

## Video Captioning & Accessibility: A UDL approach

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## Session Agenda:

- Define captioning
- Two approaches: Legal Mandate vs. UDL
- Captioning models in Higher Ed
- Occupational Therapy's "DIY" approach
- Lessons learned

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## What are captions?

- Captions are an alternative representation of audio
- Usually in the same language (compare to subtitles)
- Render not only dialog or narration, but also important non-speech information: sound effects, music, laughter.
- Traditionally intended for the deaf and hard-of-hearing, but now recognized as beneficial for many users: people in gyms, bars, airports, libraries; people learning to read a first or second language; people searching the Web.

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## Legal Mandates for Captioning

**The Rehabilitation Act of 1973**

- Enacted to **prevent discrimination** against people with disabilities.
- **Section 504**
  - Extended **civil rights** to people with disabilities.
  - Guarantees **equal opportunities** for people with disabilities in education, employment and various other settings.
  - Allows for “**reasonable accommodations.**”
- **Section 508**
  - Appeared in the amendments of 1998.
  - Establishes accessibility requirements for **electronic and information technology** developed, maintained, procured, or used by the Federal government.
  - Accessibility of the Web, software, digital course materials
- **504 and 508 together** have provided the legal case for accessible digital materials in higher education.

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## Legal Mandates cont'd

**Americans with Disabilities Act** of 1990, amended in 2008

- **Civil rights legislation:** insures that people are not discriminated against on the basis of disability.
- Extends Section 504 to include **non-federal** public and private institutions and workplaces.
- In the case of NFB v. Target, the “**place of public accommodation**” was extended to include the Web.
- **Predates WWW;** many believe the Web will be included in future amendments.

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## Legal Mandates cont'd

- **NIMAC/NIMAS**
  - Relates to textbook publishers in K-12
- **Chafee Amendment** (related to US Copyright Law)
  - Applies to Higher Ed.
  - Creating accessible electronic content (alternate format) for students with disabilities *does not* violate copyright.
  - (<http://www.bookshare.org/aboutUs/legal/chafeeAmendment>)
- **AIM Commission** recommendations
  - (<http://www.ed.gov/news/press-releases/aim-commission-releases-report-disparities-postsecondary-learning-material-stude>)

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## Universal Design for Learning

- Anticipating student diversity and diverse learning needs:
  - Disabilities (hard of hearing/deaf, visual impairment/blind, learning disabilities, TBI, etc.)
  - Students watching video in noisy environments
  - English as a second language
  - Different learning styles
- Supplying information in multiple ways, providing options
- Removing barriers from the learning environment

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## Two Approaches: Mandates vs. UDL

- Legal Mandates
  - Speak to hearing impairments; require accommodation
- UDL approach
  - Speaks to diverse types of learners
  - Benefits many students beyond those with hearing impairments
  - More timely access; equivalence
  - Proactive vs. Reactive
  - We see it as part of our land-grant mission

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## Captioning Models

- Complete outsourcing
- In-house, fee-based, centralized service
- Mixed model (some of the work outsourced)
- Disability services office
  - on-demand, hopefully in time
- DIY (the “yourself” may be individual faculty or their departments)

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## The DIY Captioning Process

### DVD, digital video file

1. Identify the source of the video
  - Copyright ownership
  - Format: DVD, digital file
2. Convert the video to common format
  - Software tool: Handbreak
  - Output format: MP4
3. Transcribe the video
  - Using Microsoft Word or Camtasia Studio
4. Create captions in Camtasia Studio
  - Synchronize transcript with video
5. Save the captioned video

### YouTube

1. Seek permission
2. Supply transcript (optional)

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## DIY Approach: Rationale

- DIY has become more feasible in recent years
  - Captioning tools built into common software like Camtasia Studio and Adobe Captivate
- Moral obligation to walk our talk:
  - Anticipating diverse learning needs, benefits to broad range of learners
- OT department gave higher priority to this initiative because of needs of incoming students
- Test the feasibility of this approach

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## The OT Department\*

- 12 full time faculty
- 90 graduate students
- Curriculum relies on lots of video for instruction
- UDL (including captioning) fits with OT's philosophy of equal access and participation; inclusive environments

### \*The OT Department:

- Ranked by U.S. News & World Report among the Top 10 occupational therapy programs in the nation
- Program of Research and Scholarly Excellence for 12 consecutive years
- The Colorado Commission of Higher Education has designated us a Program of Excellence

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## DIY Approach: workflow/procedure

- Hired dedicated TA (10 hrs/week)
- Set up dedicated workstation w/ relevant tools
- Staff person – point person responsible for receiving content from faculty and tracking completion
- Tech support go-to for TA
- 2-week turnaround, 1 week for urgent requests

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## Storage and Distribution of Captioned Media

- Lecture capture system
  - Echo 360, MediaSite, Panopto, others
- Post URLs in RamCT, not large media files
- YouTube
- Local file storage (flash drive, hard drives)
- Network drives
- Media archive

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## Lessons Learned: Departmental Perspective

- Use of TA deemed essential
- Amount of old, analog video (VHS tapes) that need to be digitized was a shock!
- Variety of video sources (commercially produced DVD, home-made DVD, VHS tapes)
- Issues remain around use of YouTube due to delay in obtaining copyright permission.
- Process may stifle spontaneous use of media.
- Requires planning ahead - difficult with new courses.

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**The ACCESS Project**

- Our captioning process was made possible under this DOE grant – final year of a 4 year project.
- Tutorial offerings:
  - <http://accessproject.colostate.edu/udl/>

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**Questions?**  
**Fears and concerns about captioning?**  
**Other success stories?**  
**Related issues?**

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 491-0784

**Captioning Tutorials:** <http://accessproject.colostate.edu/>

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