

Enhancing learning from your screencast lectures

With the addition of captions and transcripts, findings and insights from
the LEaD pilot of a student correction service 2020 – 2021

Sandra Partington

Sandra (Sarny) Guzman-Rodriguez

Maria Kaffa

Welcome to Zoom Webinar

We are in Zoom Webinar,

1. Can you read what I am saying?
2. Can I read what you are saying?

And welcome to the session



Sandra Partington

LEaD

About the Digital Accessibility Project

The project was initiated in Summer 2020, the aim is to make City Digitally Accessible, that means platforms, sites, content and practices.

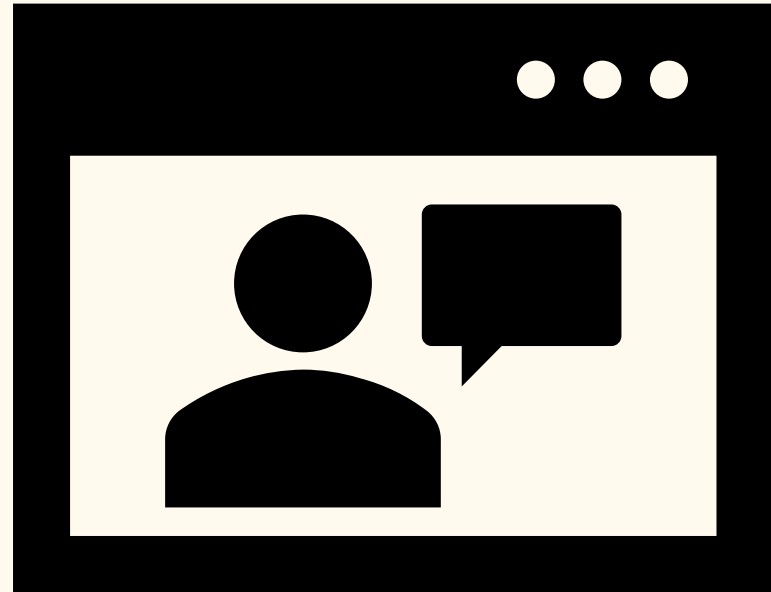
1. Raise awareness of legislation, guidance and support
2. Provided Accessibility Statements for platforms
3. Develop staff through consultation and training
4. Make module documents accessible
5. **Make multimedia content accessible**

How can we possibly correct everything?

We switched on Automated Speech Recognition ASR

And set up the student caption pilot

To help out



What about ASR?

How accurate or usable for learning are free automated captions in Kaltura ASR?

100% inaccurate caption text file

and therefore 100% inaccurate **transcript file**

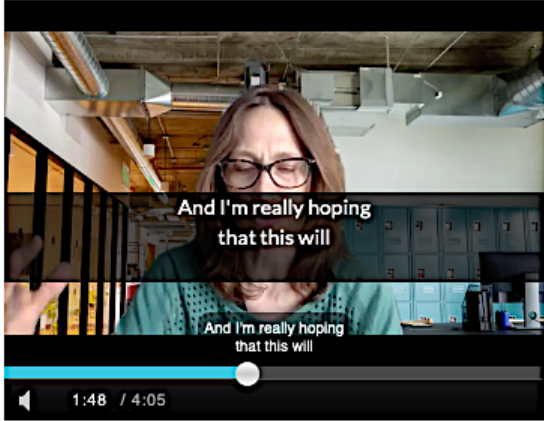
But you can edit it – if you have time

Captions English (British) - English (British) ▾ Revert Save

Replace

Add Speaker to selected items Add

<input type="checkbox"/>	00:01:35,261	00:01:39,656	our estate came, lecture capturable.
<input type="checkbox"/>	<input type="text" value="00:01:39,656"/>	<input type="text" value="00:01:41,801"/>	<input type="text" value="So I think the value of"/> 🗑️
<input type="checkbox"/>	00:01:41,801	00:01:43,841	during the live experience has
<input type="checkbox"/>	00:01:43,841	00:01:47,711	really kind of settled in now.
<input type="checkbox"/>	00:01:47,711	00:01:50,261	And I'm really hoping that this will



1:48 / 4:05

▶ ↺ ↻ Autoscroll

Tips from the
team,

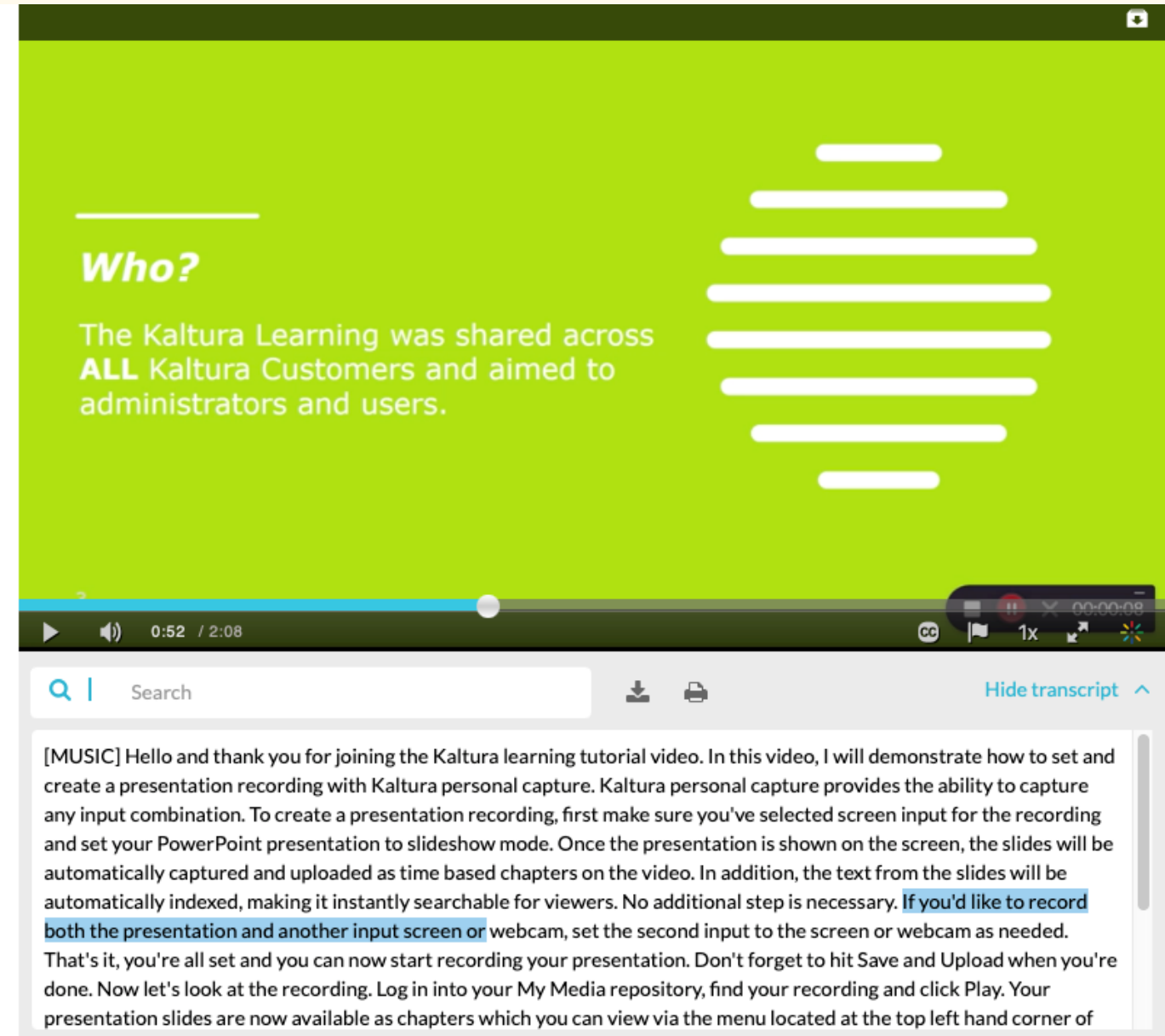
Correct ASR, if
you have time

find and learn
to use the edit
tool

check the ASR
and fix a few
key words

request caption
correction if
offered

Worth the effort?



Who?

The Kaltura Learning was shared across **ALL** Kaltura Customers and aimed to administrators and users.

0:52 / 2:08

Search

Hide transcript

[MUSIC] Hello and thank you for joining the Kaltura learning tutorial video. In this video, I will demonstrate how to set and create a presentation recording with Kaltura personal capture. Kaltura personal capture provides the ability to capture any input combination. To create a presentation recording, first make sure you've selected screen input for the recording and set your PowerPoint presentation to slideshow mode. Once the presentation is shown on the screen, the slides will be automatically captured and uploaded as time based chapters on the video. In addition, the text from the slides will be automatically indexed, making it instantly searchable for viewers. No additional step is necessary. **If you'd like to record both the presentation and another input screen or** webcam, set the second input to the screen or webcam as needed. That's it, you're all set and you can now start recording your presentation. Don't forget to hit Save and Upload when you're done. Now let's look at the recording. Log in into your My Media repository, find your recording and click Play. Your presentation slides are now available as chapters which you can view via the menu located at the top left hand corner of

Transcript as a learning resource

Ian Loveland, City Law School

I am doing transcripts because I think many students benefit from having something they can physically annotate during the learning process, whether with their own notes or cross-references etc.

It is also much easier to move around a transcript than around an audio/video tape if you are searching for particular passages.

I can also use basic formatting styles to add emphases etc so that students can hierarchise the content.

7. You may also recall that in *Big M*, the Court expressly rejected the relevance of Bill of Rights jurisprudence, and particularly the majority judgment in *Robertson and Rosetanni*. as a guide to the meaning of the charter. This is linked to the important point made at paragraphs 78 through to 80. In *Robertson and Rosetanni* you may recall the majority had concluded that freedom of religion under the Bill of Rights could only be interfered with by legislation the **purpose** of which was to interfere with that religious freedom. The requirement of Sunday closing was characterised as **an effect** rather than a purpose of the Lord's Day Act and given an economic rather than religious connotation.

Transcripts as a learning resources – study tools and techniques

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It also **much easier to move around a transcript than around an audio/video** tape if you are searching for particular passages.

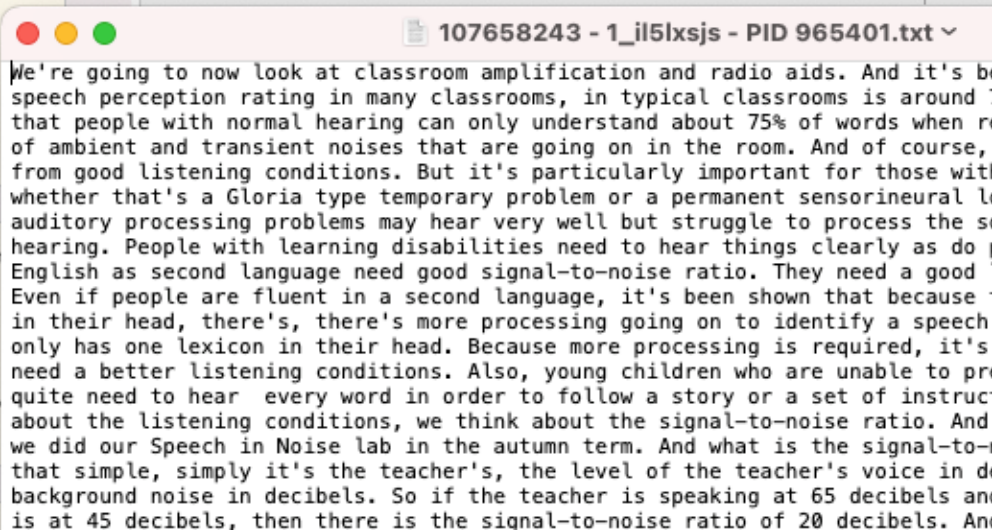
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So if transcripts are a good thing for learning – can ASR help us create them?

0:00:01.10	0:00:04.14	9	Default	We're going to now look at classroom
0:00:04.14	0:00:05.97	13	Default	amplification and radio aids.
0:00:05.97	0:00:07.35	13	Default	And it's been shown that
0:00:07.35	0:00:08.80	17	Default	the speech perception rating
0:00:08.80	0:00:09.84	15	Default	in many classrooms,
0:00:09.84	0:00:12.12	13	Default	in typical classrooms is around 75%.
0:00:12.12	0:00:13.83	16	Default	And that's to say that people with
0:00:13.83	0:00:15.75	16	Default	normal hearing can only understand
0:00:15.75	0:00:17.28	9	Default	about 75% of words
0:00:17.28	0:00:18.63	18	Default	when read from a list because
0:00:18.63	0:00:20.13	14	Default	of ambient and transient
0:00:20.13	0:00:22.56	12	Default	noises that are going on in the room.
0:00:22.56	0:00:24.36	12	Default	And of course, all students
0:00:24.36	0:00:26.01	21	Default	benefit from good listening conditions.

File type, SRT

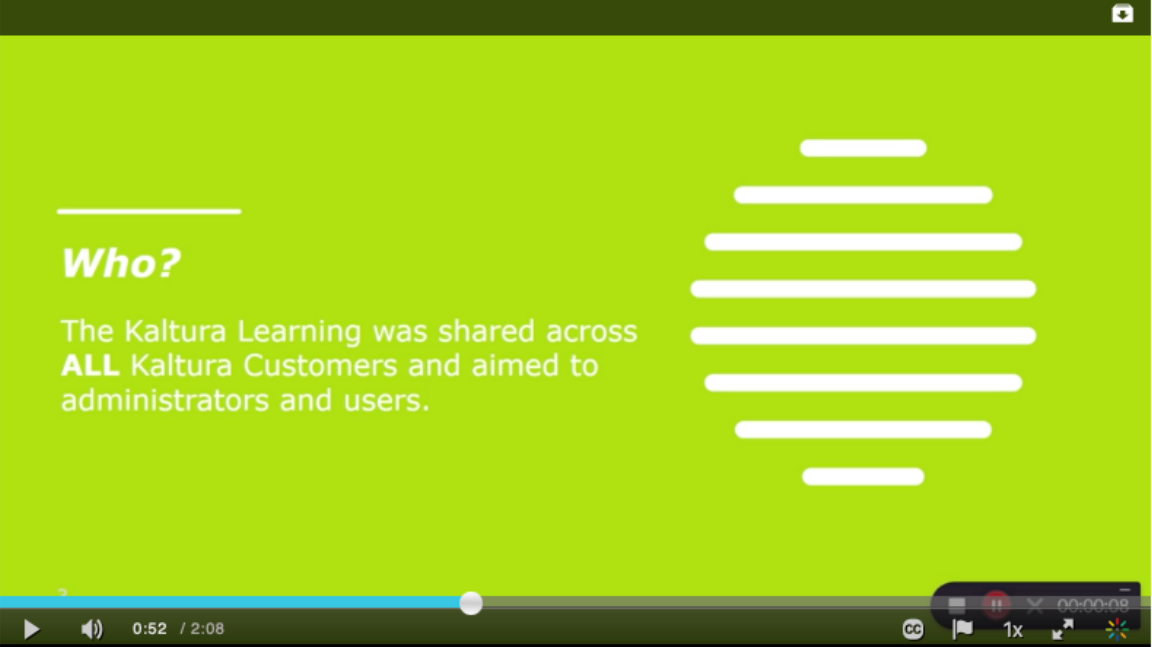


107658243 - 1_il5lxsjs - PID 965401.txt

We're going to now look at classroom amplification and radio aids. And it's been shown that in typical classrooms, in typical classrooms is around 75% that people with normal hearing can only understand about 75% of words when read from a list because of ambient and transient noises that are going on in the room. And of course, all students benefit from good listening conditions. And it's been shown that in typical classrooms, in typical classrooms is around 75% that people with normal hearing can only understand about 75% of words when read from a list because of ambient and transient noises that are going on in the room. And of course, all students benefit from good listening conditions. But it's particularly important for those with hearing problems whether that's a Gloria type temporary problem or a permanent sensorineural hearing loss. People with hearing problems may hear very well but struggle to process the speech. People with learning disabilities need to hear things clearly as do people who are English as second language need good signal-to-noise ratio. They need a good signal-to-noise ratio. Even if people are fluent in a second language, it's been shown that because of the extra processing in their head, there's more processing going on to identify a speech signal. Because more processing is required, it's necessary to have a better listening conditions. Also, young children who are unable to process speech quite need to hear every word in order to follow a story or a set of instructions. About the listening conditions, we think about the signal-to-noise ratio. And we did our Speech in Noise lab in the autumn term. And what is the signal-to-noise ratio that simple, simply it's the teacher's, the level of the teacher's voice in decibels and the background noise in decibels. So if the teacher is speaking at 65 decibels and the background noise is at 45 decibels, then there is the signal-to-noise ratio of 20 decibels. And

File type, TXT

Interactive Transcript in Media Space

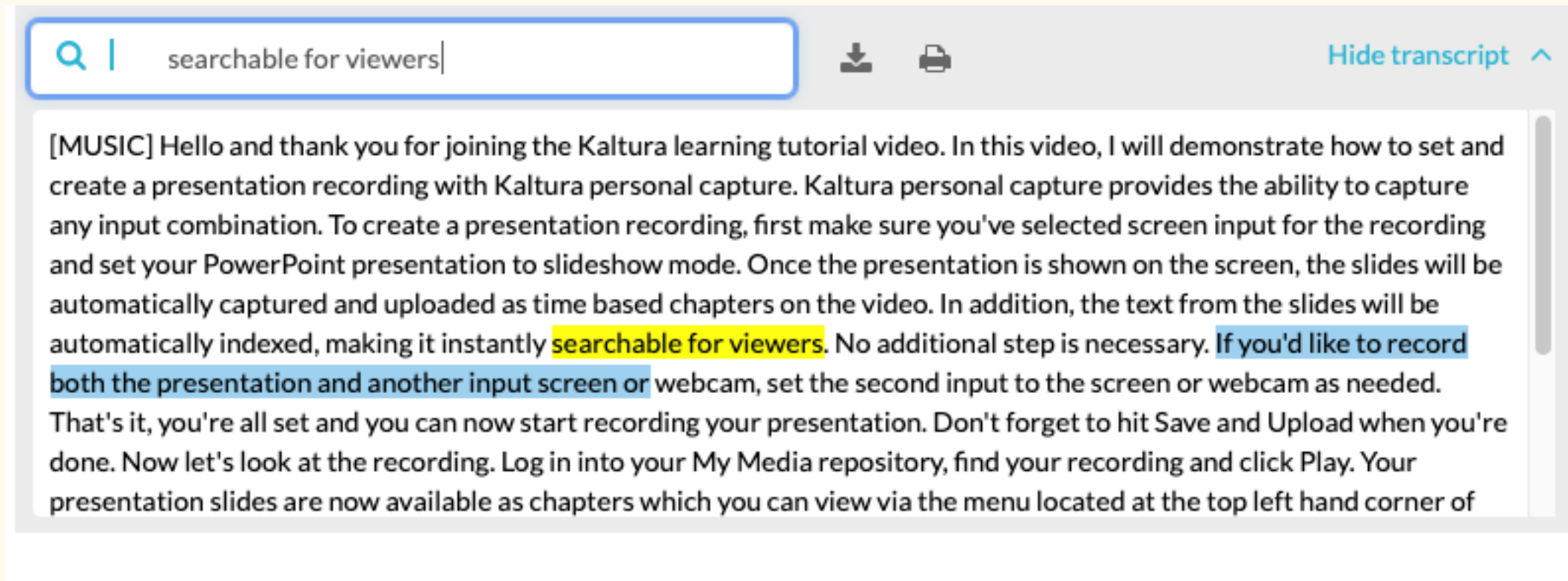


The screenshot shows a video player interface. The video content is a slide with a green background. On the left, the word "Who?" is written in white. Below it, the text reads: "The Kaltura Learning was shared across ALL Kaltura Customers and aimed to administrators and users." On the right side of the slide, there is a graphic consisting of several horizontal white bars of varying lengths, arranged to resemble a stylized letter 'H'.

Below the video player, there is a search bar with a magnifying glass icon and the text "Search". To the right of the search bar are icons for download and print. Further right is a link that says "Hide transcript" with an upward-pointing arrow. Below these elements is a scrollable text area containing the transcript:

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Interactive transcript tool features



The screenshot displays a user interface for an interactive transcript tool. At the top, there is a search bar with a magnifying glass icon and the text "searchable for viewers". To the right of the search bar are icons for download and print, and a "Hide transcript" button with an upward arrow. Below the search bar is a scrollable transcript area. The transcript text is as follows:

[MUSIC] Hello and thank you for joining the Kaltura learning tutorial video. In this video, I will demonstrate how to set and create a presentation recording with Kaltura personal capture. Kaltura personal capture provides the ability to capture any input combination. To create a presentation recording, first make sure you've selected screen input for the recording and set your PowerPoint presentation to slideshow mode. Once the presentation is shown on the screen, the slides will be automatically captured and uploaded as time based chapters on the video. In addition, the text from the slides will be automatically indexed, making it instantly **searchable for viewers**. No additional step is necessary. **If you'd like to record both the presentation and another input screen or** webcam, set the second input to the screen or webcam as needed. That's it, you're all set and you can now start recording your presentation. Don't forget to hit Save and Upload when you're done. Now let's look at the recording. Log in into your My Media repository, find your recording and click Play. Your presentation slides are now available as chapters which you can view via the menu located at the top left hand corner of

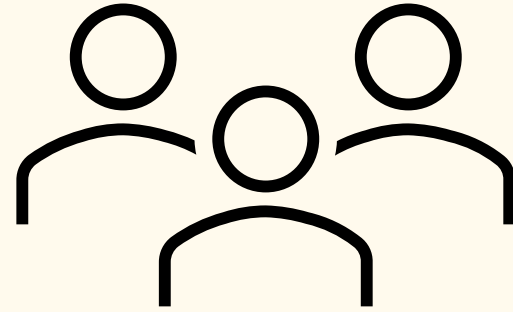
Coming to Moodle

The screenshot shows a video player interface. The video content has a red background with a cityscape. In the top left corner, there is a logo for City University of London, featuring a crest and the text 'CITY UNIVERSITY OF LONDON EST. 1894'. The main title of the video is 'Zoom Echo Integration' in large white text, with a play button icon in the center. Below the title, it says 'Educational Technology Team'. At the bottom left of the video frame, the URL 'www.city.ac.uk' is visible. The video player controls at the bottom include a play button, a volume icon, a progress bar showing '0:00 / 24:25', a Creative Commons license icon, a '1x' speed indicator, and a share icon. Below the video player, there is a search bar with a magnifying glass icon and the text 'Search'. To the right of the search bar are icons for download and print. Further right is a link that says 'Hide transcript' with an upward-pointing arrow.

Student Team

Who took part in the student captioners team?

Was it essential to match subject area to student?



Tips from the
team,

Emphasis

Emphasise key
words by voice

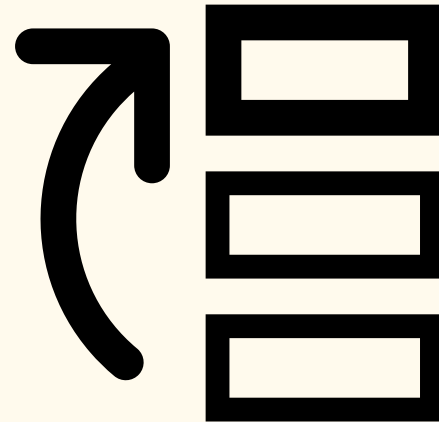
Add **key words** to
your slides

Emphasise **key**
words at the same
time as they are
on screen

Requests

What reasons were offered to help prioritise requests for correction?

Which reasons did staff choose?



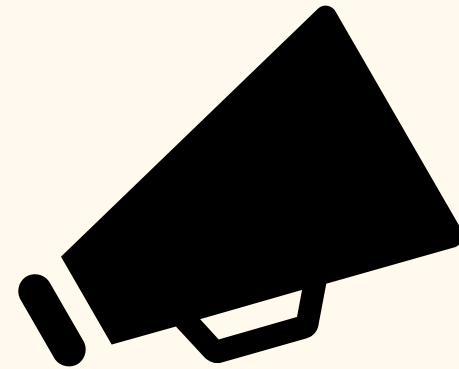
A little bit about accents

Was expected and so made a priority

Was requested by staff who assumed ASR could not recognise their accent

Was requested by students via their module academic

Was requested for regional and international accents



A little bit more about accents

Was expected and so made a priority

Actually - ASR made the same amount and types of mistakes for all accents or no perceivable accent

Was requested by staff

Was requested by students

However – still hard for students to understand some terminology and so still a priority

Was for regional and international accents

But cost was the same for the corrections, and supporting materials e.g. PowerPoints helped the team update the captions

Tips from the
team,

Voice

Audio quality,
use a headset
and mic

Speech clarity

Speech speed

What makes a difference for learning?

What features or settings can enhance learning from video and multimedia

- High quality audio and well paced presentations
- **The transcript** is equally as important as captions and both need to be provided to students
- Caption options such as colour and size controls
- **Interactive Transcript tools** can transform the learning experience and are expected by students when studying online

City's approach for 2020 - 2021

New services for September 2021,



- 1. Human Caption correction service for pre recorded or re used media**
- 2. A follow the student service, providing captions for all content**
- 3. ASR coming in for Lecture Capture to add to the ADR in use for Teams and Zoom classroom**

An expectation of recording of teaching continue and to increase