The University of Texas at Austin
University of Texas Libraries
Technology Innovation & Strategy

Video Captioning at the University of Texas

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A BRIEF HISTORY
2012

- Campus involvement in edX
- Increase in involvement in flipped classrooms
- Expanded video streaming of public events across the University
IT Governance

Captioning sub-committee established by the Architecture & Infrastructure Committee
Committee Members: Linda Millstone, ADA Coordinator; Julienne VanDerZiel, ITS; Sarah Snow, College of Fine Arts ITS; Cole McClellan, ITS; Lewis Phillips, ITS; James Henson and Daniel Garza, COLA ITS; David Burns, McCombs ITS; Jason Molin, DDCE Web Designer; Quinn Stewart, ISchool ITS; Peter Hancock, Nursing ITS; Ladd Hanson, Libraries ITS; Mario Guerra and Michael Deleon, CTL ITS.
Key issues

• Increased reliance on streaming video across campus
• Many of the smaller departments didn’t have the resources to devote to establishing captioning workflows
• Much of the content that needs to be captioned is specialized leaving the usefulness of “free” captioning questionable
Solution Recommendation

The University should fund a Central Shared Service to include the costs of the captioning equipment, support and captioning of all mandatory content. This approach ensures that statutory captioning requirements are met regardless of department size and avoids duplication of costs. This approach meets the needs of the approx. 65 students/300 courses per semester that will need captioning for disabilities compliance.
Departmental Responsibilities

Departments will be responsible for editing the created transcription. Departments may choose to hire student workers, full time employees or use an outside service from providers selected for third party transcription.
The centralized shared service may choose to offer their transcription service to other departments on a fee for service approach.
Departments will incur the costs for captioning live events, captured interviews and videos posted on their web sites.
It is recommended that departments caption all digitally stored lectures regardless of whether there is an immediate ADA requirement. This will allow us to be prepared for future students who are hearing impaired as well as increase the pedagogy impact of captioning (i.e. searching and learning).
Funding

Central funding given to cover statutory accommodations, a subset of which was related to captioning

Division of Diversity and Community Engagement: Services for Students with Disabilities
Captioning Group Established

As a service center in the Libraries
• Neutral player on campus that provides services across the campus departments
• Already skilled in workflows similar to those required in Captioning
While other units might have supported the funded captioning requirements, offering the cost recovery service was out of scope of their efforts.
• Opportunity make the Library collections more discoverable as a secondary workflow
ESTABLISHING THE SERVICE
Intro

• Daniel Jacobs – captioning service coordinator
UT Austin
UT System
Overview

• What are captions?
• Why caption?
• Copyright
• UT Austin’s approach
• Internal versus outsourcing
• Challenges and opportunities
What are captions?
What are captions?

• Synchronized text
• Includes speaker ID and sound fx
What are captions?

• Synchronized text
• Includes speaker ID and sound fx

[Carlos] Boy, it’s great to be here at CNI!

[Michelle] I totally agree!
What are captions?

• Open versus Closed
  – Open: can’t turn em off. “Burned in”
  – Closed: can
Why caption?
Why caption?

• Trivia!
What was the 1st TV show broadcast with captions in the US?
Why caption?

- “The French Chef” 1972 on PBS
Why caption?

• Ensures a diverse audience can view the video.
  – Deaf, hearing impaired, ESL
  – Noisy environment
  – Mobile
Why caption?

• Increases comprehension and retention
  – Reinforces learning (multi-modal, see and hear)
  – Better understand unique or unfamiliar terms
  – Helps those with learning disabilities
Why caption?

- Increases (SEO) Search Engine Optimization
  - Web crawlers can’t see “inside” video w/o text
  - Human searchable
Why caption?
Why caption?

• Statutory requirements
  – ADAA, Section 508 of the Rehab Act.
  – State laws
Why caption?

• 80% of people who use captions aren’t deaf

• Ofcom – regulatory authority in UK
Copyright?

• What to do with copyrighted material?
Copyright?

• Is the content under copyright?
• If so, who holds the rights?
Copyright?

• Your organization
  – Low risk
• Public domain?
Copyright?

- Public domain can be complicated...
Copyright?

• Outside the organization
  – Get permission?
  – If you can’t get permission
Copyright?

• Fair use
  – Certain types of use without infringing on exclusive rights
Copyright?

• Fair use + captioning
  – Teaching, scholarship, research
  – Accessibility
Copyright?

• Fair use
  
  “The fair use of a copyrighted work for purposes such as teaching, including multiple copies for classroom use, scholarship, or research is not an infringement of copyright.”

Copyright Act
Copyright?

• Fair use

  "The making of alternative format books for people who are blind and are visually impaired as a free service for blind persons would properly be considered a fair use."

Congressional legislative history report
Where to start?
Where to start?

– Automated captioning!
Where to start?

– Automated captioning!

– https://www.youtube.com/watch?v=23H8IdaS3tk&list=PLA220BA20D4D3DE46&index=2
Where to start?

– Automated captioning 😊
Pre-existing conditions

– 3rd party - outsourcing
– Automated captioning
– Very small amount of DIY captioning
What to caption?

– Ultimately, EVERYTHING
– How to prioritize?
What to caption?

• For an immediate student need?
• Going to be publicly available?
• Going to be archived and reused?
• Other stuff...
What’s the approach?

- Shared service
- Anyone can use
- Housed in the library
- Funded by DDCE (Dept of Diversity & Community Engagement)
What’s the approach?

• Resources from the Libraries
  – Office space
  – Desktop support
  – HR support
  – Website dev and hosting
What’s the approach?

• Resources from the Libraries
  – Expertise and guidance
  – DAMS
What’s the approach?

• Fine Arts library streaming collection
What’s the approach?

• Who to charge?
  – Self-supporting units
  – Content not directly related to course
  – Subject to change
Internal vs. outsourcing

• Outsourcing pros
  – Easy
  – Can scale
  – Volume pricing
  – Integrations
Internal vs. outsourcing

• Internal production pros
  – Keep money in house
  – Control over quality and style
  – Investing in next gen accessibility pros
  – Familiarity with campus culture
  – Control over workflows – can adapt
Internal vs. outsourcing

• Hybrid!
hybrid approach

• Vetted vendors
• Developed workflows
• Hired students
• Got to work
hybrid approach

• Bias to action
• Timeline
  – Fall 2014: launch pilot program
Moving forward

• Timeline
  – Fall 2014: launch pilot program
  – First semester: 41 hours (2,400 minutes) content captioned
  – 2268 mins internal, 208 mins outsourced
  – 90% internal 10% outsourced
Moving forward

• Timeline
  – Second semester: 219 hours (13.5k mins)
  – 6642 mins internal, 6500 mins outsourced
  – 50/50
Moving forward

• Current totals (as of Dec 2015)
  – 497 hours (29,836 minutes)
  – Internal: 19,661 mins
  – Outsourced: 9,753 mins
  – ~50/50
Moving forward

• Timeline
  – 2015 hired more student workers
  – Advertise more on campus
  – Hired a full time assistant
Moving forward

• Timeline
  – Current totals (Dec 2015)
  – 497 hours, 29,836 minutes.
  – Internal: 19,661 mins
  – Outsourced: 9,753 mins
  – ~50/50