



Closed Captioning

Getting Started Captioning Your Instructional Videos

[Debi] I'm Debi Griggs, together with my co-presenter Gordon Hom, we'd like to welcome you to this workshop on Getting Started Captioning Your Instructional Videos. I represent the ranks of the instructional designers working in the e-Learning Center. Taken together we, the instructional designers, represent well over 50 years experience working in instructional technology. At the close of this presentation you might determine that you would like additional information and/or assistance. We do have a follow-up hands-on workshop that introduces the fundamentals of closed captioning. Look for that announcement in your email or at the e-learning website. We are also here to assist you one on one with design recommendations and hands-on instructional technology assistance.

[GORDON] I'm Gordon Hom and my background is in video production. I have been involved in distance education for the last 15 years, from producing teleclasses, to broadcasting online classes for Stanford University's Engineering School. Currently I have been exploring various ways to caption, and as part of a Library initiative and previous grants, I have been tasked with helping Bellevue College become ADA compliant in the video realm.

Contents

- [Why should I caption?](#)
- [Background and the Law](#)
- [Parameters of Captioning](#)
- [How do I Start?](#)
- [Support](#)
- [Resources](#)



e-Learning Department

2

[Debi] In this short workshop we will address Why should I caption, Background and the Law, Parameters of Captioning, and How do I Start? We will also let you know about what support can be provided through the eLearning Center. The last slide contains a short list of helpful resources. I have been closed captioning my videos for years. During that time I have learned a lot of tips, tricks, and useful tools. Throughout this presentation I will share some of my experiences in actual teaching situations.

[GORDON] In 2016, I received a Bellevue College mini-grant to find out what the best practices were for captioning. I quickly found out there was not just one best way; but multiple ways to arrive at the same ends. While captioning now is an urgency, we must come to grips with the reality of what we can accomplish with limited time, resources and funds. But the crisis is not your alone, and it does not rest on one person's shoulders. We are here to help.

Why should I caption?

- View as a change in the normal routine of course preparation.
 - Lessens the crisis of accommodation
 - Creates opportunity to review and update the material
 - Moves towards more concise presentations



e-Learning Department

3

[GORDON] Here is an actual scenario that has happened many times: About two weeks before the start of the quarter, an instructor is notified by the DRC that he/she will have an accommodations student. All their teaching materials must be accessible, for example, for the hearing impaired. If the instructor has any video material, it must be captioned. The next reaction is OH MY GOD! How am I going to caption all my videos? I've got a lot of them! After surviving this experience, the next step is, how am I going to prepare for the next time this happens?

There is a silver-lining to all this, in that it kick-starts an opportunity to review, update, and make accessible not just your videos, but all your course material. An instructional designer can help with this re-set process. And the next time you are notified, you will be prepared, confident, and calm to meet whatever accommodation needs come your way.

There are many other side benefits to captioning too:

It helps non-English speaking students;

It provides better comprehension of content;

It helps in noisy environments;

The captioning text can be made searchable.

[Debi] The review work I have done to add captions to my instructional videos, or to the instructional videos in classes to which I have been assigned, has benefited the students and me immensely. In the case of my own classes, I have found that the unscripted demonstrations often seem to wander, missed some points completely, and were frequently excessively long. In the case of classes I inherited from another designer, reviewing the videos and adding captions helped me capture the essence of the designer's intent. Additionally, I discovered when I needed to rerecord the videos or add annotations to ensure that the video presentation accurately reflected the current situation. When I took the approach that each video I created would need to have closed captioning, I changed my approach to creating the instructional demonstrations. I started with the script, I edited as necessary as I went through it, and when I did the actual recording I followed the script and had a transcript for my video. Preparation took slightly longer but adding captions was significantly shorter.



[Debi] A presentation often needs a bit of comic relief, but this one has a purpose. I recall watching cartoons of Felix the Cat when I was a kid and listening to his squeaky little voice. Felix the Cat is a cartoon character created in the silent film era who first appeared in 1919. Films used to be captioned because sound was not available. With the advent of sound in movies, captioning was abandoned in the “talkies.” Now, almost 100 years later, we find that we cannot completely abandon text in favor of audio. We need to keep in mind that sound is not an option to all of our students. We have students that may not be able to hear the audio that accompanies the video for a variety of reasons. We also have students who find that both listening to the audio and reading the closed captioning provides a better learning experience. Our literacy rate has improved, which make captioning even more accessible. The illiteracy rate for those 14 and older in the US in the early part of the 20th Century was less than 8%. Most moviegoers were able to read the captions that appeared on the screen.

[Gordon] There was the silent film period, where placards were used to convey dialogue. But the actors did not always mouth the same words! In captioning, accuracy is very important: the viewer needs to trust that what is said is what is captioned.

Source: National Assessment of Adult Literacy
(https://nces.ed.gov/naal/lit_history.asp)

Background and the Law

- You do not want to be put in the position of denying a student their civil rights
- It could affect the College
- Knowledge of strengthens you personal tool set (bonus teaching skill)



e-Learning Department

5

[Gordon] Ignoring or not paying enough attention to student accommodations can have consequences.

A student can file a complaint with the Office of Civil Rights. Bellevue College receives federal funds; those funds can be denied for failing to comply with ADA law.

A student can sue the College and collect damages; actual settlements have been in the hundreds of thousands of dollars.

For the instructor, being prepared and accessible pays off professionally in many ways:

You are viewed as prepared and up-to-date in your course material;

Being accessible allows you flexibility in modifying your course material;

In the long-run, it decreases the course preparation workload.

[Debi] Bellevue College promotes an atmosphere of inclusivity. It is written into our core values and mission. Incorporating the tools that make our classes and other college efforts more accessible to a larger audience contributes to that quest for inclusivity.

Learning to use those tools broadens our personal toolset. When referring to online information, accessibility describes how easily—or how successfully—a person with a disability can locate, get to, and understand information they want or need.

Accessibility and Section 508 refer to different things.

Section 508 of the Rehabilitation Act requires Federal agencies to make electronic and information technology (E&IT) accessible to users with disabilities, including those with:

Blindness, color blindness, visual impairment

Deafness, hearing impairment

Speech impairment

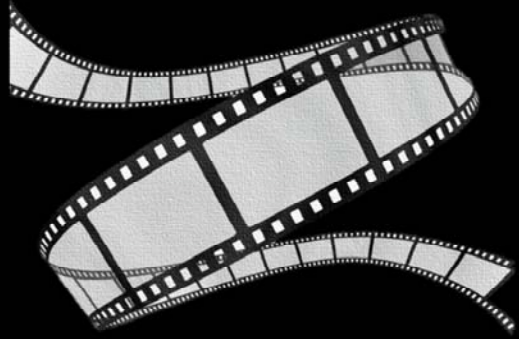
Mobility, strength, dexterity or reach impairment

The law includes standards for software applications, operating systems (OS), web-based applications, multimedia and documentation.

Sources: <http://www.section508.va.gov/support/tutorials/powerpoint/index.asp>
http://www.section508.va.gov/support/html/1_1.asp

Parameters of Captioning

- Some topics are easier than others to caption
- Special terminology and proper nouns can be difficult
- Sustainability is key to cutting down on revisions
- Scripting is the best way to go



e-Learning Department

6

[Gordon] The basic tenets for video are SHORT AND SWEET:
Record videos that address specific topics, and not whole lectures;
Keep videos short (no more than 15 minutes);
Not everything needs to be recorded.

As an educational video producer, I have covered a wide variety of courses. I have noticed that, depending on the topic, online classes cater to certain topics better than others: The general rule has been that the sciences are more suited to video than the humanities. Specific formulas or math can be conveyed more graphically than, for example, a literary concept in a literature class.

Videos can be used to address specific difficulties that all students are likely to have, or address those questions that students ask again and again. Again, try to keep a generic framework, do not include:

Specific dates, or reference to daily routine which will be outdated and require constant revision;

Reference to current affairs or ephemeral examples of daily events in the news;

The overall aim is to plan out as completely as possible what you are going to say, in short, to script it out.

[Debi] Those of you who participate in the hands-on workshop on closed captioning will learn more about these particular topics. Here I'll just indicate that there are varying degrees of effort in adding close captioning. In classes in which there is very little special terminology and few proper nouns, speech to text translators often do a very good job. In classes in which special terminology is used – as in my case with terms like SQL Server, Boolean, Naïve Bayes – speech to text translations are problematic. In order to ensure that my videos are effectively transcribed, I create a script and then do an interpretive reading of the script. If I find that I go off script, I will pause the video, update my script, and then go on. Some of you may find that scripting is not necessary. Others will find that it works very well.

How do I Start?

- Adopt into the normal routine of course preparation
- Determine your priorities by meeting with the student(s) needing accommodations
- Take it one step at a time
- Seek support



e-Learning Department

7

[Gordon] It's really important to keep lines of communication open, especially with the accommodations student. Be sure to understand what the student's expectations are, and that those expectations match what you can offer. It's just as important that the student knows that you are really trying and making all effort. There are lots of support here at Bellevue College.

[Debi] As I mentioned earlier in this presentation, I incorporate captioning into my preparation from the very beginning. I have also been in a situation in which I was not able to caption all of the existing videos in time for the start of quarter. I sat down with the student who had the accommodation and we prioritized how the videos would get captioned. The student became my partner in the process. Her input was instrumental to my learning. There are people on campus who can help you. Seek support when you need it.

Support

- You do not have to go it alone!
- We are here to help
- Extended workshop on captioning

Contact Us

- eLearning Department
- Location: eLearning & Media Center, D140
- Contact Telephone : 425-564-4210 (Call back number only – will be routed to Media Center Desk) | Media Desk: 425-564-2001



e-Learning Department

8

[Debi] We want you to know that you do not need to figure this out on your own. The instructional designers and media technicians in the LMC are here to help you. You can contact us at the numbers shown on this slide.

We do have an extended workshop on captioning available. Check the schedule at the eLearning Center in the LMC for more information. We can create additional instruction based on requests from faculty and staff.

[GORDON] Thanks for attending and I know that we can help and support your captioning needs.

Resources

- <http://webaim.org/intro/>
- <http://www.captionsforyoutube.com/blog/posts/1-3-reasons-to-caption-your-youtube-videos>
- <http://www.3playmedia.com/2015/04/21/8-benefits-of-transcribing-captioning-videos/>
- <http://www.d.umn.edu/itss/classroom/captioning/why.html>
- <http://accessibility.psu.edu/video/captions/> - <https://www.youtube.com/watch?v=JV3uTrcc-Ac>



e-Learning Department

9

[Debi] As you can see, the slide is not optimized for a screen reader. The reason The URLs listed here will take you to additional resources.

- WebAim is an organization whose goal is to help make the web more accessible to individuals with disabilities.
- 3PLAY MEDIA is a provider of closed captioning, transcription, and subtitling solutions. It is the company with which Bellevue College has a relationship as of the time of this presentation.
- The University of Minnesota – Duluth is a campus in the Minnesota University system.
- Penn State TLT is the teaching and learning with technology unit at Penn State University.