

UNIT 3C. EASY-TO-UNDERSTAND (E2U) AND AUDIOVISUAL JOURNALISM (AVJ)

Tasks

The questionnaire and tasks proposed below are just a recommendation.
 Trainers are free to implement them as they consider best.

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Questionnaire

Question 1

Two core principles in E2U AVJ content production are

- a) original creation.
- b) gathering information.
- c) adaptation.
- d) None of the above.

Question 2

As a journalist, producing news for any kind of media, you first need to ...

- a) discuss different topics on forums.
- b) have a reliable source of information.
- c) edit the video.
- d) None of the above.

Question 3

The interview allows you ...

- a) to socialize with well-known people.
- b) to present exclusive information regarding a certain topic.
- c) get the best possible shots for your news item.
- d) None of the above

Question 4

The most common misunderstanding with E2U AVJ content is ... (more options)

- a) that it is not really a proper language.
- b) that people should talk as they would with a child.
- c) that nobody needs E2U content.
- d) None of the above

Question 5

Which content cannot be adapted into E2U AVJ news items?

- a) politics.
- b) physics.
- c) historical topics.
- d) none. Any content can be adapted into E2U AVJ.

Question 6

Which groups must be taken into consideration when validating E2U AVJ content? (more options)

- a) people with cognitive or reading disabilities.
- b) second language learners.
- c) elderly.
- d) none of the above.

Question 7

Which order is correct in regard to processes employed in producing AVJ content?

- a) recording, editing, exporting.
- b) exporting, editing, recording.
- c) editing, recording, exporting.
- d) none of the above.

Question 8

“Story bed” is ...

- a) when journalists are writing a script for the news item.
- b) when editors put together different video sequences.
- c) when editors lay down the main audio track, putting together narration and synchronized sound segments
- d) none of the above.

Question 9

Aspect ratio of HDTV is ...

- a) 4:3
- b) 1:1
- c) 16:9
- d) none of the above.

Question 10

Acronym EBU in context of audio and video recommendations stands for ...

- a) European Boxing Union
- b) European Broadcast Union
- c) Emerging Business Unit
- d) none of the above.

Question 11

E2U voicing must be ...

- a) resonating and childish.
- b) louder and faster.
- c) slower and well enunciated.
- d) none of the above.

Question 12

The main purpose of E2U AVJ is that the images, narration and additional graphics ...

- a) make a news item as dynamic as possible.
- b) convey the same message.
- c) all convey different messages.
- d) none of the above.

Question 13

When the journalist talks about a monsoon and the damage created by it, the images will be showing:

- a) graphical and statistical representation of damage.
- b) the sequences of damage, created by the monsoon.
- c) the journalist in a studio.
- d) none of the above.

Question 14

Cuts in standard news bulletins shows tend to be ...

- a) 1-2 seconds long.
- b) 3-5 seconds long.
- c) 8-10 seconds long.
- d) none of the above.

Question 15

15. Cuts in E2U news bulletins shows should be at least ...

- a) 3 seconds long.
- b) 6 seconds long.
- c) 15 seconds long.
- d) none of the above.



Questionnaire answer key

1. a, c
2. b
3. b
4. a, b, c
5. d
6. a, b, c
7. a
8. c
9. c
10. b
11. c
12. b
13. b
14. b
15. c



Element 1. Processes

Task 1.1. Basic elements of Audiovisual Journalism

Aims: To identify elements of the TV news recording process.

Grouping: Individual, in pairs, or in groups (maximum number of persons per group: 3).

Approximate timing: 60 minutes.

Material and preparation needed: No specific materials needed.

Development:

1. Learners are asked to make a list of all processes that are included in the TV news recording process.
2. Learners discuss different processes (editing, voicing, recording, news gathering)
3. Learners discuss in groups the differences.

Task 1.2. Basic elements of Audiovisual Journalism

Aims: To conduct an interview in E2U language.

Grouping: In pairs

Approximate timing: 45 minutes.

Material and preparation needed: No specific materials needed.

Development:

1. Learners in pairs are asked to find a political theme. (Or choose another theme.)
2. Learners in pairs toss a coin which selects which one will be interviewee and which one the interviewer.
3. Learners discuss the theme and what the questions will be.
4. Learners write 2-3 questions and write the answers in E2U.
5. Learners re-enact the interview and the processes before the interview.

Task 1.3. General and E2U news

Aims: Get aware of news values

Grouping: Work in groups of 3 to 5

Approximate timing: 30 minutes.

Material and preparation needed: Internet access.

Development:

1. Watch individually a short (approximately 5 min) daily news show and rank quickly the news items by importance.
2. Go together in the group and compare. Discuss how come you ranked the items the way you did?
3. Pretend you are to produce a news show in easy language based on the same news items/content as in the show you just watched. You also have the same time format. Discuss how to deal with the selection of news items?
 - a) Is there any news that you could skip or reduce in favor of giving more time to another?
 - b) When should you consider giving more time to a certain news item?
 - c) A political decision concerning your target group has been taken but was not covered in the standard news show. How would you reason?

Task 1.4. The users

Aims: To better understand the needs of the target groups

Grouping: Smaller groups of 3 to 5

Approximate timing: 30 minutes.

Material and preparation needed: No specific materials needed.

Development:

1. List at least 3 obstacles that users face when watching audiovisual content?
2. Give examples on how those obstacles can be reduced or eliminated?
3. Discuss with your pairs what problems you may have to confront when trying to meet the users' needs?



Element 2. Linguistic aspects

Task 2.1. Language simplification

Aims: To get familiar with verbal and non-verbal (audiovisual) information

Grouping: Smaller groups of 3 to 5

Approximate timing: 30 minutes.

Material and preparation needed: Internet access

Development:

1. Search on the Internet news items that used a simplified language, be it Plain Language or Easy-to-Read.
2. Discuss with your peer learners how verbal and non-verbal information is presented.
3. Can you add any new recommendation to those presented in the video lecture?



Element 3. Technical aspects

Task 3.1. Producing different shots

Aim:

To identify and produce the 6 shots that constitute the foundation of any video content.

Grouping: In pairs.

Approximate timing: 60 minutes.

Material and preparation needed: Recording device, e.g. mobile phone.

Development:

1. In pairs, learners are asked to use their mobile phones to produce 6 different shots: long shot, medium long shot, medium shot, medium close-up, close-up, big close-up.
2. Pairs share their examples with the rest of the class.
3. Learners discuss different shots.

Task 3.2. Voicing news content

Aim: Create and record an audio news example.

Grouping: Groups (2-4)

Approximate timing: 60 minutes.

Material and preparation needed: Internet access, recording device, e.g. mobile phone.

Development:

1. Learners find a news article on your favourite news portal. Trainer chooses topics, e.g. politics, sports. Each group chooses news article from designated topic.
2. Learners try to shorten the news item as much as possible, but still retain all the needed information for the news item.
3. Learners set the timer to 10 minutes.
4. Learners record the news item on a mobile device.
5. Learners listen to different examples in groups and discuss different voicing methods and news simplification.

Task 3.3. Distinguishing different characteristics of voicing process

Aim: Find common errors with voicing in AVJ.

Grouping: Groups (2-4)

Approximate timing: 90 minutes.

Material and preparation needed: Internet access, computer.

Development:

1. Trainer finds professional voicing broadcast from a national radio broadcaster and amateur YouTube presentation beforehand.
2. Trainer provides learners with the links.
3. Learners listen to the news item carefully.
4. Learners listen to the YouTube video carefully.
5. Trainer provides the whole list of errors in voicing.
6. Learners list the differences found in the videos and discuss differences between both voicings in groups.
7. Learners compare notes between groups and discuss common errors. Discuss how to improve the voicing.

Task 3.4. Corresponding images in E2U AVJ

Aim: Find corresponding images for different AVJ news items.

Grouping: Pairs (2)

Approximate timing: 30 minutes.

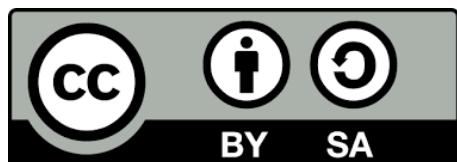
Material and preparation needed: Internet access, computer.

Development:

1. Learners find a TV news item from a public broadcaster.
2. Learners in pairs watch it.
3. Learners in pairs discuss the correspondence between images and words.
4. Learners answers to the question: where are the images not corresponding to the voiced content?
5. Learners in pairs discuss and list what images could be used instead of those already used.
6. Learners discuss in the classroom what they've found out.

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