



Module 6

Unit 5

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Module 6

Unit 5: Crowdsourcing and online collaboration

Task 1: Multiple choice¹

Question 1

When was the term *crowdsourcing* was coined?

- a) In 1986.
- b) In 1996.
- c) In 2006.
- d) In 2016.

Question 2

What are the two types of collaborative practices in translation distinguished by Jiménez-Crespo?

- a) Translation crowdsourcing and translation collaboration.
- b) Translation crowdsourcing and collaborative translation
- c) Translation crowdsourcing and online collaborative translation.
- d) Online translation crowdsourcing and collaborative translation

Question 3

What is the situation of crowdsourcing in AD?

- a) It is widely used by the industry.
- b) It is widely researched in the academia.
- c) It is widely researched in the academia and not used by the industry.
- d) It is neither widely researched in the academia nor used by the industry.

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

Question 4

A Polish NGO used both crowdwriting and crowdtranslating to prepare AD. What was the general opinion of those involved in the experiment?

- a) Crowdwriting was less time-consuming and more effective than crowdtranslating.
- b) Crowdtranslating was less time-consuming and more effective than crowdwriting.
- c) Crowdwriting and crowdtranslating were equally effective.
- d) Crowdwriting was more time-consuming and more effective than crowdtranslating.

Question 5

When do companies resort to collaborative AD scripting?

- a) For now, industry does not use collaborative AD scripting.
- b) it is a standard practice for all series.
- c) When they want the process of AD scripting to be more time-efficient.
- d) When they want the process of AD scripting to be more money-efficient.

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Unit 5: Crowdsourcing and online collaboration

Task 2

Aim(s):

- Learners can define what crowdsourcing is and its main features.

Grouping: groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- Board / flipchart and markers.
- Recommended reading: (pp. 11-33) Jiménez-Crespo, M. A. (2017). *Crowdsourcing and online collaborative translations. Expanding the limits of Translation Studies*. Amsterdam & Philadelphia: John Benjamins.

Development:

1. Learners search online for definitions of *crowdsourcing*, *online collaboration* and *collaboration* in the translation industry. This can also be carried out as a home assignment to be completed before class.
2. Based on the material found, within the group, learners try to coin their own classification and definitions.
3. One learner – a negotiator – is chosen from the class. While each group presents their classification and definition, the negotiator writes them down on the board and tries to negotiate a final version with all the groups.

4. In a group discussion learners come up with a list of pros and cons of each of the workflow they have defined.



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Unit 5: Crowdsourcing and online collaboration

Task 3

Aim(s):

- Learners can discuss the implementation of crowdsourcing and collaboration in the audio description process.

Grouping: groups.

Approximate timing: 90 minutes.

Development:

1. In groups learners are assigned to create audio description to a short (5-10 minutes) YouTube video. Each group decides on their workflow i.e. if they will work using a more crowdsourcing-oriented approach (everyone does everything) or collaboration-oriented approach (specific tasks are assigned). They also decide on the cloud-based tools they will be using to work and communicate.
2. Learners prepare a PPT presentation to reflecting on their workflow, it's pros and cons and suggest possible improvements.

Additional comments:

Additionally, learners can register at www.youdescribe.org to record and add their description using an online collaboration platform.

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