Audio Description in the Classroom

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Presentation Outline

• About HBB4ALL
• About Research Team
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# HBB4ALL Consortium

| 2 Academic Institutions | UAB  
Universitat Autònoma de Barcelona | caic | Universidad Politécnica de Madrid |
|-------------------------|----------------------------------|------|---------------------------------|
| 4 Public Broadcasters   | rbb  
Rundfunk Berlin-Brandenburg | RTP  
Radio Televisión Portuguesa | Corporación Catalana de Mitjans Audiovisuals, SA | SWISS TXT |
| 2 Research Institutes   | Institut für Rundfunktechnik | IRT  | vicomtech  
IK4 Research Alliance |
| 4 SMEs                  | Vsonix  
People’s Playground | SCREEN | Holken Consultants & Partners |

[www.hbb4all.eu](http://www.hbb4all.eu)
Research Team

• Tests carried out by:
  ➔ Audiovisual Translation Research Lab, University of Warsaw
  ➔ Transmedia Catalonia Research Group, Universitat Autònoma de Barcelona
  ➔ Interdisciplinary Center for Applied Cognitive Studies, Warsaw University of Social Sciences and Humanities

• Researchers:
  ➔ Agnieszka Walczak, Agnieszka Szarkowska, Maria Rubaj, Wojciech Figiel, Izabela Krejtz, Krzysztof Krejtz
Audio description in education

- AD in educational settings
  - as an additional didactic tool
  - as a means to achieve audiovisual accessibility

- AD in education
  - of the blind and partially sighted children
  - of the sighted children

- AD in the classroom
  - biology/environment
  - history
  - physics
  - foreign language (English)

- AD voices
  - human
  - text-to-speech
Educational movies

- AD to educational animation series
  - *Once Upon a Time... Life* (dir. by Albert Barillé)
  - *Once Upon a Time... Man* (dir. by Albert Barillé)
  - *Once Upon a Time... Discoverers* (dir. by Albert Barillé)
  - *Say It with Noddy in English* (dir. by John Grusd)
Research methods (1)

• questionnaires
  ➔ questions about the film’s content
  ➔ responses collected in two ways:
    ✓ answers of partially sighted pupils recorded
    ✓ sighted children completed questionnaires unaided

• quiz competition
  ➔ testing children’s level of comprehension of the shown film
  ➔ responses gathered through:
    ✓ innovative clicker devices and supporting software from InterWrite PRS
Research methods (2)

- eye tracker
  ➞ to record sighted children’s eye gaze data
- screen recognition test (visual memory test)
  ➞ to identify elements present in the audiovisual material shown
Main results (1)

- AD screenings
  - were greeted with much enthusiasm by children
  - arouse interest and curiosity among teachers

- AD in educational films
  - helps to develop and retain specialized vocabulary
  - helps to follow the plot of a film, thus improving overall comprehension
  - through its use of varied word choice, synonyms, metaphors, and similes, can boost children’s literacy
  - influences the acquisition of foreign lexical units
  - effectively directs sighted children’s attention to the relevant parts of the screen, thereby helping them in the reception of the film
Main results (2)

- educational films with AD
  - could complement the school curriculum
  - have the potential of becoming additional didactic tools
  - exert a positive influence on learners’ motivation
  - can make the lessons more enjoyable
  - promote integration of VIPs and non-VIPs
  - give equal opportunities for pupils as far as access to education is concerned

- raising awareness among teachers
  - about the importance of AD as a means to achieve audiovisual accessibility
Bibliography

- Walczak, A. (forthcoming) “Foreign language class with audio description: a case study”.
Thank you!

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