

[NOTE: This transcript was produced by a transcriber who volunteered to help document a session at the 2013 TypeWell Conference at Portland Community College in Portland, OR. Volunteers were explicitly told that they could leave off transcribing they wished to participate briefly in the session, take a break, etc. As such, this transcript may not be complete. If you have any questions, we encourage you to contact the session presenter.]

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

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Leslie: It's time to get started. Liz is coming around with handouts for this presentation. My name is Leslie Shultz. I'm an employee of Strada Communication, a local company in Portland. I've been a transcriber for about four years. Liz is also local, employed by Strada, and has been transcribing for about a year.

We're going to talk about how to handle PowerPoint. We'll look at challenges that come up when we run into in these experiences. Feel free to jump in any time with questions and comments.

PowerPoint has been around for ages. Students in my high school had to learn it. At that time a lot of faculty wasn't comfortable with it, especially in colleges. But in the last five years everybody has gotten on the program.

Contributing factors to the more common uses of PowerPoint today are the explosion of webinars, long-distance learning, teleconferencing, remote meetings, etc. For this workshop, we're going to do a quick hands-on practice. Hopefully everyone has their computer.

Liz: If you didn't bring your computer there's an extra up here, although it's rather small.

Leslie: First, we'll just do the audio portion, which will be similar to remote transcribing. This comes up when you're remote transcribing and you don't have access to the slides. You'll have a chance to transcribe this again with the slides at the end of this presentation.

We'll have some challenges and we'll discuss how to make your transcript file as helpful as possible for notes. Hopefully the student has access to the slides.

This is our first activity, just the audio of someone giving a presentation with slides. We've done a client profile here. Imagine there's not much visibility for you; maybe you can't see the screen. We work with students in a variety of situations. I'll go ahead and play this.

[Transcriber's Summary: This talks about posting slides on YouTube. I'm Cynthia Russel from Memphis, Tennessee. You need windows and PowerPoint. You need a connection to the internet. Develop PowerPoint files as usual. Save as a jpeg type. You want to export every slide. Make sure to keep record of where the folder is and click "okay".

Import your PowerPoint slides into Windows Moviemaker. Go to the location where your pictures are located, and import your pictures (jpeg files). All your jpeg files should now be showing up in the center of your screen. Now you want to narrate your audio. Show timeline at the top of your storyboard. Start your narration, and once completed, click "Stop Narration." If you put your cursor over the side of the clip, you can make it wider. Each clip gets saved with a unique name.

Save your movie. Select the setting. Now it prompts you to save a copy on your computer. Save as type WMV. Now upload your movie to Youtube. "Upload New Video". When doing so, you'll be asked for the name of your file, a brief description, and category. Next locate your WMV file and upload it. This may take a very long time depending on the size of your file.

Now you can share the URL with your colleagues.

Helpful information is posted as you see on the screen. You can use a MAC for this. It took me an hour and a half to do this. I hope you found these tips helpful. Happy movie making!]

Liz: I waited to hear no more key clicks. Did anyone use an orientation to the screen?

Female Student: Yes, when she referred to the screen.

Liz: Good. There was a lot of speech in there, very difficult without screen references. There was a lot of content in there, a lot of depth and individual instructions. Having access to the on-screen portion is helpful, especially to transcribers because you get spellings, especially proper names. The presentation highlights key concepts, helping us know what to focus on. PowerPoint on-screen presentations also increase accessibility to everyone, but especially those with hearing loss.

Consider the type/font size on screen. Consider overlapping elements. Consider the students and what the format may do to their own accessibility to the material. There may be missing material. There may be rapid delivery of the material. There may be something missing. People go off on tangents about things. This requires a good amount of flexibility on the transcriber's part.

Here we have best practices, some things to consider when preparing to transcribe a presentation. Always consider your reader. What do they consider helpful? Do they consider anything a priority? Are the slides available to them outside the class or meeting?

If you have a service coordinator available, they can help you discuss this with the student. Also consider why you're in the class.

Female Student: Does one type of content take priority?

Liz: Maybe they'd prefer you to capture what's on the screen. Maybe they have the slides and don't need it all reiterated. Maybe the instructor throws out lots of other information.

Leslie: If a student has the slides in front of them during a presentation, maybe it would be better for you to capture the title of the slide, and then capture the spoken content that's not on the screen.

We've probably all experienced a less-than-perfect situation in the classroom. Remember, you're providing equal access. The other students in the class might also be missing information.

A suggestion for an instructor who is less than perfect, you might want to bring this up with your service coordinator. It's an opportunity to solve issues that can be brought to the teacher's attention. Sometimes instructors don't realize this is a problem.

We have some demonstrations recorded. It's mentally fatiguing for a reader to switch their attention back and forth from their reader to the presentation screen. The good thing about TypeWell is the reader can scroll back up. There are, however, times when material just goes away. Even if there isn't something structural making it difficult to follow the class, having your own internal system that you can fall back on, having your orientations pre-programmed into your PAL can really help you stay consistent. Maybe you say "[On screen.]" Or you might just say "[slide.]" You might be flustered in trying to keep up.

We have some examples of flushing out as much detail as possible. If they're talking too fast, your reader might be taking their own notes and copying off the slide. It's a good idea to capture some of the content in a clear way without copying the entire slide.

One other thing that's an option (you'd have to have a good relationship with your client or the school) is to put the meaning-for-meaning transcript on the screen. This works well because you can just put the PowerPoint into "reading view", instead of "full screen."

Liz: That makes it more accessible to everyone in the classroom.

Leslie: Maybe you're just watching a video in a quiet environment. It's a delicate way to tell the instructor, you're all messed up.

You want to make sure the font on the slides is large enough to be read. If there's a long quote it might not be great.

Liz: Any oral content takes priority. If something is said that is not on the screen, make sure you capture that as best you can. It's then up to the reader to address the instructor about discrepancies. If all the lights are off, you can reverse colors (dark screen, light-colored font) as an option in TypeWell.

Leslie: Anyone, but especially readers with learning disabilities, can work better with a certain font or background color, or a certain size. The class might be overwhelming to the student, but you can point this out as a way to perhaps make it easier.

Liz: I had a student who wanted to try the reversed screen, and he uses it all the time now that he's discovered it.

Leslie: We have a recorded demonstration here. It's a PowerPoint presentation on the left, and a TypeWell window on the right. These are side-by-side, so it shouldn't be too difficult to follow the content. Each version has positives and negatives to it.

Liz: We'll talk about the pros and cons of each after we're done here.

[Audio playing, this time with PowerPoint slides and TypeWell transcribing in a side-by-side screen.]

[Transcriber's Summary: Biological structures are highly organized. We begin at the cell level, the smallest living piece that can live independently. These make up tissues, which then make up organs, and those make up systems. We're going to be concerned with the nervous system pretty exclusively. But the nervous system is connected to other systems,

for instance the immune and endocrine systems.

The nervous system is also hierarchically organized. We have cells that are neurons, then groups of neurons form into nerves, ganglia, nuclei, then bunches of these form to make major functions of the nervous system: the brain, the spinal column, etc. But then the nervous system has other systems as well: the central nervous system, the somatic nervous system, and in peripheral nervous system.]

Liz: What were some positive things you noticed?

Female Student: Was that on the student's computer?

Leslie: That was more of a way to visually deliver that to you. It was what you would be seeing on the presentation screen, plus what the student would be seeing on their reader computer.

Female Student: Didn't you say we could do that?

Leslie: On the main screen would be the easiest way to do that.

Female Student: But if you're showing it to the whole class, isn't there a legal issue?

Kate: It depends on which institution you're working for.

Leslie: You'd have to be able to set this up with that school.

Kate: I thought it was good that you captured the slide titles.

Male Student: It seems there'd be more opportunities to miss things.

Liz: Did you see how it gave the new slide title, then also said [on screen]? If you say "new slide" that's pretty obvious that you're referring to the on-screen content, and it may be a bit redundant to put both. Consider ways to be more concise.

Leslie: Help them know where to look.

Liz: What about the content transcribed versus what was on the screen? Was that good detail?

Female Student: It made sense if you were to go back and read it later.

Leslie: So if you know from the slides, because of copyright, etc., there are all kinds of reasons why instructors don't want to give anyone the slides outside of class, that's a good thing to keep in mind, to strive for.

Another big challenge is that if things are out of sequence it can be disorienting. If you orient the reader and then jump ahead, the reader won't be on the right sequence. If you notice the instructor jumping around a lot, you might almost pretend that the slides don't exist. It may be safest just to assume that the screen is not really an aid.

Some instructors, coming to the end of the slide, will stop and give a chance for people to get collected. Some just jump into the next slide. Don't just say "[reading last bullet]". Try to capture the meaning or summary. You can't type out verbatim quotes. Be conscious.

Female Student: Do you ever think of putting the slide right into TypeWell?

Leslie: I've never heard of that.

Female Student: We often do that.

Leslie: That comes up on the reader screen?

Female Student: Yes, you put it into PAL.

Leslie: I imagine that scrolls up. It might disappear if you're typing.

Female Student: Just like anything else. It comes up as you're typing. Sometimes it's time-consuming, but some come in pieces, it just depends on what the prof's using. You could break up their slide.

Leslie: That's so cool, especially for notes. You're still transcribing all the audio. Even if you could get the slides afterwards, that might help.

Female Student: It depends on the time you're given to do that stuff. But it's nice to have the slides beforehand.

Leslie: These slides would make it easy to copy and paste the text in. This is an example of where the instructor skips forward; put an indicator there.

This is the same lecture as before, but it's a very different transcript style.

[Audio playing again, with a different real-time transcription example. See Transcriber's Summary above.]

Liz: There were some more obvious things to fix in this transcript.

Leslie: I'm sure you've all see this.

Female Student: This did not orient the reader. With that much time, with only "[On screen.]", the student misses the content.

Female Student: Not only that, but the slides weren't very detailed.

Male Student: It was unclear to begin with. A verbatim transcript would be more useful.

Liz: Don't cite the bullets. If you see a slide like that, you need to write what they're saying. If I were the reader I'd be frustrated. I'm seeing the instructor talking and nothing is coming up on the screen.

Leslie: That was an extreme example. There are shades of gray.

Liz: I noticed in both examples, the transcriber said "in interesting ways." But the speaker never said that. That's something to avoid unless the speaker specifically said it. The speaker might not think it's interesting. It's important to use the vocabulary that's being used.

Female Student: That's an introductory phrase.

Liz: True, yes.

Leslie: How rapidly do people speak when they have a visual aid in front of them? People copy and paste a block of text and then start reading. You have to deal with that. With student presentations they will have a page of notes, they're in a hurry; they just want to get out of there.

Think to yourself: if I'm having this reaction, so is everyone else in the class.

Liz: If you feel yourself panicking, just go back to the basics, take a deep breath.

Leslie: Sometimes verbatim reading just can't be summarized. It might be detailed, step-by-step instructions. I would just orient the reader, saying "[reading from notes]". Give as much detail you can. You can make it clear what's happening and then later check with

the instructor to get this back into the notes.

Female Student: It would probably be good to add a PAL "[reading prepared notes]"

Liz: If you have that in your PAL, your reader will be able to recognize that's what's happening because it's consistent in your format.

Leslie: A lot of these things we've already mentioned. Get as much preparedness done ahead of time as you can.

It can be challenging with different presentation styles. Student presentations are difficult.

If you have a team, look at what they're doing. You may have a system worked out. Be conscious. Don't just stick with your own way of doing things. Try not to make abrupt changes.

We've run three minutes over. A lot of this is in your handouts. A lot of these slides will be online. There's a whole page of remote references. If you can have instructors share their screen with you ahead of time, that works well.

Thank you.

[Applause.]

[Presenters' Note: See materials provided on the conference website. We'll include the handouts we gave during the presentation as well as links to the hands-on activity. We just had time to try the first activity with audio only, however we recommend trying it again with the video. Consider the ways your transcription style changed and the content you were able to capture by comparing both transcriptions.]