# 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

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# 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
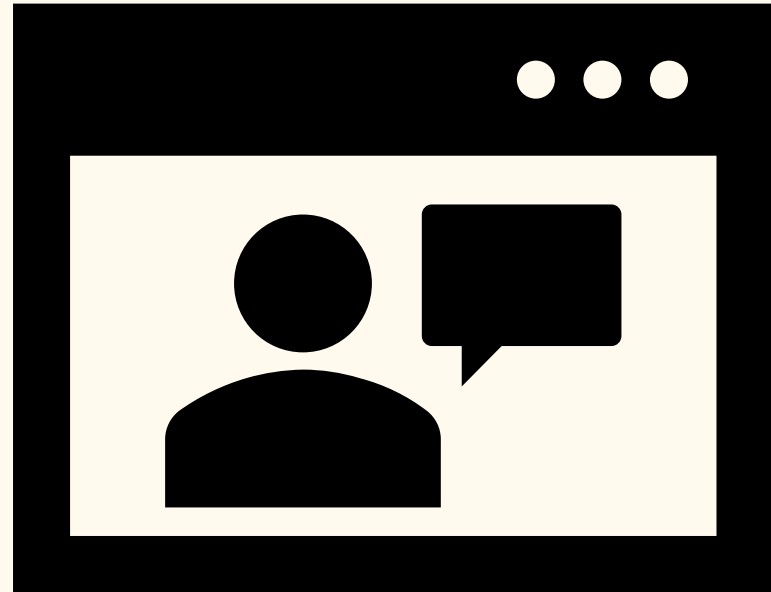
# What about ASR?

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

# 100% inaccurate caption text file

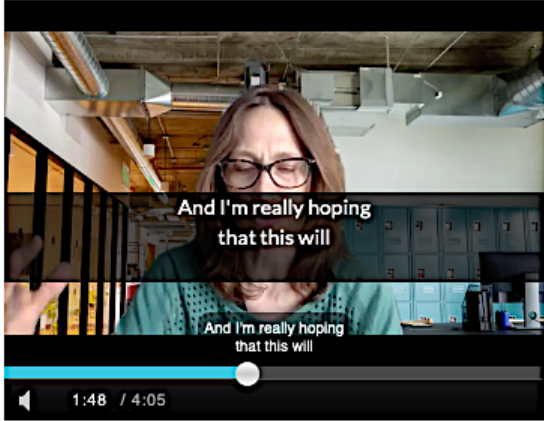and therefore 100% inaccurate **transcript file**

# But you can edit it – if you have time
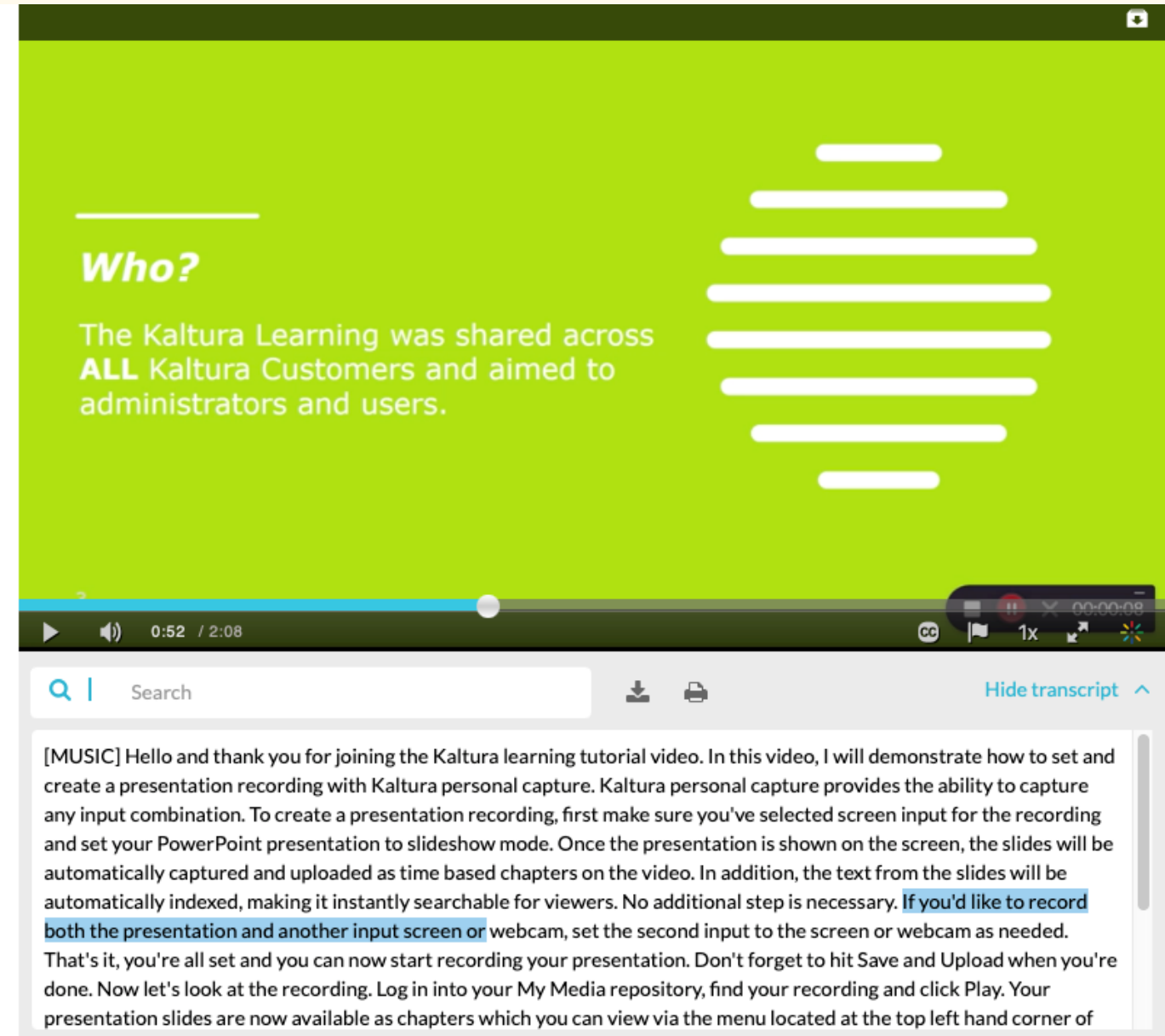
# Tips from the team,

# 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?

# 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 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

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 <mark>cross-references</mark> etc.

It also <mark>much easier to move around a transcript than around an audio/video</mark> tape if you are searching for particular passages.
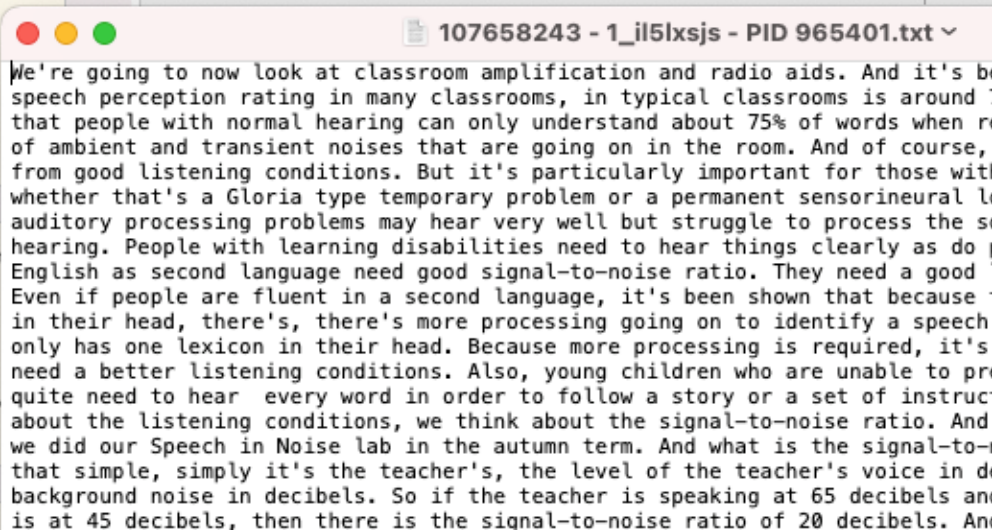
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# So if transcripts are a good thing for learning – can ASR help us create them?



| | | | | |
|---|---|---|---|---|
| 0:00:01.10 | 0:00:04.14 | 9 | Default | We're going to now\Nlook 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\Nperception 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\Nis around 75%. |
| 0:00:12.12 | 0:00:13.83 | 16 | Default | And that's to say\Nthat people with |
| 0:00:13.83 | 0:00:15.75 | 16 | Default | normal hearing can\Nonly 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\Na 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\Non 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\Nlistening conditions. |

File type, SRT
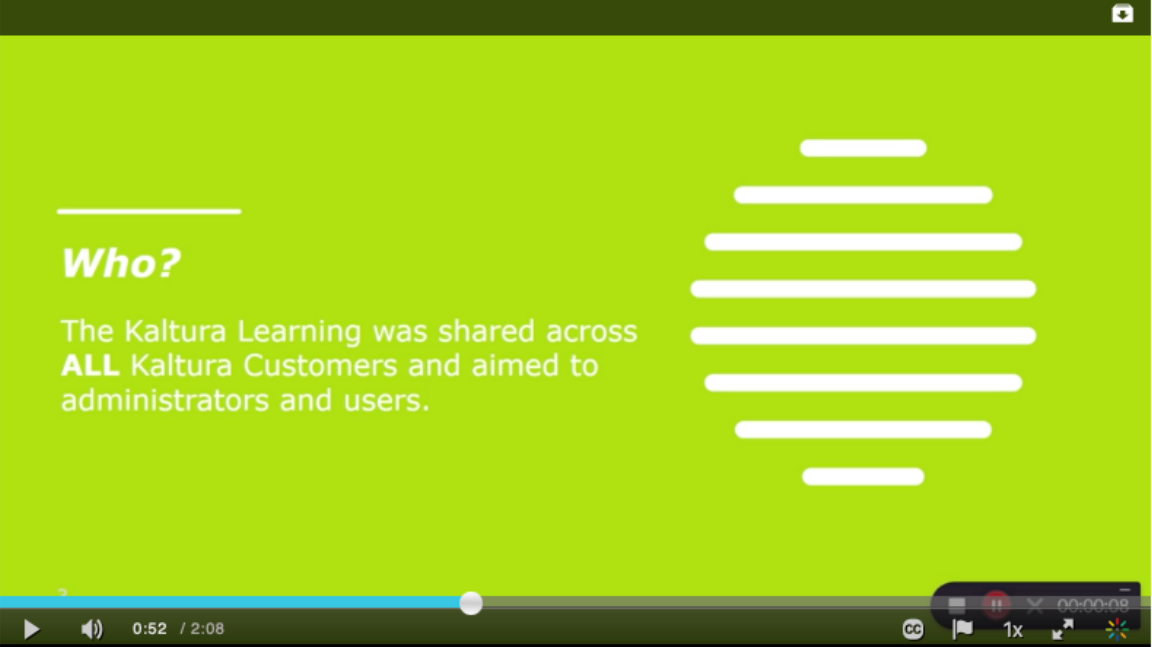


📄 107658243 - 1_iI5lxsjs - PID 965401.txt ⌄

We're going to now look at classroom amplification and radio aids. And it's be
speech perception rating in many classrooms, in typical classrooms is around
that people with normal hearing can only understand about 75% of words when r
of ambient and transient noises that are going on in the room. And of course,
from good listening conditions. But it's particularly important for those wit
whether that's a Gloria type temporary problem or a permanent sensorineural l
auditory processing problems may hear very well but struggle to process the s
hearing. People with learning disabilities need to hear things clearly as do
English as second language need good signal-to-noise ratio. They need a good
Even if people are fluent in a second language, it's been shown that because
in their head, there's, there's more processing going on to identify a speech
only has one lexicon in their head. Because more processing is required, it's
need a better listening conditions. Also, young children who are unable to pr
quite need to hear  every word in order to follow a story or a set of instruc
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-
that simple, simply it's the teacher's, the level of the teacher's voice in d
background noise in decibels. So if the teacher is speaking at 65 decibels an
is at 45 decibels, then there is the signal-to-noise ratio of 20 decibels. An
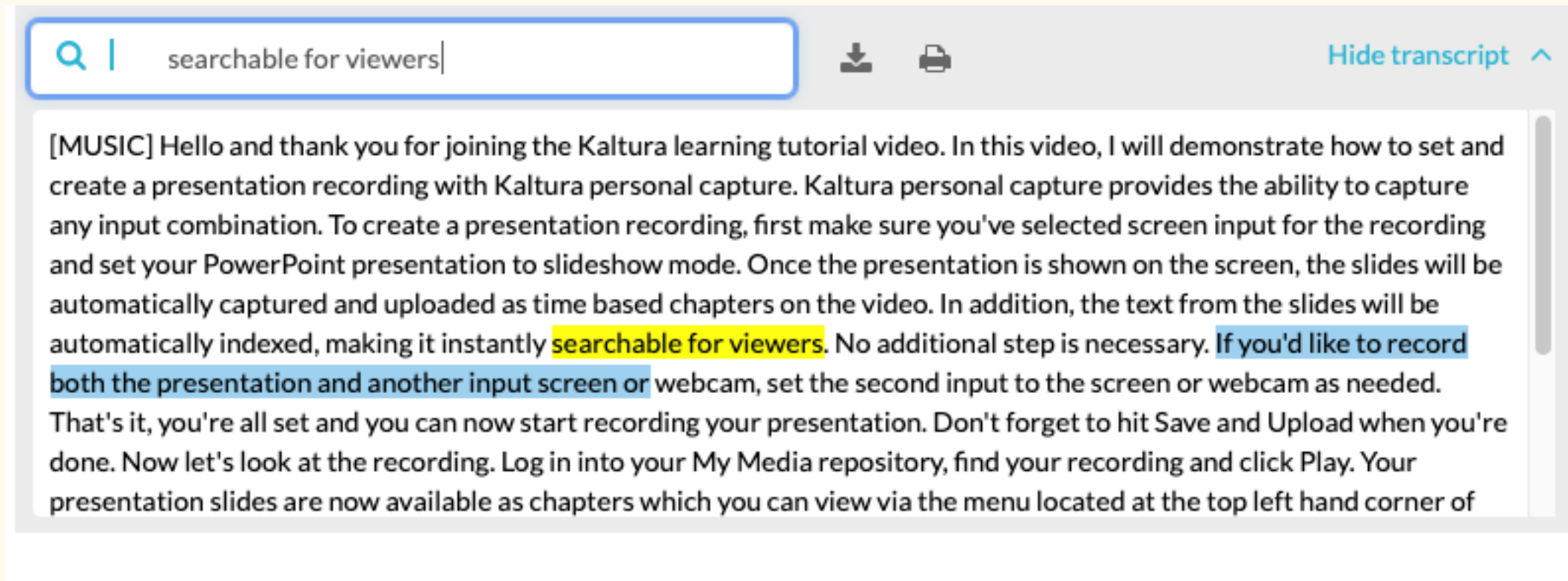
File type, TXT

# Interactive Transcript in Media Space

# Interactive transcript tool features

# Coming to Moodle

# Student Team

Who took part in the student captioners team?

Was it essential to match subject area to student?
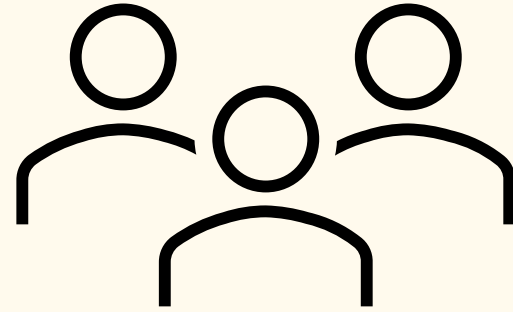
# Tips from the team,

# Emphasis

Emphasise <u>key words</u> 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?

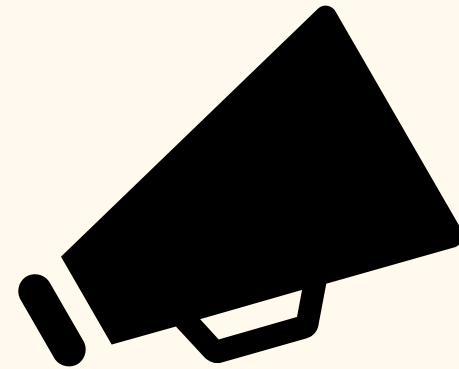Which reasons did staff choose?
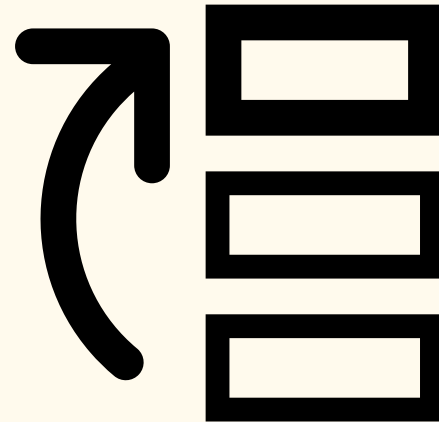
# A little bit about accents

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

Was requested by staff

Was requested by students

Was for regional and international accents

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

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

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