



IO4: TRAINING MATERIALS (for discussion in Blaricum, 07.09.2018)

SUMMARY

Partners responsible for modules (UA, UNITS, UAM, Utopian, UAB) were requested to suggest training materials for their respective modules and indicate if they would need help to develop some training materials. UAB merged all the information and identified issues for discussion. Feed-back from all partners was gathered online, and revised version was created by UAB in April 2018. After the process of creation of core videos, partners have suggested changes or may want to suggest changes, so this document is created to discuss in Blaricum the final list of additional videos and training materials that will be created beyond core videos.



MODULE 1. RESPONSIBLE: University of Antwerp

Introductory video by RTV SLO, assisted by the module responsible.

1. Audiovisual texts (LO1, LO2, LO3)
 - a. Reading list by UA.
 - b. Core video by UA.
 - c. Additional video 1 by UA. 5-minute video clip without AD. They will ask permission to VRT to use one clip from one of their productions without AD and minimal Dutch dialogue (can be subtitled into English). Help from partners will be sought by UA.
 - d. Task 1 by UA. Multiple choice.
 - e. Task 2 by UA. Read a list of references on multimodality in AV texts (Chaume, Zabalbeascoa, others). Then, watch a video clip and analyse the various multimodal interactions.
 - f. Task 3 by UA. Write a multimodal transcription of maximally 1 minute of film clip X, using the example multimodal transcription from Taylor (see Task 1).
 - g. Task 4 by UA. Class discussion based on the transcription and analysis of the clip.
 - h. Task 5 by UA. Choose a video clip and write a short essay analysing the multimodal character/interactions and the difficulties the multimodal nature of the clip might create for AD, making use of a simple sample multimodal transcription

2. Defining AD (LO4, LO5, LO6, LO14)
 - a. Reading list by UA.
 - b. Core video by UA.
 - c. Additional videos by UA. Possibilities:
 - i. VRT video doing AD in the theatre (UA has copyright).
 - ii. Video for museums. Help from partners will be sought by UA.
 - iii. Other possible ADs.
 - d. Additional video offered by UAB on AD from ARSAD, subtitled in English.
 - e. Task 1 by UA. Multiple choice.
 - f. Task 2 by UA. Read suggested articles defining AD and list the different components of good definitions of AD for a given context (Matamala, Vercauteren, Remael, others?)/ Alternatively, read different definitions of AD for film and compare them. To what extent can the differences be attributed to a different perspective on what AD should do and a different type of AD.
 - g. Task 3 by UA. Analyse a short clip with AD in your language and discuss how it interact with the other filmic modes to recreate meaning as an oral-verbal text (i.e. with sound effects, music, dialogue).
 - h. Task 4 by UA. Create a list of the specific challenges of the various types of AD used in different contexts present. Serves as a basis for class discussion.
 - i. Task 5 by UA. Search relevant literature on the history of AD in your country, including which type of AD was developed first, and write a short report or prepare a class presentation on it. Then, class discussion in which this is compared international/European AD history.

- j. Task 6 by UA. Search a clip of an AD product and/or event and explain how the AD ensures/undermines the multimodal functioning of the described product/event.
3. Research (L07, L08)
- a. Reading list by UA.
 - b. Core video by UA.
 - c. Additional videos by UAB subtitled in English on projects NEA, ImAC and ACT.
 - d. Task 1 by UA. Multiple choice.
 - e. Task 2 by UA. Read relevant literature on the history of AD research (list to be provided) and draw up a list of the types of research and topics that are covered most.
 - f. Task 3 by UA. Find literature and draw up a bibliography of recent research on AD in your country, focusing on the past five years and the type of AD that interests you most (theater, museums, etc.).
 - g. Task 4 by UA. Make a list of possible research topics/gaps in existing international research based on the existing literature covered in tasks 1. And 2.
 - h. Task 5 by UA. Based on the knowledge developed in Block 1 and Block 2, choose one specific AD modality and write a short text on a possible research topic related to that modality, taking into account existing research on that particular modality.
4. Related services (L09, L010, L011, L012, L013, L030)
- a. Reading list by UA.
 - b. Core video by UA.
 - c. Additional videos by UA presenting specific difficulties, showing the limits of AD.
Possibilities of clips with and without AD:
 - i. Audio introduction.
 - ii. Multilingual video
 - iii. Dubbing. Help will be sought by UA from partners.
 - iv. Voice-over (UAM can help with voiceover)
 - v. Touch tours (UA may contact Elena/Kaatheater).
 - d. Task 1 by UA. Multiple choice.
 - e. Task 2 by UA. Watch one of the foreign language or multilingual subtitled (film) clips provided by the teacher and analyse it. Determine specific problems it presents for users with your native language and think of ways to solve them. Then, class discussion based on the analysis of task 2 covering: What are the issues and how they can be solved? What would the issues be if the clip was dubbed or voiced-over rather than subtitled? What would the issues be in the case of an opera with interlingual surtitling?
 - f. Task 3 by UA. Analyse different examples of (clips with) additional services and discuss to what extent they are relevant (e.g. AI, touch tours) and what options are 'best'. Discuss the possibilities and limits of these additional services.
5. Process (L015, L016)
- a. Reading list by UA.
 - b. Core video by UA.
 - c. Additional video offered by UAB from ARSAD, subtitled in English.
 - d. Task 1 by UA. Multiple choice.

- e. Task 2 by UA. Work in groups of 2 or 3: link the different steps in the AD process to the different specialists involved in this process and explain what the role and the importance of the different specialists is for film.
 - f. Task 3 by UA. Class discussion based on task 2: can you determine the most important skills required for each one? Which link in the chain would you like to be and why?
 - g. Task 4 by UA. Work individually and repeat Unit5/Task 2 for another type of AD of your choice, draw up a list for yourself and check with your peers in the class or against feedback from the teacher (could be a key).
 - h. Task 5 by UA. Guest lecture with various specialists (alternative: sound recordings from multiplier events or video recordings. UA to ask Soundfocus). Write a report in which you summarise the interventions of the different specialists and link their roles in the AD process to those of the others.
6. Audience (LO17, LO18)
- a. Reading list by UA.
 - b. Core video by UA.
 - c. Additional video by RNIB on users, to be coordinated by UA.
 - d. Task 1 by UA. Multiple choice.
 - e. Task 2 by UA. Web search of information on visual impairment (types, number of VIPs, etc.)
 - f. Task 3 by UA. Read selected texts on visual impairment and discuss/write a report. . .
 - g. Task 4 by UA. Search existing databases for additional literature in the field of AD on the main and secondary audiences.
 - h. Task 5 by UA. Check how widely AD for television (or another type of AD such as theatre or museums) is promoted by a given venue in your area: how is information about the availability of AD divulged? Check a broadcaster/theater's/ . . . website: does its information about AD address VIPs only or mostly? Does it provide information for other users? Does it provide information for VIPs that you can identify as being potentially useful for other users?
7. Guidelines (LO19, LO20, LO21)
- a. Reading list by UA.
 - b. Core video by UA.
 - c. Task 1 by UA. Multiple choice.
 - d. Task 2 by UA. Search web/databases and find different sets of (inter)national guidelines.
 - e. Task 3 by UA. Work in groups of 2 or 3: prepare a presentation on the similarities and differences between the different sets of guidelines that were found in Task 1.
 - f. Task 4 by UA. Choose a video clip and analyse to what extent existing guidelines were followed and where/how the description deviates from the guidelines.
 - g. Task 5 by UA. Analyse in more detail what existing guidelines say on subjectivity in AD & find additional literature. Based on this, discuss the (dis)advantages of the different kinds of subjectivity.
 - h. Task 6 by UA. Analyse an existing AD script in terms of subjectivity of the descriptions. Then, create one (or more) alternatives for an existing subjective/objective description.
8. Central AD issues (LO22, LO23, LO24)
- a. Reading list by UA.
 - b. Core video by UA.
 - c. Task 1 by UA. Multiple choice.

- d. Task 2 by UA. Read relevant literature on AD content and prioritisation of that content (ADLAB guidelines, Vercauteren, others?) and discuss/write a report. . .
 - e. Task 3 by UA. Work in groups of 2 or 3: analyse an existing audio described clip with dialogues in terms of a) selected content, b) timing, c) interaction with the dialogues, and d) formulation..
 - f. Task 4 by UA. Class discussion based on task 2: evaluate the Ad in terms of a, b, c, and d.
 - g. Task 5 by UA. Work individually: analyse an existing audiodescribed clip without dialogues in terms of a) selected content, b) interaction with sound and music. Consider whether you would have made different choices and write a brief report or present your thoughts to the class.
 - h. Task 6 by UA. Create an AD to a clip and present it to the others, focusing on decision making in terms of a) content, b) timing, and c) formulation, making good use of the clip's multimodality
9. Voicing (L025, L026, L027, L028, L029)
- a. Reading list by UA.
 - b. Core video by UA, with input from Louise.
 - c. Task 1 by UA. Multiple choice.
 - d. Task 2 by UA. Make a list of possible warm-up exercises for a live AD.
 - e. Task 3 by UA. Work in groups of 2 or 3: analyse various existing examples of AD in terms of voicing. Consider articulation, pitch, timbre, intonation and reading speed.
 - f. Task 4 by UA. Class discussion based on Task 2. If possible, involve a VIP AD user.
 - g. Task 5 by UA. Create an audio description of a clip / part of an event / work of art and present it to the others, focusing on appropriate voicing. Record it on a simple recording device such as a smart phone if no specialized equipment is available.
 - h. Task 6 by UA. Based on the previous task, analyse the voicing of an AD done by one of your peers and give constructive feedback. If possible, involve a VIP user and ask about his/her views.
10. Legislation (L031, L032, L033, L034)
- a. Reading list by UA.
 - b. Core video by UA. Input will be requested from different partners about local legislation/regulations. Anna Jankowska can assist on copyright issues.
 - c. Additional video offered by UAB from ARSAD on legislation (subtitled in English).
 - d. Task 1 by UA. Multiple choice.
 - e. Task 2 by UA. Web search: find examples of existing international and EU legislation on (media) accessibility and AD.
 - f. Task 3 by UA. Write a report on if/how the legislative documents found for Task 1 have been implemented in your national context.
 - g. Task 4 by UA. Class discussion on the importance/impact of legislation and how to lobby/be an activist.
 - h. Task 5 by UA. Based on the information found in the Accessometer of MAP (www.mapaccess.org), choose 1 country and analyse the legal documents you find in terms of requirements for audio description. Focus on the types of AD covered and the amount of quantification the legislation requires: does it impose quotas or is it merely “suggesting” action.

Module 2 (UAM)

Introductory video by RTV SLO, assisted by the module responsible.

1. Screen AD: films and genres (LO1, LO2, LO3, LO4; LO38, LO39)
 - a. Reading list by UAM.
 - b. Core video by UAM.
 - c. Task 1 by UAM. Multiple choice.
 - d. Task 2 by UAM. Watch various movie clips from various movie genres and analyse related AD requirements.
 - e. Task 3 by UAM. Group project. Find examples of AD from various genres. Present relevant clips and discuss audio describer's choices

2. Process (LO7, LO8, LO9, LO10, LO11, LO12, LO27, LO28, LO36, LO37)
 - a. Reading list by UAM.
 - b. Core video by UAM.
 - c. Additional video from ARSAD/ADLAB PRO offered by UAB.
 - d. Task 1 by UAM. Multiple choice.
 - e. Task 2 by UAM. Prioritising information: prepare a description of a static image within a word limit, then shorten it by X% short, so that only important info is left.
 - f. Task 3 by UAM. Create AD to a movie clip. Justify your choices.
 - g. Task 4 by UAM. Create a checklist for quality criteria. Evaluate your peer's AD based on this checklist.

3. Software (LO5, LO6)
 - a. Reading list by UAM.
 - b. Core video by UAM. Help has been requested from SF, UV, RTV, but UV does not have access to AD software for film, can help in other ways, and SF describers work with subtitling software (Screen Qu4antum/Annotation Edit).
 - c. Additional video from ARSAD/ADLAB PRO offered by UAB.
 - d. Task 1 by UAM. Multiple choice.
 - e. Task 2 by UAM. Prepare a demonstration of AD software. Explain how it can be used in the production.
 - f. Task 3 by UAM. Create AD to a short movie clip by using AD software.

4. Characters (LO13, LO14, LO15, LO16)
 - a. Reading list by UAM.
 - b. Core video by UAM.
 - c. Task 1 by UAM. Multiple choice.
 - d. Task 2 by UAM. Describe static images of characters (with and without time constraints).
 - e. Task 3 by UAM. Look for film characters according to e.g. Phelan's classification and analyse them in terms of their potential AD. You may also critically assess existing AD's of characters from the point of view of the classification. Present your findings.

5. Time and space (LO17, LO18)
 - a. Reading list by UAM.
 - b. Core video by UAM.

- c. Task 1 by UAM. Multiple choice.
 - d. Task 2 by UAM. Describe and draw a picture (A. Jankowska's exercise).
 - e. Task 3 by UAM. Describe your room (A. Remael's exercise).
 - f. Task 4 by UAM. Create AD to a static image (Aline's painting exercise). Discuss information structure and organization.
 - g. Task 5 by UAM. Describe a static image (painting of photo) as if it were the opening scene of a movie.
6. Culture (LO19, LO20, LO21)
- a. Reading list by UAM.
 - b. Core video by UAM.
 - c. Task 1 by UAM. Multiple choice.
 - d. Task 2 by UAM. Based on a reading assignment, provide a list of AD strategies for cultural references with examples.
 - e. Task 3 by UAM. Look for cultural references in films and propose their description according to the discussed strategies.
7. Language (LO222, LO23, LO24)
- a. Reading list by UAM.
 - b. Core video by UAM.
 - c. Task 1 by UAM. Multiple choice.
 - d. Task 2 by UAM. Create a list of synonyms to specific words.
 - e. Task 3 by UAM. Create description of short clips (using similes, adverbs, adjectives).
 - f. Task 4 by UAM. Zooming in. improving a script by using more specific language (ss are provided with the script with things like 'dog', 'car', 'walks', they replace the words with more specific synonyms).
8. Film language (L25, LO26)
- a. Reading list by UAM.
 - b. Core video by UAM.
 - c. Task 1 by UAM. Multiple choice.
 - d. Task 2 by UAM. Watch various movie clips with examples of different camera shots, editing techniques, etc. work in pairs and propose different strategies for audio describing the filmic language. Discuss suggestions with group and teacher.
 - e. Task 3 by UAM. Find a film clip with interesting camerawork. Audio describe it and discuss your choices as regards the reflection of the filmic language in AD
9. Audio introductions (LO29, LO30, LO31)
- a. Reading list by UAM.
 - b. Core video by UAM.
 - c. Task 1 by UAM. Multiple choice.
 - d. Task 2 by UAM. Based on reading assignment, list elements required for an AI for films.
 - e. Task 3 by UAM. Listen to an audio introduction to a film and note down what information it included.
 - f. Task 4 by UAM. Find a (short) film and write an AI thereto. Should you have the required technical capabilities, record it. Present the outcome in class and discuss your choices.

10. Recording (L032, L033, L034, L035)

- a. Reading list by UAM.
- b. Core video by UAM. Help is requested from SF, UV, RTV. UV can help, ideally in Blaricum (please UAM, coordinate), no replies from other partners. Additional video 1 by UAM. Short documentary recorded in Blaricum and interview with Merejin.
- c. Additional video 2 on sound mixes from ARSAD/ADLAB PRO offered by UAB.
- d. Task 1 by UAM. Multiple choice.
- e. Task 2 by UAM. List elements that should be included in an AD script for recording purposes.
- f. Task 3 by UAM. Teacher organizes a visit to a professional recording studio and students have a go at recording portions of the previously prepared AD script (students should swap scripts so that each person works with a script they have not prepared themselves).
- g. Task 4 by UAM. Modify an existing raw AD script for it to be read out and recorded by a voice talent other than yourself. UV has offered to help, trying to get clearance for the script for Notes on Blindness. UAM-UV to coordinate.
- h. Task 5 by UAM. Prepare AD to a movie clip of your choice. Present (read out or record) the AD and justify your choices.

Module 3 (Utopian Voices)

Introductory video by RTV SLO, assisted by the module responsible.

1. Live performances (L01, L02, L03, L017)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Additional video: compilation video showing scenes from different live performances to illustrate the variety. UV collecting content and permissions. UA may be able to assist with materials from Toneelhuis and opera (Dutch surtitles).
 - d. Task 1 by UV: multiple choice.
 - e. Task 2 by UV: go to see a live performance or watch the video.
 - f. Task 3 by UV: answer a series of questions relating to the video or live performance.
 - g. Task 4 by UV: create a list of different types of live performance and their challenges.
 - h. Task 5 by UV: script a scene from the compilation video.

2. Technical skills (L04, L05, L06)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Other training materials by UV: image or diagram of a simple mixing desk. (Maybe this can be integrated in the core video?)
 - d. Task 1 by UV: multiple choice.
 - e. Task 2 by UV: label an image or diagram of a simple mixing desk.
 - f. Task 3 by UV: describe two common methods of AD broadcast in a live context (verbal or diagrammatic).

3. Content selection (L07, L08)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Task 1 by UV: multiple choice.
 - d. Task 2 by UV: read relevant articles about content selection in AD and give a presentation/discuss/write a report...
 - e. Task 3 by UV: discuss how this might change for live events.
 - f. Task 4 by UV: in pairs, discuss what are the most important elements to describe in each scene of the compilation video.

4. Scripting (L09, L010, L011)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Task 1 by UV: multiple choice.
 - d. Task 2 by UV: read relevant articles about scripting methods in live AD and give a presentation/discuss/write a report...
 - e. Task 3 by UV: identify your preferred method of scripting in live AD and justify your choice.
 - f. Task 4 by UV: identify the most important elements to describe in two scenes from Margaret Catchpole.
 - g. Task 5 by UV: write a commentary defending your scripting choices in the unit1/task 3 (script a scene from the compilation video)

5. Touch tours (L012, L013, L014)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Task 1 by UV: multiple choice.
 - d. Task 2 by UV: watch Joining the dots and discuss/write a report/...
 - e. Task 3 by UV: write a paragraph outlining the purposes of a touch tour for live events.
 - f. Task 4 by UV: create a wish list for a touch tour for the live performance seen in unit3/task 3 (scene in compilation video).

6. Workflow (L015)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Task 1 by UV: multiple choice.
 - d. Task 2 by UV: create a timeline showing the function of everyone involved in a live AD.
 - e. Task 3 by UV: list the describer's responsibilities in providing the AD for a live performance.

7. Evaluation (L016, L018, L019)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Additional video from ARSAD offered by UAB on evaluation.
 - d. Task 1 by UV: multiple choice.
 - e. Task 2 by UV: read relevant literature about quality in AD and discuss/write a report/give a presentation...
 - f. Task 3 by UV: complete assessment sheets for your own and a colleague's AD.
 - g. Task 4 by UV: adapt your script in the light of your colleague's feedback.

8. Dance and Opera (L020, L021)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Additional video: a video of an opera or scenes from one or more operas, with visible subtitles/surtitles in English. UA may be able to share opera videos. UAB to ask too.
 - d. Additional material: programme or synopsis and cast list from the opera in the video.
 - e. Task 1 by UV: multiple choice.
 - f. Task 2 by UV: watch a short dance video.
 - g. Task 3 by UV: write a descriptive glossary for the movements you observe- using technical terms and explicitation.
 - h. Task 4 by UV: watch a video showing scene(s) from an opera.
 - i. Task 5 by UV: write an AD script for it, that incorporates ASTs.

9. Audio introduction (L022, L023)
 - a. Reading list by UV.
 - b. Core video by UV.
 - c. Task 1 by UV: multiple choice.
 - d. Task 2 by UV: use the supplementary material to write an AI for the opera.

- e. Task 3 by UV: write a paragraph informing the company of the steps or positions you would like dancers to demonstrate at a workshop or touch tour.

10. Innovation (L024)

- a. Reading list by UV.
- b. Core video by UV.
- c. Additional video: two videos of the same scene from a live performance made on successive nights. UV requests assistance from partners, UA will check.
- d. Additional video on “the future” from ARSAD offered by UAB.
- e. Task 1 by UV: multiple choice.
- f. Task 2 by UV: Read relevant articles about developments in live AD, e.g. integrated AD and discuss/give a presentation/write a report....
- g. Task 3 by UV: write a literature review on this topic.

Module 4 (UNITS)

Introductory video by RTV SLO, assisted by the module responsible.

1. Static arts (L01)
 - a. Reading list by UNITS.
 - b. Core video by UNITS.
 - c. Additional video: example of static art (UNITS/Chris)
 - d. Task 1 by UNITS: multiple choice.
 - e. Task 2 by UNITS: photo identification task.
 - f. Task 3 by UNITS: written assignment with identification task and one open question.

2. Museums (L02, L03, L04)
 - a. Reading list by UNITS.
 - b. Core video by UNITS.
 - c. Additional video by UNITS within a real museum, illustrating the hybrid nature of modern museums. UNITS will ask other partners for assistance (Chris)
 - d. Task 1 by UNITS: multiple choice.
 - e. Task 2 by UNITS: work on guidelines.
 - f. Task 3 by UNITS: study of museum artefacts, museum visit.

3. AD for static arts (L05, L06, L07)
 - a. Reading list by UNITS.
 - b. Core video by UNITS
 - c. Additional video offered by Anna Jankowska/UAB: video on Open Art.
 - d. Additional video by UNITS: Q13 visiting museums (VocalEyes)
 - e. Task 1 by UNITS: multiple choice.
 - f. Task 2 by UNITS: text analysis and criticism of official ADs.
 - g. Task 3 by UNITS: production and revision of peer-produced AD followed by peer discussion.

4. Strategies (L08, L09)
 - a. Reading list by UNITS.
 - b. Core video by UNITS.
 - c. Additional video 1: Q14 Describing artwork (Vocal Eyes, UNITS/Elisa)
 - d. Task 1 by UNITS: multiple choice.
 - e. Task 2 by UNITS: study of strategies used in professional AD.
 - f. Task 3 by UNITS: picture or replica of artwork to be described following said strategies and evaluation.
 - g. Task 4 by UNITS: written description of artwork.
 - h. Task 5 by UNITS: evaluation of professional text.

5. Live & recorded (L010, L011)
 - a. Reading list by UNITS.
 - b. Core video by UNITS. UNITS to ask help from SF.
 - c. Additional video 1: Amateur recording (Munari, UNITS/Elisa)
 - d. Additional video 2: professional recording (RTV SLO, UNITS/Elisa)

- e. Additional video 3: pre-recorded AD (Vocal Eyes, UNITS/Elisa)
 - f. Task 1 by UNITS: multiple choice.
 - g. Task 2 by UNITS: comparison of live and recorded ADs of similar products.
 - h. Task 3 by UNITS: simulation of live AD in class with peer-review.
 - i. Task 4 by UNITS: recording of own work and peer-review.
6. AD directions (LO12, LO13)
- a. Reading list by UNITS.
 - b. Core video by UNITS/UV UV confirms she can help with this
 - c. Additional video 1: Q12 Giving directions (Vocal Eyes, UNITS/Chris)
 - d. Additional video 2: Directions c/o Miramare (UNITS/Chris)
 - e. Task 1 by UNITS: multiple choice.
 - f. Task 2 by UNITS: analysis of museum or cultural heritage site ADs containing directions, e.g. St Paul's cathedral.
 - g. Task 3 by UNITS: work on a museum layout with proposals for itinerary and directions.
 - h. Task 4 by UNITS: creation of a short AD tour with the judicious use of the language of orientation.
7. Tactile explorations (LO14, LO17)
- a. Reading list by UNITS.
 - b. Core video by UNITS
 - c. Additional video by UNITS from Anteros video Secchi (UNITS/Elisa)
 - d. Additional video 2: Q18 handling tactile objects (Vocal Eyes, UNITS/Elisa)
 - e. Additional video 3: Q19 Raised drawings (Vocal Eyes, UNITS/Elisa)
 - f. Task 1 by UNITS: multiple choice.
 - g. Task 2 by UNITS: thorough study of literature and related videos.
 - h. Task 3 by UNITS: identification of most relevant oral/haptic strategies used in tactile tours
 - i. Task 4 by UNITS: simulation of live tactile exploration in class.
 - j. Task 5 by UNITS: written task on audio-tactile demonstration.
8. Descriptive tours (LO16)
- a. Reading list by UNITS.
 - b. Core video by UNITS.
 - c. Additional video by UNITS: video at Aquileia based on our AD (UNITS/Elisa).
 - d. Task 1 by UNITS: multiple choice.
 - e. Task 2 by UNITS: study of real or virtual museum layout and catalogues & production of bullet points illustrating a tour and justifying the artworks for description.
 - f. Task 3 by UNITS: creation of directional maps illustrating the tour and indicating artworks for description.
9. Stakeholders (LO15)
- a. Reading list by UNITS.
 - b. Core video by UNITS.
 - c. Additional video: interview with stakeholders (Matthew Cock, Zoccano, UIC Trieste/Udine, Rittmeyer, Novello: opening of accessible Aquileia museum) (UNITS/Chris)
 - d. Task 1 by UNITS: multiple choice.
 - e. Task 2 by UNITS: field work in museums, user associations, and other stakeholders.

f. Task 3 by UNITS: judicious browsing of museum websites.

10. Research (LO18, LO19, LO20)

- a. Reading list by UNITS.
- b. Core video by UNITS
- c. Additional videos by UNITS from multiplier events and local events (Trieste AD day): interviews with researchers (Secchi, NEves, Cock, Hutcinson: past, present and future of AD for static arts and environment. Secchi: didactics for special needs: NEves> installatins; Cock: museums in England, and Hutcinson: Phd research) (UNITS/Elisa).
- d. Task 1 by UNITS: multiple choice.
- e. Task 2 by UNITS: honing on relevant literature and...
- f. Task 3 by UNITS: simulating a conference ppt.
- g. Task 4 by UNITS: searching for AD-related events and writing an abstract.
- h. Task 5 by UNITS: short article with or without ppt presentation on a museum AD related subject.

Module 5 (UAB)

Introductory video by RTV SLO, assisted by the module responsible.

1. Audio subtitling (LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video 1 by UAB: samples in English from “What happens while”.
 - d. Additional video 2 by UAB: samples in Spanish from “What happens while
 - e. Additional video 3 by UAB: samples in Polish from “What happens while
 - f. Additional video 4 by UAB: samples in other languages if partners can help. UAB to ask Soundfocus and UNITS.
 - g. Additional video 5 by UAB: what guidelines and recommendations say about AST (off-screen narrator plus animation).
 - h. Task 1 by UAB: multiple choice.
 - i. Task 2 by UAB: read relevant literature to be provided in the task and prepare a presentation on a specific topic (to be provided in the task).
 - j. Task 3 by UAB: ask students to find examples of different text on screen in films and analyse the strategies used.
 - k. Task 4 by UAB: analyse AST created to a short films (compare subtitles/AST) and create a list of challenges in AST creation.
 - l. Task 5 by UAB: voicing a script in class (live) for an AST script that is not edited well followed by group discussion.
 - m. Task 6 by UAB: group comparison of AST scripts and creation of a shared AST script.
 - n. Task 7 by UAB: audio subtitling creation for a short movie, and discussion of choices in a short essay or, alternatively, in class (presentation).
2. Voice-over (LO10, LO11)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video 1 by UAB: copyright-free samples for voice-over.
 - d. Additional video 2 by UAB: synchronies in voice-over.
 - e. Additional video 3 by UAB: interaction AD and voice-over based on Anja’s and Agnieszka’s article.
 - f. Task 1 by UAB: multiple choice.
 - g. Task 2 by UAB: ask students to read two articles (to be defined in the task) and provide list of questions for group discussion or written essay.
 - h. Task 3 by UAB: scene analysis and identification of main challenges for voice-over.
 - i. Task 4 by UAB: students analyse films with VO and AST or VO and AST scripts and analyse differences and similarities.
3. Dubbing (LO12, LO13)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video 1 by UAB: copyright-free samples..
 - d. Additional video 2 by UAB: synchronies in dubbing.
 - e. Additional video 3 by UAB: symbols and scripts in dubbing.

- f. Additional video 4 by UAB: interview with dubbing translators and actors, if possible.
- g. Task 1 by UAB: multiple choice.
- h. Task 2 by UAB: ask students to read two articles (to be defined in the task) and provide list of questions for group discussion or written essay.
- i. Task 3 by UAB: scene analysis and identification of main challenges for dubbing.

Module 6 (UAB)

Introductory video by RTV SLO, assisted by the module responsible.

1. Technology: consumption (LO1, LO3)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video 1 by UAB: video with users consuming AD in different environments.
 - d. Additional video 2 by UAB: video with information about different apps.
 - e. Task 1 by UAB: multiple choice.
 - f. Task 2 by UAB: ask students to download apps and compare them.
 - g. Task 3 by UAB: list of suggested questions for discussion based on reading list.

2. Technology: delivering (LO2, LO4)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video 1 by RNIB.
 - d. Task 1 by UAB: multiple choice.
 - e. Task 2 by UAB: list of questions for discussion based on reading references.
 - f. Task 3 by UAB: short essay on the situation in their country/language.

3. Translation (LO5, LO6, LO7)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video 1 by UAB. Interview on AD translation (suggested speaker: Shack).
 - d. Task 1 by UAB: multiple choice.
 - e. Task 2 by UAB: students prepare a list of reasons for/against translating AD.
 - f. Task 3 by UAB: blind comparison of AD written from scratch and translated.
 - g. Task 4 by UAB: group exercise followed by discussion (effect, time, effort). Group A: AD from scratch. B: human translation of AD in English. C: post-editing. Ideally examples with cultural references.
 - h. Task 5 by UAB: ask students to machine translation an excerpt of an AD into their language using 3 different engines, and then assess the post-editing effort.
 - i. Task 6 by UAB: students translate AD from native language into an English international version that could be later used for local translation. This would imply discussing how to transfer for instance cultural references. If it is not translation-based class, students could compare the original and the translation (back-translation).
 - j. Task 7 by UAB: students compare two ADs to the same film created in two different countries/languages. Discussion on how styles and approach to cultural references differ.

4. Text-to-speech (LO8, LO9, LO10)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video with samples of TTS AST and AD by UAB. Done (Anna)
 - d. Task 1 by UAB: multiple choice.
 - e. Task 2 by UAB: ask students to use different TTS engines online to voice an AD, and then use an assessment scale to evaluate it (for instance, ITU).

- f. Task 3 by UAB: read relevant references plus questions.
5. Crowdsourcing (LO11, LO12)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video by UAB. Experiences on crowdsourcing (e.g. Poland).
 - d. Task 1 by UAB: multiple choice.
 - e. Task 2 by UAB: in groups create AD for a short film. Define roles in the group based on the crowdsourcing workflow (descriptor, proofreader, PM). Use cloud-based solutions plus a task management software
 - f. Task 3 by UAB. Prepare a presentation based on your experience from task 1. Discuss pros and cons. Present possible improvements to be implemented.
 6. New services and audiences (LO13, LO14, LO15, LO16)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video by UAB, based on interviews.
 - d. Task 1 by UAB: multiple choice.
 - e. Task 2 by UAB: brainstorming session: make a list of audiences who would benefit from accessibility services such as AI, AD and AST.
 - f. Task 3 by UAB: reading list followed by suggested questions for discussion.
 7. Accessible productions (LO17, LO18, LO19, LO20, LO21)
 - a. Reading list by UAB.
 - b. Core video by UAB.
 - c. Additional video 1 by UAB: video on accessible filmmaking by Pablo, if he gives us permission.
 - d. Task 1 by UAB: multiple choice.
 - e. Task 2 by UAB: in groups, try to coin a definition of accessibility filmmaking. Questions on the topic.
 - f. Task 3 by UAB: watch “Notes on blindness” plus discussion.
 - g. Task 4 by UAB: propose a case study (theater play) and ask students to discuss how to create an accessible production.
 - h.* Task 5 by UAB: analyse an existing film excerpt and see what could have been done in the production stage to make accessibility integration easier or Imagine that you are going to work with the film crew to help them making their production accessible. Prepare a checklist for the producer explaining what should be done and why.