



Module 6

Unit 1

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Module 6

Unit 1: Technology: consumption

Task 1: Multiple choice¹

Question 1

One of the following statements is not true. Which one?

- a) Audio description scripts can be written manually, automatically or collaboratively.
- b) Audio description voicing can only be human.
- c) Audio description can be produced live, semi-live or recorded.
- d) Audio description distribution can be text-based or sound-based.

Question 2

What is Clean Audio?

- a) A system that cleans some of the background noises to highlight the speech.
- b) A system that increases the volume of the audio description.
- c) This system does not exist.
- d) This system is related to subtitling.

Question 3

What is the acronym for “Anytime, Anywhere and Any Device”?

- a) AAA.
- b) ATAWAD
- c) AAAD.
- d) ANAWAD.

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

Question 4

What does the acronym BYOD refer to?

- a) Buy Your Open Description.
- b) Bring Your Own Device.
- c) Bring Your Open Description.
- d) None of the above, this concept does not exist.

Question 5

Where can AIRA be helpful?

- a) It is an app designed for cinemas.
- b) It is an app for educational environments.
- c) It is an app used in the administration.
- d) It is an app to be used at home, at school, at work and in many other situations.

Module 6

Unit 1: Technology: consumption

Task 2

Aim(s):

- To identify the technological possibilities for consuming audio descriptions, audio introductions and audio subtitling.

Grouping: individual and group.

Approximate timing: 60 minutes in class.

Material and preparation needed:

- Learners are required to download applications on their smartphones: for instance, MovieReading, Earcatch, Greta and Starks, Audible Magic, Actiview, Watson, AudioMovie, Audesc and others.

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Development:

1. Learners download, when possible, some of the previous apps and compare them in terms of (a) interface, and (b) functionalities (activity at home).
2. In class, learners work in groups and make an organised list of functionalities for each app.
3. Group discussion: one learner summarises all the main functionalities indicated by peers on a board. This is the basis to compare the different apps and engage in a discussion on how to consume audio descriptions, audio introductions and audio subtitling. The trainer acts as a facilitator and tries to engage trainees in a debate around: functionalities, interface usability, and accessibility.

Module 6

Unit 1: Technology: consumption

Task 3

Aim(s):

- To critically assess technological possibilities for consuming audio description, audio introductions and audio subtitling.

Grouping: groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- Access to the Internet will be needed.

Development:

1. Learners are asked to make a list of possible difficulties persons with sight loss may encounter during their daily life (in groups).
2. Learners are asked to list how technology can help persons with sight loss overcome these difficulties (in groups).
3. Group discussion about the results of each group.

Additional comments:

As a follow-up you can ask learners to read: International Telecommunications Union, & The Global Initiative for Inclusive ICTs (n.d.). *e-Accessibility policy toolkit for persons with disabilities*. Retrieved from http://www.e-accessibilitytoolkit.org/toolkit/technology_areas

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