Having Our Cake and Eating It, Too: Working Toward Accessible Digital Instructional Materials

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March 19, 2014

29th Annual International Technology and Persons with Disabilities Conference
Agenda

- About our title
- The context: our campus & our collaborators
- Assessing the needs
  - Questions about video usage
  - Questions about captioning needs
- Progress we have made toward addressing those needs
- Next steps
- Q & A
Having Our Cake and Eating It, Too

- 21st century teaching landscape: Flipped, hybrid and on-line courses
- If a picture is worth 1000 words, then a video must speak volumes! Or does it?
- Encouraging faculty to include rich, multimedia content in their courses
- Being mindful to be inclusive and ensure access to content for all learners
SJSU Campus & Collaborators

- **Students:**
  - Total enrollment: ~ 31,000
  - Registered w/ Accessible Education Center: ~ 1100 (4%)

- **Faculty:**
  - Full-time & part-time: ~ 1500-1650

- **Accessible Technology Initiative Instructional Materials (ATI IM) committee partners:**
  - Academic Technology,
  - Accessible Education Center,
  - Center for Faculty Development, and
  - Representatives from faculty, administration, and the bookstore
Assessing Faculty & Student Needs

ATI IM administered two faculty surveys:

#1 – To document video usage

#2 – To better understand captioning needs
Course Formats

- Over 90% of faculty are teaching at least one class FACE-to-FACE

- Over 35% are teaching at least one class in HYBRID format (both in person and online instruction)

- Approximately 14% are teaching at least one class fully ONLINE
Video Usage

- 83% of respondents reported using videos during class time
- 57% reported assigning videos for viewing outside of class

So, from the point of view of accessible instructional materials, attending to videos is important.
Type of Video Content

77% = Complex scenes (many people, lots of action and conversation, etc.)

67% = “Talking heads” (one person talking, etc.)

63% = Dialogues (interviewer and interviewee, etc.)

59% = Clips with elaborate graphics (photographs, data, etc.)

31% = Clips with few if any words (projections of the night sky, etc.)
Reasons for Not Showing or Assigning Videos

42% = The hardware was too unreliable (e.g., broken, parts missing, etc.)

42% = Couldn’t find videos that were educationally worthy

25% = Didn’t want to assume students (outside of class) had the equipment/access

24% = Video clips were not captioned/transcribed

18% = Didn’t know how to use the hardware in the room
## Portions of Videos Captioned

- 55% or more of In-Class videos are NOT CAPTIONED
- 62% or more of videos Outside of Class are NOT CAPTIONED

<table>
<thead>
<tr>
<th></th>
<th>Not Captioned</th>
<th>&lt; 25%</th>
<th>~ 50%</th>
<th>&gt; 75%</th>
<th>All</th>
<th>Don’t Know</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class</td>
<td>72 (55%)</td>
<td>29 (22%)</td>
<td>2 (2%)</td>
<td>7 (5%)</td>
<td>7(5%)</td>
<td>7 (5%)</td>
<td>8(6%)</td>
</tr>
<tr>
<td>Outside of Class</td>
<td>82 (62%)</td>
<td>10 (8%)</td>
<td>2 (2%)</td>
<td>2 (2%)</td>
<td>4 (3%)</td>
<td>12 (9%)</td>
<td>20 (15%)</td>
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</table>
Reasons for Using Non-captioned Videos

48% = “I didn’t know how to go about getting the materials captioned/transcribed.”

44% = “I assumed students would ask if they needed/wanted captioning/transcription.”

39% = “I decided to use the materials at the last minute so I didn’t have time to have them captioned/transcribed.”

36% = “I didn’t know what my responsibilities were.”

16% = “I was told there were no resources to provide the captioning/transcription.”
Meeting Campus Captioning Needs

Our second survey asked:

- Minutes of captioning needed
- Source video format
- Copyright ownership
- Play-back preferences
- How videos will be shown/assigned?
Estimating Captioning Needs

Number of minutes of video needing captioning per faculty

Average = 223 minutes (~3.7 hours)

Range = 1 to 2000 minutes
Faculty were asked to check all that apply about the format of their source videos.

<table>
<thead>
<tr>
<th>Source Video Format</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic file (e.g., m4v, Flash, QuickTime, Window Media, Real Player)</td>
<td>45%</td>
</tr>
<tr>
<td>DVD</td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
<tr>
<td>VHS tape</td>
<td>11%</td>
</tr>
<tr>
<td>Blu-Ray</td>
<td>1%</td>
</tr>
</tbody>
</table>
Copyright Ownership of Videos

Faculty were asked whether they have the copyright for their videos.

<table>
<thead>
<tr>
<th>Copyright Ownership</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No – for any of it</td>
<td>44%</td>
</tr>
<tr>
<td>Yes – for everything I need captioned</td>
<td>23%</td>
</tr>
<tr>
<td>Yes for some, no for others</td>
<td>13%</td>
</tr>
<tr>
<td>Not sure</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
</tr>
</tbody>
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SJSU Center for Faculty Development
Faculty were asked to check all that apply about the play-back methods they plan to use.

<table>
<thead>
<tr>
<th>Play-back Methods</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Electronic file played from a computer</td>
<td>37%</td>
</tr>
<tr>
<td>Streamed online</td>
<td>30%</td>
</tr>
<tr>
<td>DVD</td>
<td>26%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
</tr>
<tr>
<td>Blu-Ray</td>
<td>0%</td>
</tr>
</tbody>
</table>
How Videos Are Shown/Assigned

Faculty were asked to check all that apply about how videos will be shown/assigned in their teaching.

<table>
<thead>
<tr>
<th>Instructional/Pedagogy Methods</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Play back from a computer in classroom</td>
<td>28%</td>
</tr>
<tr>
<td>Upload to Canvas (Learning Management System)</td>
<td>22%</td>
</tr>
<tr>
<td>Provide students with links and expect them to find and view the video on their own</td>
<td>15%</td>
</tr>
<tr>
<td>Play back from DVD or Blu-Ray in classroom</td>
<td>14%</td>
</tr>
<tr>
<td>Upload to a website</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
</tr>
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Rolling Out Captioning Services

- **Infrastructure**
  - Hardware and Software: Windows and Macs, Dragon Naturally Speaking, MovieCaptioner, AutoSync, YouTube, DVD Studio Pro, etc.
  - Info Hub: FAQs, request form, media dropbox, media library repository, master database log sheet, etc.
  - Resources: 2 part-time staff; 3 part-time student assistants
  - Documentation: Job/workflow & software used

- **Process**
  - Complete request form, upload or drop off video files
  - Provide a) video with captions or b) transcripts only
  - Download completed jobs
  - Media Library Repository
Team Approach

- Academic Technology and Center for Faculty Development
  - set up infrastructure and workflow process
- ATI IM committee, HR, Chancellor’s Office
  - FAQs and processes
- Accessible Education Center
  - provided a list of 64 courses with Hard-of-Hearing students
- Faculty response
  - 7 out of the 64 courses requested captioning

RESULT: To date, we have transcribed and/or captioned approximately 1000 minutes of video
Next Steps to Raise Awareness

- Top-down approach
  - Campus Academic Affairs Leadership Team (Provost, Vice Provost, Deans, AVPs)
  - Academic Senate
  - Curriculum Review Committee
  - University Council of Chairs and Directors
  - Road shows at colleges or departments

- Bottom-up approach
  - Direct email to faculty
  - Open house
  - Accessible video workshops
  - Announcements via websites

- Other accessibility outreach plan
  - Campus-wide study to measure the accessibility status of PDF documents used in teaching
Points of Contact

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Thank you!!

Questions?