

GARY VANANTWERP: Hi, everybody. This is Gary VanAntwerp from Training Magazine Network. Let me welcome you today to a really special event, 508 Compliance-- Improving Engagement and Comprehension of Training Videos the way Oracle did it. And we're going to have a great speaker, Ben Labrum, the Senior Principal Product Manager from Oracle University, here to help explain that, and Lily Bond from 3Play Media.

Before we get started, I just want to thank 3Play Media for sponsoring today's session and making it possible for Ben to come here. They got him-- 3Play was able to get Oracle to spare him a little bit. And we really appreciate that and all the effort that's gone into it, and especially Ben putting his time and energy into this to share these ideas with us. So thank you very much to 3PlayMedia.com, and you should visit 3PlayMedia.com if you want to learn more about how video accessibility can be made easy.

So again, today our session is 508 Compliance-- Improving Engagement and Comprehension of Training Videos the Oracle Way. And to start, we have Lily Bond, the Director of Marketing at 3Play Media. So, Lily, welcome to Training Magazine Network.

LILY BOND: Thank you so much, Gary. Hi, everyone. I'm excited to be here and excited to have Ben on the line as well. I hope we have a great presentation for you.

I'm going to start us out by talking about why accessible video is better video. So I'm going to go through an overview of video accessibility and go through some terminology so that we're all on the same page. I'm going to go through the benefits of video accessibility for all users, the requirements for captioning your videos, and then I'm going to hand it off to Ben, who's going to have a great presentation.

But before we dive in, we have a couple of poll questions for you, so we can all get on the same page and understand who's on the line. The first question is, are you currently captioning? And Gary is going to put up a poll. You can respond yes or no.

GARY VANANTWERP: And by the way, if you happen to be on a mobile device that isn't displaying the poll to you, you can go ahead and type in the chat. But otherwise, we'd really love it if you'd use the polling tool. Interesting, Lily. We have about 57% saying no and a little bit less than that, about 43%, saying yes, they are.

LILY BOND: Yeah, really interesting. Sounds like we're split right down the middle. So we'll make sure to tailor this so that everyone is able to get something out of it.

And then we have one more poll before we get started. The question is, what's your biggest captioning challenge?

GARY VANANTWERP: And Jim Gilchrist said, how about captioning part of the time? That would have been a good choice on the poll, too.

LILY BOND: Yeah, some good answers coming in here. It looks like more than half of you are really struggling with the resource time that it takes to caption, and we will definitely dive into that a little bit. Other people are struggling with the complex workflows that can be involved, getting buy-in for captioning. And of course, budget and cost are always towards the top. And some people aren't sure if they have to, so we'll definitely cover the legal requirements and compliance and make sure that everyone is on the same page with what your requirements are for captioning.

So thanks so much, guys. I'm going to dive in now. And I'm going to start by talking a little bit, just quickly, about what are captions. So this, hopefully, will get everyone on the same page with some of the terminology that we're going to use in the presentation.

So captions are time-synchronized text that can be read while watching a video. They're usually indicated by the CC icon on your video player, and they can be turned on or off. And they're usually a requirement under accessibility law to make video accessible for the deaf and hard-of-hearing communities.

Captions originated as an FCC mandate for broadcast in the 1980s, but they're being used broadly across the web and through other platforms and mediums. One thing that's really important about captions are that they not only cover the speech in the video, but they also create things like sound effects. And they also translate things like sound effects and speaker identification into text, so that someone who's not listening to the audio or who is deaf or hard of hearing can understand all of the important auditory cues.

So I have a screenshot on here from a scene from *Stranger Things*. And in *Stranger Things*, there's a concept called the Upside Down. And one of the really key indicators

that we're about to have a scene from the Upside Down is that there are a lot of auditory clues. So you might hear things like the radio crackling, and you won't have any indication that this is coming from a scene like this, which is just a boy sitting on a couch looking at some papers, unless you have captions that include sound effects. So here we see the sound effect "static crackling on radio, feedback winds." And this is a really important piece of the captioning, because it helps prepare people for what is happening and it gives them an equal experience.

Another piece of video accessibility is audio description. Audio description narrates the relevant visuals in a video, and it's an accommodation for blind or low-vision users. People who are unfamiliar with audio description, it is often compared to a baseball announcer on the radio who's just giving all of the relevant visual information that's happening in the game over the radio so that you can follow the game as though you were there.

So audio description is also really important for indicating critical visual pieces of a video. And in *Stranger Things*, when we have the Upside Down, another indicator that we're about to have this scene is that there are all of these visual indicators, like the lights flickering wildly. And so on this scene, we would have someone describing this scene by saying, "The Christmas lights flicker wildly. Joyce turns around in horror." And then all of your viewers get the same experience and understand that something critical is about to happen.

GARY VANANTWERP: Hey, Lily--

LILY BOND: So I want to talk some about-- yes?

GARY VANANTWERP: Lily, can I just pose a question that Simone asked? Is audio description-- is that the same as we see when we see alt text?

LILY BOND: Alt text is a little bit different. So we would see alt text on static images. So you would include alt text on a static image, like the one on the screen now, that would say-- it would have the image source, and it would say, "A woman watching a video with headphones in text. Says video accessibility trends."

But audio description is actually a separate audio track that plays along with your video and narrates the relevant visual information as you are going. So if we were to describe

this recording, for example, we would insert audio describing everything that is visually on screen at the time codes in the video where they occur.

GARY VANANTWERP: Great, well, thank you very much for [AUDIO OUT].

LILY BOND: And I will say that those are both accommodations for the blind and low vision populations, so they're definitely related. They're just slightly separate accommodations.

Great. So to move on-- and feel free to ask any other questions as they come up-- I wanted to go through some of the video accessibility trends before we get into the law, so that we can understand a little bit more about why it's so important for all viewers.

First, to look at the video picture. More video is being uploaded to the web in one month than TV has created in three decades. So video clearly is not going anywhere, and in fact, it's really growing. It's expected that 80% of the world's internet traffic will be video by 2019, which is coming up very soon, and 78% of people are watching videos online every week. So when we see so much video being created, we have to consider accessibility.

So to look at the accessibility stats, accessibility should be a concern for every organization, because 71% of people with disabilities leave a website immediately if it's not accessible. And a great way to make things accessible is to include things like captions on your videos, make web pages screen reader- and keyboard-accessible, include sufficient color contrast, and add audio description to your videos.

So there are 48 million Americans who are deaf or hard of hearing, which is 20% of the population, and 24 million Americans are blind or low vision, which is 10% of the population. So if you're not making your videos accessible, you're really missing out on a large chunk of the American population who could be benefiting from and growing from your video experience.

And then captions on video really help improve the experience for all viewers, in addition to those who request an accommodation. So Facebook did a study on their videos, and they found that captions increased view time on Facebook videos by 12% and that 41% of videos are incomprehensible without sound or captions. In addition, Oregon State University's Ecampus Research Unit completed a study of students across the US, and they found that 98.6% of students find captions helpful for learning.

So captions are really helping all viewers experience and engage with your video.

And to show a quick example-- I'm sure people are familiar with the Facebook news feed, where if you scroll onto the video it will auto-play without sound. And there's nothing in this feed that captures your attention, because you can't tell what's going on. But if you add captions to your video, those will play in your news feed when the video scrolls, and that really captures people's attention. And this is why Facebook's saw such an increase in views, because so many people are watching video on social networks or when they're on the train, in the gym, at the library, and they don't have the access to being able to listen to the audio track.

So another trend that we're seeing is a question that I'm going to have Gary pose to the audience. What do these companies have in common? And I'm going to put this list of different company logos on the screen. Anyone who can't see, these logos are Winn-Dixie, Netflix, MLB, Harvard, Target, Bank of America, FedEx, MIT, Lyft, and Hobby Lobby. And, Gary, if you wouldn't mind reading out some suggestions from the audience, I would love to hear what people think these companies have in common.

GARY VANANTWERP: You bet. And we already have people jumping in. Ruth Wilson Learning says, all of their training is 508 compliant, maybe? Michaela says, they all have red or pink in their logo. Mary Ann says, they're all online, then, online training courses, diverse workforces, closed captioning, inclusive hiring practices. They've been sued for having a non-compliant website, provide text with their logo. And somebody asked if they're all US-based. What else? Their logos aren't compliant, Erin says. And Chad, again, says sued for not being compliant.

LILY BOND: Great. So I definitely heard the correct answer in there are a couple of times, and, in fact, the exact opposite answer in there once, which was a nice thought that they're all Section 508 compliant. But in fact, all of these companies have been sued for having inaccessible websites, and some of them specifically for having inaccessible video. And there are 1,700 other claims with the Department of Ed for inaccessible websites and learning environments.

Some examples of the lawsuits that we've seen in the last few years-- they really span across industries. So we've seen lawsuits in streaming media, against companies like Netflix, Hulu, and Amazon for failing to caption and describe their videos. In higher ed,

we've seen lawsuits against Harvard and MIT, UC Berkeley, Miami University of Ohio, Penn State, and there are just dozens more that are coming in. And there are a lot of dear colleague letters that are really helpful to read to understand what the courts are saying, and what the Department of Ed and the Department of Justice believe, the right path forward is with web accessibility for these colleges.

And then in the enterprise space, too, we're seeing more and more lawsuits for failing to have their websites and videos be accessible. Some of the recent ones include Winn-Dixie, FedEx, Target, Hobby Lobby, Blick Art Materials. And in fact, FedEx was sued specifically for having their training videos be inaccessible to the deaf and hard of hearing.

So now that we've seen one of the scary trends, which is lawsuits, I want to make sure that everyone understands what the legal requirements are and understands what the compliance should be. There are three major accessibility laws in the United States. I'm going to go through those briefly, as well as some of the standards that you should be following, and then show a Venn diagram of where different types of industries fit.

So the first major accessibility law in the US is the Rehabilitation Act of 1973. Section 504 is a very broad anti-discrimination law that requires equal access for individuals with disabilities, and this applies to federal and federally funded programs. And then Section 508 was introduced in 1998, but was just refreshed and phased in in January of 2018. So there are a lot of new and improved requirements that people have to comply with to meet Section 508 guidelines, which apply specifically to electronic and information technology.

Now, Section 508 applies specifically to federal programs, but it's often applied to other types of industries and programs through things like state laws, organizational-specific laws, and specific funding programs. And with a Section 508 refresh, you do have to comply with web content accessibility guidelines, and I'll tell you what those are in just a second.

The other major accessibility law in the US is the Americans with Disabilities Act of 1990, and this is where we're really seeing a lot of the legal action. Title II applies to public entities, and Title III applies to places of public accommodation. And Title III is the place where we're seeing a lot of these lawsuits, because when the law was written in 1990,

the internet was nowhere near as prolific as it is today.

And so the wording of the ADA applies specifically to physical structures, like wheelchair ramps, but the courts have extended this requirement to the web. And so not only does Title III impact private organizations that provide a public accommodation, but it is being extended to the web more and more. So we're seeing a lot of these lawsuits, like the *NAD v. Netflix*, the *National Association of the Deaf v. Harvard and MIT*, the Hobby Lobby lawsuit, Blick Arts. These are all violations of Title III of the ADA.

And there's one more major accessibility law in the US. This is a little bit more niche. It's the 21st Century Communications and Video Accessibility Act of 2010. And this applies specifically to video that previously appeared on television with captions. So if you don't publish video content that was previously on television, you don't have to worry about it, but it is worth knowing that this law is also in existence.

And then I mentioned the Web Content Accessibility Guidelines. WCAG 2.0 Level AA is the generally accepted international standard for web accessibility, and this is referenced in Section 508. So it's really important to understand what these standards are, because if you are liable under Section 508, you do need to comply with these standards. And these standards are often referenced in lawsuits, so people are taking these as best practices because the courts are saying that this is what is required.

So there are three levels of compliance to WCAG. Level A is usually the most attainable, but most lawsuits and legal requirements note level AA. So that is what you should shoot for. And just to give you an idea of what that means for video, the level A requirement for video is a transcript for audio-only content, captions for prerecorded video, and a text alternative for audio description. And then level AA, which is what, again, the laws all reference, requires captions for prerecorded video, captions for live video, and audio description for prerecorded video.

Level AAA is often very difficult to achieve and isn't referenced. But to give you an example of what the most compliance would look like for video, level AAA would include a sign language track, extended audio description, and a live transcript for audio-only live content.

And I just wanted to give a Venn diagram, because there are so many different laws and they're applied in so many different ways. I put in a Venn diagram of the Americans

with Disabilities Act, the Rehabilitation Act, which is Section 504 and Section 508, the CBAA, the FCC, which is for broadcast television, and then state laws, because many states have specific accessibility laws. And I put in a list of which types of organizations are liable under each type of law and then which ones may be liable under multiple laws.

So sometimes people do have to comply with multiple laws. And it's always worth shooting for the stricter law, because you can be sued for violating one, even if you do comply with another. So I hope that this breaks down the legal requirements a little bit and helps you understand where you should be looking to better understand what your requirements are.

And with that, I am going to hand it off to Ben, who's going to talk a little bit more about implementation and the benefits that Oracle has seen. And just as a reminder, Ben is the Senior Principal Product Manager of Digital Learning at Oracle.

BEN LABRUM:

Thank you very much, Lily. That was a really wonderful overview, and it's clear to me. I'll be excited to go back through and review your slide deck when I download it after this session.

Thanks a lot for letting me join as well. I appreciate everyone coming, in part to hear my story. Lily covered, like she said, some of the scary stuff, and we didn't really get into transcription for those reasons. But before I get into that, I'm going to show you guys a demo and stuff. I just wanted to, like we've been doing, get to know each other a little bit better, tell you how I came to be knowledgeable in transcription and what we've done with it, and then look at one thing about you guys here, too.

Before the session, in our preparation, Gary sent me this. I think there's actually more people who registered now. But I dug into this and looked, and really, if we combined this training specialist and the IDs and developers, we're looking at 50% or 60% of you on the phone who are cranking out online courses and really in the trenches. I was going to do more of just a high-level overview of the benefits and stuff, but I decided to add some more protein for you guys so you can see exactly how it works practically.

Talking about getting to know you, Gary, will you slide in that poll now? So what I wanted to know-- it looks like you guys have already been answering this one-- is how deep you are into video here. I'll give you a few more seconds to see. OK, good, good.

I'm in the Marianas Trench. So we have over the years accumulated like 60,000 videos, and almost everything is transcribed. So I have a ton of experience with video over the last five and a half years or so. It looks like some people are dabbling, and some people do maybe a quarter, a third of their stuff video. A small percentage do a lot of video, it looks like.

So this is really interesting. Maybe I'll just leave the poll open in case anyone wants to answer as we go along. But yeah, it looks like a few people are in really deep with me, so that's good. Thanks, Gary. OK, next slide.

By way of introduction of myself, as well, I just want to make sure everyone understands what the function of Oracle University is. What this slide says is just that OU is Oracle's education arm. So when it says "realizing the value of investment," that means that companies purchase Oracle hardware, software, services, and then how you use this stuff. So that's what Oracle University does, is we teach our customers how to use the product.

And the way we used to do this was through instructor-led training. You would go-- starting back in about 1989, we had one classroom in Belmont, California. You would go to the class and sit with the instructor and some other students. And we all know we're way past that brick-and-mortar model.

I joined Oracle on the first day of Y2K. And that was right about the time-- like 2001, a little bit after that-- that the dot com bubble burst, and you saw a lot more belt tightening with some of these larger corporate customers. I actually started in employee training, so I was never an instructional designer. But besides all of the compliance courses, like insider training, sexual harassment, all that stuff, we enabled all of our different lines of business to do internal training and partner training. So I spent a lot of time doing that.

And meanwhile, if we look at this evolution, Oracle University-- like I said, the dot com bubble burst. People couldn't spend so much money on travel to come to the course, and people really pay in their time. Anyway.

So what happens is we're growing more and more digital. This first one you see is SSCDs. We used to do all of this old-school stuff. We used to print out an eKit, which is the book or the student materials. And then you'd have this spiral-bound thing that you'd

come to the classroom. Then we came out-- we were mailing CDs out to people. It's where you could get a CBT with a little webcam video of your instructor talking over it in the corner. And it's all kind of funny when we think about it now.

Finally, we got out of print in 2009. And meanwhile, I'm working in employee training on other innovations through all this time. If you guys remember, the iPod came out, so we put out podcasts. And that was one of my innovations. I thought I was a real cool guy doing that at the time.

And through all this digital evolution, video is coming out and getting to be a big thing. Webex comes out, and we start doing LVCs, too. So we're delivering the same classroom experience, but over Webex. And YouTube is getting bigger and bigger through this. And so my story intersects back with this timeline in 2011 here.

We get the idea, let's do the same kind of thing we did with LVCs. And instead of putting it on a web conference, what we'll do is we'll just videotape it and sell that on the website. So I was involved in the prototyping of that first Training On Demand course. And there was actually kind of an internal competition. There were two different groups working on this at the same time, and I was on the team that won.

And one of the key things that really made it cool besides just, OK, well, it's a video on a web page-- and we'd all seen YouTube and internet videos working pretty well by that point. So we had all seen that, and it's no big deal to really have the video play on the screen, even though there's a lot that really happens behind the scenes there. The cool thing was 3Play's interactive transcript. So we had them go through and add the captions, and we'd put that on the bottom. And so that was one of the really cool things, which I'll show you guys exactly how that looks in my demo in a few minutes.

Since that end of 2011, we've just been adding more and more courses, and it's been really successful of a product for us. We've started adding one-year learning subscriptions that come with a lot of different courses and are now coming out with more and more packages. And we have a ton of customers now. We have a multimillion dollar business. 20,000-plus individual subscribers we have watching our video-based courses. And we like to think that having the transcript helps in a lot of different ways here. But again, we have, like, 60,000 videos, and they're almost all transcribed.

The thing that you'll notice about some of these international/multinational/global

companies is that they have operations all over the world. They'll have an India development center and a lot of people working around the globe who may not have English as a first language. A lot of our stuff is just in English.

So besides the benefits that Lily talked about-- and she did mention the noisy locations in mobile, the Facebook example, that that really helps with engagement there-- and besides a deaf user or someone with low hearing, it helps a lot with the non-native speakers. So to be able to read along if the American accent is difficult for you, or we have a presenter who has some other wacky accent-- it's much easier to follow along with subtitles.

And then I'm going to jump in now. So that's the whole story, so you know what my experience is and what Oracle University does. And so now I get to dive in, I think, a little bit here and show you guys-- like I said, who are in the trenches-- what the interactive transcript really looks like if you haven't seen that, because it's pretty cool.

And then Search is a really, really neat feature as well that comes with or is enabled through transcription. So whether you're in a single video that's maybe long-form-- like, a lot of our videos or 20 minutes plus. We have a lot of long-form video. So when I say 60,000 videos, it's not a bunch of one-minute micro learning videos. It's like a whole lecture on a particular module of a course that can go maybe 40 minutes long sometimes. You'll be able to search through that and find where in this long thing he actually talked about Julius Caesar and encryption.

So I want to do a demo now, Gary, and show how this works. Thanks to you, I'm gonna share my screen.

Desktop Share, OK. Thank you. So this is our Oracle Learning Subscription for our platform. This is our newer look.

Course here. Some of this control panel's covering it. So it has a pretty nice, clean look to it. I'm sure all of the IDs and others, you guys can pick this apart. But it's a video-based course, so we'll look at that video. Maybe I'll zoom out a little bit here so you guys can see better what it looks like, since I'm on my small laptop screen here. Sorry about that.

You'll notice that below the video we have this transcript pane here, like a panel below

an IFrame. So as we play the video--

[VIDEO PLAYBACK]

- The flexibility in terms of licensing. We provide the ability to simply spin up an instance and utilize an existing license. Or you can bring your own license, and that will--

[END PLAYBACK]

BEN LABRUM:

Let me zoom in for us here. The cool thing, if we do-- let me show you a little bit how this interactive transcript works. So all the words that he's saying are in here, you guys. And as he speaks-- I'm not sure if you can hear it--

[VIDEO PLAYBACK]

--will be detracted from the cost of the database instance. So database use cases here--

BEN LABRUM:

You guys can see the bouncing ball. You can follow along here.

- Loads of data. We might have a large online transaction process in your data warehouse system that we need to manage. It needs to be highly available. It needs to be secure, and you don't want to spend a whole lot--

[END PLAYBACK]

BEN LABRUM: OK, so hopefully, you guys were able to maybe hear a little bit of that. And you can see that he's on this word a whole lot. Maybe I'm not so interested in what he's talking. Maybe I want to browse around in here and scroll down and find something that's more interesting. Oh, he's talking about maybe security down here, which I'm interested in. If I click this interactive transcript, it actually jumps me to this point in the video.

GARY VANANTWERP: Ben, we have a question that's popped up a couple of times. Is that the 3Play platform that is providing the transcript, or how is that happening?

BEN LABRUM: Yeah, exactly. And beyond providing the transcript, which I'll show in the workflow, they also provide the platform with the time syncing and everything. And they have a code that you embed on your website underneath your video that hooks into the video platform's API. And so this all comes with the 3Play service. Is that helpful, Gary?

GARY VANANTWERP: Yeah, absolutely. Thank you.

BEN LABRUM: OK, good. So again, there's the bouncing ball that shows you where you are. There's captions here that we can turn on as well, just like Lily showed us. And it's got the good contrast with the black background and the white. So if someone also has low vision, they'll be able to see this better, too.

Search is one of the neat things I want to show you. This is the in-video search, and it's something that you can turn on and off in the interactive transcript here.

When I was looking at this before, "permanent--" and that's why I have this blown up, so you can see it better here. There is a little blue line over here if you click on this. And I can maybe zoom out again so you can see more what it looks like. He mentions this word. And if he talks about something that you're looking for, I can click right here, and it pops me--

[VIDEO PLAYBACK]

- Database. And it permanently deletes all of the database and the data running on that

particular instance.

[END PLAYBACK]

BEN LABRUM: So this is a really useful thing, beyond compliance and accessibility, that all of your users can appreciate. And then the other one that is interesting here-- I'm gonna jump over to one of our older courses in the original Training On Demand format here.

This guy, Bill Albert, is a really great instructor for us, and he added something to a course, just because he's kind of a scholar. And does this whole hour-long presentation on the history of encryption through the ages, starting with, I think, Julius Caesar or some kings that would take a servant and tattoo something on their head and shave it and then let the hair grow back and send it to the other king, who'd shave their head to read the message. And this was a really interesting, entertaining example for me that I want to share with you guys. And if you stick around to the end, I made this video available for free. We'll give you the link for that as well.

So here's that individual video. This is a little bit of a different treatment-- uh-oh. Hang on, you guys. I have a problem again with my monitor resolution here.

GARY VANANTWERP: And while you're working on that, Ben, I just want to let you know, we're getting a bunch of really good questions here.

BEN LABRUM: Oh, good.

GARY VANANTWERP: For our participants, don't worry, I'm capturing them out of the chat and saving them for Ben for the end, when we do some Q&A.

BEN LABRUM: OK, good. And, Gary, how do I move this control? It's in the way here.

GARY VANANTWERP: You should be able just drag it. That's how it got there, right? You dragged it up there--

BEN LABRUM: Yeah, it's not letting me drag anymore.

GARY VANANTWERP: I don't know. Are you on a Mac?

BEN LABRUM: No. I wish. It wouldn't be a problem if I was on a Mac, right?

GARY VANANTWERP: [LAUGHING] No, that's not what I was going to say.

BEN LABRUM:

It's opposite, right? I have a little bit of a scrolling problem here. Just wanted to turn off, if possible. I had it before. I turned it off before.

I'm just looking for where it says scrolling. There's one in here that says scrolling, auto, and I want to-- yeah, let me turn that off, and then you guys will be able to see better. Sorry about that. The scroll bars were making it ugly here.

So this treatment's a little better. Sorry that was funky, you guys. It's a little different, but here, again, he talks about Julius Caesar, I guess, a lot here. And again, I can go find that.

So this is just a little bit of a different treatment that 3Play helped us make special, where the search and interactive transcript are more collapsible within a modal. It's just a little bit of a different look, just so that you guys can understand that there's a different way. You guys could style this as you get more into it.

The piece I wanted to show you about the Caesar thing-- I actually had a really hard time finding this video, because it wasn't even included in the course. We had taken it out since it wasn't an official part of the material here, and I went and added it back in. So if you guys get the link to this, none of these will play for you if you click through them. But this one, "The History of Encryption," it's set to be a free video, so you'll be able to watch this one, if you're interested.

So I was in this course, and I was searching around and trying to find-- and I was actually looking for the wrong name. I was looking for a French guy that was totally not even the right guy based on my memory, and I wasn't finding it. But if I had remembered, oh, he was talking about World War II and a general-- the World War II thing came later, not with Caesar. He mentions the word "general," and it was Caesar, if I can even spell it right.

And here is the one video in this whole course that has 70 different videos in it. Then we could find-- right here is where he talks about-- again, I think I have something covering it over here. But it says Caesar right here. And this Collection Search is actually really, really valuable. But once you have everything transcribed and put in folders and collections and you create an API key about it--

[VIDEO PLAYBACK]

- [AUDIO OUT]

[END PLAYBACK]

BEN LABRUM: All right. So there, it takes you right to where he said "Julius Caesar," and it was possible to find it in this whole big course. So I think that was pretty much how much demo I wanted to show you guys. It really works, and I'm sure you guys could make it even prettier in one of your courses.

Let's see. Do I stop sharing, Gary, and then I can get back over to the presentation?

GARY VANANTWERP: Yes, exactly. And if you stop sharing, then I'll go ahead and actually move you back over there. There you go. So can you see your slide there, Ben?

BEN LABRUM: No, not yet. I'm trying to get out of Sharing.

GARY VANANTWERP: Ah, OK. Maybe I can help you.

BEN LABRUM: Yeah, that'd be great. Take it away.

GARY VANANTWERP: There you go. You should be OK now.

BEN LABRUM: OK. So I showed you guys some demos here. My screen is kind of crunched.

But the way this works-- and those of you who are in the Marianas Trench, you'll know that the first part is not trivial. I only made it one bullet point. But once you have your video, all you need to do is upload it to your host service, if you have a video host. We use Brightcove, and 3Play has integration with a number of video hosts, all the big ones at least, that are out there. So once you upload to your host service, 3Play connects to their APIs and can then have their transcribers go out and do their thing and put the words that go with it, whether it's the transcription or the audio description or the video description that Lily mentioned.

So once you've linked those accounts-- really, is what you do-- you give a key to your host's API so that 3Play can communicate with it and do its thing. All you have to do-- in our case, when we create a Training On Demand course, we make a folder that has the lectures in it, and we make a folder that has the lab videos in it. And then we take and

we make a collection of those two folders. And that defines the course, and it powers the cross-video search that I showed you at the end, like how you find where he talked about Julius Caesar in five days' worth of videos.

So once you've done that, you have a place where the transcripts should go. So within 3Play, at that point, all you have to do through their website, through their UI, is request it and say, OK, I want you to go ahead and we'll pay to transcribe this video or this group of videos. We would request them all in one big chunk, individually.

You can also set it up so they will automatically transcribe everything that you upload. And I think there are finer controls, too, where it's a particular folder or based on tagging. I think there are a lot of other controls so that you can have some automation if you only transcribe some of your stuff. And then when you're done saying do it, they go out and do it and create the transcripts. And they can automatically post it back to your video hosts, so that CC button Lily was talking about appears.

And then what we've done-- and when you look at Review, Edit, Approve, Release, there are also controls to where it won't automatically become live. But what we've done is build our pages dynamically. And it's OK if you can't read this code. It's not even the right code. I just wanted to put some code in here, so you can see that this can all be done dynamically.

If you have a content management system that keeps track of what the video ID is, 3Play can grab that. And then you can have a page that just always shows whatever video you want as a parameter, and it can automatically pull in your interactive transcript and show it styled how you want. So that's like the end of the protein piece of my presentation here.

And I think I'm concluding now. No, I have one more here. Let me resize my screen. I'm having a hard time. OK, good.

But there's one other thing that's happening. I know we're almost out of time. The one other thing that's happening with us at Oracle is the big cloud push. If you follow the industry, all that's a really big thing for us as a company now. And there is a much more rapid software release cycle, to where we used to have six months or a year before major revs. And that would give us time to train up instructors and build curriculum and all that stuff, and even do some localization where you could go record a class in

French or German or Japanese and put that out. But now it's really too fast-happening, and it's not possible.

But once we have that transcript we've been talking about, we can then have opportunity in translation. There are new low-cost options coming out. It's even possible to do self-translation and then upload that to the 3Play platform. And it's fast. So this helps us with this big localization challenge that we have.

Finally, to wrap up, I just wanted to summarize that transcribing the video is fast and easy and that it powers useful features beyond compliance. It's the captions, the search and browse. And it gives you a lot of great opportunities outside of compliance.

So that's what I had for you guys today. And I wanted to open it up for questions for Lily or for myself at this point.

GARY VANANTWERP: Great. So, Ben, thank you very much. I do have some questions saved up for you, and I'm just going to start rolling them out here because we only have a couple of minutes left here. But Randall asked, what's been your turnaround time for getting your videos transcribed?

BEN LABRUM: Oh, it's quick. It's quick, and they have different levels of service, too. It's like five business days. They have a 10-day service that's cheaper. So they really crank them out.

GARY VANANTWERP: OK. And Michaela was asking, basically, it's a VCMS. Is that right? She's throwing your acronyms back at you. [CHUCKLE]

BEN LABRUM: I'm sorry if I'm doing that. I'm not sure what VCMS stands for.

GARY VANANTWERP: So Michaela, you can clarify. And meanwhile, I'll give you another question while we park that one there. Mitch was wondering-- or pardon me, Zack was-- if the transcript works with Braille displays.

BEN LABRUM: Oh, that's a question for Lily, maybe. I'm not that-- I don't know.

GARY VANANTWERP: So, Lily, maybe you can answer that one for us. And just in case, Lily, don't forget your mic is muted right now, so you might want to turn it on.

LILY BOND: Sorry, got it. I can definitely answer that one. So depending on the video player you're using, the captions will be screen reader- and keyboard-accessible. And then transcripts will be accessible as well. The interactive features-- we are developing them to be accessible right now.

GARY VANANTWERP: OK, great. Thank you very much. There were a bunch of questions after we talked about the two different audio tracks and how that could be experienced. My usual understanding of that is, you select which track you want to listen to, and that's what you do. Is it any more complicated than that, Lily?

LILY BOND: Yeah, so some players allow for two audio tracks, just like they would allow for different subtitle tracks. Brightcove is one of them. So you would just post your audio track back to Brightcove and turn on or off audio description.

A lot of players aren't as advanced with that feature. So things like YouTube or Vimeo or Kaltura, you would need to use our plugin for audio description, which is just a simple IFrame embed. And it will reference your video player and play the audio description.

GARY VANANTWERP: OK, great. We also had this question come up a couple of times. Amy asked, do internal training videos need to be captioned?

LILY BOND: Great question. So internal training videos are covered under ADA Title II, and they do have to be captioned. And most people will generally say by request. If you have anyone who is deaf or hard of hearing, or requests those captions as an accommodation, you would be legally required to add them.

GARY VANANTWERP: Great. Thank you. And this came up, I think, when Ben was showing his demo. And Jimena wanted to know if the text overlapping the text in the presentation-- pardon me. Is there a way to configure where the captions appear on the screen?

LILY BOND: So that's--

BEN LABRUM: Oh, go ahead, Lily.

LILY BOND: Caption placement is a tool that you can use that will move the captions to the top of the screen if they're obscuring anything on the bottom of the screen. And it just depends on what video player you're using to publish and whether or not they support that

encryption method.

GARY VANANTWERP: OK. And I think-- thank you, by the way. But I think we have answered all the questions, and wonderfully, in the amount of time that we had, because it's straight at the top of the hour. I'm going to put up a little rating thing, asking folks to please rate the webinar. If you could do that, we would appreciate it.

Oops, I'm sorry. Now, I've hidden it from you. Let me bring it back. Sorry about that. Right there.

And we want to thank 3Play Media again for presenting this webinar, making it possible to have Ben here, and giving the valuable information that Lily also shared at the beginning. So thank you to 3Play.

You can get started by going to 3PlayMedia.com and learning how they can help you there. And you can connect by sending a note to Lily@3PlayMedia.com, over on the left there, or info@3PlayMedia.com as well.

Let me enlarge that. There you go. That's a little bit better. Good.

We do have another question from Mitch, so we'll take the time, Ben, if you don't mind-- and Lily. Mitch wants to know if Ben has done any videos that are in English and the captions are in a different language. And if so, how have they been received by the users?

BEN LABRUM: Yes. We had a pilot project that we did for China. And we picked 10 of this particular customer-- we picked their most desired courses. And we actually went through and we used internal resources, again, based on the transcript.

We had instructors who were on the bench and other internal resources go through all of these 10 courses. And they took the time-stamped export from 3Play and went through it and put it all in Chinese, and then we imported it back into the system.

And then the way that experience is is, again, you just click that CC button. And then there's another option that says Chinese-- simplified or traditional Chinese. And it's even configurable so it can have that character that means Chinese in there. You select that, and then you see the subtitles, just like you would watching a foreign film, underneath.

GARY VANANTWERP: Wow, what a project. That must be very strange to do, featuring a language that has characters that we can't read in English. But I guess now we know how the others feel. Well, Ben, thank you very much for explaining that. Mitch, thanks for the question.

And thanks to all of you for coming today and for rating the webinar, introducing yourselves, and everything else we've done today. Hopefully we've learned a lot. We're on the downside of the week now, so I hope you have a great one.

And, Lily and Ben, anything that you want to wrap up with? Any final thought?

LILY BOND: Just thank you so much to everyone for joining. It was really great meeting all of you, and please feel free to reach out if you have any other questions. And thank you, of course, to Gary and Training Mag as well.