BEYOND COMPLIANCE

Transcribed by: Adrienne Smith & David Widman - Humber College

[upbeat, festive music throughout video]

VOICE OVER: Beyond Compliance, a student-centered study on accessible and inclusive captioning. With the Accessibility for Ontarians with Disabilities Act 2005 - AODA, the government of Ontario hasmandated universal accessibility standards in a wide range of fields, including education.

[music continues,no dialog]

VOICE OVER: Within the Media Foundation Program at Humber College, we are deeply committed to learning how we can make our course content fully inclusive and accessiblefor all our students.

[music continues, no dialog]

VOICE OVER: We recruited Media Foundation students for two 3 hour workshops, where they learned about caption history, grammar and software. Our investigation explored how learning to caption video affected their perception of the importance of inclusive video content.

[upbeat music continues]

EDWARD: To me - I don't know, I just never really pictured a human being, typing it down, word for word,... from the actual transcripts or anything. I, I just thought it was automated from, like, machinery.

WILLIAM: I always thought that, uh, the computer just picked it up and did it, I didn't realize someone actually puts it in.

KRIS: It surprised me how much actually goes into captioning video. You'd think, oh, you just type it in your computer and that's it, but there's actually a lot of timing and stuff that goes into it, and it's just, after watching all of it, I was like ... Wow! They don't mess around.

TEWOBESTA: When you're watching the movie and you look down, it's kind of like, it just matches, and it makes more sense, I believe.

WILLIAM: You can actually learn new, new vocabulary. You can actually, re-understand what they're saying easier and it's, it's an overall better learning experience and viewing experience.

EDWARD: It's useful for everyone. Ah, let's just say we're in a crowded, noisy area. You can't hear what's going on. We can go ahead and read it.

JEFF: Closed captioning is literally the best resource for anyone with ADHD. It provides me more focus.

TEWOBESTA: When you hear people talk in the way that they talk, and you read it so you imitate that, and you learn how to speak English.

WILLIAM: The most interesting thing would have to be the software, but also the fact that I didn't realize it matters how you chop up the sentences.

KRIS: You can type everything in and sync it up, and create different little clips and ... you can just look at one little part if you wanted to, or you can look at the whole thing and, you could preview it, how it would look afterwards,the syncing ...

JEFF: Knowing when to stop the voice, and syncing it with the words.

EDWARD: Just the program itself ...I wasn't familiar with it, but, it took time to get adjusted to.

AMANDALA: After we got over that, it's kind of like, one step at a time. And when you finally realize you're just inserting, going in and out, and then make the clip, and then it's just like, there you have it.

NICHOLAS: There are a certain amount of characters, and how you're pretty much, um, reading it-like typing it down and going with the actual audio of the video. It's a lot different than I thought it would be. I don't think you need, you know, be impaired or anything for it, you know. Because like I, I even now, like, ever since the last, from the first workshop, I went home and I have put the captions on. I feel like I could retain more.

TEWOBESTA: I, I found it very enjoyable, today, what we did - the workshop, the captioning, everything. I didn't know that that's how you captioned.

KRIS: It was fun, and it was a great experience, and, I'd like to learn more about it soon.

EDWARD: When I took this workshop, it's just, um, very informative. They went in full detail.

NICHOLAS: I'm glad I took this, ah, workshop because now I know how to.

WILLIAM: I'll be using this for the final project, for sure. It's a new world, so…

VOICE OVER: As a result of this study, student participants were involved in co-producing knowledge, will inspire further inquiry into accessible and inclusive design.

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