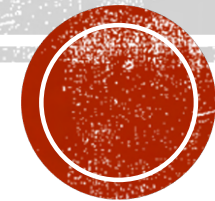




TRAINING MEDIA ACCESSIBILITY PROFESSIONALS: AN EMPLOYABILITY AND KNOWLEDGE TRANSFER EXPERIENCE

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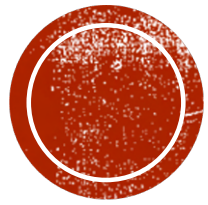
- **Didactic Grounds**

- Employability in the EHEA
- Employability in Translation Studies
- Employability in the UMA

- **Project “The professional practice of media accessibility in television”**

- Context
- Objectives
- Schedule and milestones
- Methodology
- Budget
- Execution
- Evaluation: research tools for assessment /results and discussion
- Limitations and prospective activities
- Conclusions



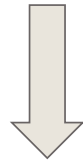


DIDACTIC GROUNDS



Employability and knowledge transfer in the EHEA - Bologna Process

Employability understood as a quality criterion for universities (Jiménez Vivas, 2009)



Universities must formulate academic and professional qualification criteria in order to respond to the demands of the European labor market and to the educational, social and job challenges

**DIDACTIC
GROUNDS (1)**



Employability and knowledge transfer in the Spanish Higher Education System

“Formative objectives of official Degrees will have, generally considered, a professional orientation. This means that they must provide a general training which encompasses general basic competencies, transversal competencies related to an integral training of the people and specific competencies in order to enable a professional orientation allowing graduates to integrate into the labor market.”

(Documento Marco sobre la integración del sistema universitario español en el Espacio Europeo de Educación Superior, 2003: 7)

DIDACTIC GROUNDS (2)



Employability and knowledge transfer in Translation Studies - State of the Art

- 📖 Few works on the relationship between recent graduates and companies (Gouadec, 2007; Kuznik, 2010; Galán Mañas, 2017, among others)
- 📖 Very few works focused on how to improve employability in Translation and Interpreting (Calvo, 2006; Calvo y Morón, 2009; Torres-Hostench, 2007 and 2010; Álvarez Álvarez, 2020)

**DIDACTIC
GROUNDS (3)**



Employability and knowledge transfer in Translation Studies - ideas and work lines

- 1) Not enough attention paid to employability and entrepreneurship in Translation Studies Degrees. More steps should be taken
- 2) Direct contact between professionals and students (especially in the last training phase) should be boosted
- 3) Cooperation between different instances is advisable (teachers, practices coordinators, vice-rectorate(s), translation companies or external translators)
- 4) Methodology: conferences, round tables and workshops

**DIDACTIC
GROUNDS (4)**



Employability in the UMA

Action 731 – Curricular Training for the Improvement of Employability and/or Entrepreneurship



Work Line 73 – Professional orientation in training activities”



Third Strategic Aim – Integration of Training in Society and in the Production System

**DIDACTIC
GROUNDS (5)**





PROJECT
“THE PROFESSIONAL PRACTICE
OF MEDIA ACCESSIBILITY
IN TELEVISION”



CONTEXT

Project Data Sheet

Type of action	Employability
Title of the activity	The professional practice of media accessibility in television
Convener	María Mercedes Enríquez Aranda
Participants	María Mercedes Enríquez Aranda y Francisca García Luque
Degree	Degree in Translation and Interpreting
Modules	Audiovisual Translation B-II (English) / Audiovisual Translation B-II (French)
Number of students addressed	47 (English) + 32 (French)



OBJECTIVES

- 📖 Competence 2.12 (Teaching Guides): general knowledge of professional aspects of the translation labor market
- 📖 To show the students the professional processes related to media accessibility on a TV channel



SCHEDULE AND MILESTONES

- 1) Guided visit to the RTVA studios (Andalusian Radio and Television Studios) - namely Canal Sur
 - a) How the workflow in a television station is developed
 - b) How accessibility is integrated in their schedule

- 2) Professional on-line seminar by the company “Mira lo que te digo”
 - a) Its technical director covered the main aspects of professional accessible translation services (clients, workflow, deadlines, access to profession, translators’ competences, deadlines...)



METHODOLOGY

- 📖 Active participation of students
- 📖 Voluntary activities
- 📖 Interact with external instances to take advantage of their expertise



BUDGET

- 📖 Total budget: €600
- 📖 Field visit to the RTVA Studios: €400
- 📖 Professional on-line seminar: €200



EXECUTION

		Actions
Guided field visit to Canal Sur	Schedule	Thursday, 12 May 2022, 8:55-12:30 (English students) Friday, 13 May 2022, 8:55-12:30 (French students)
	Students	24 (30%)
Professional seminar	Schedule	Friday, 20 May 2022, 9:00-11:00 (English and French students)
	Students	8 (10%)



EVALUATION: RESEARCH TOOLS FOR ASSESSMENT

Online questionnaires:



Closed questions: global assessment, contents, information and diffusion, usefulness



Open question: free and general comments



EVALUATION: RESULTS AND DISCUSSION

Participation:



Field visit: 96%



Seminar: 75%



EVALUATION: RESULTS AND DISCUSSION

Quantitative results

	Global assessment	Contents	Information and diffusion	Usefulness
Guided field visit to Canal Sur	4.57	4.57	4.71	4.29
Professional seminar	4.50	4.75	4.25	4.50



EVALUATION: RESULTS AND DISCUSSION

Guided field visit to Canal Sur	<ul style="list-style-type: none">· A very useful activity that has allowed us to take a closer look at such a fascinating professional context· It has been very useful and complementary to what we have learned throughout the module· A very interesting activity from which you learn a lot· Very interesting· I have enjoyed the visit very much. I believe that carrying out similar activities would contribute positively both to the interest of the students and to the development of the module itself· The activity is very complete and interesting for the Degree· The activity has been very satisfactory and very enjoyable· The activity has been very interesting and enriching· It's interesting, but it doesn't have much to do with accessibility or audiovisual translation
Professional seminar	<ul style="list-style-type: none">· The seminar has been quite interesting, since it has taught us many things in the world of accessibility that can be of great support to us in our future

Qualitative results



LIMITATIONS AND PROSPECTIVE ACTIVITIES

✂ **Main limitation:** participation

✍ **Prospective activities:**

- Professional processes of the subtitling on the cloud and video game localization
- Permanent Group of Educational Innovation in Audiovisual and Accessible Translation: Project “Orienting training in audiovisual and accessible translation towards the professional practice: from university to the labor market” (UMA, 2022-2024)



CONCLUSIONS



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Students'
needs



MQD
Mira lo Que te Digo...
— Accesibilidad Audiovisual —

Employability
experiences



Trainers'
interests



THANKS!

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