[=]LTA
LiveTextAccess

UNIT 6

Element 5 – Learning Outcome 1

TRANSCRIPT:

IMPLEMENT STRATEGIES OR TECHNIQUES

FOR SELF-MOTIVATION

Table of contents

1   Slides

1   Slide 1

LiveTextAccess. Training for real-time intralingual subtitlers.

2   Slide 2

Hello, again. Welcome to Element 5 of Unit 6 - Velotype.

3   Slide 3

Unit 6. Velotyping. Element 5. Factors for high performance.

4   Slide 4

This video lecture explains the strategies or techniques for self-motivation and has been created by SSML and Velotype.

5   Slide 5

On completion of this training sequence, you will be able to implement strategies and techniques for self-motivation like:

- Knowing your software and its multiple facets

- Improving your capacity to be accurate and rapid

- Motivating your team

- And knowing how to gather information on speeches before the job starts.

6   Slide 6

This is the agenda. We will first look at knowing your software. Then the training and progress. Followed by Motivating students and colleagues and finishing with Gathering information and speeches. In the end we will give a summary.

7   Slide 7

Let´s get started with knowing your software.

8   Slide 8

Your velotyping software is not just a tool. It is your main partner to reach high levels of performance. Getting to know it is fundamental for your career. It is important to learn the Velotype key combinations in a structured and disciplined way.
This is done by using the Velotype Academy software. In which you learn the combinations step by step in an interactive way.

The Velotype academy software can directly be downloaded via the website www.velotype.com.

9   Slide 9

Another aspect you must start dealing with is mistakes.
Mistakes happen. And they can be more or less serious. Keep making the same mistakes is frustrating.

10   Slide 10

Knowing them and how to avoid them is fundamental to achieve better and better results. Keep track of your mistakes. You will learn how to deal with each of them and do a better job!

For example, after your job you can go through the text using the spellcheck and grammar check to see if there are mistakes in the spelling. Keep a list of words you might find difficult or in which you often make errors in spelling. Next time you can remember how to write the words correctly.

11   Slide 11

Some words are easier to type on a Velotype keyboard than others. For example when using fingers which are not so flexible, like the ring finger or the pinkie.
It is good to keep a list of such more difficult words and try practicing them daily. However, when it remains difficult and slows you down, it is better to split up such words in an extra stroke. But be ware that you don't split up too many words in that way.

Try to type the words exactly as being proposed by the Velotype Academy. So don't use 2 or 3 strokes for a word or syllable that can also be typed in 1 stroke.

As you have to know the correct spelling of words yourself, especially when you are not using any form of real time spell check or auto correction, it is good to go through your spelling mistakes and learn from them after each session or job.

12   Slide 12

One of the best ways to improve your quality standards is to reach Mars!

13   Slide 13

Well, I should say: to reach your MARS, the acronym for most accurate and rapid speech-to-text rate. Because you must be quick but also avoid mistakes that may hinder comprehension of what you are writing, MARS is the maximum number of words per minute one is able to produce while keeping high quality standards. Knowing your MARS will allow you to understand when you can follow your speaker word for word and when you need to summarise in order to keep high quality standards.

It is always good to try to improve this at all time. Try to be as perfectionistic as you can be, in order to deliver the highest quality of work you can.

14   Slide 14

It can be very useful to have colleagues or students who go through the same process and to motivate each other.

15   Slide 15

When you are learning the system completely by yourself it can be difficult to stay disciplined and motivated.
But perhaps there is someone in your environment who can help you in staying motivated and not giving up.
Maybe it is your parents, brother, sister or a best friend. Just having them motivate you, can be helpful.

When you are learning the system together in a group of students, or with colleagues, it can work great if you motivate each other.
And discuss the progress and the problems you encounter.
Of course a teacher or coach can help you with this as well.

Later on, when doing jobs in the field, it is always good to discuss your problems or questions with other colleagues who might have encountered similar situations.

16   Slide 16

The last aspect we consider important to develop factors for high performance in real-time intralingual subtitling is gathering the information you need for the job. Also called pre-editing.

17   Slide 17

As you know, pre-editing consists of getting as much information as possible from speakers on the topic. This will help you motivate to do the job. Every time I am called to do a job, I look at the agenda and look for two important things: who the speakers are and what they will talk about. I then surf the Net looking for previous speeches of the same speakers and / or speeches about the same topics. This will allow me to enrich my knowledge of the topic as well as my vocabulary. Being prepared makes me feel much better, allows me to do a better job and even allows me to find exit strategies more easily when in trouble.
When you know beforehand a speaker will read a speech from paper, it can be very useful to have this beforehand.
Especially with unexperienced speakers it can be a challenge when they read a speech when being nervous or too fast.

18   Slide 18

Before we finish this video lecture, let us take a look at the definition of disability provided in the Convention on the Rights of Persons with Disabilities from 2006.

Allow me to read it aloud. "Disability is an evolving concept that results from
the interaction between persons with impairments and attitudinal and environmental barriers
that hinders their full and effective participation in society on an equal basis with others."

As you can see, the definition is in line with the social and the biopsychosocial models. To date, 165 states and the European Union have ratified the Convention, and therefore this definition, or this approach, to disability. We could actually conclude saying that this approach to disability is widely shared in the world.

19   Slide 19

Knowing your equipment is fundamental. You should always aim to improve your skills. And make sure you are well prepared for your jobs.

20   Slide 20

We have seen that disability is widely understood as a state that results from the interaction between a person with an impairment and the environment. We have also seen that this view is shared in many countries.

However, this does not necessarily mean or imply that all persons share this view, nor that they have internalised these values. What I mean by this is that being aware or agree into a definition matters. But it also matters the way we behave in our daily life.

This is why I would like to end this video lecture with two questions. They are: Which is your perspective towards disability? And how does it show in your daily life?

As for now, thank you very much for your attention.

21   Slide 21

Let's now move to the Exercises.

22   Slide 22

The exercises for this video lecture are in the Trainer's Guide and the PowerPoint file.

23   Voiceover

LTA - LiveTextAccess. Universitat Autònoma de Barcelona. SDI - Internationale Hochschule. Scuola Superiore per Mediatori Linguistici. ZDFDigital. The European Federation of Hard of Hearing People - EFHOH. VELOTYPE. SUB-TI ACCESS. European Certification and Qualification Association - ECQA. Co-funded by the Erasmus+ Programme of the European Union.

Erasmus+ Project: 2018-1-DE01-KA203-004218. The information and views set on this presentation are those of the authors and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained here.

2   Disclaimer, acknowledgement and copyright information

Authors: Wim Gerbecks, Carlo Eugeni, Silvia Velardi.

Copyright: The document is proprietary of the LTA consortium members. No copying or distributing, in any form or by any means, is allowed without the prior written agreement of the owner of the property rights.

License: The document is made available to the public under the terms of the Creative by Attribution (CC-BY-SA 4.0) license.

Disclaimer: This project has been co-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.

3   Additional metadata[1]

Title or file name of resource	U6_E5_LO1_Strategies_for_self-motivation_TRANSCRIPT.docx
Version	FINAL
Description of resource	Audio transcripts for the video lecture about strategies for self-motivation
Keywords	Velotype, self-motivation, strategies
Author/Contributor	Velotype, SSML
File type	Text
Length (pages, actual length of audio or video)	9 pages
Copyright holder	Velotype, SSML
Other related pedagogical assets	PowerPoint presentation, other videos in unit 6
Related subject or skill area	Unit 6. Velotyping
Publisher	LiveTextAccess
Format	PDF file
Issued	23 September 2020
Language	English
Licence	CC BY-SA 4.0
Accessibility	PDF checked with TingTun
Certified by	ECQA: http://ecqa.org/

---

[1] The scheme used is an adaptation of the format provided by the EU project 2014-1-DE01-KA203-000679