Module 3

Trainer's guide

ADLAB PRO / Audio Description: A Laboratory for the Development of a New Professional Profile
Project number: 2016-1-IT02-KA203-024311 | www.adlabproject.eu
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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 3 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 3

The aim of Module 3 is to prepare learners to describe live events. These cover a wide range of performances from theatre to opera, dance and circus. Even live TV programmes.

1.3. Structure of Module 3

Module 3 has 10 units:

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- **Unit 1:** Live performances.

- **Unit 2:** Technical skills.

- **Unit 3:** Content selection.

- **Unit 4:** Scripting.

- **Unit 5:** Touch tours.

- **Unit 6:** Workflow.

- **Unit 7:** Evaluation.

- **Unit 8:** Dance and opera.

- **Unit 9:** Audio introductions.

- **Unit 10:** Innovation.

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 3, 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.

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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).

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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.

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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:

Learners know of the challenges specific to live performances and events:

- **LO 1:** Learners can characterize challenges specific to live performances and events.

Learners have specialised domain knowledge and practice-oriented understanding of the functioning of audiovisual texts for live performances and events:

- **LO 2:** Learners know how audiovisual texts for live performances function from a theatre semiotics and multimodal point of view.

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Learners know that AD can take place across many types of live performance and can identify how requirements for live performances differ from those for screen AD:

- **LO 3:** Learners can list and define all the elements included in a described live performance or event (Audio Introduction; access information; touch tour; dynamic AD script).

Technical skills:

- **LO 4:** Learners can list the technical equipment needed for a live AD performance.
- **LO 5:** Learners can operate a small mixing desk.
- **LO 6:** Learners can describe two common methods of AD "broadcast" and reception in live performance venues.

Learners know what information to select/prioritise in the AD script (for instance, characters, facial expressions, spatio-temporal setting):

- **LO 7:** Learners understand the function of the different types of information that can be included in the live AD scripts (e.g. narrative, spectacle, humour, character motivation).

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Learners know how much detail to include in their AD script:

- **LO 8:** Learners can distinguish between more important and less important information in live AD, as regards for example characters, settings and actions.

AD scripting:

- **LO 9:** Learners can write an AD script for a live performance and defend their choices.
- **LO 10:** Learners can write a commentary defending the choices in their live AD script with reference to the relevant literature.

AD improvisation:

- **LO 11:** Learners can adapt their script to accommodate the unexpected.

Ability to lead a touch tour:

- **LO 12:** Learners can explain the purpose of a touch tour for live events in their country.
- **LO 13:** Learners can compile an appropriate wish list of items desired for a touch tour for a specified production.

- **LO 14:** Learners can lead a group of visually impaired people

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(with sighted companions) along a specified route, successfully negotiating hazards and keeping the group together.

Knowledge of the workflow and identification of the different people involved in the AD production process:

- **LO 15:** Learners can create a timeline identifying everyone involved in producing a live AD at each stage of the process.

Knowledge of the parameters for a high-quality AD end product and skills for assessing/editing the AD:

- **LO 16:** Learners can list 6 macrocriteria on which quality in live AD can be evaluated and 2 deviations from each of those criteria.
- **LO 17:** Learners can exemplify how AD requirements (in terms of content, scriptwriting, workflow and technical issues) differ depending on genre, number in the cast, performance space.
- **LO 18:** Learners can deliver constructive criticism of their own and other people's AD.
- **LO 19:** Learners can amend their own work in response to peer/teacher/user evaluation or feedback.

Specialised knowledge of Dance AD:

- **LO 20:** Learners can employ technical terms and explicitation to write AD suitable for ballet or other dance forms.

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Specialised knowledge of Opera AD:

- **LO 21:** Learners can combine AST and descriptive language to write AD suitable for opera.

Compiling an Audio Introduction for a live performance:

- **LO 22:** Learners can construct descriptions of characters and settings for an audio introduction for a live performance.
- **LO 23:** Learners can collaborate to write an Audio Introduction for opera, incorporating information from the printed programme such as a synopsis divided between acts.

Willingness to stay abreast:

- **LO 24:** Learners can summarise and evaluate new developments relating to AD for live performances, such as integrated AD.

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4. Training materials

The training materials in Module 3 are the following:

4.1. Core videos

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

4.2. Additional videos

Seventeen additional videos:

1. An additional video showing examples of live events: AV_M3_U1_1.
2. An additional video showing Act 1 of a live performance of a comedy Christmas show called *The Phantom Bantam of the Opera* AV_M3_U1_2.
3. An additional video showing Act 2 of a live performance of a comedy Christmas show called *The Phantom Bantam of the Opera* AV_M3_U1_3.
4. An additional video examples of live (semi-live) TV: AV_M3_U1_4.
5. An additional video description *The Invisible Describer* explaining why AD for live events is "invisible" AV_M3_U2_1.
6. An additional video showing the possible describer location for a live event AV_M3_U2_2.
7. An additional video demonstrating how to plug up a mixing desk AV_M3_U2_3.

8. An additional video replicating the examples of live events (AV_M3_U1_1), but this time with AD: AV_M3_U4.

9. An additional video of *Joining the Dots*, a film by Pablo Romero Fresco, showing a blind person taking part in a touch tour AV_M3_U5_1.

10. An additional video showing people with sight loss talking about their best experiences of being guided AV_M3_U5_2.

11. An additional video showing people with sight loss talking about their worst experiences of being guided AV_M3_U5_3.

12. An additional video explaining what learners should consider when guiding. AV_M3_U5_4.

13. An additional video showing experts interviewed about workflow in AD of live events AV_M3_U6.

14. An additional video showing experts interviewed about quality in AD of live events AV_M3_U7.

15. An additional video explaining what learners should consider when describing opera. AV_M3_U8_1.

16. An additional video explaining what learners should consider when describing dance. AV_M3_U8_2.

17. An additional video showing a trailer for *Sheer*, a performance by Extant Theatre featuring integrated AD. AV_M3_U10.

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4.3. Tasks

Thirty-two tasks:

- **Unit 1:** 3 tasks.

- **Unit 2:** 3 tasks.

- **Unit 3:** 3 tasks.

- **Unit 4:** 4 tasks

- **Unit 5:** 4 tasks

- **Unit 6:** 2 tasks

- **Unit 7:** 4 tasks

- **Unit 8:** 4 tasks

- **Unit 9:** 3 tasks

- **Unit 10:** 2 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.

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5. Key to tasks in Module 3

5.1. Multiple choice

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

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