



Module 1

Unit 3

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Unit 3: Research

Task 1: Multiple choice¹

Question 1

Audiovisual translation and media accessibility

- a) are virtually indistinguishable because they have similar research objects and methods.
- b) are virtually indistinguishable because they both study the sector of audiovisual media.
- c) are virtually indistinguishable because they are involved in the same publications and conferences.
- d) are virtually indistinguishable because of their link with media technology and innovation.

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Question 2

AD research has known a cyclical development because

- a) that is a core characteristic of new scientific disciplines and their research methods as they diversify.
- b) different research questions are being asked as the discipline and its methods diversify.
- c) initial research questions are revisited from different angles as the discipline and its research methods diversify.
- d) initial research questions and methods are being abandoned as the discipline and its research methods diversify.

¹ The responses are based on the ADLAB PRO core videos. Only one answer is correct.

Question 3

Early AD research wanted to identify

- a) the features and functioning of AD scripts as a new textual genre with a view to identifying its challenges and producing AD guidelines for all types of productions.
- b) the features and functioning of AD scripts as a new textual genre with a view to identifying its challenges and producing AD guidelines, focusing on screen AD and theatre AD.
- c) the features and functioning of AD scripts as a new textual genre with a view to identifying its challenges and producing guidelines for screen AD aiming at different film genres.
- d) the features and functioning of AD scripts as a new textual genre with a view to identifying its challenges and producing AD guidelines, focusing on screen AD for mainstream cinema mostly.

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Question 4

Early research analysed existing ADs and films aiming to identify

- a) what needed to be described, how much needed to be described, how and when, in order to achieve equivalence, developing at different speeds in different countries and producing guidelines for specific national genres only.
- b) what needed to be described, how much needed to be described, how and when, in order to achieve equivalence, developing at different speeds in different countries and resulting in different guidelines and traditions, while aiming at film mostly.
- c) what needed to be described, how much needed to be described, how and when, in order to achieve equivalence, developing at different

speeds in different countries but resulting in universal guidelines all the same.

- d) what needed to be described, how much needed to be described, how and when, in order to achieve equivalence, developing at different speeds in different countries and resulting in guidelines that had different foci and preferences but dealt with very similar concerns all the same.

Question 5

Today AD builds on the early research findings but has become international, interdisciplinary and experimental

- a) because of the increased diversification of the contexts in which AD is provided, and the availability of new interdisciplinary research technologies and methodologies that yield the best results within the context of current international project research.
- b) because of the increased diversification of the contexts in which AD is provided, which turned out to be too complex for analytical-descriptive approaches to handle within the context of current international project research.
- c) because of the increased diversification of the contexts in which AD is provided, and the availability of new research technologies and methodologies, within the context of current project research, especially in European countries.
- d) because of the increased diversification of the contexts in which AD is provided, and the availability of new interdisciplinary research technologies and methodologies that have now completely supplanted descriptive-analytical methods.

Module 1

Unit 3: Research

Task 2

Aim(s):

- Learners can understand the importance of AD reception research and identify its purposes.
- Learners know and understand different methodologies of AD reception research.
- Learners can discuss the historical development of AD research internationally in broad lines.

Grouping: individual, pairs or groups.

Approximate timing: video 5: 45 minutes – video 6: 60-90 minutes.

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Material and preparation needed:

- Additional videos 5 and 6 with M1 U3 (interview with Dr. Mazur).

Development:

1. Learners listen to informative Additional videos 5 and 6 with M1 U3. They consist of two clips taken from an interview conducted with Dr. Iwona Mazur from Adam Mickiewicz University in Poznan, Poland, in September 2018. In this interview Dr. Mazur discusses some of the benefits of conducting AD reception research, as well as some of the methods used in such research.
2. When learners have listened to the first part of the interview, they have to formulate concise but precise answers to the questions below. Most of the questions involve understanding and summarizing what Dr. Mazur

says, the ‘discussion’ question, however, requires that learners formulate an opinion based on the information that you have just acquired. When they have completed the questions with video 5, they have to listen to video 6 and repeat the exercise. Some of the questions with video 6 entail some (internet) research, these are marked with an asterisk*.

3. Learners take their answers to class and discuss them with their peers.

Video 5

1. What is the main purpose of AD reception research?
2. Why is AD reception research a form of “applied” research?
3. Discussion: why is AD reception research important?

Video 6

1. Which methods, borrowed mostly from sociology, did AD reception research use most initially? List the methods mentioned by Dr. Mazur. Now do some research of your own, look up what each of the methods entails and what their main aims are.*
2. Dr. Mazur mentions one method that is rarely used now but that was used for the “Audetel project”.
 - a) What is the method that is not commonly used anymore and what new method or tool has it been replaced by?
 - b) What is the “Audetel project”? Look up when and where it was conducted and what its purpose was.*
3. Dr. Mazur mentions two reception research methods that have been borrowed from psychology. She gives two examples of types of

research for which they can be used: testing immersion and testing psycho-physiological responses.

- a) Do some research of your own: look up what is meant by “immersion” and explain the concept.*
- b) Dr. Mazur discusses research involving the testing of “psycho-physiological responses”. Explain in your own words what this type of research aims to do and what kind of tools it uses.
- c) Discussion: how do you think that the results yielded by research into immersion and psycho-physiological responses can contribute to improving AD, more particularly scripting AD and recording AD.

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Unit 3: Research

Task 3

Aim(s):

- Learners can draw up a bibliography reflecting AD research being carried out in their country.
- Learners can find local projects studying AD and/or promoting knowledge about AD.
- Learners can discuss the historical development of AD research within their own national context in broad lines.

Grouping: individual and class discussion (optional).

Approximate timing: 2 hours.

Material and preparation needed:

- Internet connection.
- Access to online or on-site bibliographies (e.g. at a university library).
- Access to online or on-site (university) library catalogues.
- Some experience with data collection.

Development:

1. Learners are asked to consult online bibliographies and databases and/or on site bibliographies and library catalogues to find publications on different aspects of AD research in their country. They are asked to focus on publications from the past five years and try to find at least ten. If they cannot find sufficient publications, they can broaden their scope to neighbouring countries or countries whose linguistic

background they share. Learners draw up a bibliography using the APA guidelines (these can be consulted online).

2. Learners summarise in a few lines what the topic of the publication is.
3. Learners go online and find local organisations, associations or other bodies that promote AD and knowledge about AD. They draw up a list of the AD-related topics they cover.
4. They hand in their work to the trainer.
5. The trainer may choose to discuss the learners findings in class and use them for a discussion of AD topics that are covered locally versus topics that need further research.

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Task 4

Aim(s):

- Learners can draw up a bibliography reflecting AD research on a sub-topic of their choice.
- Learners can select the most relevant ones in terms of reliable sources and research questions and locate the publications they have found.
- Learners can produce a critical summary of the research findings of the publications they have found.
- Learners can identify research topics and questions related to the AD sub-topic they have chosen that merit further research.

Grouping: individual.

Approximate timing: 6 to 8 hours.

Material and preparation needed:

- Internet connection.
- Access to online or on-site bibliographies (e.g. at a university library).
- Access to online or on-site (university) library catalogues.
- Some experience with data collection, critical reading and writing academic papers.

Development:

1. Learners choose one specific AD modality or AD sub-topic.
2. Learners draw up a bibliography consisting of academic publications from the past 5 to 8 years dealing with their topic. They can use the

bibliographical system that they are accustomed to or, for instance, APA (which can be found online).

3. Learners write a paper of about 3500 words introducing their topic, they discuss relevant research on that topic covering the past 5 to 8 years and conclude with suggested research topics or questions that merit further research.
4. Learners hand in their work to the trainer.



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