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Audio description: A learning tool for students with cognitive disabilities. A reception study

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INTRODUCTION



Sensory Accessibility



Physical
Accessibility



Cognitive
Accessibility



AIM OF THE PROJECT

Explore potential applications that audio description can offer beyond the purpose for which it was created, specifically for people with cognitive disabilities to understand the information presented in audiovisual material.

PRESENTATION CONTENTS

- Theoretical background on AD from a more global perspective.
- Reception Study's Methodology.
- Reception Study's Findings.
- Conclusions.

THEORETICAL BACKGROUND (1)

- **Focus on the use of AD for the benefit of more collectives.**
 - People on the autism spectrum: Garman, J. (2011).
 - Cognitive impairment associated with aging: Jankowska, A. (2019).
 - Learning languages developing writing skills or to improve learning outcomes: Walczak, A. (2016).
 - Emotion recognition: Starr, K., & Braun, S. (2020).

THEORETICAL BACKGROUND (2)

- UNE 153020 Spanish standard on audio description, already includes the application of the AD in a broader sense, in art. 3.1.

«Audio description is an assistive service consisting of a set of techniques and abilities, whose main objective is to compensate for the lack of perception of the visual component in any audiovisual message, by providing suitable sound information which translates or explains, in such a way that the visually impaired perceive the message as a harmonious work which is as similar as possible to that which is perceived by the sighted» (AENOR, 2005, p. 4, translated by Utray et al., 2009, p. 249).

METHODOLOGY (1)

Team:

- Researcher: Yolanda Moreno from the University of Vic- Central University of Catalonia.
- Secondary school teachers: Irene Vergès, Lydia Closas, Lluïsa Capel, Lorena Navarro and Maria Cerveró.

Context:

- Catalan Secondary Special Needs Education School Josep Sol.
- 20 students with ASD, DS and MID were divided into 2 groups according to their cognitive levels.
- Half of each group watched the film with AD and the other half without it.

METHODOLOGY (2)

- In collaboration with the teachers, a questionnaire adapted to participants' special needs was created:
 - ✓ Closed-ended questions.
 - ✓ Students could choose between two or three options.
- A few weeks before the activity, teachers of each group had explained to the students what the activity consisted of.

METHODOLOGY (3)



- Introductory explanation of the activity just before starting.

- Film screening:
La oveja Shaun. La película: Granjagedón.



- After watching the film, the students filled in the questionnaire via Google forms, which the teachers had emailed them the same day.

Pictures taken during the viewing of the film.
Josep Sol Special Needs Education School.

ASSESSMENT MATERIAL (1)

2 adapted questionnaires with 11 shared questions.

- 2 questions to become comfortable with:

1. SOY *

Maqueu només un oval.



UNA NIÑA



UN NIÑO

2. ¿CONOCÍAS A LA OVEJA SHAUN ANTES DE VER ESTA PELÍCULA? *



Maqueu només un oval.

SÍ

NO

ASSESSMENT MATERIAL (2)

- 2 questions about concepts:

6. ¿SABES QUÉ ES UN CONTENEDOR ISOTÉRMICO? *

Maqueu només un oval.



UN SITIO PARA TIRAR BASURA



UN RECIPIENTE QUE MANTIENE LA TEMPERATURA DE LOS ALIMENTOS



UNA CAJA PARA GUARDAR COSAS

12. ¿SABES QUE QUIERE DECIR LEVITAR? *

Maqueu només un oval.



SALTAR MUY ALTO



FLOTAR EN EL AIRE



CORRER MUY RÁPIDO

ASSESSMENT MATERIAL (3)

- 7 questions about visual details:

8. ¿CON QUÉ PAGA LA OVEJA LAS PIZZAS? *

Maqueu només un oval.



CON DINERO



CON PIEDRAS



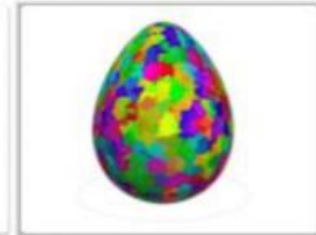
CON BOTONES

9. ¿A QUÉ SE PARECE LA NAVE DEL EXTRATERRESTRE? *

Maqueu només un oval.



A UN PULPO



A UN HUEVO



A UNA CONCHA DE MOLLUSCO

ASSESSMENT MATERIAL (4)

- 2 Extra questions about the AD of the film:

3. ¿HAS ENTENDIDO LAS EXPLICACIONES? *

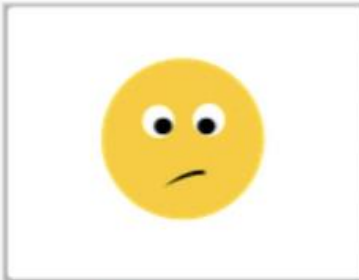
Maqueu només un oval.



SÍ Ves a la pregunta 5



LA MAYORÍA DE VECES Ves a la pregunta 5



ALGUNAS VECES Ves a la pregunta 4



NO Ves a la pregunta 4

4. ¿POR QUÉ NO HAS ENTENDIDO LAS EXPLICACIONES? *

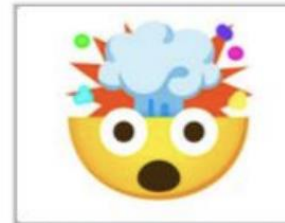
Maqueu només un oval.



HABLAN MUY RÁPIDO



DICEN MUCHAS COSAS



UTILIZAN PALABRAS COMPLICADAS



SON ABURRIDAS

RECEPTION STUDY'S FINDINGS (1)

Lower cognitive level group

- Improvement with AD:
 - ✓ 6 out of 9 questions.
 - ✓ Best percentage improvement:
 - 2 questions about concepts (55%).
 - 1 question about visual details (68%).
- Improvement without AD:
 - ✓ 3 questions about visual details (20-50%).

RECEPTION STUDY'S FINDINGS (2)

Higher cognitive level group

- Improvement with AD:
 - ✓ 4 out of 9 questions.
 - ✓ Best percentage improvement in 2 questions about visual details with similar images of those of the film (40-50%).
- Improvement without AD:
 - ✓ 4 out of 9 questions.
 - ✓ Best percentage improvement:
 - 1 question about concepts (80%).
 - 1 question about visual details with decontextualized images (40%).

RECEPTION STUDY'S FINDINGS (3)

Results about AD

- Have you understood the explanations?
 - ✓ 50% of the class with lower literacy level understood the explanations.
 - ✓ 83% of the class with higher literacy level understood the explanations.
- Why have you not understood the explanations?
 - ✓ Both groups alluded to a possible excess of information.

CONCLUSIONS

- The higher the cognitive level, the lower the need for AD.
- Audio description improved the results of the lower cognitive level group as it helped them to contextualize the images.
- The group with a higher cognitive level did not show a significant improvement.
- Answers of the participants related to an AD too much dense suggests that a simplified AD could help understand the information better.

LIMITATIONS

- Participants ratio.
- Visual and sound quality.
- Screening of the film at different schedules.
- Film too boring for older students.
- Diversity of grade and type of cognitive disability.

FUTURE RESEARCH LINES

- To conduct a focused study according to the type of disability and cognitive level of the participants.
- To study whether the principles of a simplified AD could serve as a guide in the audio description of children's films.
- To analyze whether there would be differences in the results after watching the film with the conventional AD and with a simplified AD following the plain language standards.

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Thank you
for your attention!

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