ACT MULTIPLIER EVENT E2

WORKSHOP 1

Barcelona, 15.03.2018

Table of contents

www.actproject.eu
Project Ref: 2015-1-ES01-KA203-015734

1. Summary of the event

ACT Multiplier Event E2 ("Workshop 1") was held at Universitat Autònoma de Barcelona on 15 March 2018, organized by the ACT UAB team. It was disseminated through the project website (http://pagines.uab.cat/act/content/taller-sobre-formaci%C3%B3-en-accessibilitat-les-arts-esc%C3%A8niques), through personal contacts with relevant stakeholders and through the "Accessibility Committee" ("Taula d'Accessibilitat") at the Department of Culture of the Catalan Government.

The aim was to organize a hands-on workshop with potential experts/managers in accessibility to present the ACT project, its training possibilities and, more specifically, to present and test the course materials developed as part of IO4. Due to the evaluative nature of the workshop, a small-scale workshop was favored, to allow for a higher interaction among participants and the materials presented were related to Unit 4, developed by UAB.

This document presents the Multiplier Event development, and reports on the feed-back received from workshop participants. Information was gathered through two methodological tools: a questionnaire, developed by IO4 leaders (University of Antwerp) with feedback from all partners, and a final focus group discussion.

The questionnaire used during E2, which was translated into Catalan by UAB, is attached as an annex to this report.

2. Multiplier event development

The workshop agenda was as follows:

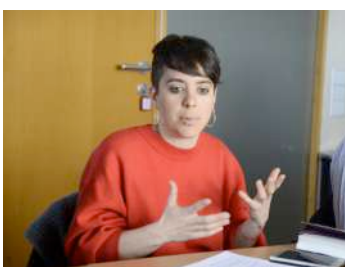- 10:00-10:45 Welcome and ACT project presentation by Pilar Orero.

- 10:45-11:15 Coffee break and networking.

- 11:15-12:15 Presentation of ACT MOOC structure and presentation of IO4-Unit 4 training materials, by Anna Matamala.

- 12:15-12:45 Evaluation questionnaire (with signature of ethical forms)

- 12:45-13:30 General discussion among participants and conclusion by Pilar Orero

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

www.actproject.eu
Project Ref: 2015-1-ES01-KA203-015734

3. Participants

Information from the participants was gathered through a questionnaire. Ethical informed consents were obtained from all participants, as well as authorization to use images for dissemination purposes.

Ten participants took place, ages ranging 24 to 43 (mean= 30.2). There were 2 male, 7 female and 1 participant who preferred not to reply to this question. Regarding their mother tongue, 5 indicated Catalan, 4 chose Spanish and 1 selected Polish. They reported coming from Spain (8), Poland (1) and Catalonia (1), and currently living in Spain. Three of the participants had a BA and 7 had an MA. There were 4 local participants from UAB and 6 participants from 5 external organisations located in Catalonia or Spain (Simbiòtic Festival, Les Impuxibles, Granollers Theater, ActivaMent, UNED).

In terms of their profile, there were 5 persons linked to cultural management and 5 persons linked to academic institutions (pre-doctoral students in accessibility). The profile of the cultural managers was as follows:

- free-lance cultural manager in musical management, international scenic arts distribution, and accessible festival management,
- ticket and group manager in the scenic arts, also researching accessibility and inclusion in the scenic arts in Barcelona,
- communication manager at a theater dealing with accessibility,
- sign language interpreter, producer and accessibility management for Deaf users, and
- co-director of an accessible scenic arts festival.

4. Questionnaire: results

The questionnaire provided the following evaluation regarding the overall structure of the MOOC: 4 participants were "extremely satisfied" and 6 participants were "moderately satisfied", on a 7-point Likert scale, which shows the positive feed-back received. Specific comments, which are reproduced literally below (translated from Catalan into English) were added to justify the replies:

- *The course structure and contents are well planned but I miss a more practical part o development/solving real cases. Maybe a final project on a specific case study could connect theory with real life.*
- *I like the format but it would be ideal to make it more accessible: sign language, languages, etc.*
- *I find it interesting. It gives you an overall idea about the topic, but maybe it could go deeper into certain aspects.*
- *I think it covers the most fundamental topics to be addressed. If this was to become an MA, it should include an internship. Maybe it would be good to include a video with users explaining the challenges they face or even the different stakeholders explaining the problems they face.*
- *Well-structured course, although it could be longer.*
- *Just by looking at the content, I can have a general idea of what an expert in the scenic arts is.*
- *I think that this MOOC is very well developed and it explains complex concepts in a clear manner.*
- *The structure is quite complete taking into account the length of the course. I would need to know it in more detail to assess it more accurately. I miss more emphasis on accessibility from a bi-directional way and an exploration of actions that would allow persons with disabilities to become creators, professionals, i.e. "non-users".*
- *We could only partially see the content and structure. However, the materials shown fulfill the project objective explained at the beginning of the workshop.*
- *It is functional and concise.*

It is worth stressing at this point that some of the proposals made by participants are actually fulfilled in other units that were not presented: for instance, the video explaining the challenges users face or the concept of accessibility are explained at the beginning of the course. And a final project is actually included in the last unit, as suggested by one of the participants.

Regarding the structure, 90% of participants considered the MOOC to be relevant and to cover the most important accessibility topics. Only 1 (10%) replied "more or less". In this regard, this participant made a suggestion: *I miss the most artistic side of it, the creative and artistic opportunities to include accessibility in a theater play or tips based on user experiences to improve the implementation of accessibility services on stage*.

Concerning specific items, the evaluation was as follows:

	Poor (1)	Average (2)	Good (3)	Excellent (4)
Unit structure	10%	10%	30%	70%
Length of the videos	0%	0%	20%	60%
Video content: relevant	0%	0%	40%	60%
Video content: clear	0%	0%	30%	70%
Video content: informative	0%	0%	20%	80%
Video quality	0%	20%	40%	40%
Voice	0%	10%	20%	70%
Talking speed	0%	0%	40%	60%
Video subtitling	0%	10%	60%	30%
Additional material	0%	10%	30%	30%
Evaluation (tests)	0%	20%	30%	30%
Other				

When the global percentage per item is not 100%, it means that no reply was received. In this regard, one user considered that not enough information was provided to evaluate additional materials, evaluation and other.

Comments from participants explaining their choices were the following:

- *Maybe the evaluation system should be more complex or longer.*
- *Videos are too short.*
- *In some videos, the talking speed could be slower, although this is not an issue since users can watch videos more than once.*

When participants were asked if they would like to take the MOOC when available, 100% replied positively, adding the following reasons:

- *It organizes and allows to settle down ideas and knowledge that we may have but not in a structured way. And we can deepen into other aspects.*
- *I am very interested.*
- *I would learn about accessibility and I could have a document accrediting it.*
- *It would complement my training and would provide professional accreditation.*
- *I find it interesting.*
- *I find it a very interesting topic and I want to know more about it.*
- *I find it very much needed, attractive, useful, interesting.*
- *The topic interests me from a research perspective.*
- *This job profile is important to recognize and make steps forward in accessibility and inclusion in culture.*

When asked if participants would prefer to take parts of the MOOC only, 1 gave a positive reply and 8 indicated "no", whilst 1 participant did not reply. The units chosen by the participant who was interested in taking the MOOC partially were: 3b (Access services: implementation), 4 (Communication) and 5 (Management).

When asked if participants would recommend the course to potential participants, 90% replied "yes" and only one (10%) said "Maybe", indicating that before recommending it s/he would like to do the full course.

A last question asked about general feedback, and these were the replies:

- *The curriculum is quite good to get a general overview, but it is mostly focused on venue management. It would be good to have a unit addressed to free-lance managers who can, for instance, manage at a more creative level artistic and advice, for instance, artistic directors on how to implement accessibility in their works.*
- *I find the video format and style interesting, but more depth is needed for instance to know who the stakeholders are and their characteristics, how to communicate with them, etc.*
- *The only thing I would maybe like to see (maybe it is in another unit) are the different opinions of the stakeholders involved. I think the MOOC could be shared and disseminated with other institutions that train professionals in corporate communication, such as BA in PR.*
- *I find it a very complete course, not only to train professionals but also to make audiences, family and people close to persons with disabilities aware of all this. I would like to know if this job profile is especially addressed to persons with*

disabilities. I think that it should be promoted that persons with disabilities work as accessibility experts in the scenic arts, more than persons without disabilities.
- *Good job! Go on!*

4. Focus group discussion: results

At the end, a focus group discussion between participants, led by Pilar Orero, was conducted, and the following observations were made, some relating to the MOOC and others more related to accessibility in the scenic arts in general.

- Training an expert in accessibility for the scenic arts is very much needed.
- It would be interesting to develop a unit or some training content addressed to creative directors that want to integrate accessibility in their productions in a creative way.
- A thorough discussion of the concept of accessibility, and related terms, is needed.
- Scenic arts should be addressed bi-directionally: it should not only be artists/cultural venues/etc. offering a product to persons with disabilities but a more inclusive approach, less based on "capabilities", should be adopted.
- Further profiles --and its related training-- could be developed, such as accessibility consultants or "validators" (end users).
- The consideration of "disability" as a factor to be identified through demographic questionnaires when doing research is discussed, since users are diverse and sometimes other factors may be more determining than disability (eg. reading ability). However, an end user who takes part in the workshop considers that persons with disabilities have shared specific needs and also a sense of identity.
- Different cultural venues can offer different degrees of accessibility. There are access services that benefit all (easy reading, subtitling, etc.) whilst others (sign language) may be more difficult to implement and justify in certain cultural venues.
- Learning how to involve new audiences is a key issue.

4. Conclusions

Overall, the aim of the workshop, which was to assess the general MOOC structure and IO4 materials was fulfilled, and participants provided interesting feed-back on the unit 4 output. The fact that 10 participants took part in the workshop allowed for a lively discussion and a focus group format, generating not only quantitative indicators through a survey but also qualitative input through a focus group discussion.
The global assessment was very positive, with some indications for future improvement, which shows the impact and relevance of the training materials developed as part of the ACT project Intellectual Output 4.

Annex: questionnaire translated into Catalan

B2Q2 Edat: _____

B2Q3. Gènere:
   a) Home
   b) Dona
   c) M'estimo més no contestar
   d) Altre

B2Q4. Llengua materna: _____

B2Q5. País d'origen: _____

B2Q6. País de residència: _____

B2Q7. Quin nivell màxim d'estudis té?
   a) Educació secundària
   b) Grau
   c) Màster
   d) Doctorat
   e) Altre

B2Q8. On treballa? Per exemple, teatre, òpera, institució educativa, museu, etc.

_____

B2Q9 Descrigui la seva feina o càrrec.

_____

Opinió sobre el MOOC

B3Q2 Indiqui el seu grau de satisfacció amb l'estructura general del MOOC

○ Extremadament satisfet/a

○ Moderadament satisfet/a

○ Lleugerament satisfet/a

○ Ni satisfet/a ni insatisfet/a

○ Lleugerament insatisfet/a

○ Moderadament insatisfet/a

○ Extremadament insatisfet/a

B3Q3 Expliqui, sisplau, per què.

B3Q4 Creu que l'estructura general del MOOC és pertinent i cobreix els temes més importants de l'accessibilitat a les arts escèniques?

○ Sí

○ Més o menys

○ No

B3Q5 Si en la pregunta anterior ha contestat "més o menys" o "no", expliqui per què. Si li sembla que falta algun tema, indiqui-ho.

B3Q6 Com valora els aspectes següents de la unitat que se li ha presentat?

	Pobre/a (1)	Normal (2)	Bo/bona (3)	Excel·lent (4)
Estructura de la unitat presentada al taller	○	○	○	○
Durada dels vídeos	○	○	○	○
Contingut dels vídeos: pertinent	○	○	○	○
Contingut dels vídeos: clar	○	○	○	○
Contingut dels vídeos: informatiu	○	○	○	○
Qualitat del vídeos	○	○	○	○
Veu	○	○	○	○
Velocitat de parla	○	○	○	○
Subtítols dels vídeos	○	○	○	○
Material addicional (lectures, bibliografia, etc.)	○	○	○	○

| Avaluació (tests) | ○ | ○ | ○ | ○ |
| Altres | ○ | ○ | ○ | ○ |

B3Q6b Pot fer els comentaris que vulgui referents a la pregunta anterior.

B3Q7 Li agradaria fer el MOOC quan es posi en marxa?

○ No, perquè _____

○ Sí, perquè _____

B3Q8 S'estimaria més poder fer només algunes parts del MOOC? Sí / No

Si és que sí, quines?

☐ Unitat 0 - Introducció

☐ Unitat 1 - Inclusió

☐ Unitat 2 – Accessibilitat dels centres culturals

☐ Unitat 3a – Serveis d'accessibilitat: conceptes

☐ Unitat 3b – Serveis d'accessibilitat: implementació

☐ Unitat 4 – Comunicació i disseminació

☐ Unitat 5 - Gestió

B3Q9 Recomanaria aquest curs a possibles participants?

○ No

○ Potser

○ Sí

B3Q10 Pot fer els comentaris que vulgui sobre qualsevol aspecte del curs. Gràcies per la seva opinió.