



InSIDE: Including Students with Impairments in Distance Education

**Deliverable
DIS7.7** **YouTube videos**

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Project Information

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Abbreviations

Acronym	Term
HE	Higher education
HEI	Higher education institution
ICT	Information and communications technology
InSIDE	Including Students with Impairments in Distance Education
IWI	Individual with impairments
JKU	Johannes Kepler University
LMD	Licence, Master, and Doctorate
UABT	University of Aboubekr Belkaid Tlemcen
UAE	Abdelmalek Essaadi University
UB2LA	Blida 2 University
UCA	Cadi Ayyad University
UIT	Ibn Tofail University
UM5R	University of Mohammed V in Rabat
UMMTO	Mouloud Mammeri University of Tizi-Ouzou
UOA	National and Kapodistrian University of Athens
UOM	University of Macedonia
US	University of Sousse
USFAX	University of Sfax
USTO	University of Sciences and Technology of Oran Mohamed Boudiaf
UTM	University of Tunis El Manar
ViHeMo	Visual, hearing, mobility/physical
WP	Work Package
 <i>Add accordingly</i>

About InSIDE

The aim of the project is to develop accessible DE programmes for individuals with ViHeMo impairments. The concrete aims are to: a) develop an accessible, inclusive and educationally effective model of DE that will deliver key competences for vocational rehabilitation, and provide opportunities for lifelong learning, skills enhancement, and personal fulfilment with the ultimate aim of suggesting an intelligent solution against the problems of limited access or high percentage of dropouts in HE in Iwl, b) structure a strong cooperation between organisations with sound expertise in accessible and inclusive HE and organisations where both the modernisation of HE and the promotion of the right to education of Iwl is imperative, and c) widen the horizons of local HE towards an international and intercultural education through DE programmes.

The overall objectives of the project are to:

- 1) Develop new and innovative, accessible and inclusive DE programmes improving the quality of HE for individuals with ViHeMo impairments and offering flexible learning and virtual mobility
- 2) Upgrade the facilities through establishing accessibility offices and acquiring assistive technology resulting in modernization of university services
- 3) Build capacity and professional development in administrative and teaching staff in developing and carrying out accessible and inclusive DE programmes, and operating the accessibility offices
- 4) Involve individuals with ViHeMo impairments in a user-center design so that accessibility and usability are achieved in conjunction, and the links between education and society are strengthened

The specific objectives of the project are:

- The preparation of the development stage through an extended literature review for precedent trials in DE for Iwl
- The development of the most suitable educational material for Iwl (ViHeMo) in terms of accessibility, usability and educational efficacy through the study of end-user requirements
- The adaptation of a course Deliverable system that best serves the needs of Iwl (ViHeMo) in DE
- The foundation of accessibility services in HE so that Swl would be supported during their attendance in HE
- The training of advisors in the services of the accessibility offices, and the training of the trainers (advisors and representatives) so that they will be able to train the end-users (teaching staff and Iwl)
- The examination of the regular co-operation of all the above to deliver inclusive DE courses effectively when learning and skill enhancement are concerned, considering end-users feedback too
- The dissemination and exploitation of the project deliverables on an international level.

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1. Introduction

This report describes the execution of the project task centred on the creation of three informative YouTube videos. Each video is dedicated to disseminating the project's efforts in promoting inclusion in distance education programs for individuals with visual, hearing, and motor disabilities. The envisioned impact exceeded language barriers, as subtitles are translated into all partner languages: English, Greek, French, and German. Additionally, sign language interpretation is incorporated to ensure broader accessibility and reach.

The production process unfolds in four distinct stages: Preparation, Recording, Post-production, and Publishing. This report provides a comprehensive description of the methodology, highlighting the collaborative efforts between various professionals and the active participation of both students with and without disabilities. The overarching goal is to create content that disseminates the project inclusively, making it both suitable and appealing to a wide audience. Subsequent sections delve into the detailed procedures undertaken and the achieved outcomes.

2. Procedure

2.1. Preparation

Subcontract Professionals: In this initial stage, key professionals, including a video producer, sign language interpreter, and voice-over actor, are subcontracted to ensure a comprehensive and inclusive approach to content creation.

Screenplay Planning: The groundwork involved planning of the screenplay, aligning it with the activity goals to ensure a coherent narrative.

2.2. Recording

Recording: The video producer conducts recordings at the Johannes Kepler University Linz premises and will foster an environment favourable to collaboration and active participation of all.

Diverse Student Involvement: Students with varying disabilities actively can participate in the recording process by contributing with their own insights and perspectives to enrich the content.

2.3. Post-production

Subtitle Creation and Translation: The post-production phase involves the creation of English subtitles and their subsequent translation into Greek, French, and German to ensuring multilingual accessibility.

Sign Language Interpretation and Voice Over: The inclusion of sign language interpretation and voice-over elements further enhance accessibility, accommodating diverse audiences.

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2.4. Publishing

YouTube Upload: The finalized videos, equipped with multilanguage subtitles, are uploaded to the project InSIDE's YouTube channel. The seamless integration of subtitles and diverse accessibility features should ensure the content's availability to a global audience.

3. Results

The culmination of the meticulous production process resulted in a series of impactful YouTube videos, each tailored to disseminate the efforts by individuals with visual, hearing, and motor disabilities in the realm of distance education. These videos now stand as dynamic and informative tools for disseminating the project's initiatives and promoting inclusivity.

The three videos are accessible in the project InSIDE's YouTube channel at:

<https://www.youtube.com/@insideprojecterasmus>

3.1. Final Comment on Organizations Involved

The success of this effort is a evidence to the collaborative efforts of all participants in the project to fostering inclusivity in higher education. Joobster (joobster.at), the producer of the videos, not only delivered compelling content but also took an empathic approach when shooting the videos, recognising the abilities of everyone in the setting and making a memorable and inclusive recording event for all participants. TURKOOIS, the company responsible for the International Sign Language (ISL) interpretation, played a crucial role in enhancing the videos' accessibility for individuals with hearing disabilities.

Special recognition goes to Manuela Stecher, a professional sign language interpreter, whose expertise contributed to the authenticity and effectiveness of the sign language interpretation, especially in segments featuring individuals with hearing disabilities.

The voice-over work was executed by Eleonor Griffith, a professional voice artist, adding a dynamic and expressive dimension to the videos. Her contribution further enriched the overall viewing experience.

Acknowledgments are extended to JKU and its staff for offering the facilities and the meticulous translation of captions into English and German, and to UoM for their dedicated translation efforts in Greek.

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