DigitalX

Created in partnership between the College of Communication Arts and Sciences and MSU IT, Digital Experience Team

Digital Accessibility Support Cookbook

MICHIGAN STATE UNIVERSITY

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Introduction

At Digital X, accessibility is our priority. In this guide, we'll review some of the resources and services we provide along with information on how to create accessible content. The icons in the corner of each page provide links to more guidance like video tutorials and other helpful resources.

Video Resources

Document Resources

Website Resources

VISA Process (Captioning Only)

1 The Resource Center for Persons with Disabilities notifies DigitalX about courses in which students have VISA documentation

2 Professors are contacted by DigitalX and informed that captioning is needed for their courses in order to meet these accommodations

3 DigitalX interns are added to the course and put together a video work plan to determine which videos require captioning

4 Professors are contacted by interns and are given a completed video work plan for their course content

5 Videos marked on the plan as missing captioning are uploaded to   v by the professor

6 Captioning is ordered and the videos are shared back to the professor's D2L course

Captioning Resources

Rev

For third-party captioning services MSU Recommends Rev. Turnaround time for Rev captioning is approximately one day per 30 minutes of video. Rev guarantees captioning that is at least 99% accurate for files that are clearly audible. Rev captions should be requested for any course with recorded content and a caption related VISA from the RCPD. Machine/auto captions are not accurate enough to meet the requirements of this type of VISA.

CrowdSourced

MSU CrowdSourced captioning is a temporary service currently being offered for videos under 20 minutes. This service is best for courses without students VISA and for content where longer turnaround times are not an issue. Crowdsourcing is more accurate than auto captioning but may be less accurate than Rev. Due to the nature of this service corrected captions may take a month or more to be completed.

Autocaptioning

Auto captioning uses artificial intelligence to caption videos. This can be done live or after the video is recorded depending on what platform is used. For instance, Zoom and Microsoft Teams can provide live auto captions, while MediaSpace, Microsoft Stream, and YouTube offer captioning once your content is recorded. Auto captions are typically about 70% accurate and should always be edited for correctness when content is posted for use at MSU.

CART Services

CART services or "real-time captioning" is a service provided through the RCPD for registered students who are deaf or hard of hearing and meet eligibility criteria.

Captioning and Transcription

Zoom

Captions

Zoom has live captions.

After recording and saving live captions, Zoom turns captions into an TXT file.

To get captions on the Zoom recording, you must use a converter (TXT to SRT converter) to upload to MediaSpace.

Transcript

To get the live transcript, after uploading everything to MediaSpace, go to video actions > edit > captions > download.

The captioned video with the transcription can be shared through a link from MediaSpace.

Kaltura Media Space

Captions

MediaSpace does not have live captions.

Record video using KaturaCapture, Zoom, Teams or any other video recording software. Live captions do not need to be turned on for Zoom or teams.

To get the captions on the video first upload it to media space select "caption & enrich".

Transcript

To get the transcript, it must be downloaded and will be a txt file.

The captioned video with the transcription can be shared through a link from MediaSpace.

Microsoft Teams/Stream

Captions

Microsoft Teams has live captions. Although this is a great resource, it does not support Rev captioning.

After recording with live captions on, the recording will automatically be downloaded to your Microsoft Stream account and each viewer will be able to turn them on or off.

Transcript

To get the transcript, it must be downloaded and converted to a viewable form (**VTT to PDF, Docs or TXT converter**) The captioned video with the transcription can be shared right from Microsoft Stream.

ZOOM Captioning

1. Turn on Live Captions

- Under your Zoom account settings verify that "Live captions" and "Save captions" are selected/ active.
- When hosting a live Zoom meeting select "Live Transcript" then "Enable Auto-Transcription".

2. Save Captions/Transcript

- Start recording the meeting. At the end of the meeting select "view full transcript" and "save transcription".

3. MediaSpace Upload

- Make note of how long recording was and when the first second of talking happened to put in the TXT to SRT converter. Upload the TXT closed caption file to that website.
- Go to MediaSpace and upload a new video from Zoom. Select the pencil edit tool and upload new SRT caption file under the "captions" tab.

4. Edit Captions

- By clicking "edit captions" you will be able to edit any inaccurate captions.
- Delete the numbers in front of every caption.

Kaltura MediaSpace

1. Record

- Record using Zoom, Teams, Camtasia, or Kaltura Capture.

2. Upload

- Select "add new" in MediaSpace to upload your video.

3. Caption and Edit

- Click the title of the video and under "actions" select the "caption & enrich" option.
- By clicking "edit captions" under the captions tab you will be able to edit any inaccurate captions.

4. Save Transcript

- Download the transcript by selecting the download icon under the video

Microsoft Teams/Stream

1. Turn on Live Captions

- After starting the meeting select "turn on live captions". Students in the meeting will have the choice to enable seeing the captions
- Start recording. Video will appear in Microsoft Stream when done.

2. Edit Captions/Transcript

- Click the pencil edit icon next to the video. Select the Video language.
- After saving, go back and click the title of the video. Wait for the transcript to appear on the side. Sometimes it takes several minutes to several hours.

3. Save Transcript

- Once the transcript appears, you can edit any inaccurate captions.
- Select the pencil icon next to the video under "captions" click "download file".
- Since it downloads as a VTT file you can convert the VTT to a text file, Microsoft Word document or PDF

Crowdsourcing Program

What is it?

Machine captioning is only consistently reliable 70% of the time. The Closed Captioning Crowd Sourcing Program was formed when the university transitioned to remote learning and employs students to provide more accurate closed captioning (CC) to instructional media.

1

Log in to your MediaSpace account and identify videos you would like to have captioned/corrected using MSU CrowdSourcing. We recommend selecting instructional media content, 20 minutes or less, that will be reused in future courses.

2

Select a video from your My Media list and order Machine Captions by clicking the Actions menu and choosing Caption & Enrich.

3

Once the machine captioning is completed, any video shorter than 20 minutes is automatically added to a queue for a team of student employees to review and correct.

4

Once the closed captions have been corrected, they will automatically be updated on your media in MediaSpace.

What are CART Services?

CART Services provide real-time captioning for deaf or hard of hearing students who are registered with the Resource Center for Persons with Disabilities hearing and meet eligibility criteria.

Students who request this service receive assistance from real-time captioners whether their class is in person or remote — as long as it is synchronous. CART Services can be provided through Zoom using the screen sharing tool.

These services are provided by RCPD at no cost to the student or department when used in credit-granting courses at MSU. Contact RCPD's Deaf/Hard of Hearing Ability Access Specialist at (517) 355-1293 for more information.

What Kind of Captioning Do I Need?

START HERE

Need Captions on a live meeting? — YES → **Anyone have a VISA?** — YES → **Student will use CART Services. Will the meeting be recorded and posted?** — NO → **Use Zoom for the meeting, Student will only use CART Services**

Student will use CART Services. Will the meeting be recorded and posted? — YES → **Record on Zoom during meeting since there is an option for live typographers, captions for recording must be ordered through Rev**

Need Captions on a live meeting? — NO → **Anyone have a VISA?** — YES → **Captions must be ordered through Rev**

Anyone have a VISA? — NO → **Share as what kind of link?**

Anyone have a VISA? (second, under YES branch) — NO → **Just want captions?** — YES → **Type of meeting?**

Just want captions? → **Captions & Transcript** → **Type of meeting?**

Share as what kind of link? — Microsoft Stream Link → **Turn on live captioning while recording, share as Stream link**

Share as what kind of link? — MediaSpace Link → **Use KalturaCapture to record, upload to MediaSpace and caption**

Type of meeting? (left) — Microsoft Teams → **Use Teams for live captioning and transcript, share as Stream Link, download transcript and convert it if needed separately**

Type of meeting? (left) — Zoom → **Use Zoom for live captioning and transcript, use converter to move captions to MediaSpace, share as a MediaSpace link**

Type of meeting? (right) — Zoom → **Use Zoom for live captioning but do not save Zoom captions. Upload through video though MediaSpace and caption, share as a MediaSpace link**

Type of meeting? (right) — Microsoft Teams → **Use Teams for live captioning, share as Stream Link**

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Quick Tips Guide for Accessible Content

Text Styles

Use more than color to denote differences, emphasis, and content meaning. In addition to contrasting colors, consider adding text, shapes, and patterns.

Rationale: This helps color-blind and low-vision users recognize where you are emphasizing specific text.

Text and Contrast

Check that text has a strong contrast against the page background. Providing enough contrast between text and the background enables content to be read by those with moderate visual impairments and in low light conditions. It's recommended to use black text on a white background.

Rationale: Contrasting colors text and background colors make the text more readable for color-blind and low-vision users.

Added Context

Use descriptive titles, headers, and link text to provide added context. Link text that describes what you are linking to, which helps readers scan and anticipate where they will go when clicking a link. Link text like "Click here" provides little context to where the link is actually going. Do not solely rely on references to shape, size, or position to describe content.

Rationale: Descriptive link text also provides the main context for screen readers. Screen readers linearize content and do not communicate all aspects of shape size, or position of visual elements.

List Styles

Use bulleted or numbered list styles to denote list structure. This also ensures consistent formatting and helps screen readers understand content structure and organization.

Rationale: Screen readers have to be given instructions to know how to organize content. Formatting lists provides screen readers with this information and helps visually impaired users navigate through your content more quickly.

Quick Tips Guide for Accessible Content

Alternative Text

Provide alternative text for images, graphs, and charts. Descriptive alt text explains what is being illustrated and is read when using non-visual browsers. If images are decorative and don't directly relate to the content, add that information to the alt text.

Rationale: Screen readers "read" the images, graphs, and charts using the alternative text that you have provided. This explains the purpose of your image, graph, or chart to users who are visually impaired.

Heading Styles

Use descriptive heading styles to designate content organization. Using headings (e.g., Heading 1, Heading 2) indicates the hierarchy of content. Predefined style headings in text editors allow readers to more clearly understand the structure of your document or web page. On long pages of content, consider using a table of contents to help readers jump more quickly between headings.

Rationale: Screen readers have to be given instructions to know which content is most important and how it should be organized. Headings provide screen readers with this information and help visually impaired users navigate through your content more quickly.

Tables

Format and use simple tables with column and row headers. Split nested tables up into simple tables, and don't use tables to control layout.

Rationale: Complex tables can be difficult for readers to follow and comprehend, especially for screen reader users who have to remember the headers.

Other Considerations

Capitalization:

Use capitalization sparingly. Capitalizing all letters in a word or sentence can be visually difficult to read, and it causes a screen reader to read each individual letter instead of the word.
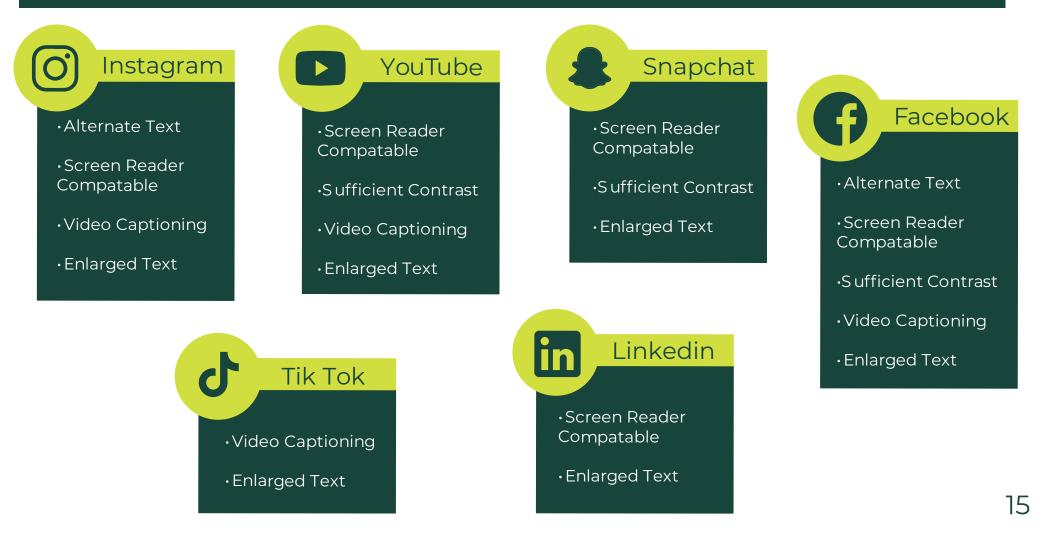
External Links:

Any text, media, or activities that you provide from an external website or resource should be accessible.

Keyboard Navigable Content:

Make sure content can be navigated via a keyboard. Keyboard navigation is the primary means used for navigating content on a web page by users who have visual or mobility impairments.

App Accessibility

An accessible app gives many people with disabilities access to information and social interaction. Accessibility is imperative for providing equal opportunity to users of social media apps. This page compares accessibility features of many common apps to help you better understand how these platforms are meeting the basic accessibility needs of their users.

Instagram
- Alternate Text
- Screen Reader Compatable
- Video Captioning
- Enlarged Text

YouTube
- Screen Reader Compatable
- Sufficient Contrast
- Video Captioning
- Enlarged Text

Snapchat
- Screen Reader Compatable
- Sufficient Contrast
- Enlarged Text

Facebook
- Alternate Text
- Screen Reader Compatable
- Sufficient Contrast
- Video Captioning
- Enlarged Text

Tik Tok
- Video Captioning
- Enlarged Text

Linkedin
- Screen Reader Compatable
- Enlarged Text

Spartan Ally

Spartan Ally is an automated accessibility checker incorporated into D2L that provides feedback and step-by-step instructions to help improve the accessibility of your course materials. It also provides alternative formats to help create a more inclusive learning experience for students.

Steps to Use Spartan Ally

Learn more with the [Spartan Ally Self-Help resource](#) in D2L

1 Upload content to D2L where it will be automatically scanned by Ally

2 Review Ally scores in either the Content area or under the Ally Report menu item

3 Click the Ally score icon (red, yellow, or green dial) next to any content item you wish to remediate. This will open the Instructor Feedback panel for a view of the accessibility score and specific issues

4 Follow the provided instructions to correct each issue listed by Ally. Files created outside of D2L can be downloaded for remediation using associated program (Word, PowerPoint, Acrobat)

5 Upload your corrected file through the Instructor Feedback panel, Ally will replace the original file and scan for more issues. Files created in D2L will re-scanned once they are saved