Captioning Videos

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UNIVERSITY OF OREGON

TEACHING ENGAGEMENT TEP PROGRAM

ACCESSIBLE EDUCATION CENTER

UO Online

Welcome!

Our hope for our time together is that you come away with an understanding of:

- the process of planning, recording, and captioning accessible videos
- what resources exist to continue this practice

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Agenda for our time today

- Welcome and opening question

- Definitions

- Why we want to caption proactively

- How to record and edit auto-captions in your own video
  - Before recording
  - While recording
  - After recording, when editing

- Identify where you can apply: your next steps

- Upcoming faculty opportunity & feedback for us

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How do you use video in your courses?

- What purpose to they serve?
- What platforms do you use? (Panopto, YouTube, Visme, etc.)

Please add your thoughts to the chat

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Captions and Transcripts

Captions: ([from WEBAIM's website)](#) are "text versions of speech and other important audio content" & are:

- "Synchronized to appear at approximately the same time as the corresponding audio.

- Equivalent to the spoken words and other audio information.

- Accessible, or readily available, to those who need it."

Transcripts are word-for-word content of captions but presented in a text or PDF version that can be downloaded, searched, and translated

```
1
00:00:01,640 --> 00:00:08,180
Hello, everyone, and welcome to today's class Life and Literature in the Middle
Ages.

2
00:00:08,180 --> 00:00:16,940
We're going to talk first about some historical issues and just level set a few
definitions and things before we really get started.

3
00:00:16,940 --> 00:00:23,120
So first, we want to talk about the three estates. This was the idea of states or
orders.
```

Hello, everyone, and welcome to today's class Life and Literature in the Middle Ages.

We're going to talk first about some historical issues and just level set a few definitions and things before we really get started.

So first, we want to talk about the three estates. This was the idea of estates or orders. People were put into an estate or to a group or a class, and it was really encouraged during the Middle Ages to sort of keep people in their lane, if you will.

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Captioning as an Assistive Technology

Happy Assistive Technology Awareness Day!!

An assistive technology *device* is "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

An assistive technology *service* as "any service that directly assists an individual with a disability in selection, acquisition or use of an assistive technology device."

Quoted language from *The Technology Related Assistance to Individuals with Disabilities Act of 1988*

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Why should we caption all video proactively?

- Many people use them, in wide variety of conditions/situations

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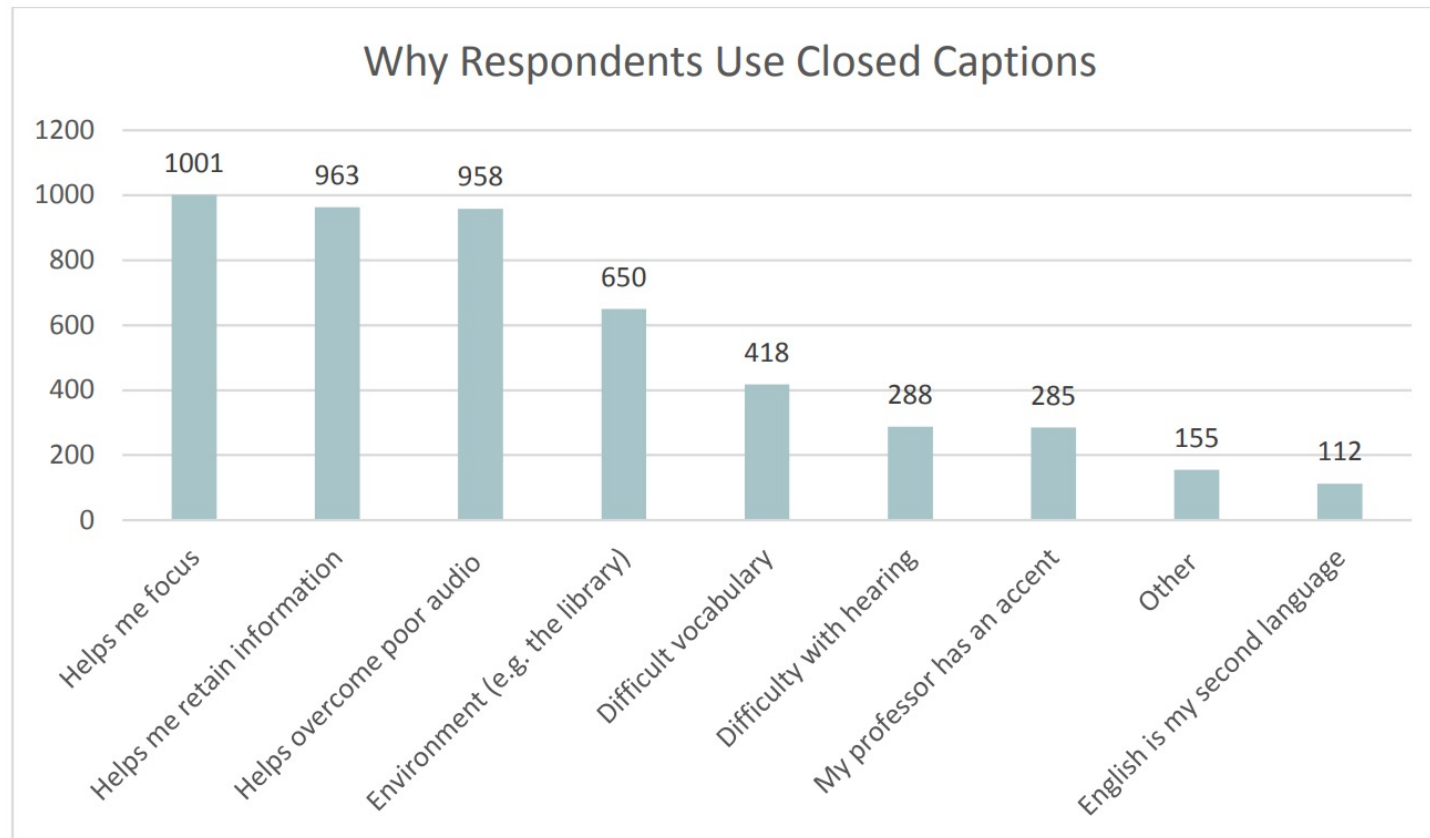
Why should we caption all video proactively?

• Many people use them, in wide variety of conditions/situations

Who uses captions and in what situations/conditions?
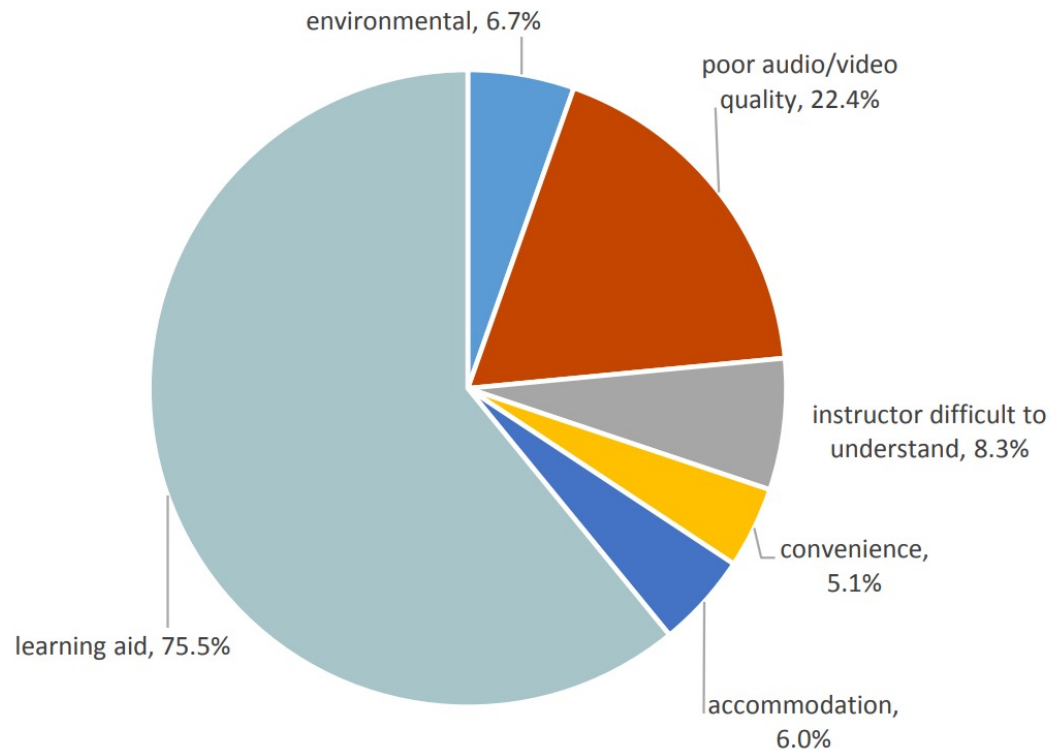
Please add your thoughts to the chat!

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Why should we caption all video proactively?

Why Respondents Use Closed Captions

Category	Value
Helps me focus	1001
Helps me retain information	963
Helps overcome poor audio	958
Environment (e.g. the library)	650
Difficult vocabulary	418
Difficulty with hearing	288
My professor has an accent	285
Other	155
English is my second language	112

Data from *Student Uses and Perceptions of Closed Captions and Transcripts: Results from a national study*

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Why should we caption all video proactively?

Qualitative Themes for Helpfulness of Closed Captions

- environmental, 6.7%
- poor audio/video quality, 22.4%
- instructor difficult to understand, 8.3%
- convenience, 5.1%
- accommodation, 6.0%
- learning aid, 75.5%

Data from *Student Uses and Perceptions of Closed Captions and Transcripts: Results from a national study*

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Why should we caption all video proactively?

- Many people use them, in wide variety of conditions/situations
- Captions can be used as a creator to understand student experience

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Why should we caption all video proactively?

- Many people use them, in wide variety of conditions/situations
- Captions can be used as a creator to understand student experience
- UO students prioritized this as a recommendation for access

UO student voices:

"I would have really liked subtitles on the weekly videos and the interview videos. Subtitles are just a really helpful way to keep track of what was said, which can make for better notes and understanding."

"There were a lot of videos shown by many of the speakers, all of which were lovely videos, but it would be helpful to display subtitles for all the videos for students who are hard of hearing."

Student comments from Student Experience Survey, as summarized in *Practitioner Guide: Accessibility*

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How to Caption Video: Before Recording

- Are you using a script or going off the cuff?

- Have your resources, screens, etc., ready

13-inch MacBook Pro by Dan Counsell from Unsplash

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How to Caption Video: While Recording

To optimize auto-captioning:

- Use Panopto!

- Speak clearly and slowly

- Describe images that contain information

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How to Caption Video: While Recording

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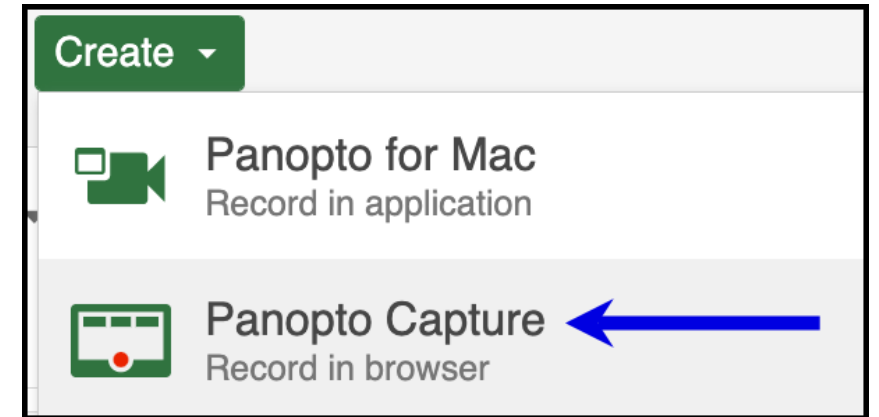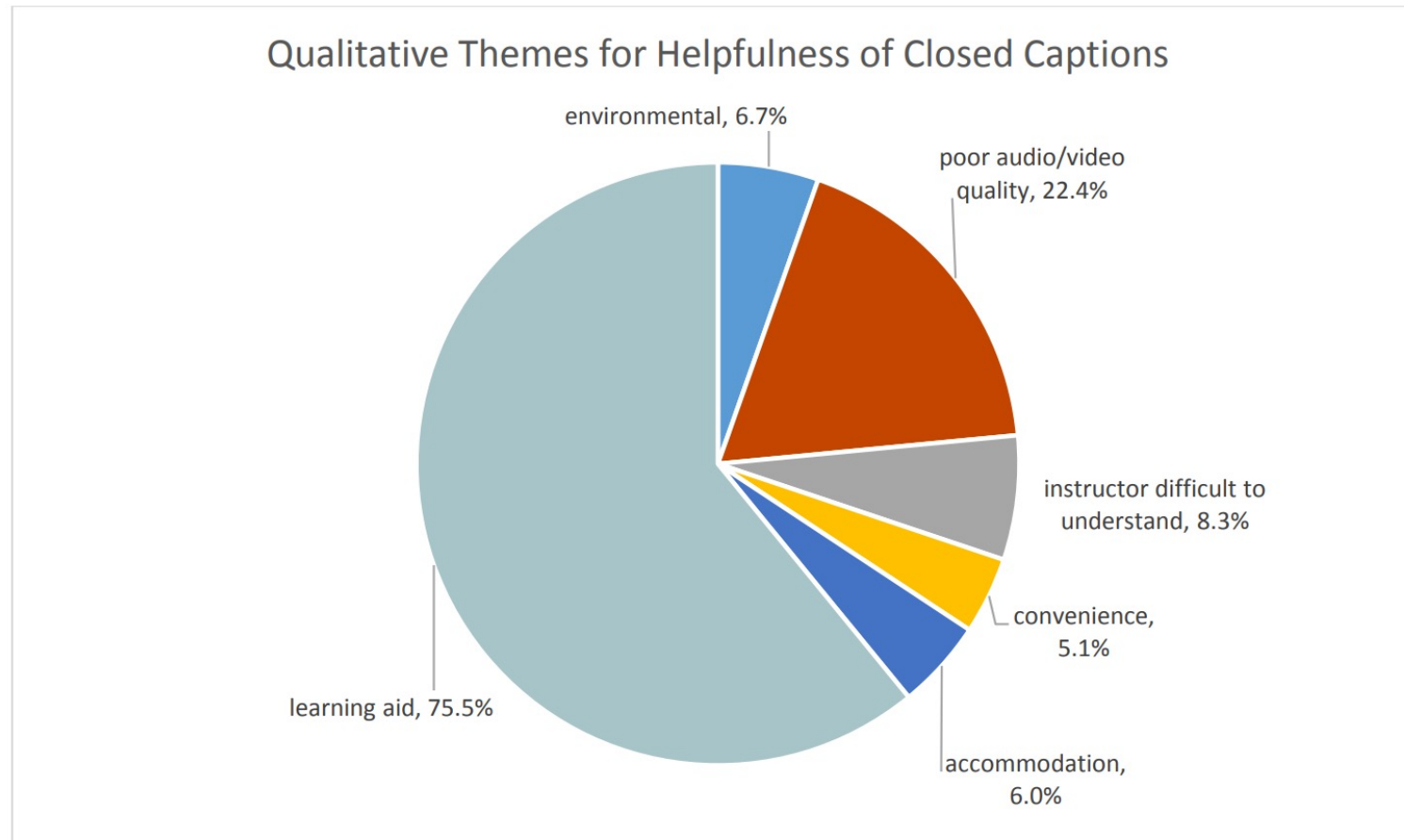
How to Caption Video: While Recording

To optimize auto-captioning:

- Use Panopto!

- Speak clearly and slowly

- Describe images that contain information

- Verbalize text on slides or other documents shared in the video

- Give full details of acronyms before using the acronym

- Mistakes are okay - pause and keep going

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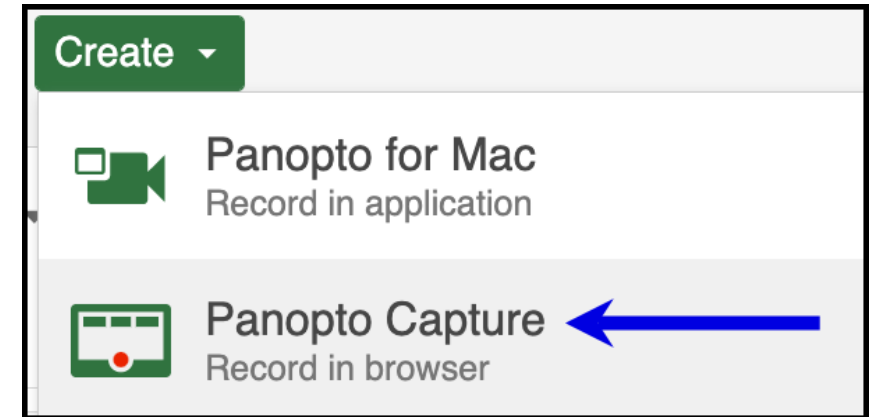
How to Caption Video: After Recording

After recording

- Panopto provides auto-captions

- Auto-captions are editable

- Go through captions to ensure names, , terms, acronyms, dates, etc., are correct.
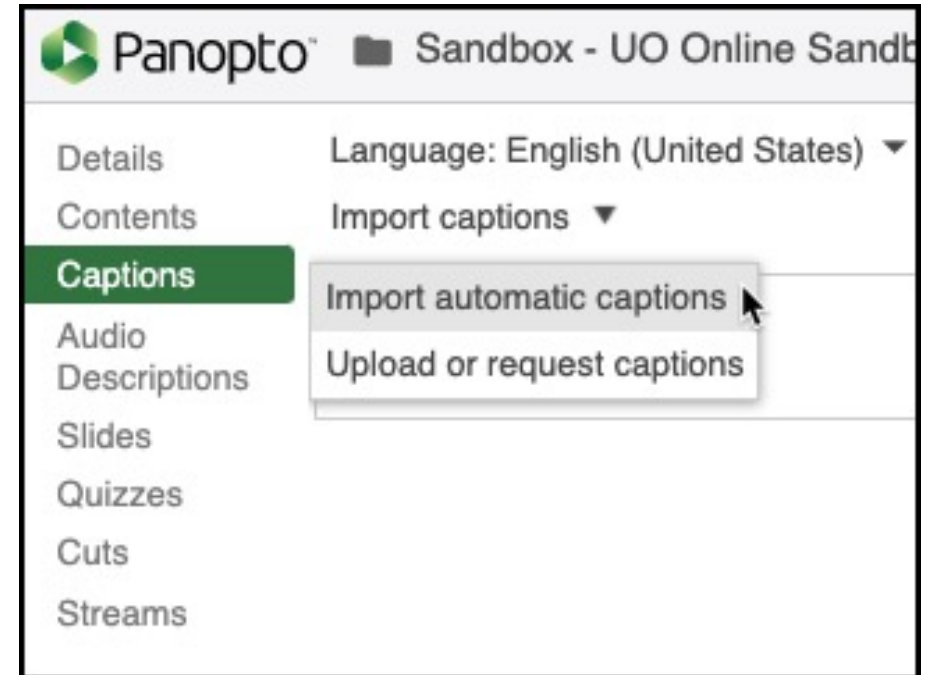
Resource: [Panopto Adding Captions](#)

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How to Caption Video: DEMO

[Demo Time!](#)

Resources for Questions and Support

Find the resources for this session on our [Accessible and Inclusive Design webpage.](#) Contact TEP or UO Online on for any pedagogy-related support around captioning with [our "Contact" form.](#)

If you have questions about captioning within the context of providing student accommodations, contact the Accessible Education Center at [uoaec@uoregon.edu.](#)

Canvas Support is available Monday – Friday, 8am – 5pm

- In person @ PLC 68

- By phone @ (541) 346-1942

- By email @ uoonline@uoregon.edu

- By live chat @ livehelp.uoregon.edu

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Upcoming Faculty Opportunity

The Accessible Education Center invites nominations for the annual University of Oregon Faculty Excellence in Universal Design Award!

Excellence in Universal Design involves the development of flexible curriculum and instruction to ensure equity and access for all learners. The award recipient will receive $1,000.

Faculty, students, staff, and officers of administration are welcome to nominate instructors of record who exemplify excellence in the execution of universal design principles in the classroom.

See their website for more information!

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Feedback for Us

We consider this series to be a "beta version" of programming we would like to continue our own learning around and offer to others. We'd value your feedback as we continue this work.

Please take a few minutes to share your feedback on this [brief survey in Forms](#).

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Thank you!