



## Module 4

### Unit 9

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## Module 4

### Unit 9: Stakeholders

#### Task 1: Multiple choice<sup>1</sup>

##### Question 1

Who can be defined as stakeholders in static arts AD production?

- a) All those who visit museums.
- b) The general public in general.
- c) All those who hold shares in broadcasting companies.
- d) All those involved in providing good quality AD in general.

##### Question 2

Who might be actual stakeholders in static arts AD production?

- a) Museum curators.
- b) Television manufacturers.
- c) Broadcasters.
- d) Car park attendants.

##### Question 3

Who would be part of a static art AD production team?

- a) Actors.
- b) Voice talents.
- c) Subtitlers.
- d) Journalists.

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

#### Question 4

How can persons with sight loss assist in the AD production process?

- a) By lobbying politicians.
- b) By visiting museums.
- c) By advising on description choices.
- d) By organizing tours.

#### Question 5

Apart from PSL, who else could find static arts AD useful?

- a) Art experts.
- b) Language learners.
- c) Art history teachers.
- d) The deaf.

## Module 4

### Unit 9: Stakeholders

#### Task 2

##### Aim(s):

- Learners know how to contact and collaborate effectively with relevant museum staff and VIPS to acquaint themselves with the items in the collection and gain useful information.

**Grouping:** pairs or groups.

**Approximate timing:** 2 hours.

##### Development:

1. Learners discuss the nature and type of stakeholders for this specific type of AD.
2. Learners make a list of possible general stakeholders.
3. Learners make a list of real local stakeholders.
4. Learners discuss their possible role in a collaboration.

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## Module 4

### Unit 9: Stakeholders

#### Task 3

##### Aim(s):

- Learners know how to contact and collaborate effectively with relevant museum staff and VIPS to acquaint themselves with the items in the collection and gain useful information, e.g. about what can be included for tactile exploration.

**Grouping:** individual.

**Approximate timing:** 2 days.

##### Development:

1. Learners select a stakeholder (museum curators, user associations, describers, voice talents, technicians, politicians, service providers, etc.).
2. Learners prepare a questionnaire for a stakeholder.
3. They question stakeholder or administer questionnaire.
4. They record the results of the questionnaire.
5. Class discussion of results

##### Additional comments:

1. A sample questionnaire can be provided.
2. More than one questionnaire can be created depending on the respondents (i.e. type of stakeholder).

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## Module 4

### Unit 9: Stakeholders

#### Task 4

##### Aim(s):

- Learners know how to contact and collaborate effectively with relevant museum staff and VIPS to acquaint themselves with the items in the collection and gain useful information, e.g. about what can be included for tactile exploration.

**Grouping:** individual.

**Approximate timing:** 1 day.

##### Material and preparation needed:

- Online access.

##### Development:

1. Learners go online to visit museum websites.
2. They examine said websites to check for interest in AD and AD stakeholders.
3. They make suggestions as to how different stakeholders could be involved.

## Task 4: Handout

Website 1

Website 2



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