Maximizing the Meaning of Multimedia: Reader-friendly strategies for your next encounter with on-screen presentations

Elizabeth Chibucos and Leslie Schultz 2013 TypeWell Conference Portland, Oregon; Saturday, April 27

#### Introduction

Increasing popularity of presentation tools

PowerPoint and Prezi

Online degree programs and webinars

Presenter may not consider accessibility

### Workshop Format

- Introduction
- Hands-on practice (audio only)
- Discussion of real-time transcribing
  - Challenges
  - Best practices
  - Demonstration and practice with presentation examples
- Effective notes
- Considerations for remote transcribing
- More hands-on practice
- Q&A

#### Hands-on Practice

- Technical instructions: Posting a narrated PowerPoint presentation to YouTube
- Audio only:
  - remote TypeWell



- Presentation with low visibility
- Slides will be displayed later
- Client profile: has access to materials, student with hearing loss

### Advantages of on-screen presentation tools for transcribers

- Provide spelling of unfamiliar/specialized vocabulary
- Reinforce key concepts, highlight points of emphasis
- Increased accessibility for readers with disabilities, especially those with hearing losses or learning disabilities

### Challenges for transcribers

- Slide readability
  - Font type, size
  - Background color
  - Overlapping elements, clutter
- Reader fatigue, concern over missing information
- Discussing on-screen content out of sequence
- Rapid delivery of spoken material
- Verbatim reading with parenthetical comments
- Differing presentation styles

- Check in with reader
  - What do they identify as helpful?
  - Does one type of content take priority?
  - Are the slides or notes available in or out of the meeting?
- Consider reader's needs and talk to service coordinator.
  - Hearing loss, vision loss, learning or motor disability?

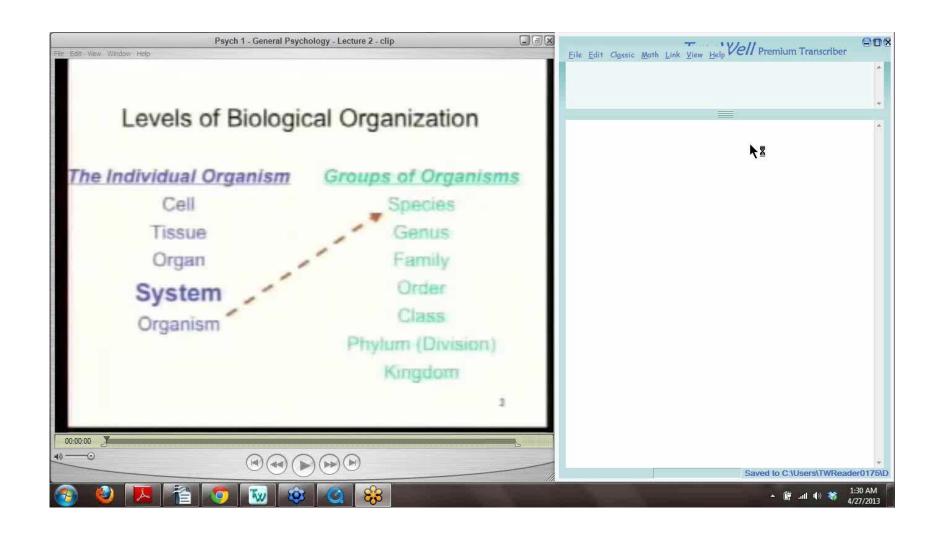
- Unclear/illegible slides
  - Equal access, not perfection
  - Possibly disregard on-screen content
  - Orient reader to the screen periodically but transcribe meaning-for-meaning

- Unclear/illegible slides (cont'd.)
  - If consistent problem, discuss with service coordinator
    - Share responsibility for access
    - Give opportunity for client to resolve issue internally
    - Perhaps additional accommodation is needed (i.e., note-taker, plain text of slides, previewing in advance)

- Reader fatigue/overwhelm
  - Consistency in reader orientations and formatting
  - Use appropriate detail:
    - Unclear: [Teacher reading: list on screen.]
    - Better: [Teacher reading from slide: "Systems of Government," bulleted list.]
    - Best: Possible systems of government include the following: [bulleted list on screen]
      - 1. Anarchy
      - 2. Aristocracy
      - 3. Communism
      - 4. Corporatism
      - 5. Democracy . . .

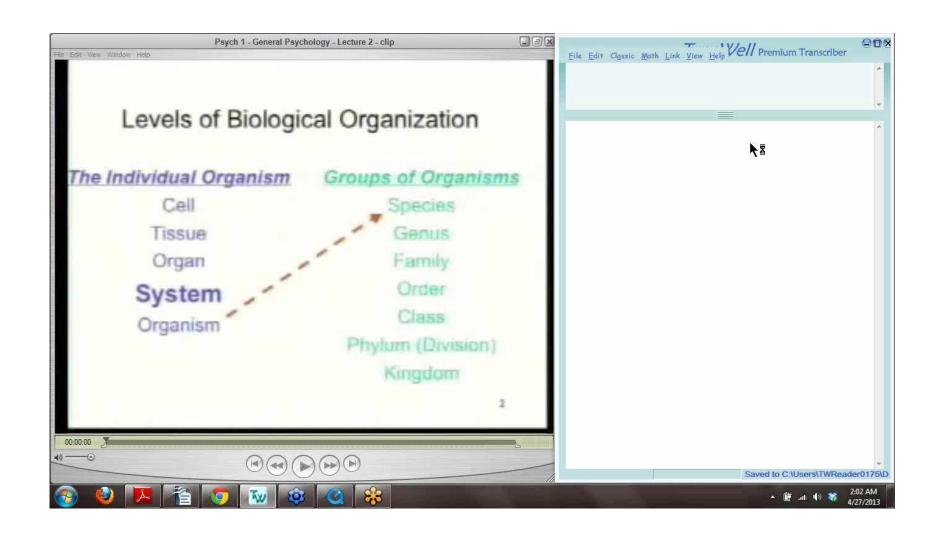
- Reader fatigue/overwhelm (cont'd.)
  - Transcription displayed on screen with slides?
    - TypeWell Web Linking or Streamtext
    - Helps reader avoid switching focus between screens
    - Font on slides may be too small if not fullscreen
  - Include on-screen content if time allows
    - Reader may fall behind taking notes
  - Capture spoken/aural content first
  - Reverse colors in TypeWell to avoid reader eyestrain

#### **Demonstration One**



- On-screen material discussed out of sequence
  - Are reader orientations adding or distracting?
  - How long is information displayed?
    - If nearing the end of a slide, transcribe spoken content in case the slide advances without warning
  - Reorient the reader as necessary
    - [Teacher skipping ahead: "... However, it remains to be seen whether the plaintiff..."] [Middle of passage on screen]

#### **Demonstration Two**



- Rapid speech
  - Students often rush through prepared material
  - Verbatim reading: orient reader to text periodically
  - Increase chunking
    - Fill in details after class for notes

- Rapid speech (cont'd.)
  - If student presentations are planned in advance, review considerations with instructor
  - Have presenters provide copies of verbatim readings
  - Request clarification if necessary

- Inconsistent presentation styles
  - Presenter's influence on transcription style
  - Back-to-back presentations by different individuals
    - Maintain consistent pattern of reader orientations and formatting
    - One or two verbatim phrases for orientation
    - Pre-program orientations into PAL
    - When teaming, opt for similar formatting

### Hands-on practice

- Before beginning, create a saved file for later review.
- Liz Chibucos: "Bluegrass in Japan" presentation

### Rough edited transcript notes

- Review transcript file from sample presentation: Bluegrass in Japan
- Does the text reflect the presentation content?
- Are the slides necessary for studying?
- Indicate when slides change and label with titles for future reference
- Any observations?

#### Remote transcribing presentations

- Extra attention to chunking
- Take care when assuming material is displayed visually
  - Don't rely on tone of voice
- For challenging material, request slides in advance
- If IT support is available, consider screensharing options (see resource handout)

### Hands-on practice

# Posting Narrated PowerPoint Slides on YouTube

Cynthia K. Russell April 2006

### Opportunity for Q&A

- Open discussion
- Please take handouts with you:
  - Actions You Can Take to Successfully Transcribe
    On-Screen Presentations
  - Mental Checklist for Transcribing On-Screen
    Presentations
  - Resources for Transcribing and Practicing
    Presentations
    - Suggested YouTube channels