

## Sample Reflections on the Dubbing Project:

### Iteration 2

#### Student 1:

During our dubbing project for Spanish we were required to choose a cartoon of some sort and recreate the dialogue between the characters in whatever scenes we chose. I believe there were a variety of Spanish speaking skills this project required us to utilize from conjugating, to pronunciation, and even writing when had to plan out our scripts. Once we finished we were then to make a sequel to our first one. For my group's project, we used scenes from the animated movie Donkey Xote.

This project was a little different that I had expected. On one hand, I think it was a cool idea that it incorporated this technology aspect into a class project, but I feel like especially for the first half of the project the technology aspect seemed to take away from the focus of Spanish since it was somewhat difficult. At first, we utilized the technology in the recording room, which only one of us knew how to use. When recording the sequel, we used a sort of movie maker on a Mac which made it much easier especially when adding sound between dialogues. The only other challenge I encountered during this project is meeting with my group members. This was the first project I have had to work on in a group during college. Since all three of us were often busy with other classes or at work with different schedules, it made it very difficult at times to make time outside of class to work on this.

During this project I did learn some things about dialogue. I think that it was a good experience with developing conversation between individuals and it allowed us to experiment and write out/plan these conversations before actually finalizing them. I also thought it was helpful when we were able to get feedback from the professor on our script as to what words we should use in place of what we had. I think that if this project is used in the future, I would suggest that the students use a form of movie maker on the computer since we found that to be the easiest way; however one boundary to that is that not all students may have experience using it.

#### Student 2:

Our dubbing project, which was to take a cartoon in Spanish and dub our own voices and dialogue over the animation, was a success. My group used Donkey Xote, a cartoon version of Don Quixote. While I, personally, thought it was counterproductive to learning Spanish due to the fact that we had to have technical know-how, we got it done. I definitely did not expect to have to do a project of this genre for a Spanish class; I thought it was more a digital media project. It wasn't overly difficult, however, and we did manage to create two videos that were, if I do say so myself, flawless. Or at least close. Ok, they were alright. But what can we expect from students who aren't voice actors?

We used two different programs to create our video: Adobe Premiere Pro and iMovie. The easier of the two was obviously iMovie, because it is made for the everyday person, whereas Adobe Creative Cloud is a professional line of software. iMovie was definitely the way to go to keep this project as simplistic as possible. I learned, unfortunately, very little from the project with regard to Spanish; rather, my learning

from the project was more influenced by the programs we used. I learned that iMovie is an ok program, and Premiere is better for more complicated projects.

Overall, the project would have been great for a digital media skills class, not a Spanish class. I hope it was beneficial to you, Dra. Byer, in helping you to reach your goals.

Student 3:

The project assigned in SP202 was called a dubbing project. It involved choosing a cartoon, creating a script to match the movements, and using computer programs to mute and record over the video. The project instructions were outlined in the beginning of the semester and they remained consistent throughout. It was a simple project on the surface; however, it became time-consuming quickly as we began to bring in technology. It would be a more beneficial project if the script was the completion of the project, not the entire editing process. We tried two different methods, first, Adobe software, then iMovie. Both proved difficult to work with. The project then became less about Spanish and more about figuring out how to dub the projects. Overall, I enjoyed seeing the results.