So welcome to our next session,

unique ways YuJa improve media accessibility.

I'm excited to have Nannette Don from YuJa,

a video platform being used by many leading university,

here with me today to make a deep dive into the topic of

inclusion and accessibility material.

Just a reminder, you can submit

your question live through the Q&A feature here in Zoom,

and we'll address them to the end of the session.

We are featuring Verbit live

integration with Zoom today that

enable you to view

a live transcript through the session.

So to enable the transcript,

you can just click the arrow next to

the "CC" button on the bottom menu bar,

and then click "View full transcript".

So this is something new that we are

launching. You can give it a look.

Nannette, I'll turn it over to you to

introduce yourself and talk more about

how school can increase

accessibility of the media that

they're using. So go ahead.

Very good. Hello everyone.

My name is Nannette and I am a Director at YuJa.

Essentially, my core responsibilities is making

sure that all of the features and

workflows that we commit to our clients are delivered

appropriately and supported in a good way.

We do offer full-scale video products.

So today I'm actually going to focus

on rather than all the components of our products,

how our product helps institutions

improve their accessibility workflows

within video and digital assets.

So that's going to be my main and core focus and I'm

looking forward to talking about that with you.

The first topic I have today is just to talk a

little bit about what is YuJa.

So I'm going to go ahead and stop my video so I

can take a look at my notes while I'm doing this.

But essentially, YuJa is

a full-scale product with multiple components.

If we can move to the, "What is YuJa's

slide", that would be great.

So essentially, when we're looking at YuJa,

what we focus on is scalability within

recording, within video management.

We do also offer a proctoring solution,

digital accessibility in terms of your digital assets,

which I'll talk a little bit about

because that is relevant to our topics,

and digital asset management.

So first, I'm going to talk about

the slide around our comprehensive video platform.

So just to give you a little history of

how the platform was designed,

one of the initial steps we looked at

was how to make sure that

video is being delivered in

a compliant way to all of our users.

Section 508 Compliance Standards

were established in the 1980s.

They began to grow

in adoption in terms of the standards in the '90s,

and now what you're seeing is

quite a bit of a moving target when

it comes to these standards.

So we do have auditors that look at

our compliance on a regular basis.

So we're always focused on those compliance standards.

So in terms of accessibility,

what we tend to focus on in

our comprehensive platform is making sure

that we're compliant with

the principles of universal design.

So when you're looking at

how to see whether or not you're

fundamentally making your videos

accessible to your users,

they first have to be perceivable,

meaning that the video content is

visible to all regardless of disability,

hearing impaired, visually impaired, what have you.

It also has to be operable,

meaning that the interface has to be

able to be navigated by all.

So that's where things like keyboard shortcuts come in,

audio description, things like that.

It also has to be intuitive and simple.

Meaning that if your student has

a learning disability or they're just

not intuitive when it comes to technology,

that it's easy for them to operate

and use as they're watching their videos.

Then also has to be robust, that

means that it has to be scalable.

Regardless of the workflows that your users are

requesting when it comes to being able to access content,

that it's actually reliable for them to operate on.

So I'll just give you a background about

the core products that we have.

One is for lecture capture and video recording.

Actually, I'm still on the previous slide.

Now, before recording was

established in classroom settings,

the way that accessibility worked was

there's quite a bit of a human element to it.

Meaning that someone was hearing impaired,

they had to have someone sit in

the class with them to take notes.

But recording has changed the game.

Recording allows folks to be able to

record their lectures and then have all of that

documented precisely so that

the person who was

in the class that may not have been able

to take notes very well can

access that recurrently for their learning purposes.

Then, in terms of organizing

your assets as an entire video platform.

The purpose of the video platform

should be to be able to allow

folks to access those videos

in an accessible way regardless of their disability.

So as these are moving targets in

terms of federal standards, we're constantly moving,

and creating, and designing

accessible functionality within our platform.

So the next one I'll talk about is

auto-captioning, which is the next slide.

With auto-captioning, what you'll find is that,

this is something that is intuitive for folks.

Of course, auto-captioning is

something that people look at when it comes

to video to support the hearing impaired.

But it's much more operable

than just supporting the hearing impaired.

I'll talk to you what I mean.

So with the hearing impaired, of course,

I talked about how having

those videos of the lectures

really makes it easier for them.

They don't need a human element

to sit next to them and take notes.

They can simply re-watch the video and the captioning

and be able to recurrently learn that way.

But it also becomes more operable for

everybody who's encountering the video.

Accessibility just doesn't mean for disabled,

it also means for all.

So having that searchable metadata

available to all of your users

allows for learning to be much more available to them.

It's a known fact that

not everyone reports their disabilities.

So the fact that you're able to scale

with captioning and auto-captioning to all

of your users is going to be

very important because this is going to

matter to quite a bit of your viewers

regardless of their established disability.

Then, also captioning makes

the video just more adaptable.

It makes them able to access content

much more easily as they're reviewing it.

An example of this is with the auto-captioning,

as that's available to all of your videos,

it also in our product creates transcripts.

So there are going to be students

who are much more visual,

they're less auditory, and so they're

going to want to read what's

being said on the video rather than necessarily watch it.

So these transcripts that get

created through the auto-captioning helps support that.

Then also, for people who

may be a little bit slower to learning,

it allows that content to be pinpointed and searchable.

So having the ability

to really find that specific metadata within

the video supports them being able to go exactly to

the points of their learning

to help them learn more efficiently.

So next, we'll talk about human captioning

in the next slide, and

why people use human captioning

rather than just the auto-captioning.

So there are going to be situations where you have folks

that really have a designated disability

for hearing and they're hearing impaired.

In those classes, you're going to need to deliver

99 percent-plus accurate captioning.

Auto-captioning, even with

the best artificial intelligence, which we do have,

gets at the most, 95 percent,

typically, 80-95 percent accuracy.

So if you want to deliver

that ADA-compliant human captioning,

you would need to be able to integrate

with human captioning partners.

So what we do is, we have one-click

human captioning request capabilities.

You can configure your own turnaround options,

which are going to be important because

depending on the instructor,

they might have different preferences.

Then you're going to be able to track

those requests as an administrator.

I'll give you an example of where

human captioning is important.

So you might have those classes

where you need those 99 percent captions right away,

and you have an instructor that's pretty much hands off,

and you don't really have a way to edit captions,

you don't have an intern or

a student to do that right away.

So integrating with a human captioning third-party vendor

will allow you to get that

within a day and deliver

that 99 percent accurate captioning to your users.

So the next slide, I'm going to talk about editing

captions.

So as video begins to scale online,

the challenge that a lot of institutions have is,

we do have those students who require

that 99 percent captioning right away.

But we also have the rest of

the students who need those videos to

feel available and captioned as well.

So to scale that it's very difficult to do that

with human captioning because it can get quite expensive.

So if you have really good workflows,

for example, you have instructors

that are willing to edit those captions,

or you have a team of

student interns that are in-house,

then our caption editor

can make an out-of-the-box compliance strategy

at a very cost-effective way.

So we have two ways to edit

captions within our video editor.

One way is you are able to click

on the bar of captions and edit them right in line.

For those who prefer to go line by line,

we have a sidebar caption editor where you can rewind to

specific parts and edit that specific entry.

So if you can think of the scenario of perhaps

having a student intern editing those captions,

it becomes a really efficient way for them to do that.

We also do have the ability to manage specific roles so

that if you don't want the student to do

anything but be able to edit

those captions for that video,

you can apply that role to them so it maintains

the security of your video.

So that's more of an out-of-the-box compliance strategy

with a video editor in our 85-95 percent caption editing.

In case you don't want to of course pay for

every single video to be

human captioned because that can get quite expensive.

So the next slide,

I'm going to focus on the Accessibility Dashboard.

So when thinking about the workflows for accessibility,

we also thought about how

are these administrators going to manage it?

So I'm going to go through the six pieces of

functionality that are fundamentally

on our Accessibility Dashboard.

The first is of course,

to manage caption requests.

So let's go back to the human captioning.

Let's say you have different departments

who have different human captioning vendors and

they have different budgets for that. In

our ability to manage caption requests,

you can manage those individual providers

for human captioning.

You can allocate that human captioning to specific users.

So that way that only those users can make

those requests and it makes it much more

manageable to make sure that you're

spending your human captioning

budgets to the exact right places

that are supporting that human captioning.

The second is, also to be able to manage

caption requests for the auto captioning.

Let's say you don't want to

necessarily make that feature available to everyone.

You can actually also manage

caption requests on an auto captioning basis as well,

which is important because maybe you don't want

that available to your students.

Integrating with multiple captioning vendors so again,

on a department level you're going to have

people that will be using different vendors,

so you're going to want to be able to manage that

appropriately within your institution.

Managing caption settings, so for example,

we have things like profanity filters,

that's important because obviously with auto captioning,

it doesn't get everything right.

So you want to make sure that if it doesn't get it right,

that there's a profanity filter in place in case

it allocates it to

an unsavory word that you don't want for your users.

So we do have those in place

to be able to manage within our caption dashboard.

You can also add caption dictionaries.

You can add caption dictionaries on

an individual video level. So for example,

if you have a class that's being taught

and there's a specific name within

that video that's very uncommon,

you can add that name into

the caption dictionary and apply

it to that specific video.

So that way instructors can

increase the efficacy and the accuracy of

the auto caption, and you can also add

caption dictionaries on an institutional level.

So let's say you have a medical department where there's

specific terminology that's very

specific to that department, you can add

that caption dictionary on that level so

that way it learns as

people speak about that specific terminology.

This is really helpful for training

your auto captioning workflow

so that way when people are editing them,

they find that they're actually editing

less and less because you've

trained the auto caption dictionary successfully.

All right, so the next slide,

I'm going to talk about multi-language captioning.

So essentially when we looked at captioning,

we said, people aren't just captioning in English,

they're capturing in other languages.

So for example, you may have

foreign language classes where they're doing

introductions, let's say in

French to their family and you want the caption

to be able to capture that in

French so that they can review it for later and

perhaps even read the transcripts they'd like

and use it for their writing.

This is a really convenient feature.

You can multi-language caption

on an individual video level.

The multi-languaging caption features also

fuse with artificial intelligence

just like our English captioning.

So it gets that same level of accuracy and you

can also edit that in the caption editor as well.

I have quite a few customers,

especially in the foreign language

online departments, that utilize this again,

for generating, not just the auto captions in

their videos for students submissions

or their own lectures,

but also using this as

a basis for people to create transcripts

to review for later and using their writing as well.

All right, so the next slide.

So I talked about auto caption dictionaries,

but let me explain a little bit

more why this is important.

It allows you to multi-level train your auto captioning.

Think of auto captioning as

something that you can improve over time.

Now we've of course had

auto captioning in our product for many years.

So the improvements of

the efficiency and accuracy of that has

been improving on our own, but as

you add these specific tags,

these specific words, you're going to really be able to

customize that auto captioning

to your specific dictionary.

Let's say like your school name

or things specific to your institution,

as people utilize the auto captioning more,

you can be more ensured

that there are going to be able to

customize it to your specific needs of your institution.

In the next slide is other accessibility tools.

So in the next slide for other accessibility tools,

what we'll focus on is,

where are your tools expanding?

So of course, you're going to need things like

keyboard shortcuts, audio description support.

I'm just checking because I don't

see the new slide online.

I just want to check with Maya.

Did you change the slide on that?

Sorry, I was on mute. Yeah, it's

probably not the new version.

So sorry about that.

It's audio description support slide.

Got you. So with audio description,

there's been a lot of focus on the hearing impaired

when it comes to compliance.

But what about the visually impaired?

So with audio description support,

essentially what happens is,

you have an ability to add audio tracks to your video,

and those audio tracks will really

support your ability to support those visually impaired.

With the audio tracks you can upload them to the video.

They can be synced in a specific time sequence,

and it allows a narration of what's actually

happening in the video for those who can't see it.

It's also a good tool for those who perhaps want to

just add narration to their video to assist their users.

But this is another feature when considering compliance,

is that it's not just about the hearing

impaired but you also have to

support the visually impaired as well.

I'm sorry, I think I got reverse.

So that wasn't you, that was me on the slides.

Then the next will be the other accessibility tools.

This talks about moving targets.

So when you're looking at accessibility,

there's always going to be a new

standard created, and that's a good thing.

That's because new technologies will come out to

support your users and whatever needs that they have.

Of course, with our product,

it's not just limited to captioning or

caption dictionaries or even audio description.

You have what we call responsive design.

So as your users adjust their screen views,

whether they're on tablets or

their computer or their shrinking their

window, we have a very responsive design for them to

be able to view the information appropriately.

Keyboard shortcuts, now these preferences,

they're not just limited to people with disabilities.

We actually have medical students

who love the keyboard shortcuts.

They have quite a bit of

content that they have to move through,

so they don't have time to use their mouse.

They're just moving around with their keyboard shortcuts,

utilizing components within our video.

Screen-reader compatibility,

for those that need the ability to

have their screen read because they

can't visually see it themselves.

On top of the fact that we have automatic captions,

we also allow you to upload all caption languages.

So whether it's in Chinese or Arabic,

you can upload those captions to

our product and they will deliver in the video

the same way our English

or other auto captions do as well.

So we do support different languages within our products.

So just know that

as I would expect for full scale video products do,

that the product that we

deliver is constantly scaling because of the fact

that we are working

with compliance auditors and constantly looking at

the different standards and making

sure that our product meets

those standards for accessibility

in the federal regulations.

Then last but not least,

I will talk about a product that we are

introducing to the market called Panorama.

So this is a little bit different than our video product.

It actually adds to the comprehensiveness

of the digital accessibility that we offer.

So essentially with Panorama,

what it does is it integrates

right into your learning management system.

I'll explain why people utilize products like this.

So if you think about going online,

then that means that a lot of

your content is going to be delivered online,

which means that they're usually digital.

So with digital content,

you can imagine that institutions have millions of

digital assets stored in

their learning management systems.

So there was a point

when things weren't online like they are now,

where that could be managed in

a fine way with

the accessibility experts within the institution.

But now that you have much more content,

technology is the only

way that you're going to be able to

scale that content throughout your institution.

So with Panorama, we

integrate with your learning management systems.

We automatically generate

accessible formats for your users.

So what that means is that your instructor

will upload a piece

of content into the learning management system,

whether it's Canvas, Blackboard,

to a Moodle, and then our system will do the rest.

It will automatically generate

the various files, for example,

braille file for someone who is visually impaired,

a high-contrast file for someone who is color blind,

and it will be there, so that way, it doesn't limit

the accessibility of that file for anyone.

Anyone who has an accessibility issue

can access that file based on their needs.

We also, in Panorama,

have the ability to deliver reports and

insights on how your accessibility

is scaling within your institution.

So what a lot of our customers will do is they'll

utilize this tool first to of

course convert to accessible formats.

So that way, they're assured that throughout

their institution [inaudible 00:22:13]

more accessible formats for everyone.

But then, as they improve

those accessible formats over time,

they'll begin to assess whether or not on

an individual department or institutional level,

they're delivering accessible content appropriately.

So our reporting also allows people to

be able to judge the efficacy of

their accessible technology so they can

justify why they utilize it within their institution,

and also let their users know that they're

doing everything they can to assist them,

to make their digital assets accessible.

So products like these are going to be very important,

whether it's YuJa or somebody else,

to ensure that as you're delivering

video and digital assets at scale,

that your users are getting

all the advantages possible

to them based on the technology available in the market.

So Nanette, I'm going to leave a few minutes

for questions from our excited audience.

Sure. So in summary,

I know this is a little bit of

a weird time given COVID-19, but

as you are moving online,

the first consideration, of course,

is just getting the content out there so that

your students can learn and you can fulfill

on your semester goals.

But then the next consideration is,

is that content perceivable?

Is that visible to all?

Can everyone access that content appropriately?

Is it operable? Can anyone

navigate that content and learn from it?

Is it intuitive?

Is it something that people

can really access without having to

do too much learning because they

already have other things they have

to deal with in terms of whether they're instructors,

teaching courses or they're

students just trying to finish their semester out.

Is it robust? Meaning that, is it

reliable enough that regardless of

the accessibility issue or

request or even just the adaptability of this content,

people can be able to

access it with the features that you're offering.

So in summary, those are the things I want to consider.

Nanette, I want to take this point. Sorry to interrupt.

I want to take this point because I see

a lot of questions about this area,

so I'm trying to shrink them to one question.

Sure.

First of all, thank you so much.

It's amazing to see how YuJa depend on

accessibility and accessibility is the star.

I think that you guys are very advanced on that.

There are a lot of question about,

it's really obvious to see that the online learning is

ramping up in the last few years,

and of course, it's still ramping

up even without the COVID-19.

We see a lot of online learning programs

even for the to top universities.

A lot of questions as part of what,

from your expertise, what do you think that

the future of captions will be in the online learning?

I think the question is,

how big is the captions for,

not only for hard of hearing and deaf students,

but for all. And this is one of

the topics that we are going to discuss in this summit,

how captions can benefit to other students.

So what is the future that you are seeing?

Yeah. So I think what we're seeing,

and let me just turn on my camera now

since I'm talking to people.

I think what we're seeing in

this space is that people are beginning to see

that the captions aren't

just an advantage for those who are hearing

impaired, as I spoke about a little bit earlier.

That it creates a really robust set of

metadata that you can utilize for

everything from search to

helping people develop in their learning,

to reading transcripts, to even things that we're doing.

We've infused

artificial intelligence into the way that we've

delivered these transcripts and these captions

for our users where we have things like word clouds,

where we summarize the content

of what's being said in the video, we

deliver it in a word cloud and we also deliver it in

a structure of super topics and sub-topics.

So that when people are learning,

they have a foundation for what they are about to see.

So there's quite a bit of

innovation going into auto captioning.

You're also seeing that in live captioning.

So we do also live stream.

So there's innovations moving forward in AI

when it comes to live captioning

to make that a more automated process.

But in general, I think to answer your question,

the efforts in accessibility just don't make

content accessible for those

with disabilities or report disabilities,

they make it accessible for all.

These features and these sets

of captionings actually helps everyone.

We've seen that again,

across the board with all of our students.

A lot of students report that they love

the ability to be able to curate content,

pinpoint content to

the exact specification of what they're looking for.

We have students that they remember

something that the instructor said and they

do a really specific search query through all of

their content and they're able to

pinpoint that content right away.

So I think what you'll see is you'll see that

people are going to begin to see the advantages

for themselves regardless of their disability.

But you'll also see the improvements in the AI of

the automation within accessibility, if that makes sense.

Definitely, and I think this is

really something that we see in Verbit.

It's exciting to see the raise of

the captions in need for everyone.

One small question that someone asked,

and I think it is important just for

maybe potential future user of YuJa,

if the video already has captioning,

is it still required to providing a separate transcript

on the webpage if the video already has captioning?

Yes. So our products

specifically will generate a transcript.

It's also infused with artificial intelligence.

So what that means is it's not

just a raw transcript where it just goes line by line.

We work to break up the cadence of

the speaker through paragraphs and punctuation.

So they'll get a transcript automated that they can,

if you enable it, they can download

it and review it offline.

Great. Okay. I think that's about it.

People who writing points about, yeah,

we will see increase on captions and I think

that you really put there a very good point

about how other students that doesn't

necessarily need it accessibility-wise

want to use captions.

I think that any of us that is a parent,

we used to see everything with captions

and not even the volume doesn't have to be even on.

So I think this is really the world is going.

I think we're out of time but if you

have one last point that you want to talk about,

it was very interesting. I feel like we

need more than 30 minutes with you Nannette.

Just remember that a lot

of folks don't report their disabilities.

They don't want to

tell people that they have a learning disability.

So to deliver an accessible platform,

it just doesn't serve those who you know of,

it also serves a wide variety

of people that you may not know them.

So that's why it's something that in the future,

you're going to need a partner,

a vendor that will partner with

you and really innovate with you and

understand these accessibility workflows to

make sure that this content is operable for everyone.

So that's what I would just leave you with

since we're running out of time.

Thank you so much, Nannette.

I think we all find it very, very interesting.

Again, this is a whole world to learn,

but it's very exciting to see how

YuJa is focused on accessibility,

and I think that it's very interesting to see

where the world is going in through caption wise.

I agree that we are going to see

more caption content over time from time to time.

So I think that this is

the time for the next session now.

For anyone that are attendees,

once you leave the Zoom meeting and

return to the Agenda page,

and then you can see the next Zoom session.

Nannette once again, thank you so much.

Thank you.

Have a safe and healthy day.

You as well. Bye-bye.

Bye-bye.