

The background of the slide is a photograph of a university campus. On the left, a tall, slender tower with a red-tiled roof and arched windows stands prominently. To its right, a larger building with a similar architectural style and red-tiled roof is visible. In the foreground, there are green trees and a clear blue sky. The overall scene is bright and sunny.

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

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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

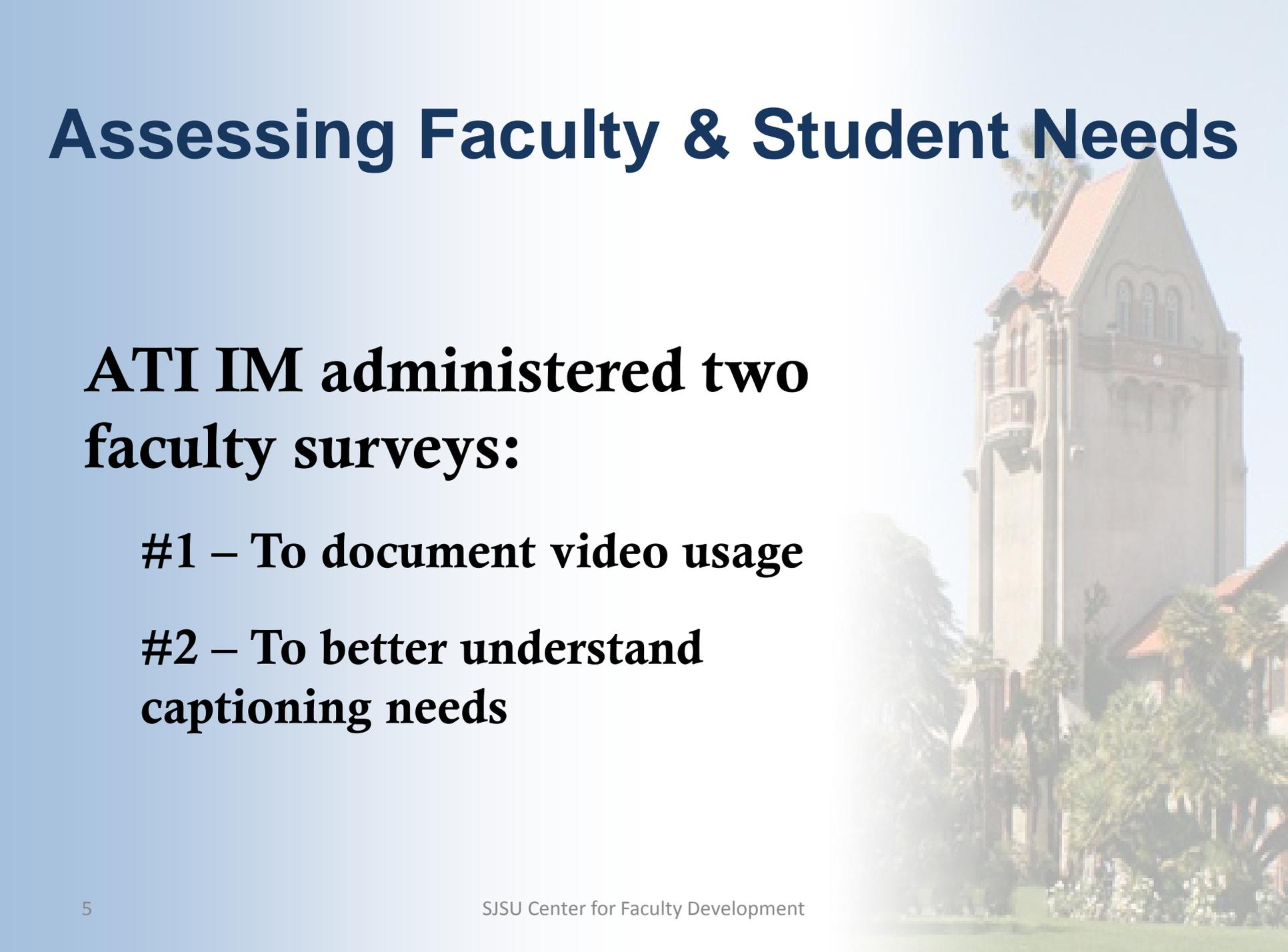
- **21<sup>st</sup> century teaching landscape:  
Flipped, hybrid and on-line courses**
- **If a picture is worth 1000 words,  
then a video must speak volumes!  
Or does it?**
- **Encouraging faculty to include rich,  
multimedia content in their courses**
- **Being mindful to be inclusive and  
ensure 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

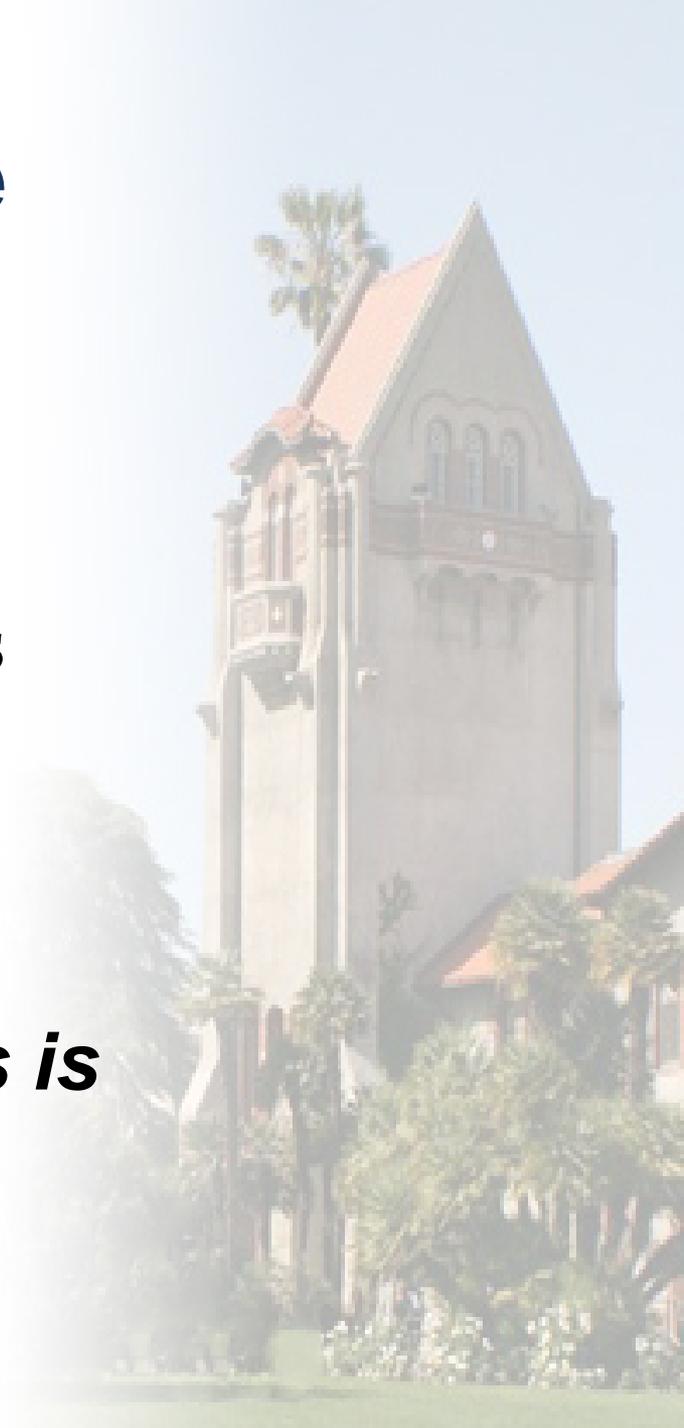
- **Over 90% of faculty are teaching at least one class FACE-to-FACE**
- **Over 35% are teaching at least one class in HYBRID format (both in person and online instruction)**
- **Approximately 14% are teaching at least one class fully ONLINE**



# 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**

	<b>Not Captioned</b>	<b>&lt; 25%</b>	<b>~ 50%</b>	<b>&gt; 75%</b>	<b>All</b>	<b>Don't Know</b>	<b>Other</b>
<b>In-Class</b>	<b>72 (55%)</b>	<b>29 (22%)</b>	<b>2 (2%)</b>	<b>7 (5%)</b>	<b>7(5%)</b>	<b>7 (5%)</b>	<b>8(6%)</b>
<b>Outside of Class</b>	<b>82 (62%)</b>	<b>10 (8%)</b>	<b>2 (2%)</b>	<b>2 (2%)</b>	<b>4 (3%)</b>	<b>12 (9%)</b>	<b>20 (15%)</b>

# 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**

# Source Video Format

Faculty were asked to check all that apply about the format of their source videos.

Source Video Format	Percentage
Electronic file (e.g., m4v, Flash, QuickTime, Window Media, Real Player)	45%
DVD	30%
Other	14%
VHS tape	11%
Blu-Ray	1%

# Copyright Ownership of Videos

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

Copyright Ownership	Percentage
No – for any of it	44%
Yes – for everything I need captioned	23%
Yes for some, no for others	13%
Not sure	12%
Other	9%

# Play-back Methods

Faculty were asked to check all that apply about the play-back methods they plan to use.

Play-back Methods	Percentage
Electronic file played from a computer	37%
Streamed online	30%
DVD	26%
Other	8%
Blu-Ray	0%

# How Videos Are Shown/Assigned

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

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

# 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?**

