MARCUS-QUINN, Ann; KREJTZ, Krzysztof & DUARTE, Carlos Transforming Media Accessibility in Europe. Digital Media, Education and City Space Accessibility Contexts. Switzerland, Springer, 2024, 428 pp., ISBN 978-3-031-60048-7.

The evolution of media accessibility has undergone several technological shifts (the analog, digital, and data-driven eras), in each of which the collaboration of different actors (content creators, developers, accessibility experts, disability communities and regulators, etc.) has been a staple in the evolution of accessibility. Even if the development of media accessibility gains momentum (Mazur 2020, Mangiron 2022, Neves 2022), works on accessibility have tended to focus on part of the discipline (usually just from a research perspective), such as audio description, regardless of their introductory (Maszerowska, Matamala & Orero 2014, Fryer 2016) or comprehensive nature (Taylor & Perego 2022). Sometimes media accessibility has been included as a subdiscipline belonging to audiovisual translation (Bogucki & Deckert 2020), or sometimes books on media accessibility only focus on very specific areas, such accessibility in museums, for instance (Perego 2023). In this vein, *Transforming Media Accessibility in Europe* arises as a comprehensive exploration of the legal, technological, psychological, and societal aspects of media accessibility. It is the result of the European Cooperation in Science and Technology (COST) Action LEAD-ME, which brings together researchers, educators, and practitioners to examine the critical role of media accessibility in four areas: "Outside the Screen", "Inclusive Art and Society", "Learning and Education", and "Technological Innovations for Accessibility".

In "Outside the Screen", the first chapter establishes Tourism 5.0 as a holistic alternative to the current concept of digital accessibility. The second chapter explores accessibility in public transport, focusing on the case study of Warsaw and the challenges faced by individuals with disabilities in urban spaces. The third chapter highlights the growing discussion of accessibility in museums and focuses on the diversity of methods and the need for a balance between objective and subjective audio descriptions. The fourth chapter presents an eye-tracking experiment that gives rise to the concept of "Gaze-Led Audio Description" and its application for the accessibility of architectural cultural heritage. The fifth chapter outlines the significant challenges that people with disabilities encounter when they try to access higher education and employment. Even if these chapters include innovative methodologies (such as eye-tracking), or emerging applications of accessibility (such as museums or educational environments), this first section lacks a deeper

analysis of underexplored accessibility modes (such as sign language interpreting) and a plural view of European accessibility beyond certain countries is absent.

In "Inclusive Art and Society", the sixth chapter addresses the potential of insurgent digital constitutionalism in establishing legal frameworks that ensure Internet security for both users and online platform managers. The seventh chapter presents the results of MediaVerse project aimed at designing and testing a framework to allow professionals and laymen to publish multimedia content that may be easily shared. The eighth chapter details how local museums have worked with academics to foster full cultural participation for people with sensory disabilities through digital technology, typhlographics, Braille books, and spatial objects, as well as offering sign language interpreted lectures, meetings, trips, and movie screenings. The ninth chapter identifies innovative practices for creating accessible multisensory exhibitions which blur the boundaries of the conventional concert hall and exhibition space. This section focuses on current pressing topics, such as digital constitutionalism, virtual reality, cultural participation in museums from an accessible perspective, and multisensory exhibitions, although the same limitations already mentioned persist in this section.

In "Learning and Education", the tenth chapter presents a descriptive systematic review of media accessibility and inclusivity in education. The eleventh chapter investigates the dynamics of media accessibility in education, current challenges and gaps in the literature. The twelfth chapter explores and compares the media accessibility features offered and adherence to established standards and provides educators, institutions, and learners with valuable insights. The thirteenth chapter explores accessibility features common to many school eBooks and highlights problematic issues associated with eBooks that have not been prepared with accessibility considerations as part of the publication process. The fourteenth chapter presents a case study which assesses the accessibility of online educational content, with a specific focus on second-language learning videos. The fifteenth chapter analyses the curricula of translation courses in Turkey, Portugal, and Lithuania and identifies the need for practical recommendations on how teaching and assessment methods could ensure equal possibilities. The sixteenth chapter reviews the last decade of research in educational games and game accessibility. The seventeenth chapter shows how the Digital Literacy Pedagogical Sessions have been exploited to empower and nurture young people's postdigital futures. The eighteenth chapter focuses on the creation of non-professional audio description by secondary school students. The nineteenth chapter examines the use of assistive technologies designed to comprehend the challenges faced by individuals with hearing

impairments. Even if this section addresses the emerging topic of education and accessibility from a myriad of perspectives, and the situation of accessibility in countries like Turkey or Lithuania is explained, the presence of minoritized languages or the inclusion of more linguistic diversity limits the scope of the section.

In "Technological Innovations for Accessibility", the twentieth chapter examines how media accessibility training is being provided by university instructors and how this training aims to enable academic researchers and professionals to acquire the necessary knowledge to meet the needs of the deaf and blind communities. The twenty-first chapter describes the use of digital media tools in Ukraine to ensure accessibility and inclusivity in all areas of everyday life. The twenty-second chapter discusses the goal-directed therapeutic dialogue system that they have developed to provide additional therapy sessions for psychiatric patients where there is limited access to medical personnel. The final chapter focuses on subtitling for the D/deaf and hard of hearing and the need for standardization in sound effects and music. All things considered, it must be noted that it is not until the last chapter of the book that we can find a contribution focused entirely on subtitling for the D/deaf and hard of hearing, which supports our view that the book lacks some balance in terms of the representation of the different accessibility modes.

In conclusion, *Transforming Media Accessibility in Europe* looks towards the future, providing insights into emerging trends and challenges in media accessibility. It equips readers with the knowledge to navigate the evolving digital landscape, emphasizing the ongoing need for innovation, awareness, and collaboration to achieve a truly inclusive and accessible media environment. This publication is an essential read for academics, policymakers, industry professionals, and advocates seeking a deep understanding of media accessibility. However, being a book with a European scope in mind, it would have been the perfect opportunity to promote a stronger presence of media accessibility in other European countries or languages beyond the ones appearing recurrently in media accessibility research (such as Italy, Poland, or Spain, among others). Moreover, any comprehensive book on media accessibility should include sign language interpreting, a discipline that tends to be overlooked among media accessibility researchers, and it should also address different accessibility modes in a more balanced way. Finally, even if the title frames the book in Europe, a possible continuation might benefit from a wider scope to address media accessibility worldwide, so that African, Asian, or American voices can be heard too. All in all, *Transforming Media Accessibility in Europe* proves to be a valuable contribution that will benefit researchers and practitioners on media accessibility.

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