ADLAB PRO: Multiplier Event 5

Samples and Evaluation of Training Materials

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https://bit.ly/2O4HwwU

Materials Presented

- Core videos

- Tasks

- Additional videos

Core Videos

- M2, U5: Time and Space

- M6, U6: New services, new audiences

What do you think?

Tasks

- Multiple choice with 5 questions (only one correct answer).

- Answers provided in Trainer's Guide.

- 1 to 6 additional tasks to be done at home or in class.

- Individual, pair and group work.

- Estimate times given.

- Instructions for development.

- When appropriate: additional comments, material, handout, etc.

- Total of 196 tasks.

M2, U5 Time and Spaces - Task 2

Aim(s):

• Learners can identify organization of information in AD of spatio-temporal settings.

• Learners can formulate AD of spatio-temporal settings.
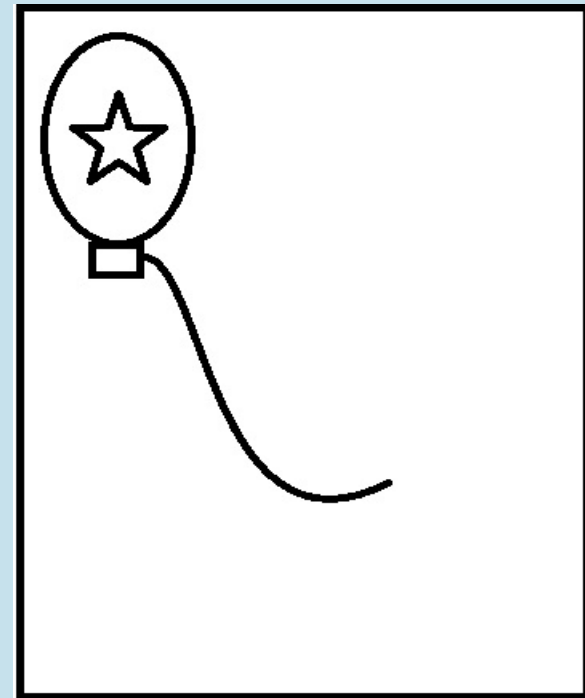
Grouping: individual and group discussion.

Approximate timing: 15 minutes.

Material and preparation needed:

• A picture.

• Two descriptions of the picture.

Sadowska, A. (2014).

Description 1

The drawing is on a rectangular piece of paper. In the upper left corner there is a circle. In the center of the circle there is a five-pointed star. At the bottom of the circle there is a small rectangle. A line emerges from it. It gently descends down, and then turns to the right.

Description 2

The drawing is on a rectangular piece of paper. The paper is arranged horizontally. In the upper left corner there is an egg-shaped circle with equal points. It is drawn vertically. The circle is about two centimetres in height and one centimetre in width. In the widest and longest points. The top edge of the circle is about half centimetre away from the top of the image.

The left edge of the circle is about one centimetre away from the left edge of the drawing. Just below the bottom edge of the circle is a small rectangle. It is so close to the circle that it seems glued to it. From the right edge of the rectangle a wave flows. The wave first gently falls down and then more or less in the middle of its length it gently curves to the right. The wave ends approximately in half of the length and width of the page. Let's go back to the circle now.

In its centre there is a small star. The centre of the star is exactly in the centre of the circle. The star has five arms. The first one is directed vertically upwards. The second and third are directed straight to the left and straight to the right. Fourth and fifth are directed diagonally down and to the left and diagonally down and to the right.

Development:

• Drawing 1: Learners listen to the first description and draw a picture.

• Drawing 2: Learners listen to the second description and draw a picture.

• Discussion: Learners compare their drawings and reflect on how easy it was to draw based on the two descriptions. They are then invited to propose what would make the task easier.

- Display: The trainer finally displays the original drawing so that the learners can compare their drawings and notice to what extent both descriptions were faulty. If needed, the two descriptions can be read out again.

Additional comments:

- This exercise was created by and is described courtesy of Anna Jankowska.

- As a follow-up, learners can work in groups with other drawings (for example taken from Sadowska, A. (2015). Learning English vocabulary from film audio description: a case of Polish sighted students. *Roczniki humanistyczne, 58*(11), 101-123.). One group describes a picture and then the other group draws a picture based on that description to see if it matches the original one. Then the groups swap their tasks and work with another picture.

Aim(s):

• Learners can assess non-professional AD text in terms of efficacy.

• Learners can identify faults and ameliorate them in non-professional ADs.

Grouping: individual, pairs or groups.

Approximate timing: 2 hours.

Material and preparation needed:

- Handout.

- As an alternative, any AD provided by trainer in local language.

Development:

• Learners read AD provided in handout or by trainer.

• Learners underline effective formulations (if any) and explain why they are effective.

• Learners underline ineffective formulations (if any), explain why they are ineffective, and suggest new formulation.

Additional comments:

1. It could be useful to retrieve the picture of the painting online only *after* analyzing the AD to see whether the AD provided is clear, effective and vivid.

2. A second revision of the AD provided might be performed after retrieving the picture of the painting online.

3. A comment on the reasons why changes are made after seeing the painting should be provided and discussed.

4. At this stage, learners might try to formulate their own AD of the painting as a homework.

"The coronation of Jehoash", Francesco Hayez (1860), Revoltella Museum in Trieste
Image source: http://www.museorevoltella.it/opere.php?id_opera=51

Additional Videos

- M1, U6: The target audience of AD

- M3, U2: Technical skills

- M5, U1: Audio subtitling

What do you think?

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