

Transcript for Teaching Talk #3: What is Accessible Multimedia?

Dale Lackeyram: Good afternoon and welcome to the Office of Teaching and Learning Teaching Talks. I want to start off by acknowledging that we are on, that we're in different spaces and places that are governed by different treaties and relationships of the land. In particular, now and with the current social issues we are experiencing, The Dish with One Spoon covenants and our collective responsibilities to each other asks us to consider how we enact peace, friendship and respect in our daily lives and actions.

As we continue a series of webinars, we've hosted a number of informational webinars. Today we're shifting gears a little bit to delve into more instructional based webinars. As we prepare for our courses and the fall semester, we sometimes wonder where to begin and in this process, we usually look to a good place to start is usually with our students. And with that I'm just gonna share my screen with couple of slides to get us ready for today's guest speaker.

And thinking about where to begin, starting with our students is usually a good place to start. Thinking about our students.

What they enrolled in?

What the course is like?

How does that course serve our students' learning?

How's that it's, how does it serve us?

Was it a required course?

Is it something that is an elective?

Is it a prerequisite for another course?

And then we can also think about other elements that our students might be experiencing, such as where their location, their geographic locations, their time zones and whether or not they have access to the internet, for example, which is becoming a critical point of access for us to consider. Thinking about access and how we prepare for transferring information and interacting with our students in a remote setting, we might have heard about concepts or things like Universal Design for Learning, Universal Instructional Design and Universal Design for Instruction and so on.

Some of you might have seen this particular graphic that looks at seven different dimensions of Universal Instructional Design on our website. Many of you might have come across the information about how the brain works and how that influences, how we design to enhance learning based on how the brain works.



Dale Lackeyram: In essence, most of these different frameworks around learning and instruction and how we apply design principles really distill down into three critical things for us to consider as we prepare our courses.

How do we think about multiple means of representation that would allow our learners a variety of ways of acquiring the information or knowledge that we are sharing with them.

How do we provide multiple means of expression to provide the learners a variety of ways of demonstrating what they know.

And lastly, multiple means of engagement. How do we continue to engage in a variety of different ways our students in the remote setting that may enhance the challenges that might be facing and that been minimized, I should say, the challenges that they might be facing and increase the motivation that for them to learn and thrive in this setting.

It is with a great great pleasure today that I would like to welcome Marinette Fargo, a Digital Accessibility Analyst in CCS, who will start off our conversation in this area of accessibility by examining, discussing with us the use of digital content for teaching and learning and how accessibility factors into that. With that I will pass things over to Marinette and I thank you all very much for your attention.

Marinette Fargo: Hi everybody. I'm pretty sure I'm off mute. Good, I can see captioning so that's a good sign. You'll see today that I am using an auto caption feature. This is the tool built within PowerPoint. A number of different teaching platforms will have this tool. It will need some cleanup for accuracy, but now that we're all using it so much more, it's really come a long way since people have moved primarily remote so that's that's really going to be a help along the way in September.

As Dale said, I am the Digital Accessibility Analyst at CCS and we have a team of two students. So any issues that you have with your content that is digital, you're welcome to contact us for support as well as the library accessibility services and I believe teaching their classroom tech support can also provide some assistance with technology that you may need. Sorry just get into the next one. Here we go.

So what are some of the video accessibility issues that you may encounter? One is when users can see the video but they can't hear the audio. So that could be someone who's hard of hearing, but it could also be someone who's on a bus or maybe like in a room where they can't have the sound on because it would be disruptive. There's a number of benefits to using assistive or accessible tools because there's just productivity wise, so many of us that benefit from having an alternative method of getting the content.

Marinette Fargo: Users can hear audio but they can't see the video. So this would happen with somebody maybe who is blind or it could be somebody who's listening to something while they're jogging or they could be cooking in the kitchen.

Users that can't see or hear video or audio. So this could be a user that is both deaf and blind. It could be a user that has low connectivity and so they are trying to access the content but if it's in video alone, they may not be able to. And then also users who depend on high contrast, custom colour scheme, keyboard-only, a screen reader, or speech input. So these can be, again, used as productivity needs. They can also be for people who have mobility accessibility needs and they're unable to navigate using a mouse. So these are the main things that we want to consider when we're considering video accessibility and how to be inclusive for all of these needs.

Captions and transcripts are primarily a learning aid and not necessarily an accommodation. So although we're doing it as an accommodation, you can see from these statistics that a lot of students use them as a learning aid. A lot of students will also use the transcript or captions as kind of their note-taking tools and not even registered with accessibility services. So you really are benefiting a number of students that wouldn't necessarily have these additional tools if you weren't, being including captions and transcripts and also because it's legislation.

So I know most of you are familiar with the AODA, that's the Accessibility for Ontarians with Disabilities Act and under that, there's a section called the Integrated Accessibility Standards Regulation. We are talking about captions for within the communications section and in order to make our video and audio content accessible, we must have captions that are accurate and synced properly. We also must provide a descriptive transcript. So what a descriptive transcript is is everything that would be in the video, in auditory but also things that would be required in context that may be off the screen.

Also a descriptive transcript includes speaker identification. It could include descriptions of things, like I said, that are in context and important to the visual. So transcript can't just be the caption file. And we are required to be accessible according to the web content accessibility guidelines and that's a global guideline and our next, I guess kind of target date is June 21st, or sorry, June 1st 2021. And at that point in time, January 1st I'm sorry, at that point in time everything, that is going on the web that is public facing must be accessible to a AA standard. Now there is an exception in our AODA. We do not need to caption anything that is happening live, however, if it is pre-recorded, then it must include captions and I know in the United States they have to provide audio descriptions. We don't have to provide that.

Marinette Fargo: Audio descriptions is a separate file that will describe what's happening on the screen during pauses of the video or they pause the video to play that. We have those two exceptions. Additionally, under the Educational and Training Resources exception, we must provide accessible content upon request. So, the AODA is currently under review and it's strongly suggested that all content on the web be made accessible, whether it's intranet or internet, but at this point in time, we only must ensure that if it is externally public-facing that it is accessible. But it is important to remember that if somebody makes a request to have it in an alternative format, we must provide it in a timely fashion and oftentimes that can be very problematic to get taken care of.

It's best to try to design it with accessibility from the get-go. So basically what all that means is that, like I said, your video and audio content must have accurate captions, a descriptive, text transcript or audio description, and you must use an accessible media player. So here I'm not sure exactly what the media player is in CourseLink but we want to make sure that the user can access all the controls using the keyboard only. If they are unable to use the mouse, then they can't pause play rewind, even activate it to start. So we recommend considering a hybrid solution and what that means is that anything that is like a brief video, usually less than five minutes, you can caption it in-house and consider outsourcing longer files to a professional captioning service.

So in-house production cost for one hour of content, can cost approximately \$237 and that's because of the time that you would have to put in to accurately get all of the text corrected and then sync it and then upload it back into the video. So if you're doing this all the time you can do it much quicker obviously, but this is none of our full-time jobs. So small short simple videos you can consider doing in-house and unless you have a position in your department or a student who's going to be doing captioning exclusively, it's probably a good idea to consider an external company and I have a number of companies that I can recommend and that we have had past successes with so feel free to reach out to us at darc@uoguelph.ca if you want any of those contacts.

External production cost for one hour of content can be approximately \$75 - \$180. Also it's usually between \$1 and \$3 U.S. per minute depending on the different features that the production companies provide. So a caption versus transcript. What is the difference? Well a transcript is a text version of a video. Again, that includes all of the meaningful descriptions that are in the video. We want to make sure that we have accuracy in spelling and grammar so that it's easy to read.

Marinette Fargo: Speaker identification, non speech sounds and punctuation and it should be done verbatim. Captions are broken up into caption frames. We try to have no more than two lines per frame. You want to have a clear easy-to-read font and you want to make sure that your caption placement is not obstructing any of the video contents taking away from, taking away from its impact. So each caption frame must be read in sync with the video as well and there is an industry standard that captions must be at a 99% accuracy rate.

Multimedia Transcript and Described Video Tips. So oftentimes this can be really difficult to try to think about, just like adding alternative text to an image, what content you should be including. So you can start by asking some of these questions like what does the viewer need to know? Describe only what's on the screen. Don't try to describe your own perceptions of it. Describe where unidentified sounds are coming from and only describe them if they are pertinent to the content. If it's something like somebody on the other side of the door is jingling keys but it's not really important to the context of the video, you don't have to describe that. One of the things that I see all the time and you probably do on Netflix is I will see "dog barking in distance" and it's in it you know some videos I'll see it come up five, eight, ten times in a half-hour show and there's no reference to a dog at all in the show. That's something that is just clutter and would not need to be included. We call those ones crapions.

Make sure you include credits, subtitles, and captions and identify a distinction between the description and the video's audio using the square brackets. So what happens if you don't have a captioning budget? Well I think now is a really good time to request one. So as I mentioned before, external captioning companies ranging cost from \$1 to \$3 per minute U.S. dollars. We do also work with AI media, they're in Toronto and I believe we've negotiated a \$1.50 per minute rate with them. So you can again reach out to me if you would like contact or to be connected with them.

Audio description, the cost ranges between \$9 and \$75 per minute and that is because it's so heavily involved, describing everything that's on the screen and that is only required if it has been made by specific requests as an accommodation. So again just remembering the cost of if you're going to ask for budgeting for this, remembering the cost of what it would be in-house and that it can take such a long time to also go back and add all of the non-audio elements when you're creating the transcript. And I mentioned before that the industry standard is a 99% accuracy rate and going below this rate causes significant reduction in comprehension, of comprehension and accessibility and in particular with students who have any type of attention deficit, they can get really distracted by the inaccuracy. So if a word is typed incorrectly, identified incorrectly, they can get hung up on that and very quickly lose what follows.

I have a quick video before I take any questions. I just wanted to give you kind of an experience of what it is like to have a video that you have no idea what's happening versus a video that's been made accessible. So they're each only about 30 seconds. And then this is one that many more of us will be able to understand. Well hang on, should be one that many more of us will be able to understand. All right so I am able to take any questions that you may have.