

# ILSA

# Interlingual Live Subtitling for Access

Free ILSA Multiplier Event  
Antwerp, July 6th, 2020

Present and Future of Interlingual Live Subtitling:  
Research, Training  
and Practice



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



under grant no. 2017-1-ES01-KA203-037948.

# ILSA

## Interlingual Live Subtitling for Access

### Presentation of ILSA course module 1A: Media & live events accessibility

Iris Schrijver  
University of Antwerp

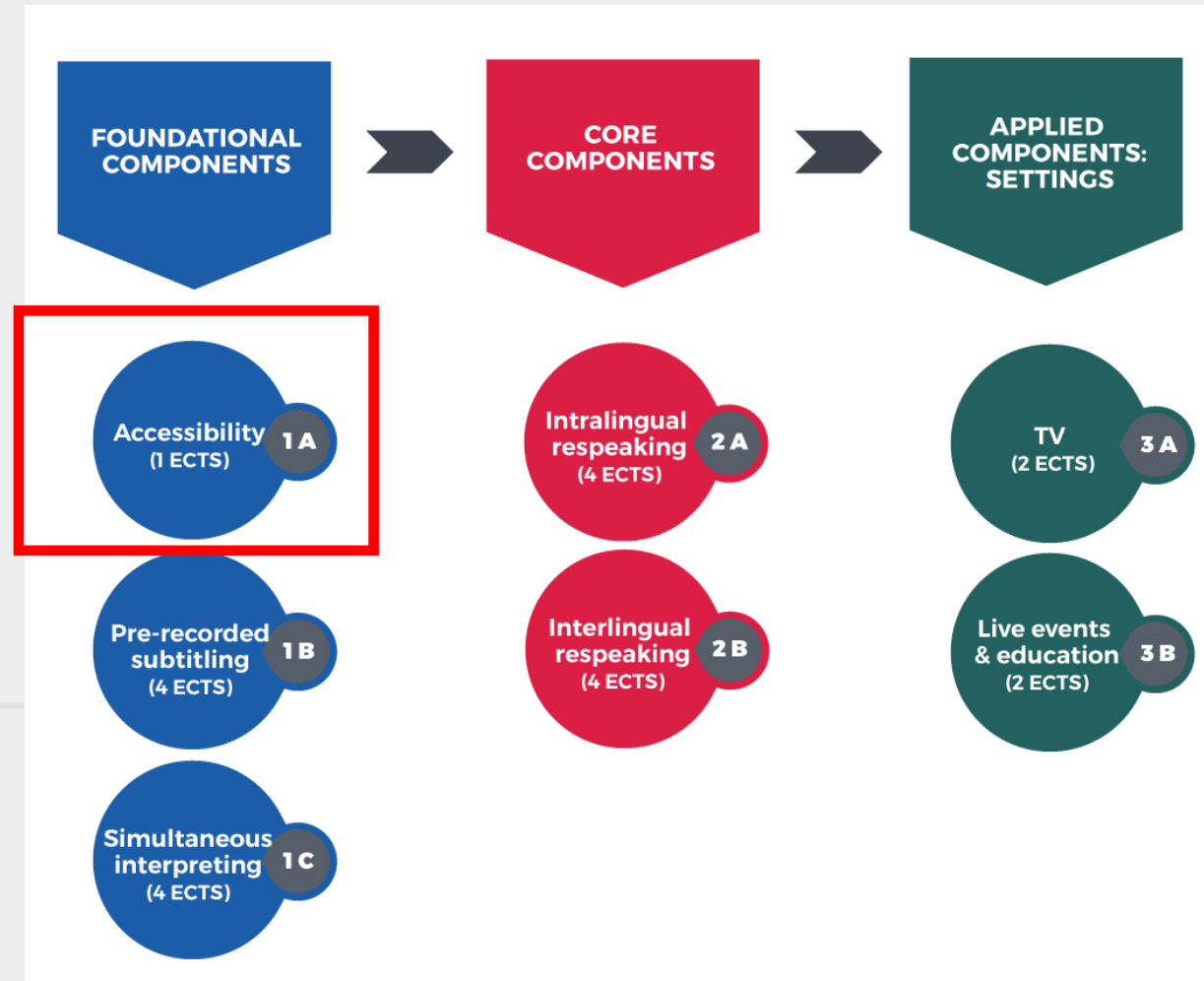


Co-funded by the  
Erasmus+ Programme  
of the European Union



under grant no. 2017-1-ES01-KA203-037948.

# Module 1A: Media & live events accessibility



# **Module 1A: Media & live events accessibility**

Module 1A was created by team UAntwerp:

- Isabelle Robert (project coordinator for UAntwerp)
- Iris Schrijver
- Aline Remael
- Veerle Haverhals
- Anthony Van Hoey

# **Module 1A: Media & live events accessibility**

Module 1A aims to provide a general introduction to media and live events accessibility

It aims to do so by covering a series of concepts related to accessibility:

- human diversity
- disability
- accessibility
- inclusion
- live events accessibility
- media accessibility
- access services.

# Module 1A: Media & live events accessibility

- ✓ Module 1a Media and live events accessibility
  - Teacher's guide for Module 1a
  - Unit 1. Human diversity and disability
  - Unit 2. Accessibility and inclusion
  - Unit 3. Live events accessibility
  - Unit 4. Media accessibility and access services

# **Module 1A: Media & live events accessibility**

## **Learning outcomes of Unit 1. Human diversity and disability**

The trainee will be able to:

- explain the notion of human diversity, its historical evolution and implications
- explain the notion of disability and the different models of disability
- give a brief overview of target audiences or users of access services
- give a brief overview of access services, depending on the type of disability

# **Module 1A: Media & live events accessibility**

## **Learning outcomes of Unit 2. Accessibility and inclusion**

The trainee will be able to:

- define the notion of accessibility and inclusion
- describe various legislation related to accessibility
- discuss accessibility in relation to human rights
- discuss accessibility in relation to accessibility studies



# **Module 1A: Media & live events accessibility**

## **Learning outcomes of Unit 3. Live events accessibility**

The trainee will be able to:

- describe the principles of indoor and outdoor accessible venue requirements (e.g., Reach, Access, Use, Understand; FFZ principles)
- enumerate the principles used to assess the accessibility of a venue, indoor or outdoor

# **Module 1A: Media & live events accessibility**

**Learning outcomes of Unit 4. Media accessibility and access services**

The trainee will be able to:

- explain the notion of media accessibility and its evolution
- explain the current debates on media accessibility
- explain the current national and international legislation and requirements regarding media accessibility

# **Module 1A: Media & live events accessibility**

**Learning outcomes of Unit 4. Media accessibility and access services (cont.)**

The trainee will be able to:

- enumerate different access services according to the types of users' needs or according to a typology based on other criteria
- describe the most common of these access services
- discuss new approaches to media access training and practice

# Module 1A: Media & live events accessibility

## Variety of learning activities

### 1.7 Disability: reading task

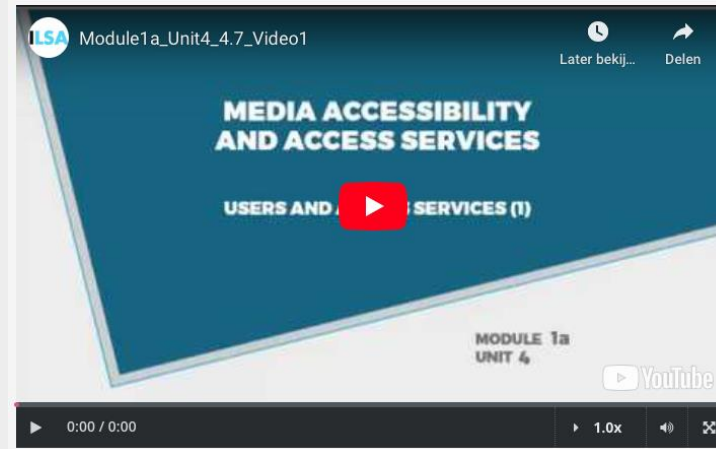
VIEW UNIT IN STUDIO

Bookmark this page

Our second task is a reading task about the definition of the concept of disability and detailed information about the models of disability. The reading task is in Open Access and is an entry in the [Stanford Encyclopedia of Philosophy Archive](#), summer 2016 edition, entitled "[Disability: Definitions, Models, Experience](#)". The link to the entry is included in the References, as well as the link to the entry itself. Do not hesitate to have the paper on hand when answering the questions: the aim is to cover the main points of the paper via the questions and answers.

#### References

Wasserman, David, Asch, Adrienne, Blustein, Jeffrey and Putnam, Daniel, "Disability: Definitions, Models, Experience", *The Stanford Encyclopedia of Philosophy* (Summer 2016 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2016/entries/disability/>.



### Question 1

1 point possible (ungraded)

Why is the definition of disability highly contentious?

- It is only in the past century that the term "disability" has been used to refer to a distinct class of people.
- It is only in the 19th century that the term "disability" has been used to refer to a distinct class of people.
- Many different characteristics are considered disabilities.
- Very few different characteristics are considered disabilities.

# Module 1A: Media & live events accessibility

## Structure of learning activities

1.1 Welcome word

1.2 Human diversity: instructions

1.3 Human diversity: reading task

1.4 Human diversity: quiz on the reading task

1.5 Disability: instructions

1.6 Disability: video

1.7 Disability: reading task

1.8 Disability: quiz on the reading task

1.9 Target audiences and access services: instructions

1.10 Target audiences and access services: video 1

1.11 Target audiences and access services: video 2

1.12 Target audiences and access services: quiz

1.13 Additional reading



# **Module 1A: Media & live events accessibility**

**Thank you  
for your attention!**

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

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