



Module 1
Trainer's guide

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1. Introduction and module structure

The ADLAB PRO course materials are distributed in 6 Modules.

- **Module 1:** General introduction.
- **Module 2:** Screen audio description.
- **Module 3:** Audio description of live events.
- **Module 4:** (Semi)live audio description and recorded audio description for static arts and environments.
- **Module 5:** Additional services.
- **Module 6:** Additional technical issues, developments and change.

1.1. Who is the trainer's guide addressed to?

This trainer's guide is addressed to trainers who want to use Module 1 training materials. The aim of this trainer's guide is to describe the module structure, the learning outcomes covered, and the materials available. It also includes the keys to multiple choice and selected tasks, where necessary.

1.2. Aim of Module 1

The aim of Module 1 is to provide a general introduction to AD. It introduces basic concepts related to the different types of AD, its target audiences and the main issues related to creating AD. It also introduces general guidelines and legislation, as well as skills needed by an audio describer and the additional services that can be added to it. It is advisable that all learners take this module before proceeding to more specific ones.

1.3. Structure of Module 1

Module 1 has 10 units:

- **Unit 1:** Audiovisual texts.
- **Unit 2:** Defining AD.
- **Unit 3:** AD research.
- **Unit 4:** Additional services.
- **Unit 5:** The audio description process.
- **Unit 6:** Target audience of AD.
- **Unit 7:** Audio description guidelines.
- **Unit 8:** Central AD issues.
- **Unit 9:** Audio description voicing.
- **Unit 10:** Audio description legislation.



2. Type of teaching materials

ADLAB PRO has developed different types of teaching materials that you can use in various learning situations. For example, you may want to use all or selected materials in a university or in a vocational course. You may want to use the materials in class or ask learners to work on them at home.

ADLAB PRO can be used as a self-contained course but does not have to be implemented in its entirety. It offers trainers flexible and adaptable training materials of a modular nature.

The types of materials included are described below.

2.1. Core videos

These are short videos (around 5-7 minutes long) based on a presentation with an off-screen narrator that provide the basics of each unit. They have been created in a way that they can be listened to without access to the visuals.

2.2. Materials accompanying core videos

You can download subtitles in English (.srt format) for all core videos in Module 1, as well as the PowerPoint presentation in .ppt format and a transcript of the narration in .pdf.

2.3. Additional videos

These provide extra information in diverse formats.

2.4. Tasks

There is a .pdf document per unit containing suggested tasks. There is also a .pdf document per module that includes all the tasks in the module. Each unit includes a multiple-choice test (5 choice questions based on the core video) and some additional tasks in various formats.

Tasks can be used in class or at home, as practice or as assessment. You will need to select and adapt them to your learning environment.

Tasks contain information about the aim of the task, the grouping of learners (individual, pairs or group), the approximate timing, the materials and preparation needed, the actual development of the tasks and, where relevant, additional comments. When a handout needs to be provided to trainees, it is also included. The key to tasks (for instance, the correct answers to multiple choice) are provided at the end of this trainer's guide (see last section in this document).

2.5. Reading lists

There is a .pdf document per unit with a suggested reading list that includes basic and additional references. There is also a .pdf document which groups all the reading lists in a module. References are in English and based on what was available during the life of the project (2016-2019) but you are encouraged to complement these sources with up to date references and local references in other languages, where appropriate.



3. Learning outcomes

Learning outcomes are an explicit description of what learners should know, understand, and be able to demonstrate after completion of a process of learning (ECT Users' Guide 2005). The learning outcomes (LO) associated with this module are:

General knowledge of the functioning of audiovisual texts:

- **LO 1:** Learners can define the fundamental multimodal character of AV-texts.
- **LO 2:** Learners can differentiate between the different modalities interacting in a multimodal text.
- **LO 3:** Learners can assess the challenges of such texts for the main target audience of AD.

General knowledge of the concept of AD:

- **LO 4:** Learners can define what AD is in different contexts (screen, live, museums, etc).
- **LO 5:** Learners can explain how AD ensures the functioning of multimodal texts for the primary target audience.

Insight into the history, developments and trends of AD practice:

- **LO 6:** Learners can discuss the historical development of AD practice internationally and within their own national context in broad lines (basic).
- **LO 7:** Learners can discuss the historical development of AD research internationally and within their own national context in broad lines (advanced).
- **LO 8:** Learners can identify main research topics and questions in the field.

More specific general knowledge of AD-related services – AI:

- **LO 9:** Learners can identify and explain the limits of AD and name appropriate solutions.

Learners know what AI are, when they are used and how they can be delivered:

- **LO 10:** Learners can define what an audio introduction is and describe its different constituents.
- **LO 11:** Learners can evaluate to what extent an audio introduction is relevant.

More specific general knowledge of AD-related services: AST, dubbing, voice-over:

- **LO 12:** Learners can identify the challenges of multilingual productions for AD.
- **LO 13:** Learners can enumerate the different solutions for resolving multilingual issues in AD.

General knowledge of the different types of AD and applicable scenarios:

- **LO 14:** Learners can name the different types of AD, their presentation modes and the contexts in which they are used.

More specific general knowledge of the role of the describer and VIP participants in the production process:

- **LO 15:** Learners can identify the different steps in the AD work flow, including final editing and quality control.
- **LO 16:** Learners can recognise the role and importance of different specialists in the AD work flow, including the VIPs and the artistic team.

Specific knowledge of the needs of the primary audience (VIP) & secondary audiences:

- **LO 17:** Learners can explain that the VIP audience is very heterogeneous.

- **LO 18:** Learners can explain why other, secondary audiences may also benefit from AD.

General knowledge of the existence of standards and guidelines:

- **LO 19:** Learners can list at least 4 existing AD guidelines.
- **LO 20:** Learners can assess and explain the differences between different AD guidelines.
- **LO 21:** Learners can identify different degrees of subjectivity in AD (depending on constraints).

General content-related knowledge of basic rules for all the different types of AD – what, when and how to describe:

- **LO 22:** Learners can name the content-related issues that an AD script must cover and the need for prioritisation of information.
- **LO 23:** Learners can explain the importance of a well-timed script.
- **LO 24:** Learners can illustrate the need for appropriate AD script formulations.

Knowledge and basic skills for the delivery and voicing of AD for different types:

- **LO 25:** Learners can explain the importance of good vocal skills for the delivery of AD.
- **LO 26:** Learners can speak clearly and effectively communicate oral information.

- **LO 27:** Learners can name constituent elements of prosody and explain how they affect the communication of oral information.
- **LO 28:** Learners can demonstrate basic warm-up exercises.
- **LO 29:** Learners can recognise good microphone technique and demonstrate it in recording and live delivery of AD.

Learners have general knowledge of the existence of tactile exploration and touch tours

- **LO 30:** Learners can define what tactile exploration and touch tours are and describe their main features.

Learners have general knowledge of legislation for different types of AD.

- **LO 31:** Learners can find relevant international and EU legislation.
- **LO 32:** Learners are aware of the existence of legal rights concerning authorship of AD.
- **LO 33:** Learners can research whether and how international and European legislation is implemented in their national context.

Awareness of the need to and the capacity to remain informed of legal requirements, technical evolutions and their impact on practice:

- **LO 34:** Learners appreciate the need to remain up to date with ongoing legal and technical developments of AD.

4. Training materials

The training materials in Module 1 are the following:

4.1. Core videos

Ten core videos, with subtitles in English, downloadable PowerPoint slides and transcripts.

4.2. Additional videos

Twenty-eight additional videos:

1. An additional video featuring a film clip from The Snows of Kilimanjaro that supports Unit 1, Task 2 on multimodality in audiovisual texts: AV_M1_U1.
2. An additional video featuring two experts – Pilar Orero and Gian Maria Greco – who situate AD within the broader framework of AD and explain why AD is a basic human right: AV_M1_U2_1.
3. An additional video compiling fragments of several AD professionals talking about the AD definition from different points of view: AV_M1_U2_2.
4. An additional video presenting an overview of the different types of AD, their similarities and the ways in which they can be categorized: AV_M1_U2_3.

5. An additional video tracing the history of AD, starting from its inception in the 40s and 50s in Spain and up to the present situation: AV_M1_U2_4.
6. An additional video on AD-related research project. It discusses the NEA project (New Approaches to Accessibility: hybrid modalities, immersion and technology in audio description): AV_M1_U3_1.
7. An additional video on an AD-related research project. It discusses the NEA project (New Approaches to Accessibility: hybrid modalities, immersion and technology in audio description). In this video Anna Jankowska discusses aspects of the project research: AV_M1_U3_2.
8. An additional video on an AD-related research project. It discusses the NEA project (New Approaches to Accessibility: hybrid modalities, immersion and technology in audio description). In this video Anna Jankowska discusses aspects of the project research: AV_M1_U3_3.
9. An additional video on accessibility in performing arts and how to involve users in AD research: AV_M1_U3_4.
10. An additional video featuring an interview with researcher Iwona Mazur supporting task 2 with specific questions about AD research: AV_M1_U3_5.
11. An additional video featuring an interview with researcher Iwona Mazur supporting task 2 with specific questions about AD research: AV_M1_U3_6.
12. A podcast with audio describer Nina Reviere about audio introductions: AV_M1_U4_1.
13. An additional video featuring an interview with two audio describers speaking about multilingual content: AV_M1_U4_2.



14. An audio interview with two Belgian people with sight loss, who share their experiences with touch tours: AV_M1_U4_3.
15. An audio interview with two Belgian people with sight loss, who share their experiences with touch tours: AV_M1_U4_4.
16. An audio interview with two Belgian people with sight loss, who share their experiences with touch tours: AV_M1_U4_5.
17. An additional video featuring describers from RTV Slovenia talk about different approaches to audio description: AV_M1_U5_1.
18. An additional video discussing the European ACT project about Accessibility Management. It underlines the important role of technology in the live-AD process, as well as the importance of working together as a team: AV_M1_U5_2.
19. An additional video in which AD users describe what AD is to them and how it helps them: AV_M1_U6_1.
20. An additional video in which AD users describe themselves in terms of their visual impairment and with respect to society: AV_M1_U6_2.
21. An additional video in which AD users describe if and how they use their other senses to compensate for their lack of vision:
AV_M1_U6_3.
22. An additional video featuring prominent researchers and practitioners attending the ARSAD conference on audio description at the UAB in Barcelona talk about quality in AD means for them: AV_M1_U7_1.
23. An additional video in which AD users discuss what makes AD come alive to them: AV_M1_U8_1.
24. An additional video in which in this video, AD users explain what colours mean to them: AV_M1_U8_2.



25. An additional video presenting a possible way to select relevant information in audio description: AV_M1_U8_3.
26. A podcast about a few typical features of the language of AD are presented, followed by a short interview with Nina Reviere – expert in the language of AD – on other features, ways to improve AD from a linguistic point of view and avenues for further research:
AV_M1_U8_4.
27. An additional video on voicing issues of AD: AV_M1_U9.
28. An additional video featuring prominent researchers and practitioners attending the ARSAD conference on audio description at the UAB in Barcelona talk about AD legislation: AV_M1_U10.



4.3. Tasks

Forty-seven tasks:

- **Unit 1:** 4 tasks.
- **Unit 2:** 5 tasks.
- **Unit 3:** 4 tasks.
- **Unit 4:** 4 tasks
- **Unit 5:** 5 tasks
- **Unit 6:** 6 tasks
- **Unit 7:** 6 tasks
- **Unit 8:** 4 tasks
- **Unit 9:** 5 tasks
- **Unit 10:** 4 tasks

4.4. Reading lists

A reading list per unit. There is also a .pdf document which groups all the reading lists in the module.



5. Key to tasks in Module 1

5.1. Multiple choice

- Unit 1: b, c, d, b, a.
- Unit 2: c, a, b, d, d.
- Unit 3: a, c, d, d, a.
- Unit 4: d, c, a, d, d.
- Unit 5: b, d, a, b, d.
- Unit 6: c, d, a, d, c.
- Unit 7: d, a, d, a, c.
- Unit 8: c, b, d, d, b.
- Unit 9: c, b, d, c, d.
- Unit 10: a, b, d, d, b.



5.2. Unit 2

Task 3: Multimodality table answer key (optional task)

Channel	Audio	Visual
Verbal	Dialogues Off-screen narration	Extradiegetic text on screen Intradiegetic text on screen
Non-verbal	Music Sound effects	Images

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