



Module 6
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 6 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 6

The aim of Module 6 is to present other technical issues, developments and change in audio description research and practice.

1.3. Structure of Module 6

Module 6 has 7 units:

- **Unit 1:** Technology: consumption.
- **Unit 2:** Technology: delivering.
- **Unit 3:** Translation.
- **Unit 4:** Text-to-speech.
- **Unit 5:** Crowdsourcing and on-line collaboration.
- **Unit 6:** New services and audiences.
- **Unit 7:** Accessible productions.



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), (*add languages if relevant*) for all core videos in Module 6, 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:

Learners know about the different technological possibilities for consuming and delivering AD, AI and AST:

- **LO 1:** Learners can identify the technological possibilities for consuming AD, AI and AST.
- **LO 2:** Learners can summarise research on the technological possibilities for consuming AD, AI and AST.
- **LO 3:** Learners can identify the technological possibilities for delivering AD, AI and AST.
- **LO 4:** Learners can summarise research on the technological possibilities for delivering AD, AI and AST.
- **LO 5:** Learners can identify the requirements for the translation of AD.

Learners know the challenges of translating AD and they are aware of how machine translation and text-to-speech technologies can be integrated in the AD process:

- **LO 6:** Learners can define what translation memories, machine translation and post-editing are and their main features.
- **LO 7:** Learners can discuss the implementation of translation memories, machine translation technologies and post-editing in the AD process.

- **LO 8:** Learners can define what text-to-speech technologies are and their main features.
- **LO 9:** Learners can discuss the implementation of text-to-speech technologies in the AD process.
- **LO 10:** Learners can evaluate the impact of research on MT and TTS technologies in the AD process.

Learners know what crowdsourcing is and how it can be implemented in AD:

- **LO 11:** Learners can define what crowdsourcing is and its main features.
- **LO 12:** Learners can discuss the implementation of crowdsourcing in the AD process.

Learners know about new domains of application for AD and about new audiences:

- **LO 13:** Learners can explain the application of AD in new domains of application (e.g. teaching).
- **LO 14:** Learners can explain the usefulness of AD for new and diverse audiences.
- **LO 15:** Learners can discuss possible hybridisations of AD with other existing access services.
- **LO 16:** Learners can explain how research supports additional applications of AD.

Learners know about how to create accessible productions:

- **LO 17:** Learners can define what accessible filmmaking is and how the concept of accessibility can be applied to film and other fields.

- **LO 18:** Learners can cooperate with others when creating an accessible production.
- **LO 19:** Learners can explain how audio descriptions should be integrated in an accessible filmmaking process.
- **LO 20:** Learners can list the main research outputs in the field of accessible filmmaking.
- **LO 21:** Learners can evaluate the impact of accessible filmmaking research on AD.



4. Training materials

The training materials in Module 6 are the following:

4.1. Core videos

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

4.2. Additional videos

Fifteen additional videos:

1. An additional video featuring persons with vision loss using AD through an accessible app: AV_M6_U1_1.
2. An additional video featuring persons with vision loss using AD and AST through an accessible app: AV_M6_U1_2.
3. An additional video on technology for audio description: AV_M6_U2.
4. An additional video featuring an interview with Shak Yousaf (head of accessibility at SDI) on AD translation: AV_M6_U3_1.
5. An additional video featuring an interview with Shak Yousaf (head of accessibility at SDI) on AD translation: AV_M6_U3_2.
6. An additional video featuring samples of text-to-speech AD: AV_M6_U4.
7. An additional video featuring AD crowdsourcing project by the Seventh Sense Foundation: AV_M6_U5_1.

8. An additional video featuring an interview with Regina Mynarska (describer) and Kamila Albin (person with sight loss) on new AD services: AV_M6_U6_1.
9. An additional video featuring an interview with Regina Mynarska (describer) and Kamila Albin (person with sight loss) on new AD services: AV_M6_U6_2.
10. An additional video featuring an interview with Regina Mynarska (describer) and Kamila Albin (person with sight loss) on new AD services: AV_M6_U6_3.
11. An additional video on accessible filmmaking featuring *Joining the dots* by Pablo Romero Freso: AV_M6_U7_1.
12. An additional video on accessible filmmaking featuring an interview with Amelia Cavallo: AV_M6_U7_2.
13. An additional video featuring integrated subtitles: AV_M6_U7_3.
14. An additional video featuring *Thursday morning* (by Maria del Carmen Camacho Pérez): AV_M6_U7_4.
15. An additional video featuring creative subtitles in *The progression of love* (by Joshua Branson): AV_M6_U7_5.

4.3. Tasks

Twenty-nine tasks:

- Unit 1: 3 tasks.
- Unit 2: 3 tasks.
- Unit 3: 7 tasks.
- Unit 4: 3 tasks
- Unit 5: 3 tasks
- Unit 6: 3 tasks
- Unit 7: 7 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 6

5.1. Multiple choice

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



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