

Transcript for Accessibility Bites: Supporting Students Who Are Deaf or Hard of Hearing BCcampus webinar hosted on November 28, 2024

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HELENA PRINS:

Good afternoon, everyone. Welcome to this Accessibility Bites session on supporting students who are deaf or hard of hearing by your facilitator today, Jamie Drozda. We would also like to welcome our ASL interpreter for this session, Ren Kavvrin. This session is being recorded and will be shared publicly afterwards. So please stay on mute and turn off your camera if you do not wish to be recorded. With that, I'm going to hand over the session to Jamie, who will also do a territorial acknowledgement. Thank you.

JAMIE DROZDA:

Good afternoon. My name is Jamie Drozda and I'm coordinator of educational technologies at TRU. I'm coming to you from the traditional lands of the Tk'emlúps te Secwépemc, which is where I live, work, and play. I'm grateful to be here. I would like to share a little bit about my local area.

On this slide, there is an image of Kamloops Lake, and TRU is located in Kamloops, which is over here at the east end of the lake. I live in a small town named Savona, which is over here at the west end of the lake. Tobiano here in the middle is the golf course in the picture you can see.

This next image is of a balancing rock near Savona. I like to show this picture because it shows what my local area actually looks like. It's dry and brown with lots of sage brush and cactuses. Right now, we have a little bit of snow.

Today, we are going to cover why inclusive and accessible classrooms matter. How to include captions and transcripts in Kaltura and YouTube, as well as how to create transcripts in Microsoft 365 Word.

You might be wondering why designing for inclusive and accessible classroom is important. Well, there are likely more accessibility needs in your classroom than you know. It's not easy for someone to come forward with an accessibility needs request. It can feel like you're singling yourself out and subjecting yourself to negative attitudes when trying to state accessibility needs. Sometimes you can be at risk of putting yourself at more of a disadvantage than if you have not disclosed any needs.

Here's an example from Godden and Womack about the debate of whether to allow students to use laptops in the classroom for note taking. Well, there are many advantages to having students handwriting notes. What about students who use assistive technologies for note taking? Banning laptops from the classroom will mean those students need an official accommodation. If an instructor honours official accommodation requests and lets the student

be the exception with a screen, it forces students to out themselves as a person with a disability, which can come with considerable stigma.

I have first-hand experience being outed as a person with a disability, and I can tell you it sucks. When I was six years old, because of illness, I lost 98% of my hearing in my right ear and 10% in my left. I missed about a month of school, and when I returned to school, I was moved from my desk near my friends at the back of the classroom to the front with the younger kids. I went to a very small elementary school, so each classroom had mixed grades. Throughout grades one to seven, I would start off sitting in the back of the class with my friends. But when my mom told the teacher I was hard of hearing, I would instantly be moved to the front of the classroom and I hated it every time. Often, my friends would tease me. Things got worse in high school. I went from a class of about 15 students with mixed grades and a total school population of about 60 students to a school with hundreds of students and every classroom was over full. As I walked out of the crowded classrooms into the hallways, which were packed with shouting teenagers, my heart would race, my skin would get clammy, and I would leave. Every day, I begged my parents to let me quit. And eventually, much to their dismay, I was able to get a full-time job, and I dropped out. Back then, anxiety, disability, and accessibility just weren't recognized or really even thought about, and I'm glad things are different now.

I will say it wasn't until I was 35 years old that I had the confidence to state my needs in the classroom, and still I've only done it once. It's important to note that students have many needs. I remember when my pipe burst in my basement, and I was up at about 2:00 in the morning cleaning up the mess so I could make my 9:00 in the morning final exam. I also remember reading to catch up in class in the hospital beside my grandma when she was dying. I never mentioned either of these things to my instructors for fear that they wouldn't believe me, and I don't think I'm alone here.

What do we do? It's not practical to replace the face-to-face classroom with recorded lectures. It's nearly impossible to find a set of examples and design standards to follow when looking for best practices for accessibility in the classroom. I think this is because classroom design will differ for different disciplines and populations. For example, a trades classroom will look very different from a lecture hall, which will look different from small writing intensive classes. Students needs will also differ across different contexts. Whether your classroom is face-to-face, online, hybrid or HyFlex, a good place to start is universal design or even better inclusive design.

Inclusive design means “designing a diversity of ways to participate so that everyone has a sense of belonging.” Since inclusive design is usability for everyone, we need to consider accessibility, usability together, not separately. A common example of the relationship between accessibility and usability is curb cuts. Curb cuts are those small ramps that make it easier for people using wheelchairs to get from the sidewalk to the road. I remember a time when there were no curb cuts, and I never actually gave it much thought. But now, I see that far more people than those with disabilities are benefiting from them. You can think about people pushing strollers, delivery workers with dollies, and travelers wheeling luggage. Inclusive design

acknowledges the essential nature of accessibility and proactively seeks to provide user-friendly experience for people with and without disabilities. And yes, people on roller blades, too.

What can we do in the classroom to help? If you script your lectures, you can put them up in your learning management system for students to read. You can record your lectures and post the recordings in your learning management system. This can be done easily by using a lav or lavalier mic. You can use wired or bluetooth to record your session directly into your laptop or your phone. You can also make sure you caption and provide transcripts of any videos and audio you add to your learning management system.

Captioning your videos and audio and creating transcripts doesn't need to be onerous. Many post-secondary institutions use Kaltura as a video-hosting server, and captions are automatically generated when the videos and audio are uploaded. It's important to edit the captions as captions are machine-generated and they will have errors. As a bonus, since the transcript is generated from the captions, editing the captions also edits the transcript. If you do not have access to Kaltura, you can upload your videos and audio to YouTube to have the captions and a transcript automatically generated for you.

Okay. Let's head over to Kaltura to go over how to edit captions and download a transcript. I've got it open here. I'll just change tabs.

To upload a video, click the + Add New button. Then select Media Upload. Here, you can drag and drop a file or use the choose a file button to upload, and I'm going to click the button.

I've got a video here on my desktop ready. I'll select it and click Open. You can change the name of the video if you want if the file name isn't what you wanted. You can enter a description, add collaborators, and have the publishing status. I'm going to keep mine at private. I want to say here that you can press Save now, but it won't work. You have to wait for your video to be fully uploaded. Then after that, it will take some time for the transcripts to be generated and for the captions to go. But I've already pre-uploaded it, so I'm just going to click Different tab here, and we'll go straight to it just for time's sake. We don't need to wait for that.

Is this the same interface regardless of different LMSs? Yes, it is. I'm on media.TRU.ca That is our external-facing Kaltura. When you click into it through Moodle, which is our learning management system, you still go to the My Media portal, which I think you'll recognize here in a second.

So I got it open to the video already. If you didn't, you would hover your user name and select Media. Kaltura is spelled with a K. Other than that, it's completely correct. To edit the captions, we're going to scroll past the video. Click Actions on the right and select it. Sorry. That's editing the video. Back up a step. I'm getting ahead of myself. Select Caption and Enrich. I don't know why it keeps going away on me. There we go. If your version of Kaltura is not set to automatically caption videos, you'll just click the + Order button and then follow the prompts

and it will go. As I mentioned, TRU is set to automatically create captions, so you just need to click the pencil icon. We'll just wait a second for that to load. My internet is being very slow. There we go. As we go, I know that I titled the assignment one, but with the number one. I would want to change that to "one." You just keep scrolling through until you find errors to edit. I don't want course page to be capitalized. This actually did a good job. I'm going to pretend that I went through all of the captions and that we're done editing. Again, just for time's sake. I'll hit Save. Then of course, I do want to save my changes.

Now that the captions are edited, we can download the transcript. When you edit the captions, you're also editing the transcript. So it's ready to go. All we have to do is click Back over here on the right. And then click the Attachments tab. Here we want to click the download icon under actions for the txt file. Here it's the dot txt. Just click on that and your captions will download. I don't think if I open them, that they'll open up in the screen share, so I just won't. But just know that they download as a flat txt file. It might be nice if you went through and added paragraph breaks just for readability before you upload them to your learning management system.

On average, how long does it take to edit a three-hour lecture? Honestly, I have never edited a three-hour long lecture. But I would imagine it would take some time. If you're speaking really clear, of course, the caption would be better. About 9 hours? Okay. Well, I think we'd be getting really fussy there for 9 hours. But I'm going to have to take you at your word.

So now let's head over to YouTube to go over how to ensure captions are automatically created, how to edit them, and how to download a transcript.

We'll come over here to YouTube, but I'm already logged in. So on my user name, I will select YouTube Studio. And then I'm going to click Upload Videos button. Again, you can drag and drop them or select the file. I'll select the file. And I'm going to choose the same video as before and click Open. And that takes a second. Now you can edit the title if you want. You can add a description. You can select a thumbnail. If you leave it alone, it will automatically generate one, so that's what we'll do. You can select the playlist, and I don't have any setup, so we'll just scroll past. The audience is required, so I'll say, yes, it's made for kids. It's definitely nothing a child couldn't watch. They might not want to, but they could. Then here in case you miss that, you click Show More. We'll scroll down past all the settings until we come to Language and captions certification. Here we're going to want to select the Video Language. I'll scroll down. I'm going to select English. I did play with this. If you select English Canada, the transcripts didn't go for me. Just English. Then we'll just skip past the rest. The caption certification is more for the US and if you're not adding captions. We'll click Next. Then I've already selected a language so we can skip that part, and we'll just go past the settings and click Next. Next again. I'm going to make this private because I don't have YouTube set up properly. Then finally, Save.

Again, I've already uploaded the video to YouTube because it does take a bit for it to generate the captions. Here we're going to click on Content to find our videos on the left. Then I'm going to select the video I uploaded yesterday. I'll click on that to open it. Over, I'll scroll down on the

right, I'll select Subtitles. Again, here, you can play the video on the right while you're editing the titles on the left. I wanted to start off with a capital L. I'm not sure why it does this, so I'm going to hit Done. But every once in a while, it goes into that editing mode and it's not that nice. Here we go. I've had to do this before. You click Done and it comes in this nicer editor, much like Kaltura. Again, you just scroll through and make your edits. This should be capitalized. Again, I want the number one. And then you just keep going and reading, and you can play and then read. And if you click the box pause while typing, it will actually pause the video, and you can type in the box and then listen and read and edit that. So I'm going to click Done and just pretend that we're finished.

To create a transcript, we want to click on Subtitles again, and we want to select Edit as Text. This puts us into that mode we were in before. This is how your text file will display when you download it, just flat like this, and it's the same for Kaltura as I mentioned. After downloading, it would be nice if you went through and put some natural paragraph breaks in. To download it beside the edit timings buttons, you'll click the three ellipses and Download Subtitles, then that just takes it to your downloads folder. And then we can click Done.

Is MS translator more accurate? These are such short videos. I didn't notice much of a difference. I found YouTube was much quicker at generating the transcripts and captions. But as far... I found them very similar in their accuracy.

Finally, we're going to move on. We're going to head over to Microsoft 365 Word. I've got that open here as well. You can upload a pre-recorded audio file and then transcribe the recording and Microsoft 365 Word. I will say out of the three, I found this the most accurate. To do this, make sure you're on the Home tab, and then select the drop-down list for Dictate, and we're going to select Transcribe. In the transcribe pane, we'll select Upload Audio. And I've got my audio here. Select the file and click Open. Currently supports .wav, mp4, .m4a, and .mp3 formats. Processing may take a while depending on the size of your file and your internet speed. You are able to do other things or switch browser tabs or applications while you're waiting. Just remember to keep this tab open and the Transcription pane open. Once the processing is complete, you'll want to edit the sections and add them to the document.

Has anyone figured out when the three-month limit resets? I haven't been able to make heads or tails of it when I get to another allotment of transcription. Okay. So I'll answer this before we get into editing because I was going to answer the question anyways. But I just have to read it in my note. There is a five-hour limit per month. It shouldn't be per three months for uploaded recordings and each uploaded recording is limited to 200 megabytes. But you are completely unlimited in how much you can record directly into Microsoft Word 365 and then transcribe. That I'm not sure about when the month resets. I would think at the first of the month; it might be when you start using it too. I haven't run out yet.

Okay. To edit these sections, what you're going to do is hover over the section and click the pencil icon. There's only one speaker in this audio file, so I'm just going to change speaker one

to my name. And I'll select the Change All Speaker 1 box. Then I want to confirm, so clicking the check mark to save. Again, we just go scroll through, click the pencil. I see a little bit of an error here. I want that capitalized, and it didn't catch the one. And then click the check mark to save. Again, we'll just pretend that we've done the whole thing. You'll notice that it doesn't add these sections directly to the document. You can do that one by one by hovering over a section and clicking the + symbol with a circle around it, Add Section to Document. I'm going to add all the sections at once. I'll select the drop-down in the Add to Document button, and you can choose Just Text, With Speakers, with Timestamps, With Speakers and Timestamps. I'm going to select Just Text. Again, it's just a flat text file. You may want to put the paragraph breaks in for readability. But other than that, it's ready to go. At the top, you will notice that it puts a link to the audio file. But I don't know about your institution, but TRU has our Office 365 set so that we actually can't share files outside the institution, there's really not much point in keeping this link here. I'll delete it.

What menu item is this in Word? From the Home tab, you will come over here to Dictate and just click on the drop-down, and then it's transcribed. Yeah. Really, it's pretty simple. Yeah, you're welcome and straightforward to be able to capture your videos, caption your audio files, and create transcriptions.

At this point, I see we're at just a few minutes left. Are there any questions? Yes, and do you need to be on the web.

Very quickly, I do have one more thing to share, and that is how to record directly into Word. I've got another document open here, and from the Home tab, again, click the drop-down and Transcribe. Then you're going to click Start Recording. Yes, please feel free even to turn on your mic if you have a question. I'm fine with an interruption. We'll click Start Recording. You want to make sure that you're using the correct microphone. We'll click on the microphone to pause, and I can tell it's recording just because the time is moving here. Now when we're finished, we're going to click Save and Transcribe Now. It's uploading to OneDrive. Here we go. We've already got the recording. It was nice and short. You can see it does a pretty good job. Again, you will make your selection, Add to Document with Just Text with Speakers with Timestamps. We can see what speakers and timestamps looks like. Yeah, it's pretty nice. You can go to your Office 365 and find your recording. If you want, you can download it and then you can upload it to your LMS along with the transcript you created.

I hope you have found this helpful. Well, that's good to know that OneDrive SharePoint can generate captions for video files. Thank you. Thanks so much for coming. It does take practice and time, yes.