Making Audio and Video Content Accessible

Audio Content

If your course contains content that is strictly auditory (i.e. a sound recording), **transcripts** are necessary to enable students who are deaf or who have hearing impairments to fully access the material.

Transcripts are a print version of the spoken word and any pertinent sounds in an audio file. Unlike captions which appear on the screen as the words are being said, transcripts are not necessarily synchronous and may be on a piece of paper instead of the screen.

Why should we use transcripts?

Transcripts are considered an acceptable alternative if the material is strictly auditory, or if the visual aspect to the media is not integral to the meaning. An example where the visual aspect is not integral to the meaning could be "talking head" video footage, where a person is simply talking on camera and no other contextual footage is included.

Providing a transcript to accompany your audio can benefit ALL students, not just those who are deaf or hard of hearing. It can serve as a valuable reference which can be accessed at will.

Video and Multimedia Content

If your course contains content that includes video, or any type of media that incorporates sound and images together, **captions** are necessary to enable students with specific disabilities to access the material.

Captions are text versions of the **spoken word and relevant sounds** presented within multimedia. Captions allow the content of audio and video to be accessible to those who do not have access to audio. Though captioning is primarily intended for those who cannot hear the audio, it has also been found to help students with learning disabilities, students who may not be fluent in the language in which the audio is presented, students for whom the language spoken is not their primary language, etc.

Captions should be:

- **Synchronized** - The text content should appear at approximately the same time that audio would be available.

- **Equivalent** - Content provided in captions should be equivalent to that of the spoken word and relevant sounds.
- **Accessible** - Captioned content should be readily accessible and available to those who need it.

Why should we use captions?

Think about your reasons for including the video content in your course or other work. Chances are, you feel the video adds an important element to your instruction and enhances the learning experience. Keeping this in mind, it is only fair that a student with a disability should have **equal access to those same elements and enhancements.**

Please note some video may contain sounds which are not necessarily spoken word, but which are **integral to the meaning** (i.e. a door slamming off camera, screeching tires off camera, etc.). In these cases, captions should include a brief description of the sound.

Don't be fooled by YouTube's **machine** captions! YouTube uses voice recognition software to automatically create a video transcript and captions for almost every video uploaded to YouTube. Therefore, all YouTube videos have a CC (Closed Caption) button, but the machine transcribed captions are far less accurate than those transcribed by humans.

To be sure you find **human-captioned** videos on YouTube, follow this easy search technique:

1. Enter your search term (for this example, let's say I'm searching for videos on volcanoes) in the YouTube search field.
2. Add a ", CC" (that's a comma CC)
3. Press "Enter" or click the magnifying glass icon.

Here is a link to how to caption your own YouTube videos: https://www.dvc.edu/faculty-staff/online-accessibility/accessible-audio-video/5-caption-youtube-videos.html

Information above was adapted from Diablo Valley College's Online Accessibility page at https://www.dvc.edu/faculty-staff/online-accessibility/index.html