TEACHING AD FROM SCRATCH:
ON-LINE TRAINING AT UAB'S MUTAV
(OFFICIAL MASTER'S DEGREE IN AUDIOVISUAL TRANSLATION)

CRISTÓBAL CABEZA-CÁCERES (UNIVERSITAT AUTÒNOMA DE BARCELONA / UNIVERSITAT D'ALACANT)

WHAT WILL I TALK ABOUT?

- 1. Course description
- 2. Students' starting point
- 3. Course distribution, materials and exercises
- 4. Course assessment
- 5. Main challenges of on-line based AD teaching
- 6. Conclusions

1. COURSE DESCRIPTION

- Part of MUTAV's Accessbility module (+SDHH) (3 credits = dubbing = subtitling)

- Duration: 10 weeks divided into 5 units

- Aprox. 20 students

- Focused on AD script writing, not AD voicing

- AD from scratch → Provide students with knowledge and tools to become professional audio describers

1. COURSE DESCRIPTION

- Collaborative on-line based learning (Moodle)
- Theory (text and AD videos commented by professor)
- Practice
  - Forums (application of theory though AD analyses by students)
  - Individual AD tasks
- Group AD task
- Weekly chat

2. STUDENTS' STARTING POINT

- 90% of students have no previous knowledge of AD
- Sighted: Not active users of AD (unlike dubbing or subtitling)
- Unaware of:
  - The needs of blind and partially sighted users
  - What users expect from AD
  - AD restrictions → techniques and strategies
  - Feelling of insecurity
- BUT challenging new AV modality

3. COURSE DISTRIBUTION

- Course materials by Pilar Orero, Nazaret Fresno, Paula Igareda and myself
- Unit 1. AD of logos
  - Theory
    - Blind and partially sighted users' needs + blind-folded activity
    - Catalan, Spanish and British Guidelines are provided
    - What is and what is no AD? Good and bad examples of ADs
    - Videos of different ADs of logos commented by the professor (short ADs)

3. COURSE DISTRIBUTION

- Unit 1. AD of logos
- Practice
  - AD of different logos for each student shared in the forum
  - Plain text, no AD timing
  - First instructions (AD order, 3rd person, avoid "we see", go from general to specific, etc.)
- Assessment: professor's individual comments of each student's AD in the forum

3. COURSE DISTRIBUTION

- Unit 2. AD of credits
- Theory
  - Different types of credits (introduction of characters, plot, animation....)
  - Videos with different strategies to AD credits (some good, some no so good) commented by the professor
  - Setting up Subtitle Workshop (SW) for AD

3. COURSE DISTRIBUTION

- Unit 2. AD of credits

- Practice
  - Individual AD of credits with SW (narration speed of 15-17 cps)
  - Prioritisation strategy + group credits and AD of actions
  - Forum: students' analysis of four different AD of credits + comment on others' messages
  - → Start creating their own criteria on AD

3. COURSE DISTRIBUTION

- Unit 2. AD of credits

- Assessment

  - Professor's commented video of each student's AD shared in the forum

3. COURSE DISTRIBUTION

- Unit 3. AD of characters and linear actions
- Theory
  - Characters: introduction of the name, physical features, gestures, non-verbal language, etc.
  - Linear actions: narrative analysis of scenes, importance of sounds, combination of dialogue-AD-sounds to maintain the narrative
  - Videos with good and bad examples

3. COURSE DISTRIBUTION

- Unit 3. AD of characters and linear actions

- Practice

  - Forum: students' analyses of the videos shown in the theory

  - AD Task 1 (30% final mark) – Closer

- Assessment: individual correction and comments from professor based on a AD error matrix + Official AD in English

3. COURSE DISTRIBUTION

- Unit 4. Non-linear and complex actions
- Theory
  - Non-linear actions: strategies for flashbacks and flash forwards
  - Complex actions: AD-image coherence (translation of film language)
  - Videos with good examples (1 and 2)

3. COURSE DISTRIBUTION

- Unit 4. Non-linear and complex actions
- Practice
  - Forum: students' analyses of the videos shown in the theory
- Assessment: participation in the forum

3. COURSE DISTRIBUTION

- Unit 5. AD for children and theatre/opera
- Theory
  - Children: specificities in language, metaphors, comparisons…
  - Theatre/opera: brief introduction of specificities (semi-live AD, audio introductions) with some recommended articles to read

3. COURSE DISTRIBUTION

- Unit 5. AD for children and theatre/opera
- Practice
  - Wiki to agree a common strategy for the AD of a scene from *Coraline*
  - Final AD Task (40% final mark) → La culpa
  - Group AD Task
    - 8-minute AD in group (assign different tasks, check coherence, comments among group members)

3. COURSE DISTRIBUTION

- Unit 5. AD for children and theatre/opera

- Assessment

  - Participation in the wiki

  - Individual correction and comments from professor based on a AD error matrix for both the Final and the Group AD Tasks

4. COURSE ASSESSMENT

- Participation in forums, AD analyses and activities (15%)
  - Moodle participation reports
- AD task 1 (30%)
- Final AD task (40%)
- AD group task (15%)

5. MAIN CHALLENGES OF ON-LINE BASED AD TEACHING

- Student participation
  - Students' AD comments / analyses in formus are essential (doubts, comments...)
  - The more students participate, the more they learn
- No immediate communication
  - BUT weekly chats and long-lasting explanations / comments in forums
- Software
  - Subtitle Workshop (already used in Subtitling) especially set up for AD
  - Freeware with professional results

6. CONCLUSIONS

- Moodle is a usefull tool

- Beginning → more AD analyses from the professor

- On-line based AD learning works as long as students participate actively in formus

- AD is a totally new modality for students and it would be ideal to have more credits (no AST, theatre and opera AD just briefly)

- Students' opinions are generally very positive (yearly surveys)

GRÀCIES! ANY QUESTIONS?

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