

**ZEREN EDER:** Welcome, and thanks for joining us today for the Accessibility Strategies for Educational Online Video webinar. This webinar is sponsored by 3Play Media, which provides closed captioning and transcription services. For more information, please visit [www.3playmedia.com](http://www.3playmedia.com).

We are very fortunate to have our presenters, Patrick Wirth and Haris Gunadi, with us today. Our friend from 3Play Media, Lily Bond, will be moderating the chat window and collecting your questions to be answered at the end of the presentation.

And we'll start. I will hand the microphone over to Patrick to start today's presentation. All yours, Patrick.

**PATRICK WIRTH:** Hi. Thanks, Zeren. I appreciate that. So my name is Patrick Wirth, and I'm the director of Media Services for UW Extension, Continuing Education. Today I'm just going to give a high-level overview of our subtitling and transcription policies, uses, and workflows.

So a little bit about myself. I've spent over 20 years now working in various facets of e-learning, from graphic design to programming to instructional design and even animation. Today, I have the great privilege of leading a team of designers, videographers, and developers for UW Extension.

So a little bit about UW Extension, Continuing Education. We serve all 26 UW system campuses across the state, as you see there on the map in various forms. Our primary mission or one of our primary missions is to develop collaborative degree programs. Currently, we are running six degrees with two more Master's Degrees coming this fall in Data Science and Health and Wellness Management. We are also celebrating our one year anniversary of launching our first competency based education degree.

I would say we're trending towards offering more CBE degrees and Master's level degrees. So a little bit about the presentation agenda today. I'm going to give a high-level overview of Extension's accessibility policies and procedures. I'll talk a little bit about the media team's subtitle and transcription implementation, discuss UW Extension's strategies for addressing accessibility moving forward. And then getting into showcasing some creative uses for transcripts and subtitles for both our online courses and some of our marketing initiatives.

All right. So there's a lot of policy jargon on this slide. I think the two key takeaways for this

slide is that UW Extension complies with section 508 of the Rehabilitation Act of 1973. We are also striving to meet W3C guidelines by establishing minimum standards for our media publishing. And this all began way back in October of 2001 for us.

So breaking down the W3C requirements a little further, specifically guidelines 1.2 and 4.1, since those are the most relevant and critical for my team. These are the guidelines that have been mandated by policy. So with guideline 1.2, what that entails is providing synchronized alternatives for multimedia.

So from my perspective, implementing subtitles with our videos. Digging a little further, 1.2.1 states that captions are to be provided for all pre-recorded videos. Now with guideline 4.1, the objective is to develop media and transcripts that work properly in assistive technologies, screen readers. So going forward, I'm going to show you how we meet these guidelines a little later in the presentation.

All right. So why does UW Extension care? Well, accessibility design supports our mission by providing access to all of our online education materials to all of our students. Accessible design is law. As a higher education institution, we are legally obligated to design media that is accessible for all students. And this points back to the Rehabilitation Act.

Accessible design also allows for better searching of multimedia. So specifically, on the marketing side, subtitles are read by YouTube and Google. So making videos more searchable and potentially leading to higher rankings for your videos-- so if you're looking to improve the reach a video campaign, one thing that we subscribe and has helped us-- I highly recommend reading 3Play Media's SCO blog series for more information on that particular topic.

All right. So a little bit about my team. Our structure differs from other organizations. Typically, media developers and graphic designers are members of either a marketing group or an instructional design group. In our organization, it has been separated out into a unique team that supports both of these business units.

So we work with ID to plan and develop engaging media pieces that help or support their instructional strategies. Some examples include course introduction videos, virtual field trips, narrated presentations and animations. We also work with the marketing team to plan and develop engaging media pieces that really help sell our programs and funnel prospective students to our websites.

Some of these examples include short documentaries, faculty testimonials, and animated stories and ads. A little later in the presentation, I'll show you how we're using 3Play Media transcripts to assist with the project editing of our Student Stories series. All right.

So video subtitles. As an organization, we provide video subtitles for all videos used in our online courses and marketing pieces. We developed a custom video player that allows our users to toggle subtitles on and off, although this is common for all players across the industry.

Students can also access these subtitles through keyboard controls. So we're always heavily considering the user experience when we design and develop our players, specifically from an ADA perspective. So I wanted to just give a very high level overview of our subtitle implementation workflow. The first thing we do is upload our video to our streaming server.

Next we upload a low res video to 3Play Media. And from there-- so typically, it takes two to three days to turn around transcripts and subtitles. And when we get the subtitles back, there are a variety of downloadable options to select from.

We personally utilize web VTT files, or Web Video Text Tracks. The VTT file is a plain text file that includes information about the video, including time codes, subtitles, descriptions, chapter information if that's applicable, and then additional metadata about the video. Support for this format is growing quickly. Google Chrome, Firefox, and Internet Explorer 10 browsers provide native support for VTT implementation and HTML5 video playback.

I'm highlighting HTML5 because that makes our content accessible on mobile devices. So I would say over the past year and a half, we've moved away from Flash and into HTML5 development. Next we upload the VTT file to our web host. And finally, we embed our media in our learning management system, which is Desire2Learn.

Our players can be configured to stream our videos and pull the proper subtitles based on the way we set up our directories. However, we are moving in a new direction. UW system conducted an RFP and signed a two year contract with Kaltura to host video content across all 26 of our campuses.

So for those of you not familiar with Kaltura, it's a video platform that allows content owners to publish and manage videos and other media-rich content. We also like it because it has a robust analytics engine. So we can evaluate our media usage by students. And quite frankly,

that's something we haven't been able to do before. So we're excited about the potential this provides.

So our future workflow is going to be streamlined even further. Our first step is to export video using a 720 YouTube preset in Adobe Premiere and then uploading that video to Kaltura. So what's nice is 3Play provides a round-trip integration with Kaltura. We link our Kaltura account with our 3Play Media account. And what this does is it enables an automated workflow for adding subtitles to our videos.

Our videos are transferred directly from Kaltura to our 3Play Media account for processing. And what I love about this is after our subtitles have been processed, they are automatically sent back to Kaltura, our Kaltura account, and added to those course videos. So this process is much more automated and helps with scalability for future course development.

And then the final step is we simply grab the Kaltura embed code-- and this is very similar to what you see on YouTube-- paste that into D2L and voila. As you can see, the process is much more streamlined for subtitle implementation.

So that's video. Another primary media component used in our courses is what we call narrated presentations. As you can see in the bullet points, our player allows for mixed media. So what that means is, for instance, one slide may be a video while the next slide is a quiz item. And then the slide after that could very well be a static graphic with audio narration.

We love this. This gives our faculty a lot of flexibility in terms of developing their content. And because it's all consolidated in our player, students don't have to jump around in the course. And as you can see, it's being heavily used. Almost 80% of our courses leverage our narrated presentation player.

And this is something I'll share links to at the end of the presentation as well. So with each of our narrated presentations, we provide a transcript and audio download. Our transcript and audio downloads are always located in the lower right hand side of our media player interface. And so what this allows is for students to download a podcast version of our presentation along with the transcript.

And what we're finding is many students leverage this feature for studying offline when they don't have access to Wi-Fi or to the internet. So here's a closer look at narrated presentation transcripts. So it's mandated that all of our narrated presentations provide a downloadable

transcript for students.

These transcripts are screen-reader friendly, and we follow a pretty strict protocol for assembling these that I'll get into on the next slide. But as you can see from the screenshot, each page consists of a slide image at the top along with the corresponding narration below. So it almost serves as a textbook, so to speak, for students if they choose to leverage these.

So I lied before. I'm going to get into the workflow within Word a little later. So our transcripts implementation-- the first thing we do is upload our presentation project to our web host. And from there, next we upload the presentation MP3 files to 3Play.

Now because the presentation is a series of MP3 files and or videos-- again, getting back to the mixed content-- the lead developer must assemble everything into a single audio file for upload. This is also the same file that students can download as a podcast.

So once the transcript is ready, we download a plain text file that includes really no formatting. But it does have paragraph breaks. Next our developer assembles a transcript in Microsoft Word, combining graphics and text. And from there, we export to a PDF file.

Once the PDF file is exported, we upload it to our web host. And then the final piece is again embedding that presentation into Desire2Learn, our learning management system.

So assembling transcripts. So I gleaned over the details of how we construct a transcript. But the workflow entailed took quite a bit of thinking when we originally tackled this task.

To make things screen-reader friendly, there are specific tasks that we follow in Microsoft Word. One, there are settings to enable text access for screen reader devices. And we have to make sure that that's enabled. We also use built in styles and formatting to mark up headers and lists in our documents. And this provides structure to content visually and when it's read aloud by a screen reader.

Finally, we add long descriptions where appropriate in our slide graphics. And this is especially critical with complex graphics showing data, processes, workflows, any sophisticated information that requires a long description.

And then transcript usage. So we conducted a survey of our Sustainable Management students. And what we found is that nearly 50% of our students that were surveyed or that answered our surveys are using transcripts as study aids. What we have found is that they're

printing and highlighting the transcript as the instructor presents the content. And some students have almost relied exclusively on the transcripts, so skipping the presentations, going directly to the transcript download, and using that, again, as a textbook.

And what we found is if one of our presentations or lessons is missing a transcript, students get back to our tech support pretty quick. So it's indicative of how important these are to our students. So one thing we're trying to do is stay on top of accessibility at Extension and making sure that we meet quarterly to discuss issues and solutions.

So what we've done is assembled a team that consists of an instructional designer, a student services person, an application developer, and a senior media specialist. And again, the objective is to kind of brainstorm and strategize online accessibility issues and solutions. But one key component is reviewing the impact of LMS and other technology upgrades.

So what impact does that have on ADA? And they report back to the larger teams with their findings. And then for future work, they're working closely with campuses to develop a best practice guide on accessibility integration.

All right. So how are we using transcripts with our marketing team? Well, my team has been tasked with creating what we call Student Stories to highlight success stories of our alumni. What we typically do is interview students. And on average, these interviews last around 45 minutes. Our goal is to actually whittle that interview down to a two- to four-minute video.

So to improve the efficiency of this task, my team of videographers actually developed a pretty cool strategy. What we do is we submit the interview audio or video for transcripts. When the transcripts are ready, we download what's called a stamped document. The stamped document contains paragraph breaks and corresponding time codes in the document.

What's great about this is it allows my editor to construct a story without having to even open up a video-editing application. And because the stamped document contains these time codes, the editor knows exactly where to find that footage on the timeline in Adobe Premiere. So it makes for quick assembly of edit in Adobe Premiere.

What we typically will do then is once we've assembled the script, we share it with the marketing team to ensure that our message is on point. And ultimately, this has reduced our editing time by over 50%. And it's really streamlined our workflow for developing new Student Stories moving forward.

All right. So that concludes my presentation. So what I've got here-- I'm providing URLs to our GitHub account, which contains all of the players you saw today as open education resources. And so I encourage you all to take a peek, perhaps download and try our suite of free products. And we also provide pretty thorough technical documentation to help troubleshoot.

And so with that said, I'm going to hand it over now to Haris. And Haris, the floor is all yours, sir.

**HARIS GUNADI:** Thank you. So my name is Haris Gunadi. I am the alt media specialist at Portland Community College. A little bit about myself. I have worked in disability services for about eight years, six years at Oregon State University and two years at my current campus, which is Portland Community College.

Primarily, I'm responsible for making alternative formats such as Braille, e-text, and video captioning. Today I'm going to be giving a short presentation on our process.

So a little bit about Portland Community College. We have approximately 90,000 students in four campuses and online learning, e-campus. Similar to UW, we have Kaltura to store our media. And we are utilizing D2L for e-campus learning.

As for requests, from Winter 2014, January, 2014, to Fall, 2014 or December, 2014, we have approximately 1,387 students requesting for accommodations. Out of this, we have 74 students requesting communication access for services in 361 classes, online and face to face. 49 students requested captioned media in 239 classes.

So about our staff. We have one FTE program manager for on campus classes, which is me. We have 0.5 FTE program assistant dedicated to video captioning. So this person is responsible for finding out if the captioned media is already available somewhere else and also helps us to get copyright permission from the publisher sometimes.

0.3 FTE program assistants dedicated to online learning. This person's responsible for assisting faculty to get their video captions on D2L. We have about 0.2 FTE reserve support within my group. They can help with e-text, braille, and also video captioning as needed. We also have one FTE e-campus online accessibility specialist.

As for numbers, we approximately have-- in one year, we have about 6,365 minutes with video captions. A lot of them still, surprisingly, are DVDs and VHS. But there are more and more

videos now that are being sent to us from YouTube for example and other online resources.

Well, let's talk about the dreams I had when I started this job. Instructors submit a list of video requests with due dates and sources where they got this video. Instructors contacted our department in advance to get video captions. Well, reality is instructors have a syllabus ready by the first day of the class. 50% of the instructors do not know what videos they will be showing in class.

So between PCC and the instructors, there are common misconceptions in the past. Too much additional steps for instructors to get videos captioned. Disability Services cannot handle last minute video requests. It's difficult to show captioned videos on a multimedia console in the classroom. For example, when you have DVDs, VHS, sometimes the closed captions are not showing up just because it is not set up properly, for example, or the instructor does not know how to turn on subtitles in the DVD.

So what we did is we had an outreach to our instructors. We realized the importance of working closely with them. And we tried to notify our instructors in advance. In some cases, we called the instructor to explain the process of video captioning.

I told them all the time, the only thing they need to do-- send us the video list as soon as you know what you're going to be showing in the classroom. And I told them, within one business day after we get the list of the video and the sources, we will be able to send you the link to this video while we are waiting for the video to be captioned by 3Play or our internal process here.

And I also assure the instructor that last-minute video, as long as it's not long, as it's not like a 50 minute or a 60 minute video-- typically, it's like less than 10 minute videos-- Disability Services can handle them. Turnaround time is about three to five minutes for each one minute video.

We always encourage our instructors, unless the event just happened, we would like them to notify us at least one business day. As a result, after we implemented with 3Play for over a year, I guess, now, the instructor realizes the process is really easy. It's not burdensome at all.

And the instructor liked how we store our videos in 3Play, and we put them in one place for him where they can access it any time. And as a result, the instructor contacted us like, hey, we have more videos that we want to caption. And I said to them, look, we sometimes have

downtime at the end of the term. We can definitely help with the captioning. The timeline is not a guarantee.

We definitely want to make sure this video is going to be used in multiple terms ahead, basically durable videos. And we don't mind working with them and trying to caption tons of videos. We work with the math instructors. They have a lot of math videos that are posted on YouTube. And some of them are D2L.

We help them with captioning those video because we know a lot of students are actually watching those videos and get help, get a lot of results back from watching those videos online outside the classroom.

So what we had is-- when we choose the third parties like 3Play, we had a couple challenges. We have limited staff resources. I have myself and our staff in the office. Also, how to tackle turnaround time for long last-minute videos? And also, we are also working on how to streamline our processes from getting the videos to send the instructor the link.

Benefit of choosing third party companies like 3Play-- you will be able to put more resources to contact instructors. The option to do in-house captioning is available for short videos or last minute videos. We were also able to work with 3Play to get specialized players to include an interactive transcript. That's what we liked when we chose them.

The basic workflow that we have here-- students submit their accommodation requests, e-text, braille, captioned videos, through our online management system. The instructors are contacted before the term starts or during the terms. And accessibility aides will find whether the videos are already captioned or the transcript can be found online.

If it's already captioned, our aide will provide an instruction on how to turn on the CC function in the multimedia console or use VLC Player. If it's available for purchase, we usually purchase the video instead rather than captioning them. If it's an audio-only media, we'll provide the transcript to students directly. And depending if the instructor wants to post it online, we can also provide that transcript online.

So part of the workflow that we have is how long it takes to get the video captioned. Usually, I will say, about 10 to 70 minutes to get a video captured from YouTube. And then as work for VHS, a 60 minute video will take 60 minutes to get it. When I say YouTube, sometimes you have videos that we actually have to capture by screen just because some of the download

software that we have does not allow us to download the video.

And we have to capture the video itself manually. And also a DVD recording, usually we can turn it into a digital format within 15 minutes. And when we're done with those captioned videos, we upload them to Kaltura. Usually about 30 minutes to get the links done and to get it processed by Kaltura.

So our process is always-- we get the instructor link as soon as we upload it to Kaltura. We don't have to wait until the last minute, and we forget. So it usually takes about one business day to get the instructor link. But no more than two business days. And the instructor-- we remind the instructor the video link is only available for a limited time basis because of copyright.

And this is one example of videos that we have with Kaltura and 3Play Media where you can navigate from a transcript. And this is the player that we work with them. And the instructor likes it just because they get a lot of the links in advance. So they don't have to be nervous when the video's going to show up on the email.

It's always there. We always provide a page for them to click on. It's the same page that it will go to every term. And they feel like the process is much easier than what we had before. So that's all my presentation today. I'll turn it back to the moderator. Thank you.

**ZEREN EDER:** Lily, I guess you're taking over here.

**LILY BOND:** Yes. Thank you. So thank you both so much, Haris and Patrick. Those were really great presentations. And we're going to start answering some questions now. Again, everyone should feel free to continue asking questions into the chat panel. And I'm organizing those for Haris and Patrick.

To start, there have been a couple of questions about our process here at 3Play Media. So I thought that while people are asking questions, I'll go over that briefly. So first of all, the difference between captions and subtitles was brought up. Captions assume that the viewer cannot hear what is being spoken in the media, and subtitles assume that the viewer cannot understand the language being spoken.

So captions are really necessary for the deaf and hard of hearing community, whereas subtitles are really for translation purposes. And in terms of our process, someone was asking if we use an automated method to caption or whether humans transcribe the videos. And the

answer to that is really some of both.

We start out with automatic speech recognition software, which gives us a basis of the transcript. And then we have over 800 contracted editors who go through a really rigorous training process. And once we have the basis of the transcript, the editors go in, and they clean it up. And they also take into consideration things like grammar and capitalization.

And we have options for people to upload glossaries when they upload their video for captioning so that the editors can have some help with difficult words or spellings of names, that kind of thing. So then once the editor is done with their transcript, we actually have a third level of review where a QA person goes in and really checks for anything that the editor wasn't sure about.

And the goal is really to come up with a perfect transcript. So we guarantee at least 99% accuracy because of this three step process. So Patrick, there were a couple of questions about how the process works between 3Play Media and Kaltura and your experience in dealing with that.

So the questions are, how long does it take for the transcript and captions to be sent back to Kaltura and whether you IT staff needs to connect the two or whether it's an automated process?

**PATRICK WIRTH:** Yeah. So for us specifically, yes. We had to leverage IT to connect the two accounts. And the reason for that is because we don't have admin rights in Kaltura. So they had to go about doing that. As far as the turnover time, it really depends on how quickly it gets turned around at 3Play because once those captions are done, it's an automated process. It's sent back immediately.

So for us, it's been anywhere from two days to five days. Now we've had faculty submit videos quite late in the process. And what's nice is 3Play Media has a day-turnaround option as well. And we've had to leverage that a couple times. So I hope that answers the question.

**LILY BOND:** Great. Thanks, Patrick. So Haris, there's a couple of questions in here for you about copyright releases and how you get copyright releases for your video files and what the type of turnaround time is for videos for which you need to obtain streaming rights for.

**HARIS GUNADI:** Well, it depends. When we work with an instructor, it depends. If it's DVDs on the company, we

usually try to submit it as quickly as possible. But a lot of times, we didn't get a response from the publisher. And what we did is we asked the instructor, hey, what exactly do you need out of this 60 minute or 120 minute video?

If it's only 10 minutes of a segment, we'll caption that part only. And then as for-- again, it depends. If the company has divisions that handle video captioning for OPV, for example, their office is really close to my office. And we use a lot of their videos for our classes. And they usually have a contact person there that can call, and then they usually provide us with the captions.

It just all depends. I mean, if it's just online materials like news on that day, it's just going to be difficult to get the copyright. But if it's a DVD, VHS, we usefully attempt. And it may take us a week, but it depends. I mean, if the instructor just needs a 10 minute portion of the video, we only usually caption just the 10 minutes of the video instead of the whole entire video. Hopefully that answered your question.

**LILY BOND:** Thanks, Haris. So there's a question here about whether all-caps is accepted anymore as a captioning format or whether captions should be presented in sentence forms.

The best practice is really to follow proper grammar. And the easiest thing for someone to read is a sentence that is written with both capital and lowercase letters. Capitals for proper nouns, beginnings of sentences. So that's really the best practice for captioning now.

So Patrick, there's a question here about your narrated presentation module, and if you could talk a little bit about the software that you used and how that works into your process.

**PATRICK WIRTH:** Absolutely. So the actual name of the project is Storybook Plus. And you'll be able to see that on our GitHub account. And really, all it is is a collection of JavaScript files. So what's great is out of the box, it plays really nicely on mobile devices. Now, in the Fall of this year, we're actually working on a mobile-first design because what we're finding is more and more of our students are accessing our courses through their smartphones or through tablet devices.

So we're really kind of re-engineering this player to work even better on mobile devices. But essentially, it's just a collection of JavaScript files.

**LILY BOND:** Thank you, Patrick. So Haris, there's a question here for you about in-classroom accessibility and whether or not you provide on-site captioners or sign language interpreters for live classroom presentations.

**HARIS GUNADI:** Yes, we do. Students usually submit their requests in advance, so we know when to provide those-- to put up in person to transcribe the videos in the classroom or a sign language interpreter. But if it's videos that they're showing, usually we will caption it first instead of a live person.

**LILY BOND:** Thanks, Haris. Patrick, there's a question here that came in during your presentation. Do you ever have any edits to videos or audio after the transcript comes back? And if so, how do you deal with that, or how do you deal with errors in the transcript when they come back from 3Play?

**PATRICK WIRTH:** Yeah. So actually, Lily, I'm going to take a step back from the previous answer I gave with our narrator presentation. Then I'll address this one. It's a collection of JavaScript files. But in addition, there's a master XML file. And this is what an instructional designer or a faculty member will fill in to begin adding media to each of those slides. So I just wanted to make sure to hit on that.

Yeah. Oftentimes, we-- with faculty that English may be a second language or have very thick accents, we do get some errors. The other thing is we're working with very niche programs, like sustainable management and health and wellness. So some of the terminology is pretty sophisticated.

And so what our process is is-- our first troubleshooting occurs with the media developer. And what they'll do is they'll go in and they'll look for inaudibles in the transcript. And if they can fix it themselves, they'll go ahead and do that. And then what's great is it's auto updated then. I believe it's-- and actually, Lily, maybe you can help me with this.

Once you make the update, I think it saves. And then it cascades, right, across all of the downloadable items. Am I correct?

**LILY BOND:** Yeah. So our editing platform within our account system-- any edits that you make and finalize within that system will propagate to all of your output files without having to reprocess anything.

**PATRICK WIRTH:** Yeah. And that's been fantastic. Now inevitably, there's going to be times where we just don't know what the faculty member's saying. And what we'll do is send the transcript to the faculty member to have them review it and fill in the blanks.

Now, I mean, this occurs about maybe max with 5% of our presentations. So we don't encounter it often. But when we do, that's kind of the workflow we follow.

**LILY BOND:** Thanks, Patrick. And just to reiterate, we do try to provide very accurate transcripts. And we do have this editing software that should make it pretty easy for anyone who finds errors. And of course, we also do provide the ability to upload a glossary, like I mentioned, to make it even easier for the transcriptionists to provide an accurate transcript in case of difficult terms and that kind of thing.

So there's a question that maybe both of you would like to field the answer to about how you handle interactivity. So do you feel that interactivity can be emulated in a transcript?

**PATRICK WIRTH:** Well, this is Patrick. And boy, that's a great question. And I don't actually have the answer to that. But we're going to be doing a lot of research on this topic because one of the things that we are currently working on is a scenario-based learning engine. And so how we convert that to a usable transcript for a student-- we're going to be doing a lot of research around that.

But perhaps Harris has a more thorough answer.

**HARIS GUNADI:** I don't have that answer too. So that's pretty new to us, the transcript itself.

**LILY BOND:** Thanks, guys. It's a very good question and a very tough one to find a solution for, I'm sure. I think another question for both of you here is whether either of you provide workshops for instructors on how to caption their own video files.

**PATRICK WIRTH:** We do not actually. We have everything funneled through us. So all of the transcription occurs within our units. And one of the reasons for that is because with these collaborative degrees-- one of the things I didn't touch on is in a collaborative degree, we are pulling content experts, instructors from various campuses across the state.

And so that could potentially lead to a troubleshooting nightmare if we gave faculty that capability. What we found is they send us the videos, and we handle all of that in house. And it's led to quicker turnarounds for us and less troubleshooting as well.

**HARIS GUNADI:** I can talk a little bit on that. For faculty, if they want the captions to be done themselves, we usually ask if they already have a transcript that they have, for example, when that's the video that they made for themselves. We usually ask if there is already a transcript, and we will help them with getting the video transcription done too. So we can sort them all in one place using

the same processes and using the standard that we have.

If the instructor really, really wants to do it, I mean, they can definitely come to our office. And we'll show them how it's done. But most of the instructors are happy to just provide us with the transcript.

**LILY BOND:** Thank you both. A lot of the times, we're curious about your considerations for how you handle in-house captioning versus outsourcing and how you both came upon your current system.

**HARIS GUNADI:** For in-house captioning, usually we want to do it as minimal as possible. We usually-- it just depends. If it's a really short video, that's something that we will-- less than 10 minutes. That definitely we will do in house. Depending on the workload that we have too. During the beginning of the term, we usually have a lot of requests. And most of them will be done through 3Play or the third party.

**PATRICK WIRTH:** Yeah. For us, everything is run through 3Play. We just don't have the capacity to do our own captioning transcription.

**LILY BOND:** Thank you guys. Haris, there's a question kind of following up on your response about copyright, whether or not you follow the law AB 386 for receiving copyright within two weeks. If not granted within that time, you are automatically granted copyright.

**HARIS GUNADI:** I don't think we follow that AB 386. I'm not even sure if that's even applied with our state here in Oregon. But most of the-- I mean, for me foremost the most important thing is access for students in the classroom because I'm dealing with an access issue here with a student with disabilities.

Of course, we want to be prudent with what we are doing. We are not just-- we will try to submit copyright permissions. But our focus is always getting the access done first for a student with disabilities. And if we can-- again, we will try to caption the portion of the video that's only needed. And we also hide the video links from the instructor once it's done showing in the classroom.

I mean, I don't have the best answer for that. So again, it's just an access issue for me.

**LILY BOND:** Thanks, Haris. It's definitely a conflict between copyright law and captioning law that a lot of people face. And a lot of people don't quite know how to handle it either. So there's another question here for both of you about whether your offices encourage the use of captioned video

content to include in their course work or if you work with the library media centers to market captioned media for the faculty to use.

**HARIS GUNADI:** I can speak a little bit on our part here. For my part here, I usually deal with access. But in a lot of cases, when we had a presentation in the departments-- and we will tell them, one of the benefits of captions is not only for success with disabilities. It could be for more people, like students with different learning needs for example. Or students with a second language.

And there are a lot more things that you can also do with captioned video that's beneficial to you. But we encourage them, and whenever they make the course materials, they should create a transcript. Then we can help with captioning the videos much easier.

But that's something that we don't-- we tell them that providing captions is not only beneficial to students with disabilities.

**PATRICK WIRTH:** Yeah. We kind of follow the same protocol. What's interesting is once faculty-- again, they send us all of their content, and we do all of the caption and transcript implementation. But once they see it in the course, it's amazing how many questions we get about how they can do that with some of their face to face content as well if they're playing video in a face to face class. Or they've got a website that's tied to a face to face class.

So we often find ourselves consulting with them, pointing them to options, kind of giving a high level overview of our workflows and what to expect. And that's been very well received by faculty.

**LILY BOND:** Thank you both. We do see a lot of questions coming in here about copyright, just going back to that. And we actually have an upcoming webinar on copyright for third-party video captioners on April 2 with Blake Reid, who is an assistant clinical professor of technology law at Colorado Law. So that might be helpful to people, and we're happy to send a link to that.

Another question for both of you is-- I know you both mentioned kind of faculty buy-in. And if you could talk a little bit more about the struggles and solutions for handling the difficulty of faculty buy-in.

**PATRICK WIRTH:** Well for us, we actually haven't encountered too many issues with faculty buy-in mainly because again we can leverage legality. Plus, once you describe the benefits that are afforded to students when we provide transcripts, when we provide captioning, it's actually been a

pretty easy sell for faculty, at least from our perspective.

**HARIS GUNADI:** Same here at Portland Community College. When an instructor struggles to understand how the video captioning works, I usually give them a call personally and talk to them. But once they listen to the process and how it benefits the students, they usually are really easy to work with. But that's just a small amount of instructors that have more questions.

But most instructors are really happy with the process that we have currently just because it's so much easier, less stress for both our departments and the faculty itself.

**PATRICK WIRTH:** We did encounter something from a particular faculty member who was a little concerned about providing the downloadable transcripts. But again, the easy sell is just making sure that - you almost play the role of a salesperson at that point and just diligently going over the benefits that these provide to their students. And that's worked well for us.

**LILY BOND:** Thank you both. There's a question here about the accuracy of captioning for math videos. So just to briefly answer that myself, we do have a fairly strict set of standards that we have our transcriptionists follow for math content. And that's actually one of our transcription settings options, math. So that should handle most of the accuracy issues with math content.

We also try to set it up so that our transcriptionists are assigned to fields that they have a larger knowledge base in. So we do have transcriptionists with math backgrounds who can better transcribe that type of content. Do either of you have experience with what the accuracy of math content has been?

**HARIS GUNADI:** For us at Portland Community College, we have a pilot with the instructors that use Livescribe. So basically, we capture the Livescribe videos and have them sent to 3Play. And we haven't heard any complaint or any inaccuracy from the instructors themselves.

We also caption quite a bit of videos, walk-throughs by instructors to solve some of the math problems online. And we haven't encountered any significant issues with the captions. So I think it's pretty accurate, but it just depends on what kind of level of math that you have.

**PATRICK WIRTH:** Yeah. We've been very pleased from our end as well. One thing-- so with our narrator presentations, if the content is on math essentially, what we will do is when we submit for transcript, we will provide a link to the presentation. And we've found that the accuracy has been great.

So it's just another form of reference for the transcribers to leverage as they're transcribing the video. And that's worked really well for us. We've been very pleased.

**LILY BOND:**

Thanks. Someone was just linking in the chat window to an article that the *New York Times* posted today which was very topical and coincidental for this webinar today. But I'll mention it briefly because I think it will have a pretty profound effect on captioning requirements for colleges and universities.

Harvard and MIT were just sued by the National Association for the Deaf for not providing closed captioning for their videos. And again, there's a lot of question around the specific accessibility requirements for higher education. And they specifically state in the article that they're looking for more-- I guess, more of a specific requirement standard after this lawsuit.

So we should definitely follow that and see what comes of that one. And I think maybe a final question here is-- someone's asking, what department covers the cost for closed captioning of your course videos?

**PATRICK WIRTH:**

That's a great question. So for our organization, it's the Instructional Design department that budgets for transcription services.

**HARIS GUNADI:**

For PCC, we have-- it depends. If it's a face to face class, it will be Disability Services. And then if it's the online courses through D2L, that's usually Instructional Design that covers the costs.

**LILY BOND:**

Thank you both. I think that's about all the time that we have for questions. Someone asked earlier if both the recording and the slides will be available afterwards. And we will be sending out a link to both the slide presentation and the recording after this presentation. So with that, Zeren, I'm going to hand it back to you.

**ZEREN EDER:**

Thank you, Lily. And thank you very much to our presenters for all the valuable information they shared. And thank you to all of you for joining us today and adding to the presentation with your questions and comments. And a special thanks to 3Play Media for sponsoring this event. You will shortly be receiving a follow-up email with a closed-captioned version of the recording of the webinar.

And I hope the rest of your day goes well, and I hope to see you in other OLC events.