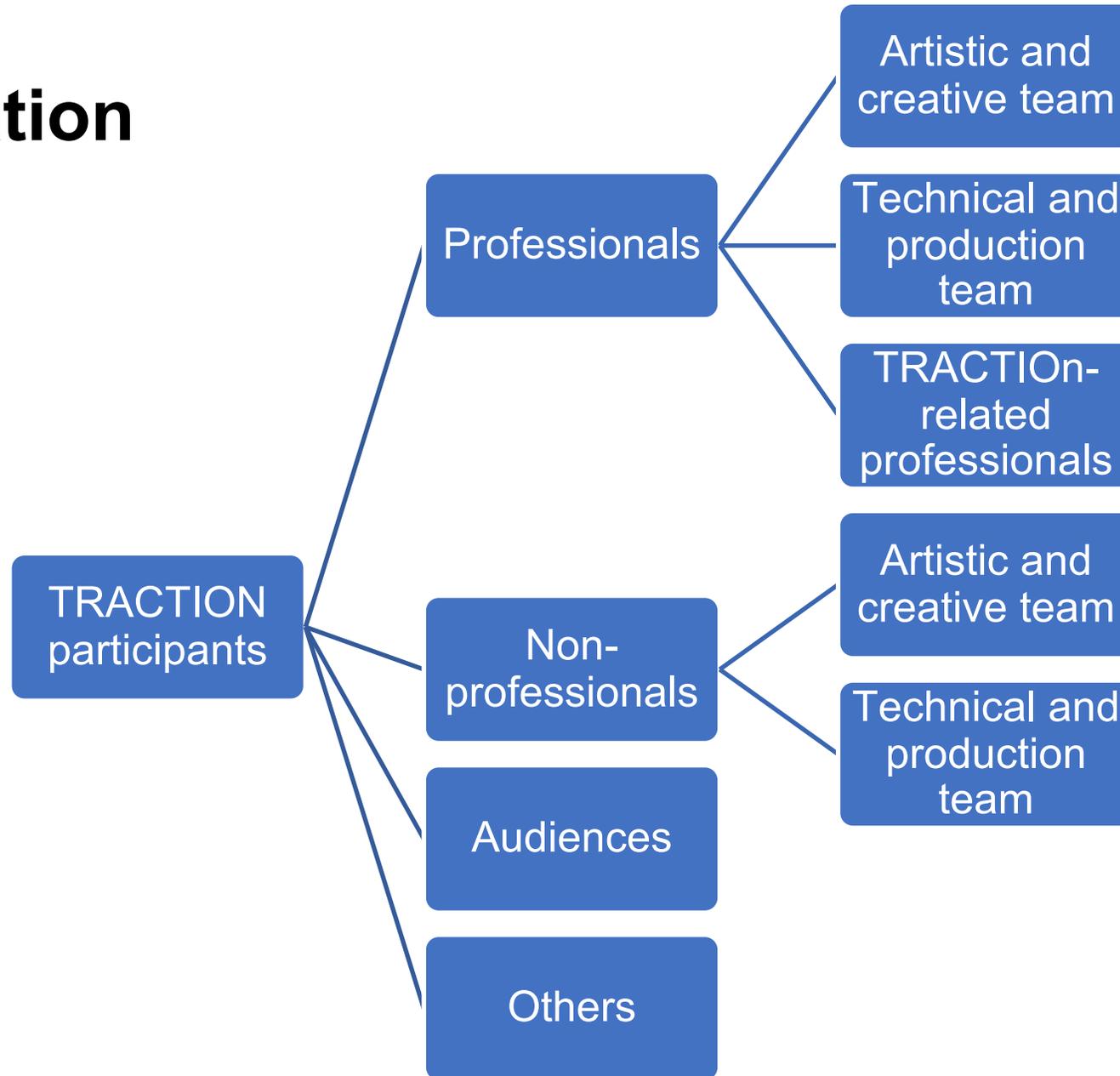
This Project has received funding from the European Union Horizon 2020 research and innovation programme under grant agreement No 870610.

User definition

Term	Definition
Professional	Someone who is a professional in artistic creation or production and who is working on the co-creation process of the trials as such.
Non-professional	Someone who is not a professional in artistic creation or production. They may be professionals in other fields but newcomers to the field of artistic creation. For instance, a professional who is an expert in sound but who is a newcomer to opera creation would be considered a non-professional.
Professional user	Someone who uses the technology as part of an artistic process or creation to enhance the experience of the audience (e.g. a sound engineer, a director, etc.).
Non-professional user	Someone who uses the technology to access and enjoy an artistic output.
Professional artist	Someone who is recognised by others as an artist. They have probably had training and spend most of their time making art, which provides an important part of their earnings. They are hired to work on the Traction trials.
Non-professional artist	Someone who is making art but is not a professional. They are probably not seen by friends and family as an artist (though that might change as a result of the project). They can bring new ideas, new stories, a need to say something and a different kind of authority. Non-professional artists contribute solely out of choice and have no obligations except those they freely accept during the process.
Audience	Someone who accesses and enjoys the artistic output.
Participant	Someone who is involved in Traction trial activities.



User categorisation



Who are the users? User categorisation



Example 2: Mediaverse



MediaVerse

A universe of media assets
and co-creation opportunities



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Horizon 2020 research and innovation programme under
grant agreement no. 957252.

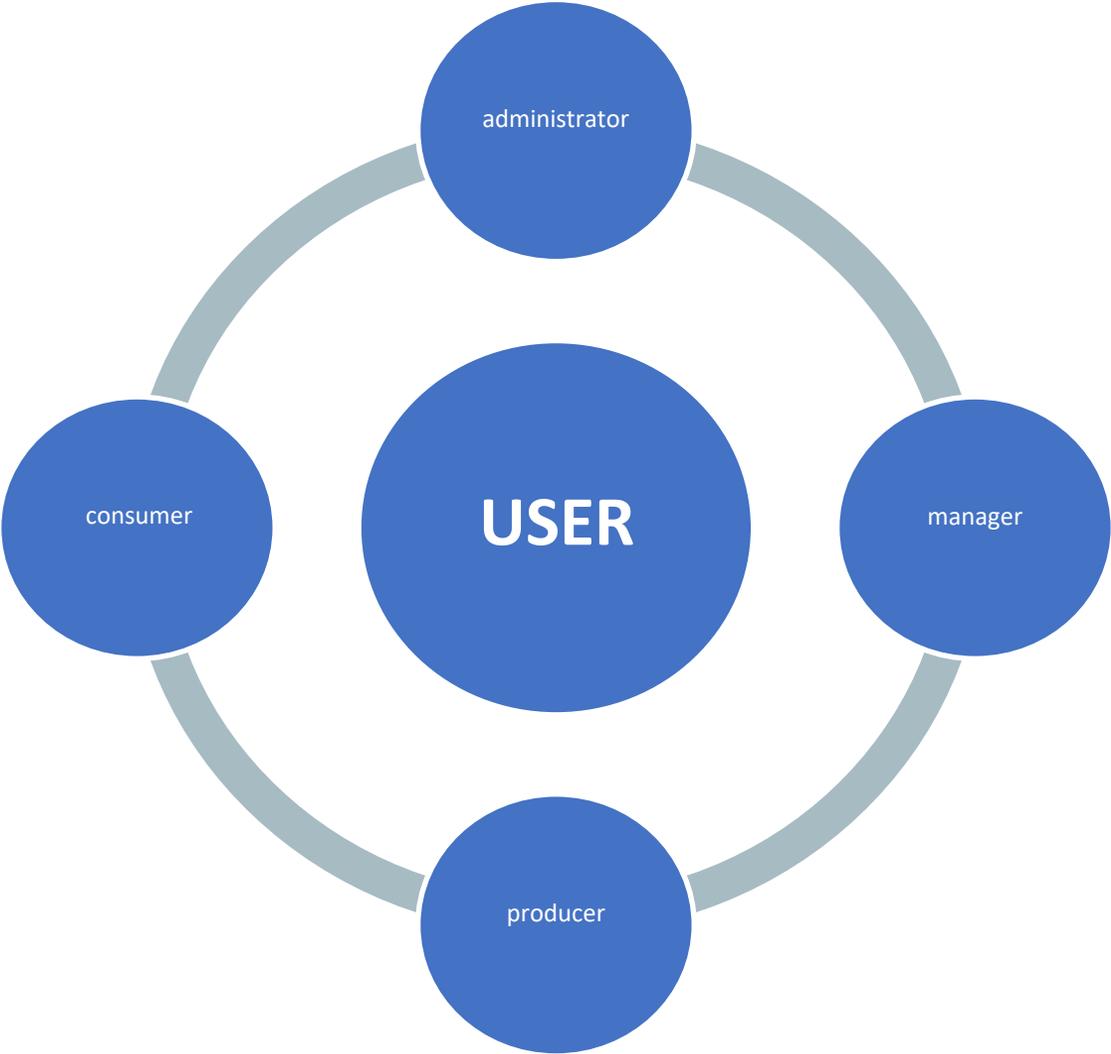
Who are the users? User categorisation



Mediaverse platform for:

- Citizen Journalism
- Media co-creation for social inclusion
- Artistic experiments

Who are the users? User categorisation



Ethical aspects



- Charter of Fundamental Rights of the EU
- European Code of Conduct for Research Integrity
- Social Sciences and Humanities Research
- The concept of “vulnerable” groups
- Before / during / after the research

Charter of Fundamental Rights of the EU



Link: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012P/TXT&from=EN>

- “Everyone has the right to the protection of personal data concerning him or her.”
- “Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.”
- “The Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.”

European Code of Conduct for Research Integrity LEAD-ME

Link: <http://www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf>

- **Reliability** in ensuring the quality of research, reflected in the design, the methodology, the analysis and the use of resources.
- **Honesty** in developing, undertaking, reviewing, reporting and communicating research in a transparent, fair, full and unbiased way.
- **Respect** for colleagues, research participants, society, ecosystems, cultural heritage and the environment.
- **Accountability** for the research from idea to publication, for its management and organisation, for training, supervision and mentoring, and for its wider impacts.

European Code of Conduct for Research Integrity LEAD-ME

“Researchers handle research subjects, be they human, animal, cultural, biological, environmental or physical, with respect and care, and in accordance with legal and ethical provisions.” (ALLEA, 2017: 6)

“It is of crucial importance that researchers master the knowledge, methodologies and ethical practices associated with their field. Failing to follow good research practices violates professional responsibilities. It damages the research processes, degrades relationships among researchers, undermines trust in and the credibility of research, wastes resources and may expose research subjects, users, society or the environment to unnecessary harm.” (ALLEA, 2017: 8)

Social Sciences and Humanities Research



Link: https://ec.europa.eu/research/participants/data/ref/fp7/89867/social-sciences-humanities_en.pdf

Old draft document, but still interesting insights.

“[w]hile in some instances, the research activity itself could produce psychological discomfort or harm, in most cases the biggest risk in SSH research relates to the disclosure of a person’s identity and insufficient protection of private information which may then lead to discrimination or stigmatization” (European Commission, 2010: 9).

“Vulnerable” groups



European text book on ethics in research:

<https://op.europa.eu/es/publication-detail/-/publication/0f37f142-c333-40a8-90a7-bba25c314720/language-en>

- “1. Subjects who lack competence will be unable to protect their interests by choosing to give or withhold consent (as discussed in Chapter 2).
2. If the voluntariness of the subjects’ consent is compromised, this may similarly prevent them from choosing to give or withhold consent in a way that would protect their interests.
3. The physical (or psychological) condition of some subjects leaves them especially liable to harm, for example as a result of frailty through age, disability, or illness.” (EC 2010: 53)

Before: ethical clearance



A “different” example:

- EASIT

Approval by UAB’s ethical committee.

What do they request?



- Title of the project
- Short description
- Research area for human experimentation
- Personal data from the researcher responsible
- Research objectives of the experiment
- Research methodology
- Information to participants
- Compensation
- Data management
- Feedback to participants

Personal data protection



- EU General Data Protection Regulation
- Data Protection Officer

Example 2. EASIT: easy-to-understand



The project name is EASIT.

EASIT is the short form of **E**asy **A**ccess for **S**ocial **I**nclusion **T**raining.

Anna Matamala is in charge of the project.

She is from Universitat Autònoma de Barcelona

The aim of this (select: *survey/interview/focus group/test*) is to get information on your experience when making content easy to understand.

Content can be newspapers, books, TV news, etc.

Example 2. EASIT: easy-to-understand



This (select: *survey/interview/focus group/test*) will last (select: *20-60-90 minutes*).

We will ask you to give us some personal data.

We will ask you (select: *questions/ your opinion*) on how to make content easy to understand.

We want to know what you think about easy-to-understand content.

Example 2. EASIT: easy-to-understand



(if applicable) We will record you using (select: *audio/video*).

If you have any questions,
please ask them now to (*name of researcher*) / please send an email
to (*email*)

Now read the **consent form**.

A consent form is a document
in which you say you want to take part in the (*survey/interview/focus
group/etc.*)

Example 2. EASIT: easy-to-understand



You take part in this (*survey/test/focus group/interview*) because you want to.

You can stop when you want and you do not need to explain why.

If you stop, there is no problem at all.

Data will be **confidential**.

This means that we will not use your name.

Example 2. EASIT: easy-to-understand



The person responsible for this (*survey/test/focus group/interview*) is (name and surname).

If you want more information about the project, you can contact Anna Matamala.

Her e-mail is: anna.matamala@uab.cat

Example 2. EASIT: easy-to-understand



Data policy

If you have provided personal data,
Anna Matamala will be responsible to keep them.

Personal data is your name and your e-mail address.

After 5 years,
we will destroy your personal data.

Example 2. EASIT: easy-to-understand



We will follow the European laws that protect your personal data.

We will not give your personal data to other people, companies or organisations.

You can ask Anna Matamala:

- for a copy of your personal data
- to delete your personal data
- to change your personal data

Example 2. EASIT: easy-to-understand



Her e-mail is: anna.matamala@uab.cat
Anna Matamala will reply you.

You can also email the person
in charge of personal data at Universitat Autònoma de Barcelona.

The e-mail is: proteccio.dades@uab.cat.

Example 2. EASIT: easy-to-understand



Please (*select “Yes”/sign*) if the following sentences are true:

- I have read the information or
- someone has explained it to me in a way that is easy to understand.
- I have been able to ask questions.
- I want to take part in the (*select: research/interview/focus group/survey*).
- (if applicable) I accept that you record me in (*select: audio/video*).

Example 2. EASIT: easy-to-understand



Name, date and signature (or alternative: explicit consent by clicking on “Yes” button).

(If applicable) I, *NAME*, as tutor of *NAME*, give my explicit consent to the participation of *NAME* in the EASIT research.

Name, date and signature of the tutor *(if applicable)*

Before: recruiting participants



- Individual users, user associations
- Managing expectations
- Communicating with participants: language

During the research



- Treat participants with care
- Avoid ethnocentricity
- Dignity and wellbeing
- Avoid health risks (example: VR)
- Participants need to understand and sign informed consent forms

After the research



How and when will you inform participants of the results?

Practical aspects



In a collaborative project:

- Appoint an ethical adviser
- Train partners
- Keep track of it
- Keep safe and destroy after X years

Knowledge transfer to society



1. Transferring knowledge back to the participants
1. Transferring knowledge into standardisation
1. Transferring knowledge into policy making
1. Transferring knowledge into training

Going back to the participants



- To send a summary of results to the participants/associations
- Publish in non-academic publications from the associations

Easy-to-understand summaries



Lay summaries in JAT:

<https://www.jatjournal.org/index.php/jat/announcement/view/19>

How to write a “lay summary”?

<https://www.elsevier.com/connect/authors-update/in-a-nutshell-how-to-write-a-lay-summary>

How to write a “lay summary?”



Source: Christopher Tancock, at <https://www.elsevier.com/connect/authors-update/in-a-nutshell-how-to-write-a-lay-summary>

- “short paragraph outlining the article content, aimed at non-specialists in the field and written in a way that they can easily understand”

How to write a “lay summary?” (Tancock)



- “Predict and cover the “so what?” factor – justify your research.
- Give some background and context to the research. What prompted you to do it?
- Follow a logical order. This may not always coincide with a temporal order.
- Explain the impact of the work – what is going to change (especially in relation to wider society)?”

How to write a “lay summary?” (Tancock)



- “Use succinct, short sentences – and write in plain English. Imagine you’re talking to an undergraduate who’s just stepped into your introductory class. Or, better still, pretend you’re trying to explain your article to a distant family member who works in retail/fashion/hospitality.
- Avoid jargon unless absolutely necessary and explain it if you do have to keep it in.
- Use first person and active voice (“we agreed” rather than “it was agreed”).”

How to write a “lay summary?”



- “Use positives not negative sentences: “You will have repeat appointments at least once a fortnight”, rather than “The usual practice is not to schedule repeat appointments more frequently than once a fortnight”
- Images are very important – try to include one if you can.
- When you think you’re ready with your summary, ask a friendly non-academic to read it. Ask them if they understood it: the number of questions you get might dictate that further revision is needed!”

Standardisation



- Standard: “A document, established by consensus and approved by a recognised body, that provides for a common and repeated use, rules, guidelines or characteristics for activities or their result, aimed at the achievement of the optimum degree of order in a given context” (ETSI 2015).
- Standards are not the same as guidelines, recommendations, and stylesheets.

Standardisation



- International standards
- European standards
- Harmonised standards
- National standards

Standardisation



- International standardisation bodies: ISO, IEC, ITU.
- European standardisation bodies: CEN, CENELEC, ETSI.

Research >> standards: examples



- ISO/IEC TS 200071-21:2015 Information technology – User interface component accessibility – Part 21: Guidance on audio description.
- ISO/IEC TS 20071-25:2017 Information technology – User interface component accessibility. Part 25: Guidance on the audio presentation of text in videos, including captions, subtitles and other on-screen text
- ISO/IEC 200071-23:2018 Information technology – User interface component accessibility – Part 23: Guidance on the visual presentation of audio information (including captions/subtitles).
- ISO/IEC DIS 23859-1 Information technology- User interfaces – Part 1: Guidance on making written text easy to read and easy to understand.

Policy making



- Participation in stakeholders' meetings (example: accessibility meetings by the Department of Culture in Catalonia).
- Pilar Orero's born accessible policy paper: https://so-close.eu/wp-content/uploads/2020/05/Policy-Paper_final.pdf

What is a policy paper?



- For non-academic audiences.
- Persuasive: identify and contextualize a problem, including evidence, and suggest a solution.
- Short and to the point.

Training



Knowledge can also be transferred into training.

Example: EASIT project into:

- a) Course on Accessibility Management and Promotion (12 weeks, online, ongoing)

- a) Course on Accessible Digital Communication (12 weeks, online, starting early next year)



Thanks for your attention!

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