h818 the networked practitioner

TMA02: POSTER AND ACCESSIBILITY STATEMENT,

Jess Morrin – H6759637

Reviewer – Dr Simon Ball

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# Poster Documents

## english transcript

Learning a language is about more than just learning a set of words and phrases.  It’s about knowing how to use that language in the right context, recognise idioms and interpret non-verbal communication.

These language nuances vary from culture to culture and their impact can be massive.  This is called inter-cultural communication and it can bevery difficult to teach.

According to UN, there are approximately 1.7 million refugees living in Europe, and almost 77% have an Arabic language background.

As well as learning the language of their host countries, these students must also learn English in order to truly integrate into the academic and business world.

But, English classes are costly, not financially supported and difficult to find.  Many rely on open access materials to learn the language but struggle to learn the intercultural skills necessary to employ the language effectively.

So, what is the answer?

I plan to create a virtual learning environment that offers students an intercultural language component.  By navigating their character through a series of topic-based, interactive videos, students will learn to consider the subtlety of language and non-verbal communication.

Join me, Jess Morrin for an interactive workshop on **Crocodile English** at the Open University’s H818 Conference.   Details can be found by scanning the QR Code.  See you there!

Accessibility note: An Arabic transcript is attached as a final appendix to this document. It has not been included in the main body of the text as it calls for installation of an Arabic language package to be read by a screen reader (Appendix I).

## Accessibility Statement

My poster is a short animation created in [Animaker](http://www.animaker.com), combining a series of visuals and voice-over to provide a project rationale.  To address visual and hearing impaired audiences, in addition to the voice over to the video, there is a transcript which can be read by adaptive technologies such as a screen reader.  Additionally, there is an Arabic translation of the transcript, ensuring it is accessible for my user group. Finally, the information contained in the QR code is available within the transcript.

It was considered whether to narrate the visuals themselves within the transcript. However, providing descriptions within the transcript made it awkward and difficult to read, so the decision was to omit them with the recognition that this means the animation is not completely accessible.

Another issue is that the animation characters do not show enough cultural diversity. The animation was designed using the free version of the software, in line with the principles of open access, which meant that there was no access to a more diverse character base.  I realised too late into the process that I could overcome this by uploading my own characters, which I would do in the future.

Finally, balancing the necessary information with the pace of the video presented an issue. This could be overcome through a downloadable version of the video (via [Slideshare](https://www.slideshare.net/) for example) which would allow the audience to go view at their own pace, however this too was only available in the paid version of the programme.

## appendix i: arabic translation of video

ماذا يعني فعلاً تعلم لغة؟

تعلم لغة أكثر من مجرد تعلم مجموعة من الكلمات والعبارات. بل يتعلق بمعرفة كيفية استخدام هذه اللغة في السياق الصحيح، والتعرف على العبارات غير اللفظية وتفسير التواصل غير اللفظي

تختلف الفروق الدقيقة بين اللغات من ثقافة إلى ثقافة وقد يكون تأثيرها هائلاً. وهذا ما يسمى الاتصال بين الثقافات وقد يكون من الصعب جدا تعليمه.

وفقاً للمفوضية السامية لشؤون اللاجئين، هناك حوالي 1.7 مليون لاجئ يعيشون في أوروبا، وحوالي 77% منهم لديهم خلفية باللغة العربية.

بالإضافة إلى تعلم لغة البلدان المضيفة، يجب على هؤلاء الطلاب أيضاً تعلم اللغة الإنجليزية من أجل الاندماج الحقيقي في عالم الأعمال والأكاديمي.

لكن الفصول الدراسية الإنجليزية مكلفة وغير مدعومة مالياً ومن الصعب العثور عليها. ويعتمد العديد منهم على مواد مفتوحة للحصول على المعلومات لتعلم اللغة ولكنهم يكافحون من أجل تعلم المهارات المشتركة بين الثقافات اللازمة لاستخدام اللغة بشكل فعال.

ما الإجابة؟

أخطط لإنشاء بيئة تعلم افتراضية توفر للطلاب مكوناً للغة متعددة الثقافات. من خلال التنقل في شخصيتهم من خلال سلسلة من مقاطع الفيديو التفاعلية المستندة إلى الموضوع، سيتعلم الطلاب التفكير في دقة التواصل اللغوي وغير اللفظي.

انضمّ إلي،

Jess Morrinأنا

لنعمل سويا حول

Crocodile English

في قاعة الجامعة المفتوحة

H818

يمكن العثور على التفاصيل عن طريق مسح

QR

اراك هناك.