



ACT MULTIPLIER EVENT E3 DESCRIPTION OF THE EVENT

*Centre for Translation Studies, University of Vienna,
Austria*
27 March 2018

The multiplier event for the presentation and evaluation of the ACT MOOC Unit 2 “Venue Accessibility” took place in Vienna, Austria on 27 March 2018.

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Introduction

The workshop was entitled „**Barrierefreie Kulturveranstaltungen – Wie mache ich Veranstaltungen für alle zugänglich?**“. Its aim was to present the ACT project, the ACT MOOC and give an example from the online course by showing all the videos from Unit 2 “Venue Accessibility”. In addition, it also aimed at getting feedback from the participants on the content and quality of the MOOC. The workshop was addressed at accessibility experts and managers at theatres or operas and representatives of disability organisations in Austria. Since students were present too, dialogue between academics, experts in performing arts and end-users was possible and fostered mutual exchange.

Participants

Among the participants were representatives from disabilities organisations, accessibility experts and cultural managers of theatres as well as students in the field of translation studies wishing to extend their knowledge in the field of accessibility.

However, among the students were also persons who are end-users of the scenic and performing arts.

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

13 people took part in the event. However, we do have demographic information on only 11 people because two participants did not complete the demographic information in the questionnaire. However, during the introductory session in the beginning, some information on the participants could already be gained and is used to supplement the information provided in the questionnaires.

Three people were from disability organisations and associations working as project managers, event managers or assistants of project managers. People who were from theatres, worked as managers or at the interface between the visitors and the theatre, were responsible for office and customer care, organising accessibility service providers as well as performance management. The majority of the participants were students from the Centre for Translation Studies of the University of Vienna enrolled on the master's programme in Translation (with a focus on specialised translation). There were two men among the predominantly female group. German was the mother tongue or one of the mother tongues with one exception. According to the questionnaire, four participants were initially not from Austria (1 person), but from Germany (2 persons), Spain (1 person) or China (1 person). The majority of the people present have a bachelor's degree as their highest academic degree. One person graduated from secondary school and three persons have a diploma or master's degree.

The workshop

- 10:00-10:45 Welcome and presentation of the ACT project (Barbara Heinisch, Universität Wien)

The workshop started with refreshments, followed by a welcome and short introduction by the organiser Barbara Heinisch. The participants introduced themselves and talked about their expectations about the workshop.

The Viennese organiser emphasised the aim of the workshop: to present the ACT project and its outcomes and test the ACT MOOC on accessibility in the scenic arts with potential multipliers.

After talking about the ACT project and its outcomes, the structure, objectives, design and audience of the MOOC as well as the interaction within the MOOC was explained. The content of every unit was briefly explained. However, the focus was on Unit 2.



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- 10:45-11:15 Coffee break



During the coffee break the three representatives from different disability associations talked about their projects that might be also interesting for follow-up projects:

- Fair für Alle: they provide accessibility training and certificates for companies (www.fairfueralle.at)
- COME-IN!: is about making museums accessible (for all): <http://www.interreg-central.eu/Content.Node/COME-IN.html>
- Making a self-check regarding the accessibility of an event (according to Ö-Norm B1600): <http://www.barriere-check.at/>

- Information on the power parade in Vienna on 21 June 2018:
<http://allefüralle.at/info/>

In addition, the Theater SPIELRAUM was mentioned by the bizeps association as a good example for accessible theatres: <https://www.bizeps.or.at/barrierefreies-theater-im-ehemaligen-erika-kino/>

- 11:15-12:15 Presentation of course materials on venue accessibility from the ACT online course (Barbara Heinisch, Universität Wien)

Since Inter and the University of Vienna were responsible for developing Unit 2 “Venue Accessibility” of the MOOC together, only Unit 2 was presented to the workshop participants. They watched all videos in English; subtitles were provided. The participants tested their knowledge afterwards with a short test.



The organiser emphasised that the feedback of the participants is important to improve the videos and the overall unit.

- 12:15-12:45 Discussion and filling in evaluation questionnaire (consent forms)



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The people present were encouraged to provide their feedback since it is valuable for the further development of the MOOC, especially for improving the videos and material in Unit 2. However, not only the content was tested but also the accessibility of the content. Especially the representatives from disability organisations made important remarks regarding the accessibility of the MOOC.

First, the participants filled in the questionnaire about the workshop and the MOOC alone. Afterwards, feedback from the audience was gathered in the form of a focus group.

Accessibility of the MOOC

The representatives from disability associations asked whether the MOOC can be done with assistive technologies. The Viennese organiser could not provide a reliable answer because it depends on Coursera too.





- 12:45-13:30 Wrap-up and conclusion (Barbara Heinisch, Universität Wien)
- 13:30 Lunch

During the lunch, the participants could mix and mingle, exchange experiences and talk about their projects and possible collaboration (with the University) in the future.

Questionnaire: results

The questionnaire after testing the MOOC asked for demographic information, and feedback on the workshop and (Unit 2 of) the MOOC.

Fortunately, all of the participants were satisfied with the workshop organisation and workshop contents. They said that the workshop provided interesting and useful information. However, half of the people were not really satisfied with the location and the technology used for showing the videos.

All participants were moderately satisfied with the overall MOOC structure because it provides a good overview, has a good structure and raises awareness. However, an overview of dimensions and types of accessibility, including social, economic and institutional aspects seems to be missing. They liked the examples and the tips in the videos. The length of the videos was good. However, they would have preferred to see the entire course directly in Coursera, e.g. technology, overview and layout.

All respondents think that the overall structure of the course addresses the most relevant topics of accessibility. However, it is not clear whether the course itself is accessible and graphic recording might be an option for the MOOC too.

All participants are satisfied with the structure of Unit 2 and all aspects of the contents (relevant, informative and intelligible).

Two respondents are not satisfied with the quality of the videos and about half of the people did not like the quality and speed of the voice. Four people were not satisfied with the subtitles.

Despite these aspects, everybody would like to take the course and they would also recommend others to take the course too. When taking the course, they would primarily



take Module 4 Communication. However, all modules seem to be interesting with a maximum of four respondents not interested in a certain module.

Additional comments in the questionnaire were:

- The closing credits are gone too fast, including the text in the videos.
- When communicating with customers, the employees should offer to meet their needs.
- Wheelchair users should not be gathered in one place but should freely choose where to sit. This would enhance social inclusion. It should be considered to accommodate the accompanying persons too.
- Accessible cloakrooms seem to be missing as well as the Austrian B1600 standard.
- It was not addressed whether there are **special admission fees** for people with disabilities and their assistants.
- Barriere-check.at is a website to test the accessibility of an event.
- A broad audience can be reached with the online course and topic.
- All videos (including YouTube videos) should have English subtitles.
- Additional material should also be in English or at least provide a summary of the information on English.
- The idea of the professional profile “accessibility manager” and training in this area is important.
- The quality of the videos should be improved, including the voice and speed and overlaps between text and subtitles.
- A general link list would be a good idea to exchange ideas and for networking.
- Information on funding would be necessary because some cultural centres do not have enough money and would require financial support.
- Accessibility concerns everybody. It is a very good initiative.
- The contents should be translated to be barrier-free.
- The pleasant atmosphere in the workshop was the reason why I thought that there should be a live element in the online course too to make it more personal.
- The introductory video was useful, e.g. how would a visually or hearing-impaired person find their way around my venue.
- I was wondering whether there should be information on autism too, e.g. avoiding too much noise or light, not too colourful websites, etc.
- There should be written information before and after the videos in each module. A list of literature is not enough.

Focus group discussion: results

Content of the videos:

- The group discussion revealed that it is not clear whether the videos are the only material to learn from or whether the additional reading material has to be read first. One person understood that the videos are just a hint for further reading because the videos alone cannot cover all the relevant aspects.
- There should be a check-list for reading.

- There should be an **overview of the content of the videos in the beginning and a take-home message at the end of each video**. (However, the videos should not be longer than 5 minutes).
- The **content of the videos is too general** because everything is obvious.
- It should be explained what barriers are actually are? There are not only physical barriers such as steps but also communication barriers, e.g. brochures or how to make subtitles. (However, this will be covered in Units 3 and 4 in the MOOC).
- Regarding the assessment, one student questioned whether the tests in the units and the case study in the end (final assessment) would suffice for the certification as accessibility manager in the scenic arts. (The organiser explained that the ECQA will be responsible for certification and not Coursera).
- There should be a clear overview of the videos, e.g. This is video 1 addressing XY, Video 2 addressing XY (In Coursera there will be clear structure)
- One accessibility expert noted as a good example that also the surrounding of accessibility was addressed in the videos, e.g. parking lots and not only the building. However, there was not much information on the accessibility within the building in the videos compared to its surroundings. There was not enough information on accessible toilets because they are one of the crucial elements. Often the dimensions are too small, and the room is not big enough. Here, the participant would recommend adding more information on accessible toilets in the videos.
- Furthermore, there is **no information on evacuation** (in case of fire or anything similar) in the videos.
- The **two-senses principle** is also missing in the videos. With regard to evacuation, there should not be only a sound warning the people in the building but also some visual signal (so that both visually and hearing-impaired people have the same information and can be evacuated safely).
- There is no information on induction loops. (However, this is addressed in other units).
- When talking about the principle of two heights, it should be added that below **the counters (also for catering) should be enough space (and no boards)** so that a wheelchair fits under the counter.
- They were happy about the accessibility principles and that not only disabled people, but also children could benefit from an accessible environment. This should be mentioned more often. An accessible environment is good for everyone and everyone can use it. As an example, the keyboard that can be used with one hand was mentioned.
- Another element that could be emphasised more was that the employees working directly with customers should be trained to ask in advance what different target groups actually need. So, the theatre can prepare properly in advance.
- The unit should also address international and national legislation. For example, in Austria there is the **B1600 standard** that contains all the necessary information on dimensions of the environment. There are important **ISO standards** too that should be addressed as well as national standards.



- The training of employees and awareness raising is also not addressed in Unit 2. (This will be addressed in the following units).
- In the video addressing “reach, access, use and understand”, **the link between arriving at the venue and entering the venue was missing.**
- There was a video saying that handrails are crucial, but the picture in the video showed a handrail that had a gap in-between. This was not a good example.
- The Accessibility Guide was too small. They could not read it.

Quality of the videos:

- It was recommended to have an English native speaker who reads the texts. This would make the videos more professional. (It was also discussed in the project, but we wanted to demonstrate linguistic diversity too).
- The speaking space was sometimes too high because they could not watch the pictures and the subtitles fast enough.
- One student offered to translate the subtitles of the MOOC videos into German during a course. Translation is also part of accessibility.
- The subtitles are too close to the slogans which makes them hardly readable.
- There should be less text on the video.

Conclusion and remarks

In a final round, the participants were asked what they can take home from this workshop.

They said that they wanted to focus more on other types of disabilities, e.g. Autism. Others said that they have never thought of keyboard navigation of websites. Several students said that they always thought about physical barriers and spatial barriers in a room, but there are online barriers and communication barriers too. They are now more aware of how to get from one place to another and their awareness was raised. They got some impulses for the future.

One participant working at a theatre said that there have been incidents in their theatre that could have been avoided. For example, they provided information on the route to their venue for wheelchair users. They described how to get from the metro station to the venue, but both lifts in the metro station were out of order. This was a problem then.

It is important to always be aware of the two-senses principle in the management.

One participant realised that the principles addressed in the videos are also applicable to other situations and contexts. People who are not disabled do not realise how many problems disabled people might have to face, e.g. physical space or communication.

An Accessibility Guide should be a person with a disability.

One person from a disability association mentioned that “nothing for us, without us” should also hold true for such online courses. For example, ACT could have involved European disability umbrella organisations or national umbrella associations for people with disabilities. It would have been advisable to involve these stakeholders as soon as possible.

The participants were fond of the international orientation of Unit 2 and the examples from other countries.

From a data protection perspective and according to the General Data Protection Regulation, the collection of the personal data required from Erasmus+ (full name, organisation, address, e-mail address and signature) is very problematic. This was also addressed in the workshop.

Next steps

Some videos of Unit 2 will be re-done to improve them, e.g. decreasing the pace of the speech and limiting the amount of information in the videos and have a look at the subtitles again.

If possible, there will be a short introduction in the beginning of a video and a take-home message in the end. In addition, there should be transitions between the videos. However, the duration of the videos should not become longer. The condition is that we deliver the adapted videos in the first week of April.

Additional information in ISO standards and Austrian standards (B1600) will be added to the reading material.

We have to ask the ACT team whether translations of the subtitles are planned or not.

We have to ask Inter whether they want to adapt the content according to the focus group feedback, e.g. adding information on evacuation, detailed information on accessible toilets, 2-senses principle, wheelchair-accessible counters.

Dissemination

The event was **announced beforehand**:

- Invitation sent via e-mail to about 100 theatres and operas in Vienna and Austrian umbrella disability association
- Event calendar of umbrella disability association:
<https://www.behindertenrat.at/?s=veranstaltung>
- Internally announced at Universitätslehrgang Kulturmanagement (university continuing education and training course on culture management) at the University of Music and Performing Arts Vienna:
<https://www.mdw.ac.at/ikm/kulturmanagement/>
- On website of the Centre for Translation Studies at the University of Vienna:
<http://transvienna.univie.ac.at/>

Workshop reports **afterwards**:

- Workshop report on website of the Centre for Translation Studies at the University of Vienna: <http://transvienna.univie.ac.at/news-events/einzelansicht-aktuell/news/nachbericht-zum-workshop-barrierefreie-kulturveranstaltungen/>
- Photo report on website of the Centre for Translation Studies at the University of Vienna: <http://transvienna.univie.ac.at/news-events/veranstaltungen/informationsveranstaltungen/#c262344>
- Facebook report by the Centre for Translation Studies at the University of Vienna: <https://www.facebook.com/ZTWunivie/>



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- Twitter page of the Centre for Translation Studies at the University of Vienna:
<https://twitter.com/UniVieTrans>

Annex: Questionnaire translated into German

B2Q2 Alter: (z.B. 35)

B2Q3 Geschlecht:

- Männlich
- Weiblich
- Keine Angabe
- Sonstiges

B2Q4 Muttersprache:

B2Q5 Herkunftsland:

B2Q6 Land des Wohnsitzes:



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B2Q7 Höchste abgeschlossene Ausbildung:

- Pflichtschule
- Berufsbildende mittlere Schule oder Höhere Schule
- Bakkalaureat oder Bachelorabschluss
- Diplom-, Magister- oder Masterabschluss
- Doktorat
- Sonstiges _____

B2Q8 Arbeitsplatz: z.B. Bildungseinrichtung, Theater, Oper, Museum.

B2Q9 Bitte beschreiben Sie Ihren aktuellen Beruf oder Ihre Funktion.

Feedback zum Workshop

B3Q1 Wie bewerten Sie die folgenden Aspekte des Workshops?

	Schlecht	Mittelmäßig	Gut	Hervorragend	Keine Angabe
Informationen vorab, z.B. Anreiseinformationen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ziele des Workshops vorab klar kommuniziert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anmeldung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programm (interessante und nützliche Informationen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Örtlichkeit (Workshopraum)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Örtlichkeit (für Kaffeepause, Mittagessen, Anmeldung)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technik	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verpflegung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Möglichkeiten zur Vernetzung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sonstiges: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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B3Q2 Wie zufrieden sind Sie mit der Gesamtstruktur des Online-Kurses?

- Äußerst zufrieden
- Weitgehend zufrieden
- Einigermaßen zufrieden
- Weder noch
- Einigermaßen unzufrieden
- Weitgehend unzufrieden
- Äußerst unzufrieden

B3Q3 Warum sind Sie zufrieden oder unzufrieden mit dem Kurs?

B3Q4 Halten Sie die Gesamtstruktur des Online-Kurses für relevant und glauben Sie, dass er die wichtigsten Themen der Barrierefreiheit (in der darstellenden Kunst) abdeckt?

- Ja
- Halbwegs
- Nein

B3Q5 Wenn Sie mit „Halbwegs“ oder „Nein“ geantwortet haben: Warum deckt der Kurs die wichtigsten Themen nicht ab? Welche Themen fehlen?



B3Q6 Wie bewerten Sie die folgenden Aspekte des gezeigten Moduls?

	Schlecht	Mittelmäßig	Gut	Hervorragend
Struktur des Moduls, das im Workshop gezeigt wurde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Länge der Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inhalte der Videos: relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inhalte der Videos: verständlich	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inhalte der Videos: informativ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualität des Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sprechgeschwindigkeit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Untertitel der Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weiterführende Lernunterlagen (Leseliste, Literaturliste usw.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bewertung (Tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sonstiges:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B3Q6b Bitte begründen Sie Ihre Antwort zur Bewertung der Aspekte des Moduls.

B3Q7 Würden Sie diesen Online-Kurs belegen sobald er online ist?

- Ja, weil _____
- Nein, weil _____

B3Q8 Wenn, ja: Welches Modul bzw. welche Module würden Sie belegen?

- Modul 0 - Einführung
- Modul 1 - Inklusion
- Modul 2 - Barrierefreiheit von Veranstaltungsorten
- Modul 3a - Services im Bereich Barrierefreiheit (Konzeption)
- Modul 3a - Services im Bereich Barrierefreiheit (Umsetzung)
- Modul 4 - Kommunikation
- Modul 5 - Management



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B3Q9 Würden Sie den Kurs an mögliche TeilnehmerInnen weiterempfehlen?

- Ja
- Vielleicht
- Nein

B3Q10 Was möchten Sie zum Kurs sonst noch sagen? Ihr Feedback zählt.

Vielen Dank für Ihre Teilnahme.



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