

Intellectual Output 1

Assessment of current training practices

Agnieszka Chmiel, Iwona Mazur

Adam Mickiewicz University



Dept. of Legal, Language, Translation and Interpreting Studies, Section of in Modern Languages for Interpreters and Translators
University of Trieste, Via Filzi, 14 - 34144 Trieste, Italy
Project numberStudies: 2016-1-IT02-KA203-024311
www.adlabproject.eu

FUNDED BY THE ERASMUS + PROGRAMME OF THE EUROPEAN UNION





IO1 OBJECTIVES

- an overview of existing university courses and AD training practices
- a snapshot of the current situation → clear understanding of similarities and shortages in the provision of a professional curriculum for an audio description expert



WHAT WE WILL DO

- quantitative part – a questionnaire
- qualitative part – an in-depth analysis of course materials and interviews with teachers/trainers



TO BE DECIDED

- translation (into how many languages?)
- dissemination of questionnaires (how?) – online (no control over who completes) vs. document sent via mail
- detailed course materials from selected partners (from whom?)
- in-depth interviews with selected AD teachers and trainers (with whom?)
- discussion about the final version of the questionnaire (based on your feedback)



YOUR FEEDBACK TO THE QUESTIONNAIRE

- Are you blind or suffering from low vision?
vs
- Are you a person with visual impairments?



YOUR FEEDBACK TO THE QUESTIONNAIRE

- average duration of training (contact hours, what about online content?)
- LF – independent learning



YOUR FEEDBACK TO THE QUESTIONNAIRE

- form of training – we will add division into levels (BA, MA, etc.), division into a separate course vs. part of another course



YOUR FEEDBACK TO THE QUESTIONNAIRE

- why 3 years



YOUR FEEDBACK TO THE QUESTIONNAIRE

- competences (rewritten in competence-like style?) vs. skills

- perfect command of mother tongue
- choosing appropriate language
- choosing the most relevant information to describe
- technical aspects (spotting, editing, text compression)
- choosing appropriate AD strategies (e.g. deciding when to name a character)
- reflecting filmic language (editing and camerawork) in AD
- appropriate treatment of sensitive material (sexually explicit and violent scenes)
- knowledge of cinematography, theatre, arts and/or semiotics of the image
- knowledge of the laws concerning AD and accessibility
- vocal skills
- IT related skills (using appropriate software, etc.)
- Awareness
- AD drafting
- AD translation
- Audiosubtitling drafting
- Timing/spotting
- Revising
- Voicing
- Recording
- Mixing
- IT skills



YOUR FEEDBACK TO THE QUESTIONNAIRE

- practice materials – real life materials, copyright materials?



YOUR FEEDBACK TO THE QUESTIONNAIRE

- Theory – operationalization
- Why are we not interested in materials for teaching theory?



SCHEDULE

- early Oct 2016: 1st draft of the questionnaire sent to partners to comment
- PM1: discussion of final details to agree on the final version of the questionnaire, presentation of procedure to collect replies from AD trainers and teachers, decision about translation of the questionnaire (into how many languages)
- early Nov 2016: final version sent to all partners to translate, online surveys created
- late Nov 2016: collect responses
- late Nov 2016: solicit detailed course materials from selected partners
- Dec 2016-Jan 2017: analysis of the data, evaluation grid for methods
- early Feb 2017: in-depth interviews with selected AD teachers and trainers
- late Feb 2017: final analysis