

## Academic Portfolio

**Maija Hirvonen, Ph.D.**

### 1. Basic information

Full name: Maija Inkeri Hirvonen

Birth date: 18 June 1982

I currently work as Postdoctoral Researcher at University of Helsinki, Department of Modern Languages. The position is funded by Academy of Finland for the period of 1.1.2017–31.12.2019, during which I carry out the research project “Multimodal Translation with the Blind (MUTABLE)”. As of the beginning of 2018, I will also be principal investigator at U. Helsinki in the research project “Methods for Managing Audiovisual Data: Combining Automatic Efficiency with Human Accuracy (MeMAD)”, funded by *Horizon2020*, EU’s research and innovation programme.

#### *Education*

I have a Master’s degree from University of Tampere (2007) and a Doctorate degree from U. Helsinki (2014), both in translation studies (A-language Finnish, B-language German). The topic of my doctoral dissertation was audio description, with a special focus on the verbalization of the narrative space in different-language audio descriptions of cinema. In addition to these degrees, during 2007–2008 I attended university courses in French as foreign language at Université Nice-Sophia Antipolis.

#### *Previous employment*

In 2014–2016, I worked as teaching and research staff at the universities of Helsinki and Tampere. I have also worked as full-time university lecturer in translation studies for the autumn semester (5 months) in 2016. As deputy university teacher in German translation, I had a temporary post of also one semester in 2014 at U. of Tampere. In addition to these positions, I have worked as hourly-paid, part-time lecturer as well as research and teaching assistant and as coordinator of Translation Studies and Terminology research community at U. Helsinki.

In 2009–2014, I worked as full-time doctoral student in German translation, first as grant researcher (2009–2010) and then as university staff (2011–2013). During my PhD period, I worked abroad for several years: 02/2009–12/2010 as researcher trainee and visiting researcher in TransMedia Catalonia research group at Autonomous University of Barcelona, and three months in 2011 as visiting researcher and DAAD<sup>1</sup> fellow at the German Language Institute in Mannheim, Germany.

I occasionally work outside the academia as audio description instructor, teaching professionals and adult learners. I have also acted as volunteer translator for an NGO.

My previous employment has been interrupted by two periods of parental leave (12 and 9 months).

### *Language skills*

Finnish: Native

English: Excellent, both spoken and written

German: Excellent, both spoken and written

Spanish: Excellent, both spoken and written

Swedish: Good, both spoken and written

French: Good, both spoken and written

Italian: Basic

Catalan: Basic

My language skills have developed thanks to studies, life abroad, and work and research experience. Currently, I use Finnish, English and German on a daily basis in my work as researcher and teacher. (I have also used Swedish in my courses.) I publish in the three languages. My PhD thesis contains articles written in English and German. I studied Finnish, English, Swedish, German and French at school and spent 6 months as exchange pupil and 10 months as volunteer worker in Germany. During my Master's degree, I majored in German translation and had Finnish and Spanish as minor subjects. I also spent a year in Barcelona as exchange student during which time I studied the basics of Catalan and Italian. After the Master's degree, I lived a year in France where I studied French at the university. In the future, I look forward to learning new languages (e.g., Russian, Chinese) in order to widen my linguistic skills and perspectives even further.

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<sup>1</sup> Deutscher Akademischer Austauschdienst = German Academic Exchange Service

## 2. Scientific activity and qualifications

I am at the postdoctoral stage of my career, with two international, cross-disciplinary research projects ongoing. In the current phase, I look forward to develop my scientific competence further by working in and leading these projects and by teaching and supervising Master and Doctoral students.

My research activities focus on the latest developments in the audiovisual translation and the newer/less-established forms of translating and interpreting. The translation between different communication modes (e.g., audio description from images to words) and the interactional and collaborative encounters during translation and interpreting processes are my expert areas. With respect to intermodal translation, my latest interest is the comparison of human and machine multimodal translation involving multiple input and output languages. I have acted as peer-reviewer for papers on interpreting, multimodality in translation, and language contact and revitalization.

My PhD and current postdoctoral projects are founded in Translation Studies, yet interdisciplinary. In my PhD, I combined Translation Studies with Linguistics (especially cognitive), Interaction Studies, and Film Studies. This PhD project gave birth to my postdoctoral projects: In MUTABLE, I apply multimodal interaction analysis (originated in Linguistics and Sociology) to translation process research and collaborate with Prof. Hanna Risku at University of Vienna and Dr. Reinhold Schmitt at Institute of German Language. In MeMAD, I work with a consortium of eight academic and non-academic European partners to combine expertise in Humanities (Translation Studies, Linguistics) and Engineering and Computer Sciences (Machine Learning, Language and Translation Technology) to develop automatic tools for the linguistic description of multimodal content, such as videos.

### *Honours and awards by scientific societies*

I am a selected member of “The Young Academy”, a new entity within the Finnish Academy of Science and Letters<sup>2</sup>, for the period of 1.9.2017–31.8.2021. Back in 2010, I acted as adjutant to *doctor honoris causa* Prof. Mary Snell-Hornby at the Doctoral Conferment Ceremony of University of Tampere.

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<sup>2</sup> A press release in Finnish: <https://www.acadsci.fi/ajankohtaista/424-suomeen-perustetaan-tiedeakatemia-nuorille-tieteentekijoille.html>

*Nature and scope of publications*

(Please refer to my list of publications for details of the publications.) After having completed my PhD with the articles 1,2,3 and 16, I have published papers on audio description (4,5,14), intermodal translation (5), translation studies' methodology (14,15), and multimodal content analysis (6). I have written several book reviews, of which the latest to *Target* (8) by invitation from the editor. I have edited various peer-reviewed publications (19,20, 21), both in English and Finnish.

In addition to Translation Studies publications, I have cross-disciplinary papers and edited volumes in the fields of Linguistics (1,16,19,20,21) and Natural Language Processing (6). Pedagogically oriented publications are 5,10,14,15. I also consider that publishing to the non-academic audience is important, hence my publications to the community of translators and interpreters (22,23) and to other professionals (24).

I publish actively in several languages: English (10 publications in 2010–2016), Finnish (12 publications in 2009–present), and German (3 publications in 2012–present).

The scope of my publications is limited by two parental leaves, in 2012–2013 and in 2015–2016.

Apart from the publications in the list, I am currently working on the following scientific peer-reviewed papers:

- “How are translations created? Analysis of multimodal interaction as a method to study collaborative translation”, Maija Hirvonen & Liisa Tiittula, to appear in *LINGUISTICA ANTVERPIENSIS* (17/2018): *Methods for the Study of Multimodality in Translation*, ed. by Catalina Jiménez Hurtado, Tiina Tuominen & Anne Ketola
- “Division of labour in blind-sighted teamwork”, Maija Hirvonen & Reinhold Schmitt, to appear in 2018–2019 in *Journal of Pragmatics* or similar
- “Ethnography”, Hanna Risku, Maija Hirvonen, Regina Rogl & Jelena Milosevic, to appear in 2019 in *Routledge Handbook of Translation and Methodology*, ed. by Federico Zanettin & Christopher Rundle

With a Helsinki colleague Dr. Tuija Kinnunen, I am editing a book proposal (in Finnish) with a collection of articles on the accessibility of communication. I am also a co-editor of *SKY Journal of Linguistics* since 2015.

*Positions of scientific expertise*

I have reviewed articles and a monograph manuscript for several international publications in Translation Studies, Literary Studies and Linguistics, among which a monograph proposal to Routledge. The subjects of these manuscripts are interpreting, multimodality, language contact and language revitalization.

I am a member and representative of scientific expertise in a committee promoting and developing audio description in Finland, appointed by the Finnish NGO *Näkövammaisten kulttuuripalvelu* ‘Cultural Service for the Visually Impaired in Finland’.

*International activities*

I am a co-editor of the international, peer-reviewed journal *SKY Journal of Linguistics*. I participate in international conferences and seminars regularly (twice per year), conduct research visits abroad, and organize international mobility to Finland. The latest visit to Finland was by Jelena Milosevic from University of Graz, who gave a guest lecture at the kick-off seminar of MUTABLE and met with my colleagues in Helsinki to discuss collaboration. My last visit abroad was in 03/2017 to Germany to discuss methodological issues with my research partner. I spend longer times abroad as well. During my PhD, I worked at Autonomous University of Barcelona for two years and visited the Institute of German Language in Mannheim for three months. In MUTABLE, I have planned mobility to Austria (4 months in 2018) and Germany (3 months in 2017–2019). In MeMAD, international collaboration with UK, France, and Belgium is an integral part of the research plan.

Within the audio description committee, I have participated in international activities, for instance in an international conference of audio description professionals (*Hörfilmforum*) in Germany, 2013. In addition, I maintain active contacts to audio description professionals in Europe.

*Scope and management of external research funding and projects*

In 2016 and 2017, I and my team have received external funding to my home university in total of 646,256 euros. In both calls – Academy of Finland’s “postdoctoral researcher” and EU’s “H2020-ICT-2016-2017 Information and Communication Technologies Call” – the success rate for applications was 4–5 %.

At present, I manage a personal funding for my postdoc project MUTABLE for 2017–2019 (356,988 euros in total) and conduct the project independently, but in collaboration with national and international partners (see below). I am the principal investigator in the MeMAD project at U. Helsinki for 2018–2020. The MeMAD consortium received 3.4 million euros from the EU’s Horizon2020 program.

Despite my early career stage, I have gained the status of principal investigator at U. Helsinki. As principal investigator, I am responsible for the design of my research projects, the achievement of their content-related objectives and the fulfilment of administrative and financial obligations. I also promote the application of the research results. In MeMAD, I lead its researchers at U. Helsinki (two professors, one postdoc (myself) and one postgraduate) and collaborate with the international consortium partners. In MUTABLE, I supervise research assistants and am the responsible author of the articles which I co-author with my research partners. In both projects, I also promote the dissemination and application of research results to third parties, including translation professionals and users.

#### *National and international research collaboration*

Locally at University of Helsinki, MUTABLE collaborates with several entities. The primary environment is Translation Studies and Terminology Research Community. The project is in line with the community’s research interests which include multimodality in translation and interpreting and accessibility. U. Helsinki is also strong in the research into social interaction and intersubjectivity, and I collaborate with “Intersubjectivity in Interaction”, the Finnish Centre of Excellence in Research. Furthermore, I study interaction with Dr. Mari Wiklund, Core Fellow at Helsinki Collegium for Advanced Studies. In MeMAD, researchers of human translation collaborate closely with scholars in machine translation and language technology, and further partners will be sought from HELDIG, the network of digital humanities at U. Helsinki.

On the national level, I have firm contacts with Translation Studies researchers and teachers across the country. I collaborate actively with University of Tampere – for example, our MULTI<sup>3</sup> group has published together – and I have been asked to supervise one PhD student at Tampere. Several former colleagues and collaborators now work in Translation Studies at University of Turku. Within Linguistics, I also have a broad network in Finland thanks to my membership in Langnet during the PhD and to the position of editor in *SKY Journal of Linguistics*. Finally, MeMAD will include close cooperation and

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<sup>3</sup> <http://www.uta.fi/ltl/somti/aboutmulti.html>

collaboration with Aalto University and its Departments of Signal Processing and Acoustics and of Computer Science.

Internationally, I have collaborated with foreign partners since 2009 and will continue to have it as an integral part of my research and teaching. As mentioned earlier, I worked during my PhD with translation researchers at Autonomous University of Barcelona and with linguists (especially Pragmatics department and with Dr. Reinhold Schmitt) at the Institute of German Language (IDS). In MUTABLE; I collaborate with IDS again, as well as with the Centre of Translation Studies at University of Vienna, where Prof. Hanna Risku and her research into translation processes are the main partner. In MeMAD, European collaboration is the core of the project and it will be carried out by four university partners (Aalto, U. Helsinki, University of Surrey in the UK, and EURECOM in France) and four companies (Yle, French Audiovisual Institute, and the media and language technology companies Limecraft (Belgium) and Lingsoft (Finland)). Forms of collaboration include the exchange of knowledge and expertise (e.g., in methodological issues), the preparation of co-authored publications and the communication of research results within our respective networks.

In addition to the academic collaboration, I work actively with Finnish and foreign NGOs, companies, and individuals as they are either my research subjects (e.g., audio describers whose work is being studied) or relevant stakeholders (e.g., potential users of audio description in MeMAD).

#### *Competencies in applying research findings*

I have aimed the research findings of my PhD to improving audio description guidelines and the practical work and have trained translators on the basis of these findings. One of the articles in my dissertation (n°3) has served as resource in developing an international guideline of audio description<sup>4</sup>.

In my current research, I am in a constant dialogue with translation users, translators, and service providers, who function as both research subjects and stakeholders. In MUTABLE, I look forward to being able to provide knowledge about how translation processes can be developed and the communication between people improved. A possible practical innovation may lie in identifying new areas of expertise in blind and partially sighted people, which could then be used to improve the working life. MeMAD, for one, is a very applied project whose aim is to use scientific knowledge to developing a concrete new model and tool to the creative industries. The innovation potential is huge; to illustrate, our

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<sup>4</sup> The guideline can be found at: <http://www.adlabproject.eu/Docs/adlab%20book/index.html>

tool could transform videos into text so that blind, deaf and anyone without a visual or auditory access could understand their content. As a way of applying the research findings, we have a dissemination and communication plan which includes, among others, prototype development and demonstration to the stakeholders.

### *Experience in doctoral training*

During my PhD studies, I was an active planner, organizer and participant in doctoral training. I conducted my PhD research during 2009–2013 as part of Langnet, the Doctoral Training Program in Language Studies – and today a network for such programs<sup>5</sup> - and did some 50 ECTS of postgraduate studies under Langnet. I have experience in organizing training, such as research seminars, both in Langnet and at University of Helsinki. I was also a student representative in Langnet’s steering group in 2011–2013. In 2014, I participated in a panel discussion about the future of doctoral training in linguistics in Finland.

Regarding my training pedagogy, I learned many efficient and pedagogically apt training methods for supervision in Langnet, especially in the subprogram for Translation Studies. Among them are the seminars which gathered together PhD students and supervisors from all over Finland to discuss and comment on students’ texts. The discussions and comments of the supervisors and peers improved the dissertation considerably.

At present, I have one postgraduate student aiming for PhD under my supervision. The supervision has begun in 2017, and I am a minor supervisor. I have recently been asked to supervise a PhD (as minor supervisor) at University of Tampere, so I look forward to increasing the number of supervised dissertations in the future. I am also a leader team member of Langnet’s theme group “Translation Studies, Multilingualism, and Professional Communication”<sup>6</sup>. The group gathers together doctoral students and researchers interested in translation and interpreting in Finland. The group organizes activities, such as web seminars and reading circles, so as to further the PhD and other research by receiving and providing peer support. I plan to develop my pedagogical skills in supervision and will take relevant university pedagogy courses in the near future.

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<sup>5</sup> <http://blogs.helsinki.fi/langnet-2016-2019/>

<sup>6</sup> <http://blogs.helsinki.fi/langnet-2016-2019/kaannostiede-monikielisyyss-ja-asiantuntijaviestinta-translation-studies-multilingualism-and-professional-communication/>

### 3. Report on pedagogical expertise

#### Teaching philosophy

The main principles of my teaching are:

1. Cherish the academic freedom but remember the responsibilities
2. Collaborate and share
3. Mentor to work and life

1. As teacher, I intend to act so that students understand that with the academic freedom come certain responsibilities. To my view, citizens trained in the academia have a certain responsibility in taking part in the development of the society and culture as a whole, thus not serving only as personal development but also for the “greater good”. In my teaching practice, I aim at giving the students freedom and choices in applicable parts of the studies, such as in the organization of the practical work and forms of learning, but I also commit them with the responsibility of their own learning and of the general objectives (e.g., a translation commission that has to be completed on a fixed date).

2. As teacher and researcher, I am a collaborator who likes to use the capacities and abilities in each team member to benefit from a shared expertise. Thus, I like to collaborate with my peers and with students alike, encouraging them in identifying and appreciating their areas of expertise. In my teaching practice, this often translates into group work and other collaborative activities. On the other hand, I understand that not everyone learns by sharing, so teamwork and individual work need to be kept in balance. Of course, expertise can be shared without the need of actually working together, so that a course assignment can be realized alone but the results are then reported to the whole class and thus the knowledge shared. On the whole, I take different learning styles into account by planning in alternative forms of completing assignments and by using varied teaching materials. If we want the university to educate experts, then it is necessary to encourage students to recognize and use their expertise.

3. In teaching and supervising, I see myself as a mentor who supports the students’ own learning and work processes. Teaching the students expert competences, be them generic or subject-specific, is vital, but so are empathy and certain amount of emotional intelligence. The latter become important, for instance, in dealing with students’ health problems, which are not quite rare nowadays. I intend to be honest and explicit in front of my students and encourage them to do the same. In practice, this is visible

in my assessment, for instance so that I reflect the individual development of each student in addition to evaluating the general learning objectives.

### **Teaching experience**

I have taught BA-, MA- and PhD-level students in translation studies in different universities since 2009. This experience includes courses with various teaching and evaluation methods, ranging from mere examinations to real-life translation assignments in small groups to mass lectures for 200 people. I also teach outside the academia by giving training in audio description. Given this experience, I am able to teach and design curricula with versatile learning objectives and teaching methods and to various student profiles. Below, I list my experience according to the degree level:

#### Teaching on the MA level in translation studies (15 courses in total)

1. History of translation and interpreting (3 ECTS) in 2016
2. Translation and culture (5 ECTS) in 2014
3. Multilingualism and language policy (3–5 ECTS)
4. Translators' ethics (3–5 ECTS) in 2016
5. Intermodal translation (3–5 ECTS) in 2014, 2015 and 2017
6. Introduction to audiovisual translation (5 ECTS) in 2016
7. Multimodal communication (5 ECTS) in 2012
8. Introduction to multimodality in translation (online course, 5 ECTS) in 2016
9. Subtitling (basic level) (5 ECTS) in 2014
10. Subtitling (advanced level) 5 ECTS) in 2014
11. Professional translating from German to Finnish (5 ECTS) in 2014
12. Multilingual translation workshop (5 ECTS) in 2014
13. Thesis seminar (9 ECTS) in 2016

#### Teaching on the BA level in translation studies (7 courses in total)

1. Translator's and interpreter's competencies (3 ECTS) in 2015 and 2016
2. Perspectives to translation: translator as communication expert (3 ECTS) in 2014
3. Introduction to translation studies (3–5 ECTS) in 2014–2016
4. Thesis seminar (10 ECTS) in 2014

Guest lectures (9 in total)

- “Research and Methodology in Translation Studies” forthcoming in 2017; “Approaches to Adaptation” at University of the Arts in Helsinki (Degree Program in Dramaturgy), forthcoming in 2017; “Introduction to interpreting” in 2016; “Translation studies research seminar” at Stockholm University (Tolk- och Översättarinstitutet) in 2015; “Multimodal communication” in 2015 and 2009; “Seminar on managing research data” at Eastern University of Finland (Translation studies department’s research seminar) in 2014; “Introduction to audiovisual translation” in 2013 and 2012

Teaching outside the academia

1. Audio description of art (training for art museum employees), a 1-day session in Helsinki in 2016
2. The basics of audio description, a 5-day course at the open college *Tampereen työväenopisto* in Tampere in 2015
3. Audio description of art (training for museum employees), a 2-day session in Tampere in 2015
4. Advanced training for audio describers, a 1-day session in Helsinki in 2011
5. Training of audio describers to cinema and television, two 1-day sessions in 2011

*Forms of teaching*

I have experience in various forms of teaching:

- Face-to-face: lectures (with assignments), seminars, workshops, authentic translation assignments
- Online courses
- Independent student work: examination, essays
- Intensive and long-duration courses
- Theoretical and practical approaches to translating

My teaching philosophy is reflected in the ways I teach. As corresponds to the constructive alignment of academic teaching, I always consider courses or study modules in the broader framework. Therefore, I plan the learning outcomes and the course contents to meet with the requirements of the curriculum. Shared expertise and collaboration between teachers is put into practice in multilingual translation or interpreting workshops, as is now customary in many translation departments at Finnish universities. As superior, I would encourage my faculty to share their expertise in as many ways as possible because it can support learning and also save time to research. Good mentoring becomes vital in those types of teaching which are based on the students’ independent work and/or involve advanced assignments, such as online courses and seminars. Authentic translation commissions teach responsibility to students. What is more,

according to student feedback, they are also considered as “among the best courses in the whole studies” because the direct impact to the world is highly motivating.

### *Teaching environments*

I have taught mainly at the universities of Helsinki and Tampere, in the subjects of translation and interpreting (both in general Translation Studies and in translation between certain languages, mostly German–Finnish). Being Translation Studies entities, the staff in both teaching environments are naturally multilingual, so I am practiced with working in an international atmosphere and with using multiple languages in teaching, planning, and administration. In addition to my main languages Finnish, German, and English, I have used Swedish in teaching and in the communication with a Swedish-speaking teacher and in the assessment of students’ translation in Swedish.

In the courses with authentic translation commissions, the teaching environment comprises not only of the university but also of translators’ workplaces. Thus, I have taught intermodal translation (audio description and subtitling for deaf and hard-of-hearing) in various theaters in Helsinki because the students performed their translations live during theatre performances. In other courses, too, I like to mobilize students and do excursions to environments in which translation and interpreting happen (e.g., a visit to the Finnish public broadcasting company to familiarize the students with subtitling, dubbing, and voice-over).

In the future, I look forward to widening the concept of teaching environment to online and virtual platforms. The online course on multimodality in translation in 2016, which was a joint initiative between the universities of Tampere and Helsinki (designed by Anne Ketola and myself), is a good starting point. I have already posted my video lecture of that course online to UniTube<sup>7</sup> (U. Helsinki’s video service).

### *Supervision of theses and dissertations*

Supervised MA theses:

- *Kuvailutulkkausohjeiden parhaimmat käytänteet ja ohjeiden sovellettavuus* [Best practices of audio description guidelines and their applicability], Heidi Heinemaa, 2017; written in Finnish in the discipline of German Translation, University of Helsinki

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<sup>7</sup> See the video “Introduction to accessibility” at: <https://www.helsinki.fi/fi/unitube/video/163a45bf-5b67-4b33-9955-6ebc3a2dbf89>

- *Interplay of verbal and visual. Concretisation as a dubbing translation strategy in children's TV show Kit 'n' Kate*, Siiri Turunen, 2017; written in English in the discipline of English Translation, University of Helsinki

In addition, I have revised two Master's theses (in 2014 at Uni Tampere, and 2016 at Uni Helsinki).

### **Participation in doctoral training**

Ongoing supervision of postgraduate students:

- *Multimodaalisuus ja tilannesidonaisuus viitottua, puhuttua ja kirjoitettua tekstiä yhtä aikaa sisältävissä konteksteissa* [Multimodality and situatedness in the context of simultaneous text production by signing, speech and writing] (working title), Zita Kóbor-Laitinen, from 01/2017 onwards as minor supervisor

(For more information on my participation in doctoral training, please refer to the part "Experience in doctoral training" in this portfolio.)

### **Pedagogical skills**

I have had the following pedagogical training:

- Training Seminar for Translation Teachers (2 ECTS), organized by *European Society for Translation Studies*, Kraków, Poland, 29.6.–3.7.2015
- University Pedagogy: Teaching and Learning in Higher Education (5 ECTS), Constructive Alignment in Course Design (5 ECTS), University of Helsinki, spring terms 2012 and 2014

I develop my pedagogical skills constantly by taking courses on university pedagogy, by participating in pedagogical theme days at the university, and by exchanging experiences and best practices with peers.

### **The ability to use and develop teaching materials**

A good deal of my publications can be seen as particularly apt to teaching purposes (see the publications n° 5,10,14,15), thus reflecting my perception of a scholar who makes her research relevant to teaching. Recently, I have begun to be interested in preparing audiovisual teaching materials and released on video lecture (see the footnote 7 in this document).

I teach with an online platform (*Moodle*) which nowadays is an integral part of any university course in Finland. The technology in the classroom is a regular tool to me but I also like to use books and other “classical” teaching and learning tools. As mentioned earlier, I am interested in developing my skills and practice in online courses and e-learning. In preparing and using teaching materials, shared expertise is again very valuable, so I use and contribute to a database for teaching methods and course materials in translation and interpreting, which is an interactive wiki database for Finnish translation teachers.

### **Other teaching merits**

I monitor and critically reflect my own teaching regularly and review student feedback in order to improve my teaching. I have participated in the development of teaching during the education reform at University of Helsinki by planning the curriculum to the Master’s Programme in Translation and Interpreting which started in the autumn 2017. In 2014, I planned and implemented a brand new course on intermodal translation for the MA level: it was the first ever academic course on audio description in Finland.

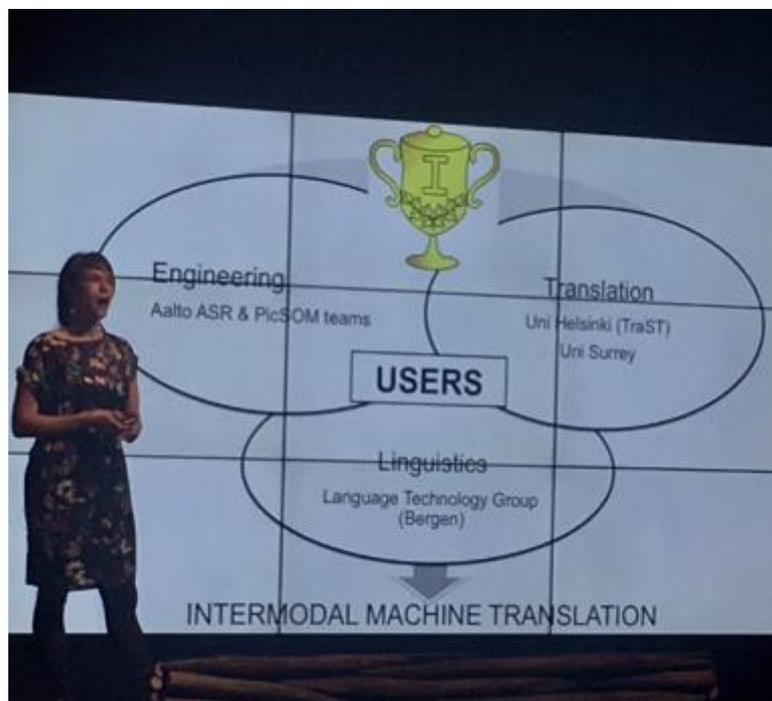
I am also experienced in the various administrative tasks of the faculty, for example in recognizing and validating students’ prior learning for the degree studies as well as in giving study guidance. I have planned and coordinated entrance examinations between 200 students (of 8 different languages) and 10 teaching and administrative staff.

Outside the academia, I actively plan and implement training in audio description as a member of the audio description committee of the Cultural Service for the Visually Impaired in Finland.

### **4. Other qualifications and merits**

I value the third mission of the university very much and actively engage in the development of the society. I am an elected member in the audio description committee, managed by the Finnish NGO “Cultural Service for the Visually Impaired”, since 2010. The committee develops and promotes the use of audio description in Finland, trains audio describers, and maintains international relations. My role in the committee is to represent the research of audio description and to connect the work in Finland internationally (for instance, by reporting on international research and participating in events).

In addition, I disseminate research to the general public and apply it to solving societal challenges. In 2016, I participated in the science competition *Skolar Award*<sup>8</sup> and was one of the 6 out of 60 applicants – and the only representative of Humanities – who were selected to the finals to pitch at Slush 2017<sup>9</sup>. Although I did not win, the experience gave our research in MeMAD visibility and to me skills in popularizing research. This year, in September 2017, I will participate in *Hack for Society* with my colleague, Dr. Tuija Kinnunen. Hack for Society<sup>10</sup> is a new concept and a challenge competition to researchers and politicians. It aims at a collective problem-solving by fostering interaction, building networks and exchanging expertise between political decision-makers, researchers and companies. Kinnunen and I will be solving problems in the accessibility of communication in the public services of Helsinki together with a city councillor and university students.



Picture: Maija Hirvonen pitching at Slush 2017 (01.12.2016; photo by Satu Keto on Twitter)

<sup>8</sup> <http://www.skolar.fi/skolaraward/>

<sup>9</sup> My pitch can be found at: <https://www.youtube.com/watch?v=xgCrYoi9OL4>

<sup>10</sup> <https://www.sitra.fi/en/projects/hack-for-society/#what-is-it-about>