### September 10, 2015

- The webcast will begin at the top of the hour.
- There is no audio being broadcast at this time.
- If you need assistance, contact Blackboard Collaborate: 866-388-8674.
- An archive of this webcast will be available on the WCET website next week.
Video Captioning: Features, Costs, Good Practices, and How Captioning Benefits All Students

September 10
Welcome.

Thank you Blackboard Collaborate!

If you have technical issues:
  • Call 866-388-8674

Use the chat box for questions and information exchange.

Archive, PowerPoint, and Resources available next week.
Questions from the Audience

- If you have a question during the presentation, please add your questions to the chat box. We will monitor the chat box and have time for Q&A at the end of each section.
Moderator

Justin R Louder

- Assistant Vice Provost, eLearning &
  Assistant Professor of Practice
- Texas Tech University
Presenters

Kathy Furlan
- Educational Representative
- Teleperformance RapidText

Christopher Keveny
- Manager, Media Services & Real-time Captioning
- Teleperformance RapidText

Tole Khesin
- VP of Marketing
- 3Play Media

Amy Quillin
- Director, Student Accessibility Services
- Kent State University
Kathy Furlan

- Educational Representative
- Teleperformance RapidText
Rehabilitation Act of 1973 (Amended 1998)

• Aimed at entities that receive federal funding
• Grants civil rights to people with Disabilities

• SECTION 504 – Accommodations
  • Meets specific needs of specific individual
• SECTION 508 – Access
  • Meets universal needs of all individuals
Section 504

- Requires accommodations
- Education - Disability Services created to serve students’ needs.
- Deaf student requests videos for her class be captioned. University captions those videos. (accommodation)
- Accommodations meet specific needs of that specific individual.
Section 508

- All Electronic & Information Technology (E&IT) is required to be accessible.

- Fax Machines
- Printers
- PDAs
- Computer software
- Phones
- ATMs
- Videos
- Web pages
- Intranet
- Distance Ed content
- Scanners
- Copiers
- Computers
- Computer operating systems
- Information kiosks
- Multimedia
- World Wide Web
- Internet
- Portals
- PDF Documents
Section 508

“(c) All training and informational video and multimedia productions which support the agency’s mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.”

- Under 508, captioning is required whether or not deaf students will be in the class. (access)

- Campus responsibility:
  - Buy captioned materials to begin with or
  - Caption materials before first classroom use
Other Laws

- **Americans with Disabilities Act of 1990 (ADA)**
  - Private and public entities must provide equal access to the public – including captioning.

- **Telecommunications Act of 1996**
  - Most television broadcasts must be captioned
  - Major newscasts require real-time captioning
    - Administered by FCC (Federal Communications Commission)

- **PLUS – Individual State and local laws**
Copyright

- To guard against copyright infringement, seek permission to caption.
  - Determine ownership
    - Check the video itself
    - Try the Internet
    - Establish a paper trail
    - Ask for blanket permission

- What about Fair Use?
  - Gray area. Check with your Legal Counsel
Christopher Keveny

- Manager, Media Services and Real-time Captioning
  - Teleperformance RapidText
REALTIME CAPTIONING:

- **CART Communication Access Realtime Translation**
- On-Site or Remote
- Broadcast Captioning
- Stenographer – Close to verbatim
- Raw or lightly-edited text sent to client after the class or event.
VIDEO CAPTIONING:

- AKA “Offline Captioning”
- Verbatim text, synchronized to the audio.
  - Includes sound effects
  - Phrases “chopped” intelligently
  - Always in the same language as the video.
    - Subtitles: translation of video to another language.
- A transcript alone is not equal access
Definitions, Cont’d

- Closed captions:
  - Captions can be turned on and off

- Open captions
  - Captions cannot be turned off.

- Un-edited automatic captions (YouTube)
  - Based on voice recognition.
    - No punctuation. Phrases broken at random
    - Often contain many errors.
  - Often do not constitute equal access.
Video Formats

- Video Formats
  - Standard Definition / High Definition
  - Windows Media Video, Flash, Mov, Etc.
  - Physical Media (VHS, DVD) vs Digital files
- Differences in delivery models
  - Caption Text File
  - Captioned Video
  - 3rd party site upload, such as YouTube
- Hosted Web-based delivery
Amy Quillin

- Director, Student Accessibility Services
- Kent State University
Assumptions and Leverage

- Assume: faculty and administrators WANT to comply with accessibility mandates, but may be unfamiliar with the process or the “how to” ... wanting and doing are 2 different things.
- Need to educate and offer training & resources on the “how to’s”
- Leverage: it’s the right thing to do; university policy (non-discrimination); strategic plan (Provost, President, etc.); promises to students/parents (marketing); cost of business (recruiting and retaining students); lawsuits.
Challenges for Some Administrators

- Not always aware of scope, e.g., SAS responsibility (for specific students with disabilities) v. publically accessed university websites.
- Competition for resources – money, time, personnel.
Campus-wide Accessibility Committee

- Campus accessibility committee
  - Original charge by three Vice Presidents.
  - Wide university representation (all divisions represented except for three).
  - Initial funding (this was key!)
  - Meets monthly.
  - Sub-committees: physical, curricular, cultural (typically meet monthly).
- Some results:
  - IT accessibility audit.
  - Procurement language re: accessibility.
  - Accessibility incorporated in Provost goals.
  - Establishes “ambassadors”.
  - Provides some level of “clout,” e.g. Faculty Senate.
More Options ...

- Ad-hoc committee re: recent EIT lawsuits.
- Human Resources training – Beyond Compliance.
- Climate Study.
- Trainings, presentations, face-time with faculty & staff.
A Few Campus Partnerships

- Faculty
- Deans/Directors/Chairs
- Office of Continuing & Distance Education
- Academic Success Center
- University Marketing & Communications
- Parking Services
- Academic advisors
- Grounds & Maintenance
- University Architects
- Psychological Services
- Ombuds
- Residence Services
- Others ...
Justin Louder

- Assistant Vice Provost, eLearning &
  Assistant Professor of Practice
- Texas Tech University
A Student Run Captioning Lab @ TTU

- 4 Undergraduate Students
- 20 hours a week each
- Trained on best practices for captioning found in the Described and Captioned Media Program’s (DCMP) Captioning Key
- Utilize Camtasia
- Challenges: Accents and Technical Lectures
Captioning Levels of Support

Level 1
- Videos less than 10 minutes
- Faculty or Staff caption videos utilize free or low cost software available to the TTU community

Level 2
- Videos more than 10 minutes but less than 30 minutes
- Course may not have more than 10 videos
- Internal Captioning Lab Service provided by TTU Worldwide eLearning

Level 3
- Outsourced 3rd Party Captioning
- Videos longer than 30 minutes in length
- OR videos less than 30 minutes if the course uses more than 10 videos in a semester
Budget Issues

- Hard to do a line item budget for captioning because of the unknown.
- What TTU has done is to provide some central funds for the first year of this project to allow a working group of faculty and administrators to develop a long term funding policy.
Questions from the Audience
Tole Khesin

- VP of Marketing
- 3Play Media
Benefits

- Accessibility for hard of hearing

48 Million

Americans with hearing loss
Benefits

- Accessibility for hard of hearing
- Better comprehension

80% of people who use captions don’t have hearing disability
Benefits

- Accessibility for hard of hearing
- Better comprehension
- Flexibility across different media, devices, environments
Benefits

- Accessibility for hard of hearing
- Better comprehension
- Flexibility across different media, devices, environments
- Interactive video search

97% of users said searchable transcripts enhanced experience.
Benefits

- Accessibility for hard of hearing
- Better comprehension
- Flexibility across different media, devices, environments
- Interactive video search
- Search engine optimization (SEO)

7.3% Increase in views from captions
Benefits

- Accessibility for hard of hearing
- Better comprehension
- Flexibility across different media, devices, environments
- Interactive video search
- Search engine optimization (SEO)
- Reusability

50%

Students who use transcripts for study guides
Benefits

- Accessibility for hard of hearing
- Better comprehension
- Flexibility across different media, devices, environments
- Interactive video search
- Search engine optimization (SEO)
- Reusability
- Translation to foreign languages
Benefits

- Accessibility for hard of hearing
- Better comprehension
- Flexibility across different media, devices, environments
- Interactive video search
- Search engine optimization (SEO)
- Reusability
- Translation to foreign languages
- May be required by law
Must-Haves

- >99% Accuracy
- Consistent turnaround, deadline compliance
- Standards and quality
- Video formats to support your video players
- Hardware compatibility
- Integrated workflows
- Reliable support
Nice-to-Haves

- Account system
- Format conversion tools
- Caption encoding
- Caption placement
- Caption editing interface
- Tools to caption YouTube videos you don’t own
- Video search tools
- Tools for difficult content
Questions from the Audience
Justin Louder

- Assistant Vice Provost, eLearning & Assistant Professor of Practice
- Texas Tech University
Decisions, Decisions!

- Caption the videos in-house?
  - Who will do it? How?
- Outsource?
- Who will pay for it?
How to get there...
Discuss with and Educate Faculty

- Why should we do it?
  - Benefits ALL students
- Compare captioning to curb cuts in sidewalks, at first seen as a burden but now it is second nature.
- Allows for a teaching pedagogy discussion
  - Using video because you have to?
  - Using video because you want to say you are?
How to Prioritize

- **New Videos**
  - Buy captioned when possible
  - Caption prior to first showing

- **Legacy materials**
  - First caption videos in classes with deaf students
  - Caption most-used videos
  - Caption videos for core classes
Additional Resources on Accessibility

- WCET Accessibility Issue Page
  - wcet.wiche.edu/learn/issues/accessibility

- 3Play Media Accessibility Webinars
  - http://www.3playmedia.com/how-it-works/webinars/

- AHEAD (The Association on Higher Education And Disability):
  - https://www.ahead.org/accessibility
Contact Information

- Kathy Furlan, Teleperformance RapidText
  - 800.234.0304 x. 47124 | Kathy.furlan@teleperformance.com

- Christopher Keveny, Teleperformance RapidText
  - 818.848.6500 x. 46802 | Christopher.Keveny@Teleperformance.com

- Tole Khesin, 3Play Media
  - 617.764.5189 x. 103 | tole@3playmedia.com

- Justin Louder, Texas Tech University
  - 806.742.7227 | Justin.louder@ttu.edu

- Amy Quillin, Kent State University
  - 330.672.8036 | aquillin@kent.edu
Learn More and Stay Connected

Visit the WCET’s Connect, Learn, Advance services on our website:
- [http://wcet.wiche.edu/](http://wcet.wiche.edu/)

WCET Annual Meeting
- November 11-13, Denver, CO
  - [http://wcetconference.wiche.edu/](http://wcetconference.wiche.edu/)
  - Numerous sessions on accessibility including an in-depth session:
    - Call to Action: Accessibility in Higher Education.
Learn More and Stay Connected

Register for upcoming webcasts
wcet.wiche.edu/connect/webcasts

September 24: Promoting a Culture of Accessibility for Online Students

September 29: Accessibility Lessons Learned

October 1: Identify Authentication and Secure Proctoring

October 22: Learning Relationship Management
Additional Information and Resources

▪ Access to the resources discussed during this webcast, including the archive, will be available next week.
  ▪ [http://wcet.wiche.edu/connect/webcasts](http://wcet.wiche.edu/connect/webcasts)
Thank You to Our Technology Provider
Thank you Supporting Members for your commitment to WCET and e-Learning

- Colorado State University
- Cooley LLP
- Lone Star College System
- Michigan State University
- University of Missouri - Columbia/Mizzou Online
- University of North Texas
- University of West Georgia
Thank you WCET Annual Sponsors

- Civitas
- Pearson Learning Solutions
- Realizelt
- VitalSource
- Blackboard
- SoftChalk
- Zybooks
- StraighterLine

Learn about Sponsorship Opportunities:  
http://www.wcet.wiche.edu/sponsorship