Module 1

Unit 7

Tasks

Module 1

Unit 7: Guidelines

Task 1: Multiple choice[1]

Question 1

What are AD guidelines?

a) AD guidelines are styleguides developed by AD production companies, including a recommended course of action based on practice to streamline the description process within their organisation.

b) AD guidelines are binding documents based on local accessibility legislation used by legislatory bodies to enforce accessibility laws and set clear AD standards.

c) AD guidelines are tools developed for training purposes and to define a recommended course of action for AD training and to offer learners AD strategies, based on sound research.

d) AD guidelines are documents that offer a recommended course of action, aiming to streamline the AD creation process, and give advice on AD scripting strategies, based on sound practice and research.

Question 2

AD guidelines are important for the development of AD services:

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

a) because they support good quality and set a standard that helps learners and professionals develop their skills and provide production companies and user organisations with tools for training and quality assessment.

b) because AD guidelines are binding documents that set clear norms, supporting governments in upholding accessibility legislation in their countries, without which AD would not have known the same development as today.

c) because guidelines set a recommended course of action for all types of AD, thus streamlining the use of AD strategies across different types of AD, making sure the AD strategies adopted for film and theatre, as well as sports, are the same.

d) Because guidelines take away all doubts about thorny AD issues, such as subjectivity, and set one clear strategy to be used in different contexts, based on sound research and practice.

Question 3

Most guidelines cover similar topics. Which ones?

a) How to describe and how to record descriptions.

b) How to describe, how to voice and local AD legislation.

c) How to describe, how to voice and how to deal with subjectivity in AD.

d) What to describe, when to describe, how to describe, and how to voice AD.

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Question 4

Which of the following is NOT an existing AD guideline?

    a) The International Standard for Audio Description.

    b) ADLAB strategic guidelines for audio description.

    c) Ofcom's Guidance on Standards for Audio Description.

    d) The guidelines of the American Council of the Blind.

Question 5

On top of the topics mentioned in question 3, AD guidelines also advice on how to deal with thorny AD issues, such as subjectivity, ethnicity or film techniques. Which of the following statements in this respect is true?

a) AD guidelines agree about how to deal with thorny AD issues and offer consistent advice.

b) All AD guidelines mention the same 9 thorny issues, but differ on how to solve them.

c) All AD guidelines mention thorny issues, but they do not all discuss them to the same extent.

d) AD guidelines mention thorny AD issues, always focussing on one aspect and how to deal with it in a specific AD genre, e.g. film versus theatre.

Module 1

Unit 7: Guidelines

Task 2

Aim(s):

- Learners can list at least 4 existing AD guidelines.

- Leaners are aware of guidelines relevant to their region.

Grouping: individual.

Approximate timing: 30 minutes.

Material and preparation needed:

- Internet connection.

Development:

1. Learners perform a web search and make a list of international/European guidelines for audio description.
2. Learners do the same for national guidelines specific to their country or region.

Additional comments:

The following resource can be consulted: www.mapaccess.org.

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Module 1

Unit 7: Guidelines

Task 3

Aim(s):

- Learners can assess and explain the differences between different AD guidelines.

Grouping: groups of 2 or 3.

Approximate timing: 60 minutes.

Material and preparation needed:

- The guidelines identified as a results of Task 2.
- Internet connection.

Development:

1. Learners consult the guidelines they have identified in Task 2 and analyse the similarities and differences between them. Depending on the results of Task 2, this could be a comparison between an established international/European guideline and a local one relevant for your region.
2. Learners prepare a short presentation as a basis for class discussion.

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Module 1

Unit 7: Guidelines

Task 4

Aim(s):

- Learners can assess and explain the differences between different AD guidelines.
- Learners can identify various degrees of subjectivity in AD (depending on constraints).

Grouping: individual.

Approximate timing: 60 minutes.

Material and preparation needed:

- Guidelines identified in Task 2 or AD guidelines provided by the trainer.
- Video clip with audio description in your language.

Development:

1. Learners read the guideline(s) in detail.
2. Learners watch the clip with audio description
3. Learners write down where the audio description deviates from the guidelines, and why they think that is so.
4. Learners write a report or a class discussion is initiated.

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Additional comments:

Examples of copyright free audio described clips can be found on YouTube, for instance. Two examples in English:

a. https://www.youtube.com/watch?v=O7j4_aP8dWA

b. https://www.youtube.com/watch?v=B8BD9txkGL4

Module 1

Unit 7: Guidelines

Task 5

Aim(s):

- Learners can assess and explain the differences between different AD guidelines.
- Learners can identify various degrees of subjectivity in AD (depending on constraints).

Grouping: individual.

Approximate timing: 2 hours.

Material and preparation needed:

- Guidelines identified in Task 2 or AD guidelines provided by the trainer. Depending on the results of Task 2, this could be a comparison between an established international/European guideline and a local one relevant for your region.
- Internet connection.

Development:

1. Learners read the selected guidelines.
2. Learners identify what is said about subjectivity and compare proposed strategies.
3. Learners look up relevant literature about AD and subjectivity.

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4. Class discussion: Learners present which strategy towards subjectivity they prefer and why, supporting their argument with the literature they have consulted.

Additional comments:

Learners can consult the reading lists provided for this module (e.g. Unit 7 and Unit 2) or search for relevant literature in a university library or online (for instance, on www.mapaccess.org).

Module 1

Unit 7: Guidelines

Task 6

Aim(s):

- Learners can assess and explain the differences between different AD guidelines.

- Learners can identify various degrees of subjectivity in AD (depending on constraints).

Grouping: individual.

Approximate timing: 60 minutes.

Material and preparation needed:

- Clip with audio description in your local language (this can be the same clip as used in Task 4).

- The guidelines identified in Task 2 or the guidelines provided by the trainer.

Development:

1. Learners watch the clip and identify subjective and/or objective descriptions.

2. Learners write an alternative description to the one used in the clip (either more subjective/more objective).

3. Learners compare their results and discuss the differences in class.

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a. https://www.youtube.com/watch?v=O7j4_aP8dWA

b. https://www.youtube.com/watch?v=B8BD9txkGL4

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