Accessibility Checkpoints for VIDEO Materials in Online Courses

A visual recording of a real-life event or interaction or demonstration, usually accompanied by synchronized audio.
Recommended file type: MPEG-4 (MP4)[1]

Required for **ALL** videos:

☐ **Transcripts**

Required for **some** videos:

☐ **Captions**
Text synchronized with video; required only if students need to see what's happening in the video AND get audio information at same time.

☐ **Audio description**
Required only for relevant visuals that aren't already covered in the what's being said; says what's in the visuals so it's available to a student who is blind. E.g. explain a chart or graphic in the video.

TRANSCRIPTS[2]

1. *Why do you need transcripts?*

A transcript provides student with access to the video-based content when he/she:

- Is deaf or hard-of-hearing.
- Has a cognitive disability and processes written information more easily than auditory information
- Doesn't want to download a large video file (e.g. is accessing material on mobile device/Smartphone/etc.)
- Is in a noisy environment and can't hear the audio *OR*
  Is in a very quiet public environment and can't play the audio
- Is not a native-English speaker and needs written-word format to support understanding
- Just wants to skim content (for review, etc. purposes).

A transcript will also allow for search engine optimization (SEO); search engines can index a transcript, not the video.

2. *Check point – What should you include in a transcript?*

☐ Speaker's name(s)

☐ **ALL** speech content
If there is speech that is not relevant, it is usually best to indicate that it has been excluded from the transcript. (E.g. "[A & B chatted while slides were loading]")

☐ Relevant descriptions about the speech (conveying emotions, mood, etc.).
These are usually provided in brackets. (E.g. "Don't touch that! [shouted]")

☐ Descriptions of relevant non-speech audio.
These are usually provided in brackets. (E.g. "[metal pipes crashing to concrete floor]")
Background noise that isn't relevant can be left out.

TRANSCRIPTS (*CONTINUED*)

3.   Check point – How do you make it easy for students to access the transcript?

☐ Provide the transcript in HTML (i.e. as a web page)

☐ Provide a link to the transcript in the same location as the embedded video.

☐ *Provide a link to the video from within the transcript.*

CAPTIONS[3]

Captions are the text that is synchronized with the audio in a video presentation. Captions are important when people need to see what's happening in the video and get the audio information in text at the same time.

1.   Why do you need captions?

Captions provide a student with access to the video-based content when he/she:

- Is deaf or hard-of-hearing.
- Is in a noisy environment and can't hear the audio *OR*
  Is in a very quiet public environment and can't play the audio
- Is not a native-English speaker and needs written-word format to support understanding

2.   Check point – What should you include in captions?

☐ **ALL** speech content
   If there is speech that is not relevant, it is usually best to indicate that it has been excluded from the captions. (E.g. "[A & B chatted while slides were loading]*")*

☐ Descriptions of relevant non-speech audio.
   These are usually provided in brackets. (E.g. "[metal pipes crashing to concrete floor]*";
   "*[background music by XXX plays]*")
   Background noise that isn't relevant can be left out.*

3.   Check point – How do you make it easy for students to access the captions?

☐ **Synchronize** captions to appear at the same time as the associated audio[4]

AUDIO DESCRIPTIONS

Audio descriptions are helpful on the web if visual content in web video provides important content not available through the audio alone.

> ***Instructional Design note:***
>
> "Producing audio descriptions can be…time-consuming. When producing a video for the web, the need for audio descriptions can often be avoided [in some cases]. If the video were displaying a list of five important items, the narrator might say:
>
> > *As you can see, there are five important points.*
>
> In this case, audio descriptions would be necessary to provide the visual content to those with visual disabilities who cannot ***'see'*** what the important points are. However, if the narrator says:
>
> > *There are five important points. They are...*
>
> and then reads or describes each of the points, the visual content is being conveyed through audio and there is no additional need for audio descriptions."[5]

1. *Why do you need audio descriptions?*

Audio descriptions provide a student with access to the video-based content when he/she:

- Are blind or have low vision.

2. *Check point – What should you include in audio descriptions?*

☐ Objective description of a visual element (e.g. a chart or graph) when none is provided in the audio itself.[6]

3. *Check point – How do you make it easy for students to access the audio descriptions?*

☐ **Use natural pauses** in existing audio track to insert descriptions of visual elements such as actions, settings, appearance of characters, body language, costumes, lighting, and on-screen text.

> *OR*

☐ Record audio descriptions to a **separate audio track**.[7]

REFERENCES

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http://www.audiodescriptioncoalition.org/aboutAD.html

Audio Description for the Blind. AccessAbility: Access & Usability at Penn State. 2012
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http://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv.html

Transcripts on the Web. Henry, Shawn Lawton. 2009.
http://www.uiaccess.com/transcripts/transcripts_on_the_web.html

Video Formats 101: Download Movies On Your Phone, Tablet, Or PC. John Moore. May 1, 2013
http://www.real.com/resources/movie-formats-avi-mkv-mp4/

OTHER GUIDES IN THE *CHECKPOINTS* SERIES

Accessibility Checkpoints for Audio Materials in Online Courses. (Spring 2014). Centre of Excellence for Teaching & Learning (CETL), Camosun College.

Accessibility Checkpoints for Documents in Online Courses. (Fall 2014). Centre of Excellence for Teaching & Learning (CETL), Camosun College.

Accessibility Checkpoints for Images in Online Courses. (Spring 2014). Centre of Excellence for Teaching & Learning (CETL), Camosun College.

Accessibility Checkpoints for Video Materials in Online Courses. (Summer 2014). Centre of Excellence for Teaching & Learning (CETL), Camosun College.

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[1] http://www.real.com/resources/movie-formats-avi-mkv-mp4/
"…The format you'll come across most often is MP4. It's widely compatible with Android and Apple mobile devices. … MP4's main attraction is that it supports the H.264/AVC (Advanced Video Coding) codec, which … is optimal both for streaming Internet video (which requires lower bit rates) and Blu-ray discs (which handle extremely high bit rates). For smartphones, your best bet is to download MP4 movies. These videos will save space without sacrificing quality."

[2] *Transcripts on the Web*. Henry, Shawn Lawton. 2009.
http://www.uiaccess.com/transcripts/transcripts_on_the_web.html

[3] http://www.w3.org/2008/06/video-notes#q5

[4] http://webaim.org/techniques/captions/

[5] http://webaim.org/techniques/captions/#ad

[6] http://accessibility.psu.edu/audiodescription

[7] http://accessibility.psu.edu/audiodescription