



Module 4

Unit 10

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Unit 10: Research

Task 1: Multiple choice¹

Question 1

Is AD a new field?

- a) Yes, AD is a very recent field of research and practice.
- b) AD has long been practiced as a profession but it is recent in terms of research and academic history.
- c) No, AD has a very long tradition both in terms of practice and in terms of research and academic history.
- d) AD has a very long tradition in terms of research and academic history but it is very recent in terms of practice.

Question 2

AD, especially AD for the arts and environments, can be referred to as an interdiscipline. In fact, it borrows from various disciplines except:

- a) Audiovisual translation.
- b) Language learning.
- c) Special pedagogy.
- d) Museum visitor studies.

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

Question 3

Research in the field of museum AD allows tackling several under investigated issues. What are the fields that have already been research systematically?

- a) The description of forms of art that do not belong to the Western world.
- b) The translation of AD scripts into languages other than the original.
- c) Studies on the strategies for the description of artworks.
- d) Audience studies on the reception of touch tours.

Question 4

Research in the realm of AD for static art and environment...

- a) ...mainly involves static library work.
- b) ...involves only visits to relevant museums in order not to get contradictory information.
- c) ...encompasses contact with various experts in various fields.
- d) ...should not consider the feedback of end-users, because it is too subjective.

Question 5

In choosing your research topic, you should...

- a) ...try to offer a real contribution to the research.
- b) ...choose a new topic without consulting existing references.
- c) ...always aim only to ground-breaking results.
- d) ...mainly replicate results illustrated by major scholars.

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Unit 10: Research

Task 2

Aim(s):

- Learners can hone on relevant literature.
- Learners can simulate a conference Power Point presentation.
- Learners can apply elements of theoretical research to their work.

Grouping: individual or pairs.

Approximate timing: 3-4 hours.

Material and preparation needed:

- Learners who have never prepared a PPT presentation should get acquainted with its relevant formatting features. Reference to APA style might be useful.
- Being acquainted with Units 1 to 9 and with Module 4 reading list is essential.

Development:

1. Trainer assigns one or more topics on which learners will have to work on at home.
2. Learners do literature research on the chosen topic.
3. Learners prepare PPT presentation on the topic.
4. Learners present their PPT and talk, and are assessed by class using the checklist offered in the handout.

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5. Session can end with a discussion.

Additional comments:

PPT should be no longer than 15 slides, and talks should not exceed 15 minutes (or length set by trainer).

Task 2: Handout

Assessing the PPT presentation

How would you rate the following statements on a 1 to 5 scale (1 – strongly disagree; 2 – disagree; 3 – undecided; 4 – agree; 5 – strongly agree)? After rating, add some comments if you think they might be relevant for discussion.

- a) Font type, size, and colour are consistent across slides.
- b) Text is large enough to be read from a distance.
- c) There are no more than 10 lines of text per slide.
- d) Text is clearly organized (e.g., using bullets or numbering).
- e) Text is limited to what is absolutely necessary.
- f) One main idea or topic is on each slide.
- g) Colour scheme is consistent.
- h) Colour combinations are carefully considered.
- i) Relevant images are used.
- j) The presentation is focused.
- k) The presentation is structured.
- l) Content is presented at a right pace.
- m) Speaker respects time limit.
- n) The topic has been illustrated clearly.

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Unit 10: Research

Task 3

Aim(s):

- Learners can apply elements of theoretical research to their work.
- Learners can conduct research into various aspects of museum AD.
- Learners can search for AD-related events and write an abstract.

Grouping: individual or pairs.

Approximate timing: 3 hours.

Material and preparation needed:

- ARSAD website: <http://grupsderecerca.uab.cat/arsad/>.
- Being acquainted with abstracts as text types and with the rules of abstract writing.

Development:

1. Have a look at the ARSAD homepage and study their Calls for Papers. Do not forget to browse through the past seminars, too.
2. Select the topic(s) that better suit(s) to this Module research topics.
3. Write an abstract that you think might be submitted to the conference.

4. Have one of your classmate revise and comment on your abstract.

Additional comments:

Learners can refer to other Calls for Papers. To do so, they should be able to search for other related events.

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Unit 10: Research

Task 4

Aim(s):

- Learners can conduct research into various aspects of museum AD.

Grouping: individual.

Approximate timing: 1 hour.

Material and preparation needed:

- Additional Video "Points of view on research: Joselia Neves".
- Various literature on AD.

Development:

1. Learners watch the video.
2. Learners elaborate on the following claim: "So not only do we need to understand the differences between audio describing visual art and tactile installations and three-dimensional art pieces, we also need to understand how those pieces and that audio description is received by the end user".
3. Learners write an essay on (or discuss in class) the differences in ADs of tactile installations and three-dimensional art pieces.

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Task 5

Aim(s):

- Learners can conduct research into various aspects of museum AD.

Grouping: individuals or pairs.

Approximate timing: 90 minutes.

Material and preparation needed:

- Additional Video "Points of view on research: Rachel Hutchinson".
- Various literature on AD.

Development:

1. Watch the video.
2. In her talk, Rachel Hutchinson tackles several aspects of museum AD that still deserve research. These are listed in the handout.
3. Each learner or pair of learner chooses one topic and elaborates on it.
4. Learners discuss each topic in class.

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Task 5: Handout

- Trying to understand the experience of the AD user.
- Reception studies which work across disciplines.
- Immersion (as a general concept).
- Impact AD can have on emotion or on a sense of immersion.
- Multisensory mental images of artworks and objects.
- Autobiographical memory theory.
- Different ways of designing AD for visually impaired users.
- Impact of AD on sighted people.
- Eye tracking studies and AD.



Creation of these training materials was supported by
ADLAB PRO (Audio Description: A Laboratory
for the Development of a New Professional Profile),
financed by the European Union under the Erasmus+ Programme,
Key Action 2 – Strategic Partnerships,
Project number: 2016-1-IT02-KA203-024311.

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