

WEBVTT

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>> Zoom: This meeting is being recorded.

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>> Sean Keegan: Good afternoon and welcome everyone to our Accessibility in IT lunch and learn meeting.

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>> Sean Keegan: This is sponsored by the Accessibility in IT program and is in partnership with the Office of Digital Accessibility.

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>> Sean Keegan: A few things to note here today, please turn on your video if possible.

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>> Sean Keegan: And we ask that you mute your microphone unless you'll be speaking today.

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>> Sean Keegan: This meeting will be recorded and information will be posted on the accessibility in IT website along with other resources within the next several days after this.

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>> Sean Keegan: Closed captioning and live captioning is available you can find that in the zoom menu bar on your screen.

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>> Sean Keegan: And we will be using the Zoom chat so if you have any questions or if you would like some additional information,

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>> Sean Keegan: Please feel free to use the Zoom chat. We have a team that will be monitoring that and we will be happy to answer any questions that you may have.

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>> Sean Keegan: For any technical questions please reach out to the Zoom support via chat with that, I would like to turn it over to Rodney to walk us through the next couple of slides.

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>> Rodney Carter: Thanks, Sean good afternoon everyone my name is Rodney Carter I'm a specialist in the Office of the CIO. I'm also a part of the Accessibility in IT working group and I provide programmatic support to all of the groups within IDEAL IT.

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>> Rodney Carter: To echo Sean, I want to welcome everyone to our first lunch and learn series.

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>> Rodney Carter: As we do with all of our meetings, we start with the land acknowledgment.

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>> Rodney Carter: Stanford sits on the ancestral land of the Muwekma Ohlone Tribe.

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>> Rodney Carter: This land was and continues to be of great importance to the Ohlone people.

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>> Rodney Carter: Consistent with our values of community and inclusion, we have a responsibility to acknowledge honor and make visible the University's relationship to native peoples.

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>> Rodney Carter: Next slide

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>> Rodney Carter: Here's our agenda for today, we are in the first part of the agenda now

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>> Rodney Carter: Next we will have a series of five-minute lightning presentations that will give you actionable ideas that you can put into practice immediately.

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>> Rodney Carter: Again, please hold your questions until the Q&A section that follows then we will have some closing remarks. Next.

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>> Rodney Carter: Now we are going to do an icebreaker.

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>> Rodney Carter: Please enter in the chat any built-in accessibility features or tools you're already familiar with in commonly used productivity and collaboration tools.

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>> Rodney Carter: No one has any tools – there we go, Siri voice to text, site improve, Zoom captions

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>> Rodney Carter: Voiceover, some of these I don't know about so I will have to do some research.

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>> Rodney Carter: Yes screen pall, Word's accessibility checker, keep the ideas coming.

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>> Rodney Carter: If we can go into the next slide, I'm going to give you a quick overview of IDEAL IT, which is IDEAL for the IT community at Stanford. This is what we call our flower model representation of IDEAL IT which is a system of programs that work together to build the talent pipeline, build community, and build equity and accountability for the IT community at Stanford.

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>> Rodney Carter: IDEAL IT is a CIO counsel sponsored initiative which is made up of most of the CIO- sorry, most of the senior most leaders in IT across the University, the hospitals and Slack.

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>> Rodney Carter: Year Up and Neurodiversity in IT are both recruitment pillars that focus on diversifying the talent pool

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>> Rodney Carter: Stanford WIT and Stanford POC IT are affinity groups that focus on building community and equity

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>> Rodney Carter: IDEAL IT foundations is the support structure for all of the other groups. It's also where new groups originate. Next slide.

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>> Rodney Carter: Today we are focused on the Accessibility in IT program and I will turn it over to Sean Keegan, program lead.

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>> Sean Keegan: Fantastic, thank you, Rodney

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>> Sean Keegan: I'm pretty excited to kick off this inaugural lunch and learn event

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>> Sean Keegan: The accessibility and IT pillar of IDEAL IT is really about building ally ship, awareness, and today we are focusing on what are some small changes

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>> Sean Keegan: That people can make in how they are conducting meetings, how they are preparing documents to get some big results out of that.

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>> Sean Keegan: I wear two hats in my role here at Stanford University. On one hand I wear the hat of the director of the Office of Digital Accessibility.

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>> Sean Keegan: And while we do a lot of outreach and promotion around digital accessibility and why it's important,

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>> Sean Keegan: There is an aspect to our office where we are focused on somewhat of the regulatory minimum requirements

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>> Sean Keegan: And we never try to emphasize a minimum, we always try to emphasize how we can best impact digital accessibility

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>> Sean Keegan: In a broad and highly effective way but there is an aspect of this compliance perspective that we are always monitoring.

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>> Sean Keegan: Versus the other hat that I get to wear as the lead for the Accessibility in IT pillar and how we can really reach a more effective and inclusive environment,

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>> Sean Keegan: By bridging the gap between the regulatory minimum versus how do we capture the hearts and minds how do we build digital environments

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>> Sean Keegan: That allow for that inclusiveness? That allow people to join and participate.

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>> Sean Keegan: That's why I get excited to be able to come today and share with some fantastic people some small changes of what we can do in our everyday lives to have a brand and far-reaching effect.

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>> Sean Keegan: If you are not actively including, you are probably accidentally excluding.

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>> Sean Keegan: This is what we are really trying to focus on, let's

make the right choices consciously with intentionality all the time and creating that ideal digital experience.

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>> Sean Keegan: And that does require us to be mindful of the choices that we are making.

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>> Sean Keegan: Sometimes those choices will be difficult I'm not here to tell you that it's always going to be easy.

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>> Sean Keegan: But at the end of the day, we are trying to change how we do our daily activities.

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>> Sean Keegan: So that we can be consciously choosing accessibility and accessible solutions,

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>> Sean Keegan: That allows us to be more inclusive.

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>> Sean Keegan: Now for this next slide, I'm going to give a bit of an example.

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>> Sean Keegan: Some of you may have seen this before, I like to use this in various situations.

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>> Sean Keegan: But here we see an elevator attached next to a set of stairs.

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>> Sean Keegan: We see accessibility solutions built throughout the basis with the elevators, we see curb cuts we see pushbuttons for doors,

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>> Sean Keegan: We see automatic doors and so on.

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>> Sean Keegan: And while this design this elevator that is sitting next to the wheelchair lift that sitting next to the stairs,

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>> Sean Keegan: While it does support access for a person in a wheelchair, it basically takes them from the street level up to the next level,

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>> Sean Keegan: It's a bit more of a compliance mindset, right?

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>> Sean Keegan: Access is provided to the next level via this elevator yet there's drawbacks such as what happens when the power goes out?

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>> Sean Keegan: That can be somewhat of a problem particularly if it goes out when you're halfway up or halfway down.

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>> Sean Keegan: How does a person using the wheelchair how do they access this independently?

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>> Sean Keegan: Do they always need to have an able-bodied person there who goes up the steps to go inside and alert someone about the elevator?

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>> Sean Keegan: So this is really not about inclusion it provides this kind of compliance solution that really doesn't build inclusion that anyone can participate in

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>> Sean Keegan: In an equitable manner.

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>> Sean Keegan: That's the elevator, let's take a look at the next slide which is a ramp.

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>> Sean Keegan: It's really simplistic [Chuckling]

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>> Sean Keegan: It's not quite as sophisticated as an elevator but it comes with some really significant advantages

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>> Sean Keegan: It's very low-tech, there's no power needed, no real assistance needed.

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>> Sean Keegan: And it can be used far more broadly than just a person who is in a wheelchair

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>> Sean Keegan: And this is emblematic of what I call the how

perspective how do we create a solution for when stairs are problematic?

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>> Sean Keegan: And there's an opportunity to have a much greater impact for all people

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>> Sean Keegan: When we take the stairs and combine that with the ramp.

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>> Sean Keegan: Maybe people have a lot of deliveries to this office, they can wheel things in using this ramp.

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>> Sean Keegan: Parents pushing strollers, much easier to wheel things in versus pushing it upstairs.

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>> Sean Keegan: So it's broader than just accessibility for a specific individual.

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>> Sean Keegan: It provides us an opportunity to have a greater impact for all people and provide an outcome that is far more elegant

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>> Sean Keegan: And far more inclusive.

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>> Sean Keegan: So we are going to take some of these ideas and concepts and apply it to accessibility as we go through these slides today.

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>> Sean Keegan: Okay here's the agenda – let me mention that times are approximate.

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>> Sean Keegan: What we are going to be looking at today is a small changes that elicit big results, okay?

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>> Sean Keegan: We've got about 30 minutes or so for the lightning presentation, these are things that you can quickly and easily do.

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>> Sean Keegan: We will talk about having open forum discussions in a Q&A time period.

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>> Sean Keegan: Please hold your questions or you can add them to the chat as well

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>> Sean Keegan: How we envision the series going forward.

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>> Sean Keegan: This format we're going to be adopting today is going to be similar to other future lunch and learn sessions for the Accessibility in IT pillar.

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>> Sean Keegan: An absolute plug for people who would like to participate in the future, if you are interested in speaking in a future lunch and learn

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>> Sean Keegan: Or want to discuss a topic, we would love to hear from you.

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>> Sean Keegan: Please reach out to our planning team. We take all ideas very seriously and we would love to follow up with you and share some additional details.

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>> Sean Keegan: So our first thing that we want to talk about, remember we are talking about small changes, big results.

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>> Sean Keegan: There are some very small things that you can do and in these applications we will be talking about

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>> Sean Keegan: The first lightening talk will be from Auston Stamm from the Office of Digital Accessibility and accessibility functions in Microsoft Word.

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>> Sean Keegan: Austin?

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>> Auston Stamm: Thank you, Sean. My name is Auston Stamm and I'm going to be covering accessibility functions in Microsoft Word.

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>> Auston Stamm: So when you are looking at your documents you are often times using stylization with your text which means making it

bolder or larger to visually convey different sections of text

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>> Auston Stamm: However this information is not assessable to people who are blind or low vision and use screen reading software.

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>> Auston Stamm: In those instances, programmatic headings are needed for people to access documents and that's why it's important

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>> Auston Stamm: To be doing that from the beginning so I have an example,

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>> Auston Stamm: That has headings on the left, they are the same document.

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>> Auston Stamm: On the left there's this stylization that we use you know, trying to bold or italicize.

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>> Auston Stamm: And that information is not being conveyed to the user however, on the right,

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>> Auston Stamm: I have the same document but we've implemented now programmatic headings and someone using screen reading software like the screenshot includes the voice over rotor with the headings

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>> Auston Stamm: Would be able to navigate from the history down all the way to the 1900s.

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>> Auston Stamm: In the headings structure, the first thing that we want to be doing when you're creating your document,

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>> Auston Stamm: Is going to be the home and choosing from the toolbar, the styles pane and rather than going in and bolding and making those changes individually to different items of text,

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>> Auston Stamm: Instead if you select the styles button in the toolbar, you'll be able to go to list all styles you'll get headings one through nine

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>> Auston Stamm: And when you create your workflow you'll be able to apply all about styling titration information directly for that section.

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>> Auston Stamm: For example if you're making a heading level II you'll be able to take all that bolding and italicization automatically

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>> Auston Stamm: Have it be applied and you can do that by selecting the text,

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>> Auston Stamm: And then you'll control click and then you'll choose update to selection and what that will do with actually update

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>> Auston Stamm: The heading to preserve that stylization and you can apply it and it also makes the document assessable.

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>> Auston Stamm: In addition when you're looking at headings structure, the heading level one should always be the title of that document and the subsequent headings should be –

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>> Auston Stamm: There's only one heading level one in the document and a subsequent headings can be two, three or four

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>> Auston Stamm: And you want to make sure that they have a logical heading structure

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>> Auston Stamm: So now I want to go into accessible links. When we are creating links for documents we want to be using descriptive links that describe where the landing page is we want to avoid

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>> Auston Stamm: words like click here, read more or pasting the full URL because it doesn't convey where that link is going so it can be confusing for a variety of users.

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>> Auston Stamm: In addition, you can usually do this by copying the website title and taking that 2 to 5 word summary of what the title is and pasting it in usually it can convey where that landing page is going to go.

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>> Auston Stamm: So I have an example with an assessable link and you'll notice that in the left,

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>> Auston Stamm: We have the link rotor pulled up and invoice over again and we have words like click here, check this out.

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>> Auston Stamm: And you can imagine if click here is repeated over again, it's hard to navigate just listening to where you are in terms of the links.

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>> Auston Stamm: However on your right, I have a same document but we are using descriptive links

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>> Auston Stamm: So Stanford branding color tool, that conveys where that landing pages going to take me and now I know where I'm going to end up.

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>> Auston Stamm: So that's really the power there of adding in those descriptive links.

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>> Auston Stamm: I want to go into this accessibility checker now you can access the accessibility checker in Microsoft Word

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>> Auston Stamm: Or other PowerPoint and other products by selecting tools and check accessibility.

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>> Auston Stamm: The checker does not check links or headings but it does check things like the readability of text colors,

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>> Auston Stamm: alt text for images, table accessibility, and reading order of objects

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>> Auston Stamm: So before you share a document, go ahead in tools and check accessibility and make sure that you're using headings and adding descriptive links.

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>> Auston Stamm: We go to accessibility checker again, you'll go up top tools, and check accessibility option and that brings up the

accessibility pane

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>> Auston Stamm: And you'll see on the right, it has the accessibility pane open.

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>> Auston Stamm: And there are a couple errors in this case it's catching one for color aspect ratio and one for alt texts.

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>> Auston Stamm: We pull up the alt text error you'll notice that the first image on the left is the accessibility pane

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>> Auston Stamm: And when I select the image it starts providing information about how I can add in the alt text.

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>> Auston Stamm: This goes for pretty much any error that it catches

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>> Auston Stamm: So it can actually provide you strategies on how to fix that error.

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>> Auston Stamm: In this case, you would select the image and control click on a Mac or right click on a PC and choose a view alt text option and this pulls up the alt text box

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>> Auston Stamm: You'll enter roughly 125 characters describing what the key take away is for the image.

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>> Auston Stamm: You would want to avoid words like image and picture.

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>> Auston Stamm: In addition to that, if the image is not meaningful or it doesn't provide meaning to the document you would mark that as a decorative button

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>> Auston Stamm: You can make your document more assessable.

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>> Sean Keegan: Perfect, thank you, Auston

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>> Sean Keegan: Small changes that you can make it a Microsoft word

document can have some pretty significant impacts for people who need to access your information if you're converting to other formats

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>> Sean Keegan: Because that was right on Austin we are going to bring you back to talk about the accessibility functions in Zoom

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>> Sean Keegan: So can you give us some practical tips for what we can do in Zoom?

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>> Auston Stamm: Thank you Sean. Yes, I'm going to cover accessibility functions in Zoom. So the first thing to consider, before the Zoom meeting starts what you want to do is enable live captions

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>> Auston Stamm: That can actually mean going into your zoom setting so you want to preplan and take some time to do that before hand.

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>> Auston Stamm: During the meeting as we have done, you want to introduce to the participants that there's live captions and transcript available

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>> Auston Stamm: And you can select the CC button to activate them and after the meeting, you want to edit the captions and make sure they are accurate.

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>> Auston Stamm: That way it will be included with the recording and in addition, when you are providing a meeting invite or event invite,

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>> Auston Stamm: You want to make sure that you're having an option for any accommodation requests.

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>> Auston Stamm: And providing people an opportunity to let you know what their accessibility needs are.

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>> Auston Stamm: Because they may need an ASL interpreter or a Captioner there to make sure that the captions are 100% accurate because the live captions, they do make mistakes.

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>> Auston Stamm: If we go to the next slide, I'm going to go over how to login to zoom so in your zoom you can go into your Stanford zoom

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>> Auston Stamm: And login once you put in your credentials, you go to the settings option and the advanced pane and there are options that you'll want to turn on for manual captions, automated captions, full transcript and show captions.

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>> Auston Stamm: Now your participants in the meeting, you'll be able to provide them access to the captions.

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>> Auston Stamm: So now before your meeting begins, what you'll do is select the show captions button in zoom and when that is selected, you'll choose the English option.

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>> Auston Stamm: There's a bunch of different languages, so depending on the language that you need, you'll select it and choose the save button.

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>> Auston Stamm: Once that is selected, you can hide or show the captions by selecting the CC button and the key thing to note is that this is on an individual basis.

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>> Auston Stamm: Someone for example in this meeting can have captions on and someone else can have them off.

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>> Auston Stamm: That's way each person in the meeting can access captions by hitting that CC button at some point.

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>> Auston Stamm: If you want to see the transcript you can click on the little ^ in the hide captions option and select view full transcript.

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>> Auston Stamm: That will bring up a transcript pane

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>> Auston Stamm: And you'll then have the full transcript and you can see one of the features that we turned on is being able to save the transcript that way participants can save it as well and in the middle of the zoom screenshot is an actual caption there so that kind of shows you how you can

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>> Auston Stamm: Use zoom to access captions and it's very important to be aware of you know, how you can turn these on

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>> Auston Stamm: With just a couple of clicks.

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>> Auston Stamm: The last thing that I wanted to bring up is that I have some digital accessibility strategies going over this.

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>> Auston Stamm: So if you would like a guide or tutorial, I'm going to put that in the chat now.

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>> Sean Keegan: Wonderful, thank you, Auston I appreciate that.

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>> Sean Keegan: Captions are one of those things that can have a broad impact on individuals with disabilities or people that prefer to see what's being spoken as opposed to hearing the information.

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>> Sean Keegan: Particularly if they are in a noisy environment or a quiet environment and they don't want to be heard.

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>> Sean Keegan: So we're going to continue the conversation around captioning with our next five minute presenter Joey Koss from the Office of Digital Accessibility

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>> Joey Koss: Thank you, Sean my name is Joey Koss

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>> Joey Koss: And we will be covering using YouTube studio for their automatic caption generation and editing as well.

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>> Joey Koss: You have a video, you need it captioned and there are tools that are out there to help.

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>> Joey Koss: We will touch on uploading a video to YouTube editing the captioning, publishing it -

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>> Joey Koss: which is actually the final step if you're going to hosting it on YouTube

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>> Joey Koss: And then if you are hosting elsewhere how you can actually download multiple formats.

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>> Joey Koss: For this video, I'm using for demonstration purposes, the Stanford commencement speech that was given by Steve Jobs

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>> Joey Koss: Fun fact our very own Sean Keegan worked on the captioning of this video

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>> Joey Koss: If you are interested in checking if a video has automated captions or whether they have been edited,

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>> Joey Koss: When you first click on the CC icon which is the closed-captioned button, you will see that it says the language followed by auto generated,

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>> Joey Koss: Or it will have the language name twice.

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>> Joey Koss: In this case, the edited version has English English and the auto generated has English followed by auto generated.

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>> Joey Koss: So that's an easy way to tell what it is that your hearing for the caption. Next slide.

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>> Joey Koss: So Once you're logged into YouTube,

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>> Joey Koss: You're able to access YouTube studio and then once you are within YouTube studio, there is a create button.

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>> Joey Koss: From here you can access the upload video.

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>> Joey Koss: Next slide, please.

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>> Joey Koss: When you're in the process of uploading a video you have the ability to select the language.

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>> Joey Koss: There's a selection called languages and caption certification and from there it has multiple options

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>> Joey Koss: And the language of the video you'll be able to select from here. Next slide please

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>> Joey Koss: So once your file is loaded into YouTube studios,

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>> Joey Koss: There is a section called subtitles once that is selected, you will have a video subtitles table

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>> Joey Koss: And you will see the video that you just uploaded in here however, in the subtitles column you will see that what's present is an add button.

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>> Joey Koss: You can go in there and manually add your captions

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>> Joey Koss: However the auto generated captions are not generated yet, that's because this process can take up to a day

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>> Joey Koss: Once your automatic captions are ready, you'll see an additional row that's present.

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>> Joey Koss: In the language column, you'll see the language that you selected is followed by the word automatic.

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>> Joey Koss: The subtitle will say published but there's also a button to duplicate and edit.

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>> Joey Koss: So by activating the duplicate and edit button you'll be able to go into the area where you can actually edit these captions.

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>> Joey Koss: Now you're in the area where you can edit, you're going to want to start with the transcript and add capitalization and punctuation.

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>> Joey Koss: It is also the area through which you can edit the time and that will determine how long the text is visible on the screen and

we are going to see how important that is within the next couple of slides.

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>> Joey Koss: After you're done editing the transcript and the timing, you'll save the changes and you'll be done if you're going to be hosting on YouTube, that's all that you have to do.

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>> Joey Koss: Next slide please.

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>> Joey Koss: However if you're not hosting on YouTube or if you're hosting on additional platforms as well, there is an option to take the work that you've just done

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>> Joey Koss: And export it into multiple formats you can select options then download and choose the type of format that works best for your purposes.

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>> Joey Koss: And here, I'm going to end with why it's important to have these, the edited captions versus just the automatic ones

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>> Joey Koss: In the edited version, Steve Jobs is near the end of his speech. Stay hungry, stay foolish.

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>> Joey Koss: In the automated version, the text has been appearing on the screen as he is speaking and it kind of runs together.

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>> Joey Koss: There's additional text present that he'd already said, including the stay hungry stay foolish and what's lost here is the emphasis,

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>> Joey Koss: That you have through punctuation. This is why the timing is extremely important and has a significant impact on readability and understanding.

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>> Joey Koss: And I would just like to close and say thanks to my colleague Auston Stamm

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>> Joey Koss: And there are some links on canvas and there's an entire course on captioning in YouTube. Thank you.

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>> Sean Keegan: Wonderful. Thank you, Joey.

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>> Sean Keegan: For our next section we are going to talk about increasing document accessibility with a tool that's available here at Stanford called Scribe, as well as some other tools

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>> Sean Keegan: I would like to introduce now Robin Cole the alternate format and assistive technology manager in the Office of Accessible Education here at Stanford.

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>> Robin Cole: Great, I am happy to.

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>> Robin Cole: Scribe is a document conversion tool, it's available to anyone at Stanford with an @stanford.edu address or law.Stanford or med.Stanford

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>> Robin Cole: It is a powerful document conversion tool, you can take an inaccessible file, by that I mean a PDF that might just be an image-based PDF,

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>> Robin Cole: And turn it into machine readable text so someone using a screen reader or text to speech software

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>> Robin Cole: Can access that document in a way that they need to.

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>> Robin Cole: I will post this link. And there's a shortcut link that is posted in chat.

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>> Robin Cole: It's also scribe.stanford.edu. Next slide.

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>> Robin Cole: So what can scribe do? The original file formats are on the left.

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>> Robin Cole: At the top are output file formats.

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>> Robin Cole: You can convert from say a doc X file to a PDF or a doc

X file to a straight MP3 file

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>> Robin Cole: A lot of people like to listen to content today whether they are disabled or not.

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>> Robin Cole: So you can take a document that you need to read for work and create an MP3 file that you could play on your phone, on your car, when you're driving home

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>> Robin Cole: One of the common Mistakes people make is from a PDF, which you don't necessarily know how accessible it is, to a tagged PDF

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>> Robin Cole: A tagged PDF is a PDF that has the internal structure that allows the screen reader to read that content.

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>> Robin Cole: It's really easy to use Scribe. You upload your file and you select the output format, and for the one I'm talking about here which is a tagged PDF that's an accessibility conversion

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>> Robin Cole: And then you can choose a tagged PDF either image over text, or text over image. Image over text means the original font is retained

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>> Robin Cole: And the document looks just like it did originally. Text over image means that the machine readable text that Scribe has created is on top of the original image

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>> Robin Cole: Usually image over text is better because it looks like the original document

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>> Robin Cole: And then you'll enter your Stanford email address, and it must be a Stanford address. The document will be sent to you from a weird address which is pony@sensusaccess.com in about 5 to 20 minutes and if the document is small, it will be attached to the email

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>> Robin Cole: If the document is larger, it'll send you a link to the document. Next slide.

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>> Robin Cole: Best practice would be to just by default use scribe to

increase the accessibility for every PDF that you're intending to share with anybody.

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>> Robin Cole: Because you don't know how people are using it these days, a lot of people like to listen to content and for some people that's their only choice.

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>> Robin Cole: If possible, if you have content that's going to be used a lot post it to a website rather than posting PDFs on your website.

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>> Robin Cole: Unless it's sort of a one-off situation, but PDFs can be problematic so posting content to websites for content that will be accessed regularly is best practice. Thank you.

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>> Sean Keegan: Wonderful. Thank you, Robin.

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>> Sean Keegan: Now we are going to be moving into making presentations more accessible.

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>> Sean Keegan: I'd like to introduce Teggin Summers assistant dean and director of educational technology at Stanford University school of medicine, Teggin please share with us

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>> Teggin Summers: Thank you, so much, Sean

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>> Teggin Summers: Hi everybody, I am Teggin Summers with educational technology at Stanford medicine

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>> Teggin Summers: I have one slide to share today with some simple tips, my slide has four icons that represent captioning

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>> Teggin Summers: And images and inclusive introductions.

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>> Teggin Summers: And I thought I would kind of just start by sharing a sample of an inclusive introduction that I have used with presentations to say that my name is Teggin Summers

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>> Teggin Summers: And the identities I bring to this presentation are staff leader, cis-gendered white woman. I am middle-aged with medium brown hair and wearing a blue blazer.

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>> Teggin Summers: And one thing that I would like to share about this inclusive introduction I had a chance to listen to an expert keynote speaker recently, who shared that these visual descriptions

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>> Teggin Summers: Can be very helpful but has also had feedback that sometimes,

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>> Teggin Summers: There are also sort of negative experiences with these visual descriptions or inclusive introductions like this as well.

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>> Teggin Summers: And the important thing to note here is this idea that we need to have space to have conversations

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>> Teggin Summers: Around the importance of our inclusive actions and how that is received by everybody that is kind of engaging with those interactions.

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>> Teggin Summers: So something to share and think about there.

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>> Teggin Summers: I also wanted to share around the idea of the automatic captioning for our slides for our presentations.

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>> Teggin Summers: This is not to substitute for accommodation captions,

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>> Teggin Summers: But sort of within that idea for universal design learning to have the automatic captioning with our presentations and I've shared just a brief

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>> Teggin Summers: Instruction on how to do that within a Google slide and I know automatic captioning is also available on PowerPoint as well

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>> Teggin Summers: but when you are in presentation mode of a Google

slide presentation if you hover your mouse over the bottom left-hand corner,

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>> Teggin Summers: There are three dots that appear and if you click on those there is an option to turn on captions so that can be helpful in presentations to have those captions there.

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>> Teggin Summers: Another tip related to that is sort of leaving space, perhaps the bottom 25% or so of space in the slide open for if captions are coming across those slides so that they are not obstructed.

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>> Teggin Summers: Also the importance of alt text and captions within images of presentations, you can add alt text or a caption below an image,

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>> Teggin Summers: In that presentation slide. Also in Google slides you can right-click an image and add alt text there as well which seems to be

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>> Teggin Summers: Just a nice robust way to make sure that captions and alt text are built into the presentation there.

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>> Teggin Summers: And also just taking time to verbally describe images that are on all of the slides can also be very helpful and you can build that in cohesively into your presentation as well.

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>> Teggin Summers: And those are my tips.

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>> Sean Keegan: Wonderful, thank you very much, Teggin.

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>> Sean Keegan: Alright, so we're moving right along here. I'm actually very excited about this talk, I'm excited about all of your lightning talks so thank you to everyone who has presented so far.

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>> Sean Keegan: What I'm particularly interested in about this one is this one not only will talk about technology but building community.

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>> Sean Keegan: So I think this is a really important part so without

further adieu, I would like you introduce the next section, making meetings more assessable.

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>> Sean Keegan: This is going to be presented by Helena Findikaki, senior manager technology and operations

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>> Sean Keegan: At Stanford medicine. Helena, please take it away.

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>> Helena Findikaki: Great thank you. Hello I'm Helena Findikaki

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>> Helena Findikaki: I'm a member of the Stanford medicine accessible technology group also known as SMAT

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>> Helena Findikaki: We developed a resource guide for inclusive hybrid meetings. You can actually access this guide with a lot more details on the SMAT site. Next slide please.

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>> Helena Findikaki: I'm just going to review a few of the key points that we have in there, we do actually have links as well and I think a lot of the speakers have already spoken to quite a few of these.

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>> Helena Findikaki: When you're talking about technology for your meetings, especially hybrid meetings,

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>> Helena Findikaki: Make sure to check your personal technology and the room technology Before the meeting. This will help meetings go smoothly.

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>> Helena Findikaki: Also what we talk about is enabling live transcription, that closed captioning.

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>> Helena Findikaki: That's good to have whether or not we have someone that needs it or not, it's good to have for all of your meetings.

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>> Helena Findikaki: Another is to record virtual meetings this can be helpful particularly for those who are visual or hearing impaired, or potential other disabled persons

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>> Helena Findikaki: That way people can go back and review the meeting, also sending agendas and any relevant documents out before the meeting.

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>> Helena Findikaki: And using the chat during the meeting, and using accessible formats.

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>> Helena Findikaki: Also when you're having a meeting creating that hyper learning environment set up in the room so it follows the speakers and facilitators.

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>> Helena Findikaki: This will allow for both those who are attending virtually as well as those attending in person to be able to hear

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>> Helena Findikaki: What the speakers are saying and also how that being translated into the live transcription.

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>> Helena Findikaki: And consider the audio experience for all participants. Making sure you have good audio, again, so the audio can be picked up and transcribed as well.

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>> Helena Findikaki: And really, when you're doing these kind of hybrid meetings and virtual meetings, you want to build community.

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>> Helena Findikaki: 1 Great Way to do that is to focus on the virtual audience first and that in person audience second.

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>> Helena Findikaki: That way you're making sure to include the virtual audience so that they know that you you know that they are there.

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>> Helena Findikaki: If you're going to be offering a meal for the in person portion of the meeting,

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>> Helena Findikaki: Send a gift card to the members that are joining virtually at least 24 hours before the meeting that way they can feel that they are participating, they get a meal at the same time everyone else is eating.

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>> Helena Findikaki: Before meetings begin, designate a facilitator to monitor the virtual meeting space that way they can monitor for any raised hands, chat messages

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>> Helena Findikaki: And proactively call on virtual participants.

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>> Helena Findikaki: You also want to create a plan for including virtual participants in any breakout sessions. For example Zoom does have breakout room features so you want to ensure you can include virtual participants along with in person participants in groups.

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>> Helena Findikaki: Also have a point person or moderator to help facilitate and bring people back from activities such as those breakout rooms.

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>> Helena Findikaki: Also offer that option for virtual participants to share first and last before moving on to a new topic. Again, we want to ensure that the virtual audience feels included in the meeting.

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>> Helena Findikaki: Also offer interactive engagement at the beginning of your meeting and throughout your meeting.

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>> Helena Findikaki: Make sure to include everyone, not just in person but the virtual attendees.

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>> Helena Findikaki: When you send out the meeting include a zoom link or whatever collaboration platform you're using in the Outlook calendar meeting invite.

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>> Helena Findikaki: And also attach agendas or handouts in the notes section that way individuals can actually review that prior to

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>> Helena Findikaki: Also use the chat to send agendas and documents and other resources provided in the in person meeting

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>> Helena Findikaki: That way participants can feel included and have the same resources that in person attendees have.

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>> Helena Findikaki: And for group photos, this is always a fun one, encourage in person participants to sit in front of or around a screen where the remote participants are being displayed

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>> Helena Findikaki: I've actually done this quite a few times and it's a lot of fun and it does make those virtual participants feel included in the group photo.

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>> Helena Findikaki: And that's it.

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>> Sean Keegan: Excellent. Thank you Helena. Wonderful.

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>> Sean Keegan: We've just gone through a number of small changes that we can be doing in our everyday activities whether it's captioning for videos, making documents more accessible,

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>> Sean Keegan: Or presenting and hosting meetings. Some wonderful suggestions and some very practical ones as well

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>> Sean Keegan: That not only addresses the needs of individuals with disabilities but also has a broader impact and provides a much more inclusive space for people to participate.

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>> Sean Keegan: At this point, we would actually like to move into our open forum discussion and question and answer session.

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>> Sean Keegan: I know there have been some questions that have been raised in the meeting chat, so thank you for those we have those queued up here to respond to.

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>> Sean Keegan: If you do have other questions, please add them into the meeting chat zoom right now to kind of get us started with this lunch and learn I'm asking the question to you right now,

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>> Sean Keegan: What are some low threshold actions people can take to make processes inclusive and promote disability?

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>> Sean Keegan: And I'm going to tack on one more there, what was

something new you learned today?

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>> Sean Keegan: Take a moment, two questions. First one, low threshold actions people can take to make processes inclusive and promoted disability? And what was something new you learned today?

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>> Sean Keegan: So I'll give people a couple of minutes to think about it and you can write it into the chat as well if you would like, don't be shy.

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>> Sean Keegan: You're also welcome to unmute yourself you can go ahead and raise your hand and say, I would like to make a comment.

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>> Sean Keegan: We would love to hear from you.

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>> Sean Keegan: Some great ones are coming in right now, Karen mentioned some of the actions to take ahead of meetings to make them more accessible, not just during the meeting.

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>> Sean Keegan: I feel often times it's important to do a little bit of prep work to help build in accessibility. Wonderful, some about Scribe being new

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>> Sean Keegan: It's actually really fantastic when you got the legacy documents that you just need to make a couple of changes on to take that PDF

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>> Sean Keegan: And actually go back to word to fix it and republish it then you have a far more accessible document.

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>> Sean Keegan: Dani does make a lot of the slide decks [Chuckling] I think Dani probably has the record for slide decks here at Stanford.

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>> Sean Keegan: And there are some important things that can be done to make slides more accessible when you're conducting a live session as well as a session that is going to be archived and presented later such as when we take the information from this presentation,

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>> Sean Keegan: Both the video and the slide deck and we make it

available on the website. That was a question that people are asking,

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>> Sean Keegan: Is this session recorded? Will it be available later? Yes it will be available on the accessibility in IT website.

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>> Sean Keegan: People can see some information about repurposing YouTube to create captions.

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>> Sean Keegan: The guidance on using PDFs and how to create accessible documents. Wonderful, this is awesome. Thank you, everyone.

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>> Sean Keegan: So one of the questions that came in during the session – we'll kinda go to the Q&A.

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>> Sean Keegan: Right now, one of the questions that came in was from Terry in the zoom chat asking during Austin's lightning talk. "I love these tips for word, very helpful, however

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>> Sean Keegan: Many times I create documents in Adobe InDesign. Can I apply styles in the same way and be following best practices?"

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>> Sean Keegan: Auston do you want to talk about that? I think you've done some InDesign work haven't you?

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>> Auston Stamm: I haven't done a specific tutorial yet on InDesign but there are options in there to include headings as well.

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>> Auston Stamm: Maybe we can make a tutorial and add it to the instructional accessibility modules in the future.

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>> Auston Stamm: Just giving a plug on there, in the link that I put earlier, there are some links about Word and also YouTube and being able to edit the captions too.

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>> Sean Keegan: Thank you, Auston. And yes there's the OAE website which has some

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>> Sean Keegan: Wonderful information about InDesign documents and

accessibility. I'm also going to offer a comment about one of the tools that we offer at Stanford called Equidox and we've got a webpage up on that, Auston if you could possibly pop that in there. And I think using a combination of Scribe and Equidox, and other best practices

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>> Sean Keegan: There multiple pathways that are available to you as content authors

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>> Sean Keegan: And website authors and document publishers to be addressing accessibility.

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>> Sean Keegan: I think at the end of the day, our goal is to make it as simple and easy for you by giving you multiple pathways by which you can access these resources.

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>> Sean Keegan: Alright, other questions that people may have? Karen, I think you had a question?

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>> Karen Bettucchi: Yes, I do.

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>> Karen Bettucchi: In the Zoom captioning practices it suggested including a request accommodations options for meetings and events for ASL or CART, where can we find a sample request an accommodation statement?

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>> Sean Keegan: That's a great question.

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>> Sean Keegan: I'm actually going to point people to a resource here at Stanford University

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>> Sean Keegan: That is the Diversity and Access Office here at Stanford and they've posted on their website a digital inclusion checklist and it asks some various questions about When you're creating an event what are some advertising that you can do as well as some steps that you can take before the event

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>> Sean Keegan: I'm going to post this in the chat and make this available to everyone. Here is the website address.

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>> Sean Keegan: Here's an example that can be modified but if you need a disability accommodation, please contact the person or office at, phone number,

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>> Sean Keegan: or email, and requests should be made by some date. Ideally, at least one week in advance of the event.

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>> Sean Keegan: This is one way when you're promoting and advertising an event, you can help identify and share out to people and say hey, if you need a disability related

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>> Sean Keegan: accommodation, please contact this person, by this date and by this manner.

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>> Sean Keegan: What I will ask people to remember though is that when there is a disability request and the person has to disclose their need or disability, please remember that these discussions should be occurring in private

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>> Sean Keegan: And only those who need to know. But hopefully Karen that answered that question about what are some text that people can use for requesting that type of information.

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>> Sean Keegan: I think we have a question here from Jen, Jen please join us

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>> Jen Breese-Kauth: Thank you, this was super interesting, I really appreciate all of your time

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>> Jen Breese-Kauth: I had a question about Scribe. I work on the SWS UIT team and we built a lot of websites

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>> Jen Breese-Kauth: And the PDF sometimes is a problem for our clients so I was really excited to see Scribe.

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>> Jen Breese-Kauth: I wonder if there was a way to batch convert PDFs if you had 10 or 15, would you have to do each one individually?

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>> Jen Breese-Kauth: And would that be considered okay to convert 10 or 15 or are you only allowed to do one a day or something

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>> Robin Cole: No there's no restriction except for file size limitation, I don't remember the size at the top of my head but it could be 200 MB

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>> Robin Cole: You can upload multiple files. The one thing I will warn you is they come with a funky name if you're going to upload multiple files that they have a distinct starts of their file name

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>> Robin Cole: So that you can tell which is which but yeah you can upload multiple files, it takes a little more time but it shouldn't be more than 30, maybe 40 minutes

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>> Robin Cole: Because it's going off to a server and being automatically done.

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>> Robin Cole: Scribe isn't perfect but it's far better than an unmediated PDF.

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>> Jen Breese-Kauth: Is it secure? Is this an off-site service or could we worry about the security of the document?

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>> Robin Cole: It's been a while since I looked at that, but I don't think that's an issue but let me get back to you on that, okay?

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>> Jen Breese-Kauth: Okay, thank you very much.

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>> Sean Keegan: Thank you, Jen. Thank you, Robin. We did have another question that came in, and Joey this one is for you about YouTube and the captioning in YouTube,

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>> Sean Keegan: If we have the CC, the captions in the SRT format for YouTube videos, can we just upload the SRT file to YouTube?

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>> Joey Koss: I know that you're able to upload files into YouTube. As far as whether that's-

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>> Joey Koss: Auston has a little more experience regarding the file format

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>> Joey Koss: I don't think that's an issue

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>> Auston Stamm: Yes you can upload SRT right into a YouTube video

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>> Auston Stamm: A lot of times vendors will provide captions in SRT format you can add those right into your YouTube video.

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>> Danielle Noble: Yes I was going to say, I've used that before. Sometimes it doesn't sync correctly so you just have to be on the lookout for that.

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>> Sean Keegan: Thank you, Danielle. Other questions that people may have?

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>> Sean Keegan: Once again, you can raise your hand.

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>> Sean Keegan: Or you can just ask your question in the zoom chats. Type quickly.

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>> Danielle Noble: I saw that there is a question in there about whether captions should include speakers names. Yes and spelled correctly, you know especially if people want to go back-

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>> Danielle Noble: I have children with disabilities, so this is near and dear to my heart. I also teach so I have some experience with this. Yes, because if they want to refer back to the speaker's name or find more information on it, they really need the correct spelling

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>> Danielle Noble: So that they can look at up that individual and find out more.

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>> Sean Keegan: Excellent. Thank you, Danielle.

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>> Sean Keegan: This is one of the things often times where I have a

side project that I do every five to ten years with YouTube and their auto captions. If you ever want to have a slight chuckle then I would say, look up Jamaican vacation

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>> Sean Keegan: Auto captions in YouTube. It's a clip that I've retained and every X number of years I go back and repairs it to see how much better YouTube has gotten

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>> Sean Keegan: There was a significant jump in accuracy but they still can get the names right. [Chuckling] Jamaican vacation Dani yes, Jamaican vacation and auto captioning fail I think is what it's titled.

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>> Sean Keegan: It's a nice five minute chuckle nevertheless, emphasizing Danielle's point and the points that were made earlier,

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>> Sean Keegan: Auto captioning is a great way to get started but it is not what we want to communicate.

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>> Sean Keegan: I think it's also an aspect of representing who we are as an institution, do we like to present and publish information that's incorrect?

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>> Sean Keegan: Generally speaking, no we don't. [Chuckling]

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>> Sean Keegan: All right, what other questions do people have? Or any other comments or feedback they would like to share?

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>> Sean Keegan: No?

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>> Sean Keegan: Okay.

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>> Sean Keegan: I think we've answered -- I'm looking at all of the questions that have come up

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>> Karen Bettucchi: We do have one that just came in from Caitlin Hughes

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>> Karen Bettucchi: I think it was asking if we would be able to share the recording?

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>> Sean Keegan: Yes absolutely. Dani's shaking her head and giving a thumbs up

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>> Sean Keegan: This will be on the accessibility and IT, website so not only the video but also the slide deck in an accessible format.

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>> Sean Keegan: It'll take a few days to pull all of that together, we want to make sure that we have accurate captions and we want to make sure that the files are accessible as well.

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>> Sean Keegan: Yes, those will all be available on the accessibility in IT website so please check back on that.

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>> Sean Keegan: Okay so wrapping up right now, I would like to thank all of our speakers who came in and gave very quick lightning talk information.

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>> Sean Keegan: What I ask of all of you participating today, it's a small change but can have pretty significant and impactful results.

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>> Sean Keegan: Practice these, share these with your colleagues who might not have been able to make it today.

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>> Sean Keegan: And if they haven't seen the video and weren't able to participate, feel free to gently poke them. It would be wonderful if you could do that.

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>> Sean Keegan: So a huge thank you to all of our presenters today as part of our accessibility in IT lunch and learn. I would like to turn this over to Rodney Carter now

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>> Sean Keegan: Rodney, do you have some final thoughts, some comments?

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>> Rodney Carter: Thanks, Sean. Yes, Rodney

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>> Rodney Carter: Carter here again as we wind down the lunch and learn. I would like to thank our speakers by name,

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>> Rodney Carter: Auston Stamm

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>> Rodney Carter: Joey Koss

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>> Rodney Carter: Robin Cole

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>> Rodney Carter: Teggin Summers

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>> Rodney Carter: Helena Finikaki

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>> Rodney Carter: And of course our program lead, Sean Keegan. Thank you all for your wonderful information and insight today. I also want to thank our attendees for the rich conversation we had in chat and all of those tools that you mentioned at the very beginning.

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>> Rodney Carter: Again there will be a recording of the session and an accessible PDF up on our website.

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>> Rodney Carter: Sean is a little more optimistic about when it will be up, I think it will be more like a week or so instead of a few days, but it will be there.

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>> Rodney Carter: If you do want to present or have ideas for a future lunch and learn, please reach out to us at accessibilityinit@list.stanford.edu which will be entered into the chat so you can email us directly

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>> Rodney Carter: You can also learn more about our sponsors and partners, the Stanford CIO Council, the Stanford office of digital accessibility and ideal IT

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>> Rodney Carter: As a group of programs as I've already mentioned.

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>> Rodney Carter: Next month, we'll be hosting both allyship at work

and I am remarkable workshops. In addition to a neurodiversity in IT learn and learn which is cohosted by healthy living/be well

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>> Rodney Carter: The next ideal IT newsletter will be out in May, please subscribe if you haven't already.

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>> Rodney Carter: And Stanford Medicine Accessible Technology is having their event for global accessibility awareness day

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>> Rodney Carter: On May 18, which is actual global accessibility awareness day, and

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>> Rodney Carter: We will have our look back on global accessibility awareness month in June.

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>> Rodney Carter: And our next lunch and learn will be in July, we have to figure out what date. Next slide. Once again, I want to thank everyone for joining us today and I hope you all have a good afternoon. We're technically giving you 27 minutes back, don't waste them.