

ADLAB PRO Multiplier Event Poznań, 27 September 2017 Workshop

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UNIT 1: GENERAL CONCEPT

Lecture: Introduction to accessibility

Reading:

- G.M. Greco (2016), "On Accessibility as a Human Right, with an Application to Media Accessibility in Researching Audio Description New Approaches",
- G. Ellis (2016), "Impairment and Disability: Challenging Concepts of 'Normality'" in Researching Audio Description New Approaches",

Videos: HBB4All MOOC: „What is Accessibility”; 3 short docs about accessible events

Discussion: In your opinion what would be the best way to call people with impairments in Polish? Why?



AWARENESS & REGULATIONS

Lecture: Accessibility – legal regulations in Poland

Reading: N. Reviers (2016), "Audio description services in Europe: an update".

Video: HBB4All MOOC: „Rising Awareness” & „Laws and Regulations”.

Practical task: Please imagine that you are a blind person and try to find information about accessible TV programmes, cinemas, museums and theaters.

Discussion: How easy was it? Would you improve the way information about accessibility is provided? How?



HISTORY

Lecture: AD definition and history

Reading:

- A. Jankowska (2015), *Translating audio description scripts: translation as a new strategy of creating audio description*, pp. 25-37.
- Chmiel & I. Mazur (2014), *Audiodeskrypcja*, pp. 19-24.

Practical task

Discussion



AIMS AND METHODS

- Give students a first insight into the challenges of AD drafting
- Allowing students to reflect upon the effect of different AD strategies
- Experiencing with accepting feedback and defending their standpoint



TASK

Description 1: Please listen to this recording and draw a picture. Then send this picture by attaching the file on our forum.

Description 2: Please listen to this recording and draw a picture. Then send this picture by attaching the file on our forum. You will not be able to listen to this recording unless you submit your drawing from "Description 1".

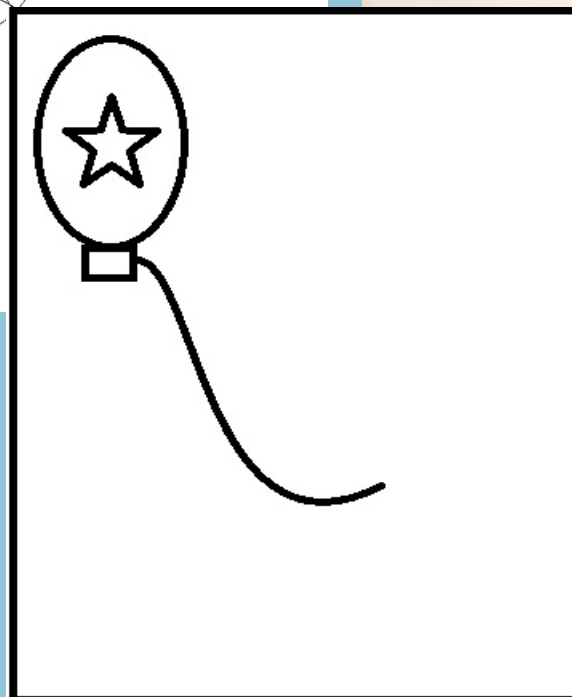
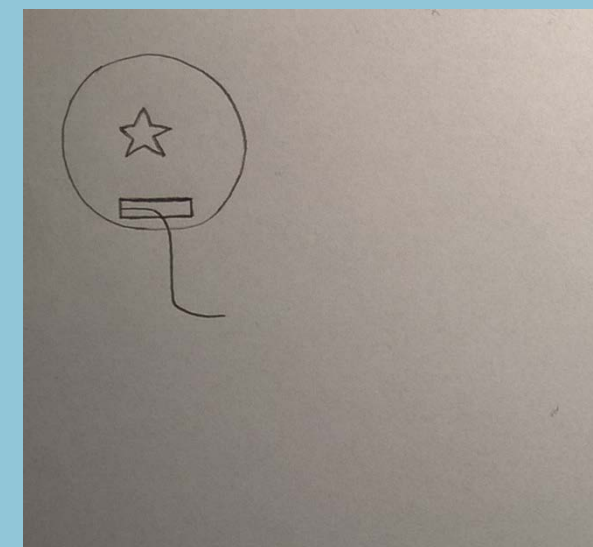
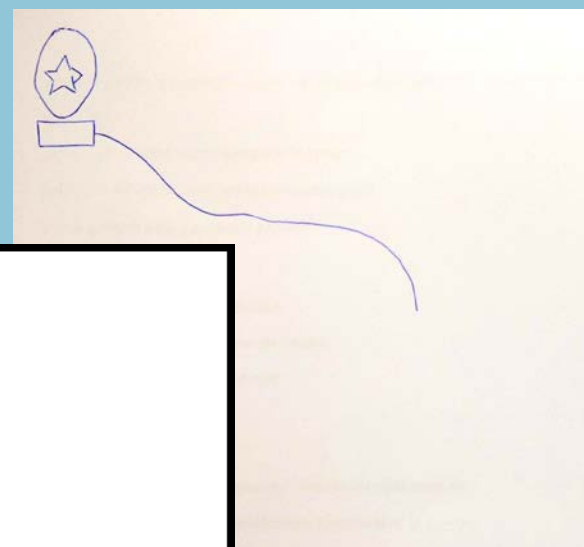
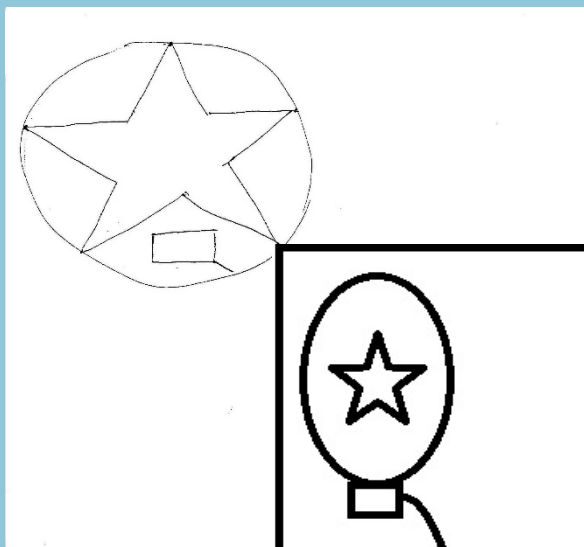
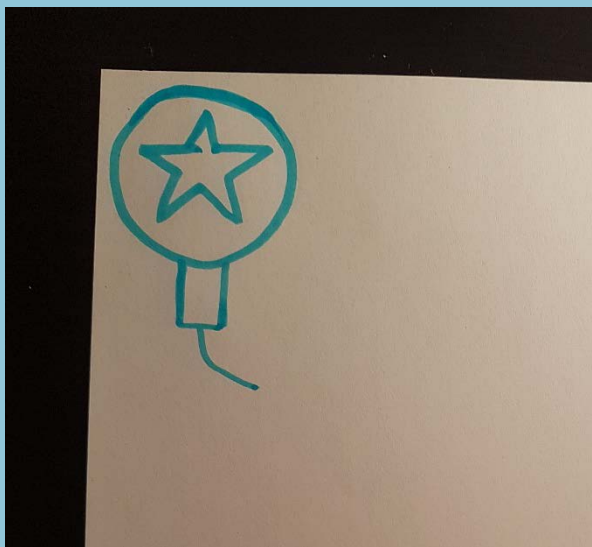


TASK





RESULTS





HOW EASY
WAS IT TO DRAW?



I think that it wasn't that easy as it seemed at first. The instructions could have been more **detailed**. What is more, there was no information about size.

As far as the second picture is concerned, the instructions were much more **detailed** and in this sense, the picture was much easier to draw.

I was asking myself about **size**. What does the word “small”, or “center” mean. Should small be considered rather as tiny - about 1 cm, or bigger - 5 cm.

On the other hand, the information included in the first recording were enough for me to get an idea about the picture. It was also easy to follow the instructions one by one. What was bad about the second description is that the instructions haven't been given in the **correct order**, so once I drew one element I had to erase it and start again.



I'm not sure, but it seems to me that all the information weren't that crucial. It obviously depends on what we need our picture for, but in the majority of cases some **underspecification is enough**

AD is always linear and you can't get all the information simultaneously. So I started drawing a circle, but then along with the description I realised it's badly situated. And honestly, I was more tired after this task

If there're **too few details**, the representation would **not** be **accurate**. If there're are **too many details** it may still be a little **confusing**.

This, I suppose, raises the question of **how much information** we should provide.



WHAT WOULD MAKE THE TASK EASIER?



I think that sometimes it's **better to sacrifice some details** in order to make this description more approachable and easier to imagine.

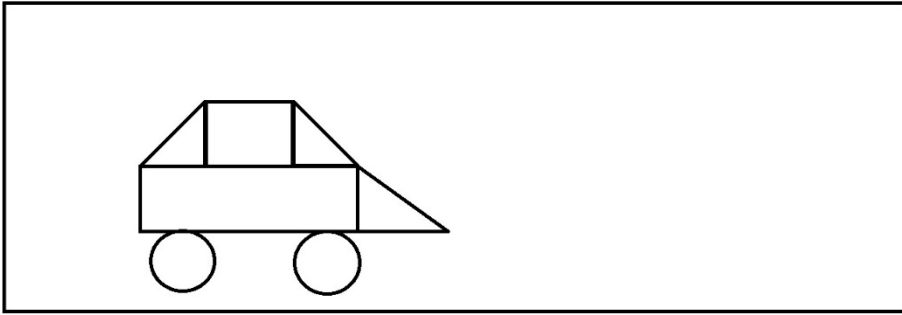
I think that we shouldn't **omit crucial details**, but sometimes it's better to **focus on main points** and make the description more **clear and concise**.

We could make the former description slightly **more detailed**, but the latter should have **fewer details** and some information should be given in a **different order**.

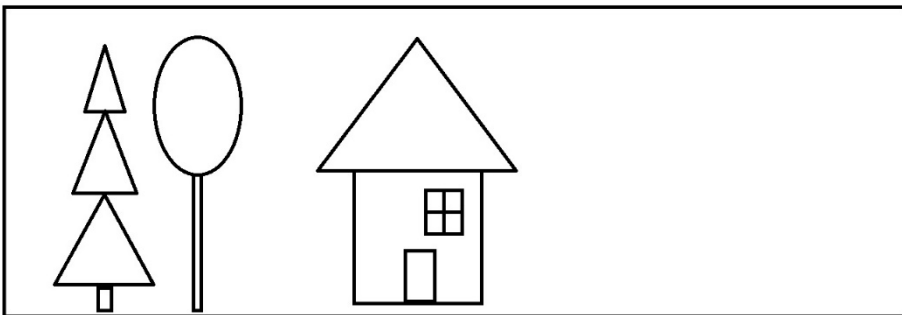
Of course it always depends on the context, but maybe sometimes it is better to stimulate the imagination more, **without going so much into details**.



FOLLOW-UP



Group 1



Group 2

DESCRIPTIONS
RECORDINGS
DISCUSSION
FINAL VERSION

Drawings based on A. Sadowska, 2015



REFERENCES

- G.M. Greco (2016), "On Accessibility as a Human Right, with an Application to Media Accessibility in Researching Audio Description New Approaches", A. Matamala & P. Orero (Eds), Palgrave MacMillan, pp. 11-33.
- G. Ellis (2016), "Impairment and Disability: Challenging Concepts of 'Normality'" in Researching Audio Description New Approaches", A. Matamala & P. Orero (Eds), Palgrave MacMillan, pp.35-45.
- N. Reviers (2016), "Audio description services in Europe: an update", The Journal of Specialised Translation, 26, pp. 232-247.
- A. Sadowska (2015) Audiodeskrypcja do ilustracji w prasie – wskazówki dla trenerów szkolących audiodeskryptorów, Przekładaniec, 28, pp. 124-139.



REFERENCES

- A. Jankowska (2015), *Translating audio description scripts: translation as a new strategy of creating audio description*, Peter Lang, Frankfurt am Main, Berlin, Bern, Bruxelles, Oxford, Wien.
- Chmiel & I. Mazur (2014), *Audiodeskrypcja*, Wydział Anglistyki UAM, Poznań.



REFERENCES

- HBB MOOC: <http://accessguide.tv/course/>
- UNIT 1 videos:
 - <https://www.youtube.com/watch?v=bradNO-Erng>
 - <https://www.youtube.com/watch?v=I26eAwuc-6E&t=29s>
 - <https://www.youtube.com/watch?v=tc-SWNMEMLs>
 - Puls Polski, TVP Info, „Festiwal Kultury i Sztuki (dla niewidomych) w Płocku”