

# HOW-TO SESSION: MEDIA

OKLIS Virtual Session

Preparing for the ADA Compliance Deadline

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# Today's Agenda

- **Image description / alternative text (“alt text”)**
  - When to use
  - Best practices
  - Creating and evaluating alt text
- **Live captioning and transcription**
  - Examples
  - Quality
- **Accessible design for media**
  - Graphic design
  - Best practices
- **Resources and tools**

# **Image Description / Alternative Text**

# Purpose of Images in Instructional Content

## Informative Images

Represent concepts and information, and have a purpose

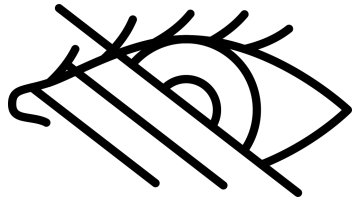


## Decorative Images

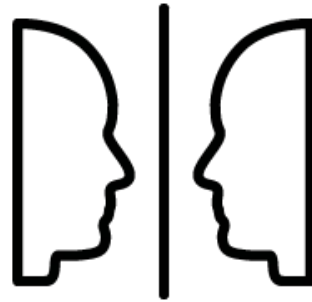
Added for aesthetics; do not add additional value



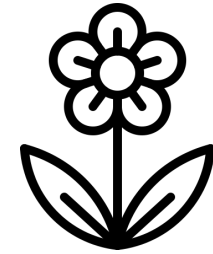
# Identifying Decorative Images



Can you understand the page if the image is covered up?

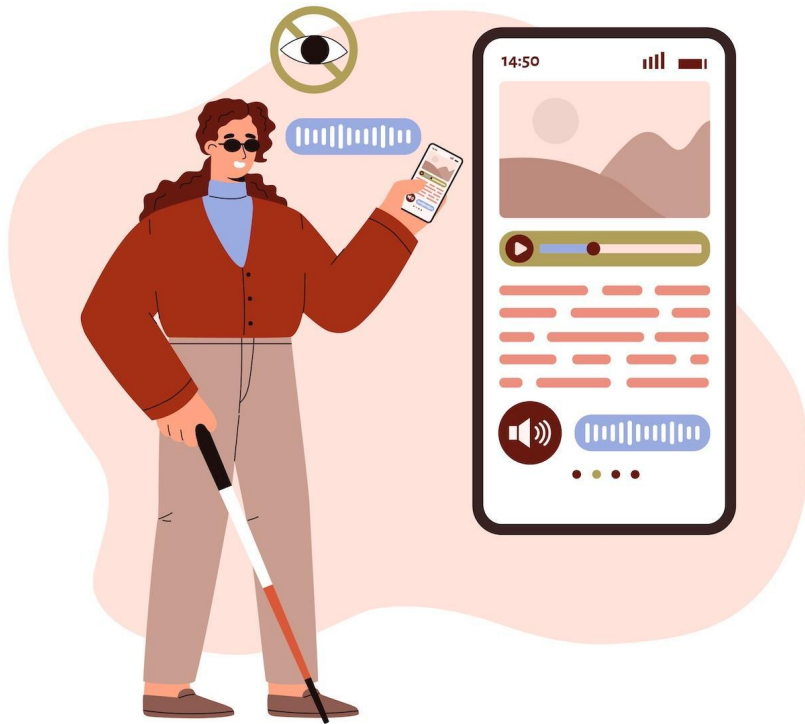


Does surrounding text include all the same information?



Was the image added just to look nice or to inform?

# Why Alternative Text (“alt text”)?



- Assist users with vision impairments
- Support for users with cognitive and learning disabilities
- Limited internet access or slow connections
- Compatibility with text-only browsers and assistive technology

# Alt Text Best Practices



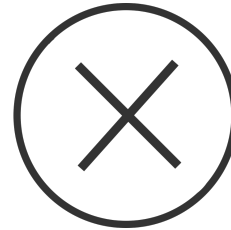
Describes **meaning** and **context** of **informative** images



**No alt text** for **decorative** images  
(mark decorative)



**Concise:** No more than 125 characters



**Do not** write “image of” or use file name

# Example of Alt Text



- **Alt text with no detail:** Two women smile for camera
- **Alt text with no context:** Two women display rings on their hands
- **Alt text with detail and context:** Two women display their new class rings during OU's annual ring ceremony



# Effective Alt Text: Context Matters!

- **What does the image mean?**
  - Supply chain issues?
  - Cleaning warehouses during the COVID-19 pandemic?
  - Just keeping inventory?
- Always include the **purpose** and **context** of images



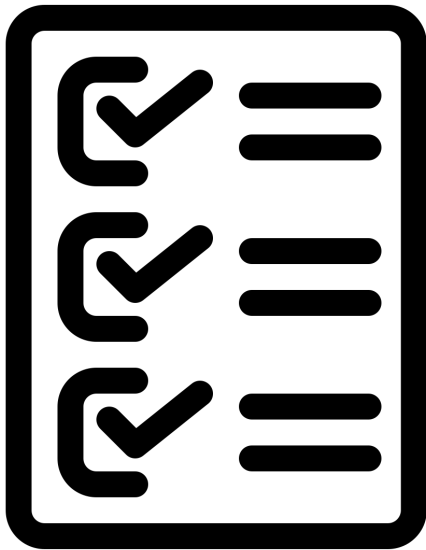
# Questions When Creating Alt Text

Is this instructional?

What is the purpose/context?

What key details should I include (or not)?

# Questions When Evaluating Alt Text



01

How long is my alt text?

02

Is everything necessary?

03

Does it meet my goals?

04

Would it make sense if I  
could not see the image?

# Demo: Creating & Evaluating Alt Text

- Is this instructional?
- What is the purpose/context?
- What key details should I include?



# Evaluating Alt Text



Franklin D. Roosevelt sits at a desk signing a document with a fountain pen, surrounded by a group of formally dressed men in suits. An American flag is visible in the background.

- Correctly identified main subject and action
  - Missing context
  - Unnecessary details included
- 
- Revised version: Franklin D. Roosevelt signs the New Deal with Frances Perkins and members of Congress.

# Note: Using AI to Enhance Alt Text

## **Generate Descriptive Alt Text Quickly**

- AI tools analyze image content and provide a basic description

## **Human Revision Necessary**

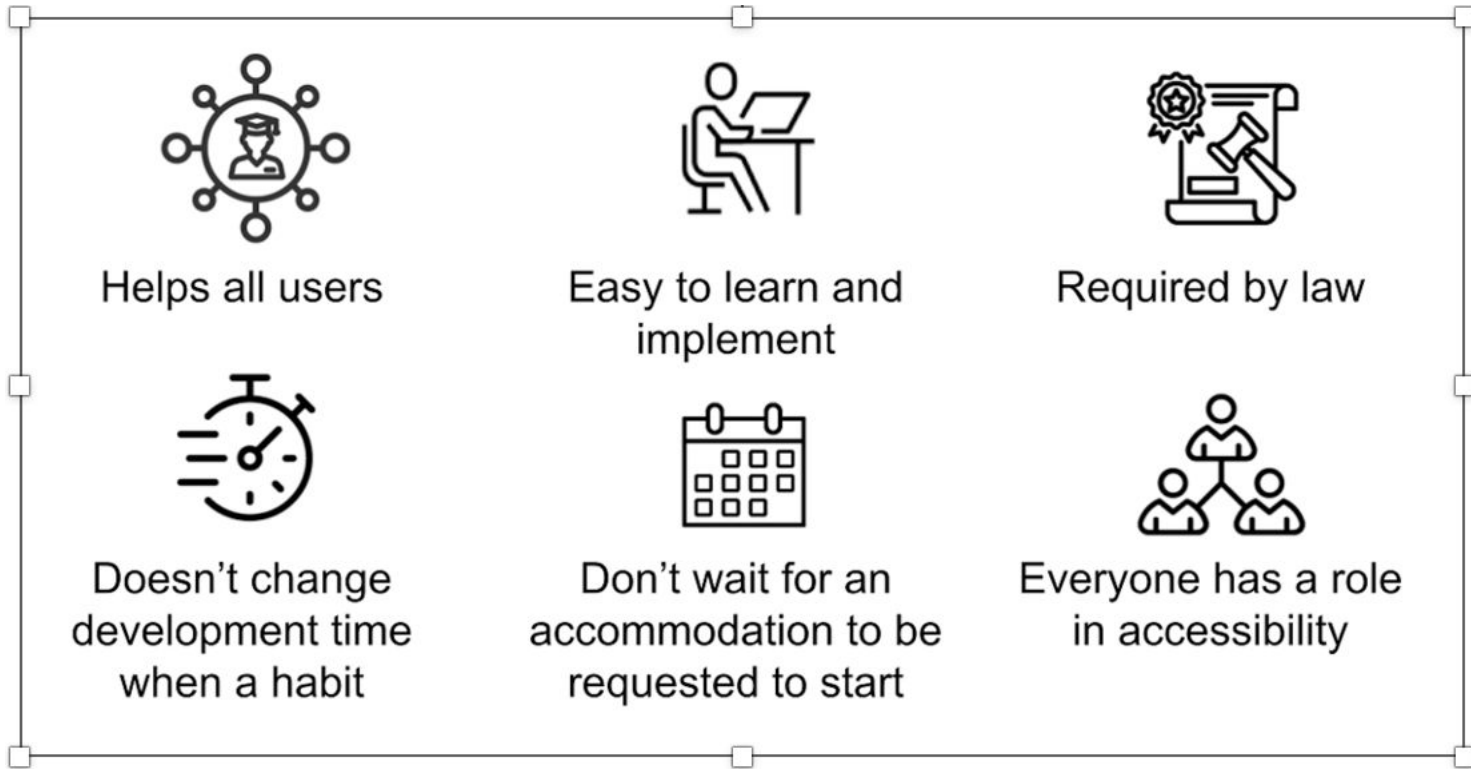
- Only human revision can refine these descriptions to ensure accuracy, relevance, and alignment

## **Must Ensure Accessibility Goals Met**

- Confirm the alt text expresses essential details

# Always Double Check Automatic Alt Text!

## Example from PowerPoint

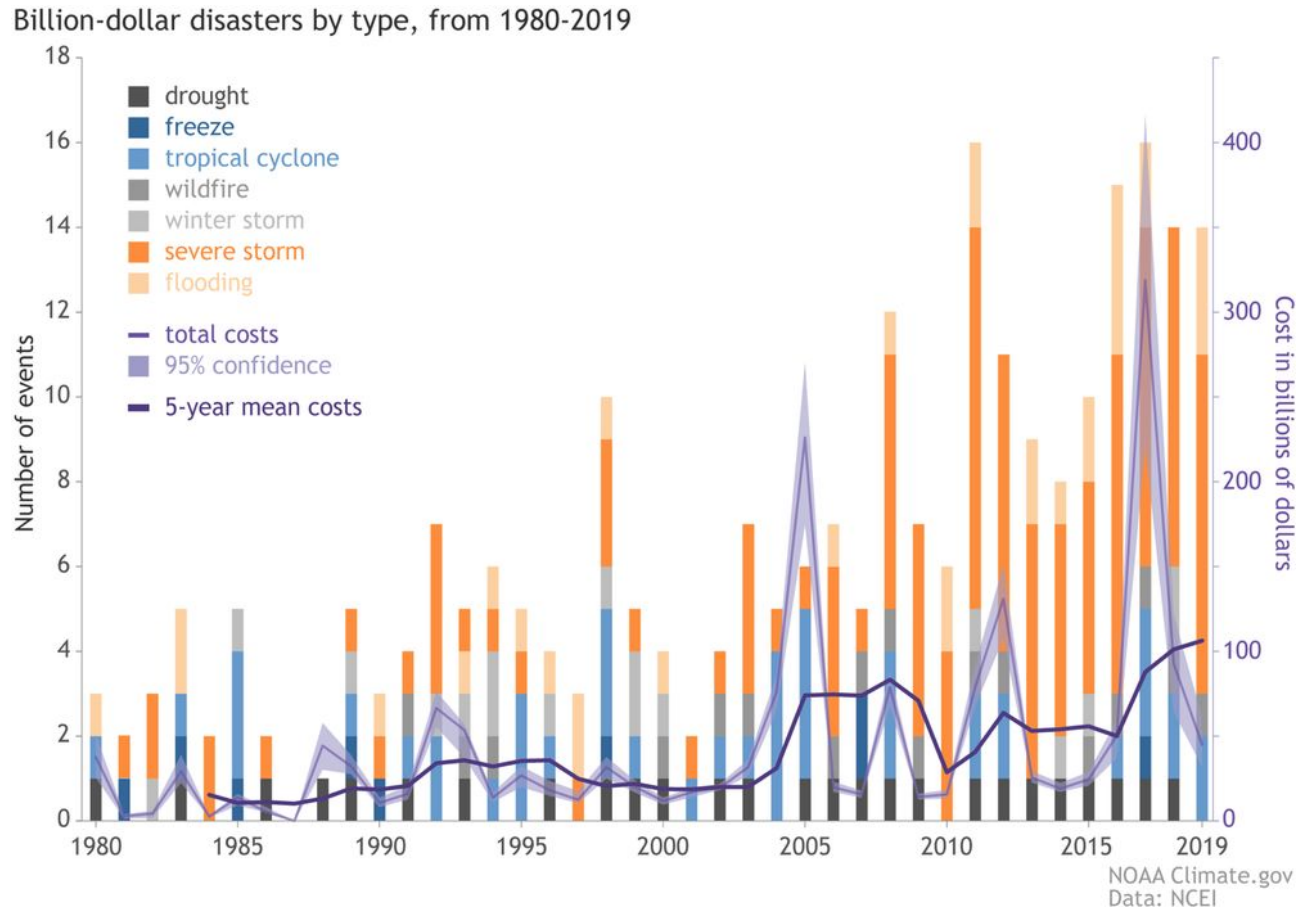


(1-2 detailed sentences recommended)

A group of black and white icons

Description automatically generated

# Complex Images



- Alt text is **not sufficient** for **complex** images
- Also add a description and/or caption
- Add accompanying data table for graphs where possible



# Live Captioning & Transcription

# Why Captioning and Transcription?



- Benefits the following users:
  - Have a hearing impairment
  - Have a cognitive or learning disability
  - In a very loud or very quiet environment
  - English language learners
  - Also aids in overall attention and comprehension

# Live Captioning: Zoom Meetings (Online or Hybrid Courses)

The screenshot displays a Zoom meeting interface. On the left, a grid of 12 participant video thumbnails is shown, each with a name and pronouns below it. The names are: Bobby Baca (he.h...), Alex Martinez, Vince Tango (he...), Paula (she, her) v..., Christine Vega (s...), Terri Johnson (sh...), Valentina Iturbe..., Megan Haskins (...), Leslie (she|her)..., Virginia (she, her...), Lexi (she, her) Sc..., and Jeff Schwartz (he...). At the bottom of the grid, a large text overlay reads: "on Adrian Murray Brown, and she is an author that I'm in love with and I'd love to share some of her work." Below this, three more thumbnails are visible with names: Christina (she | h...), Christine (she.he...), and Amelia (she, her)...

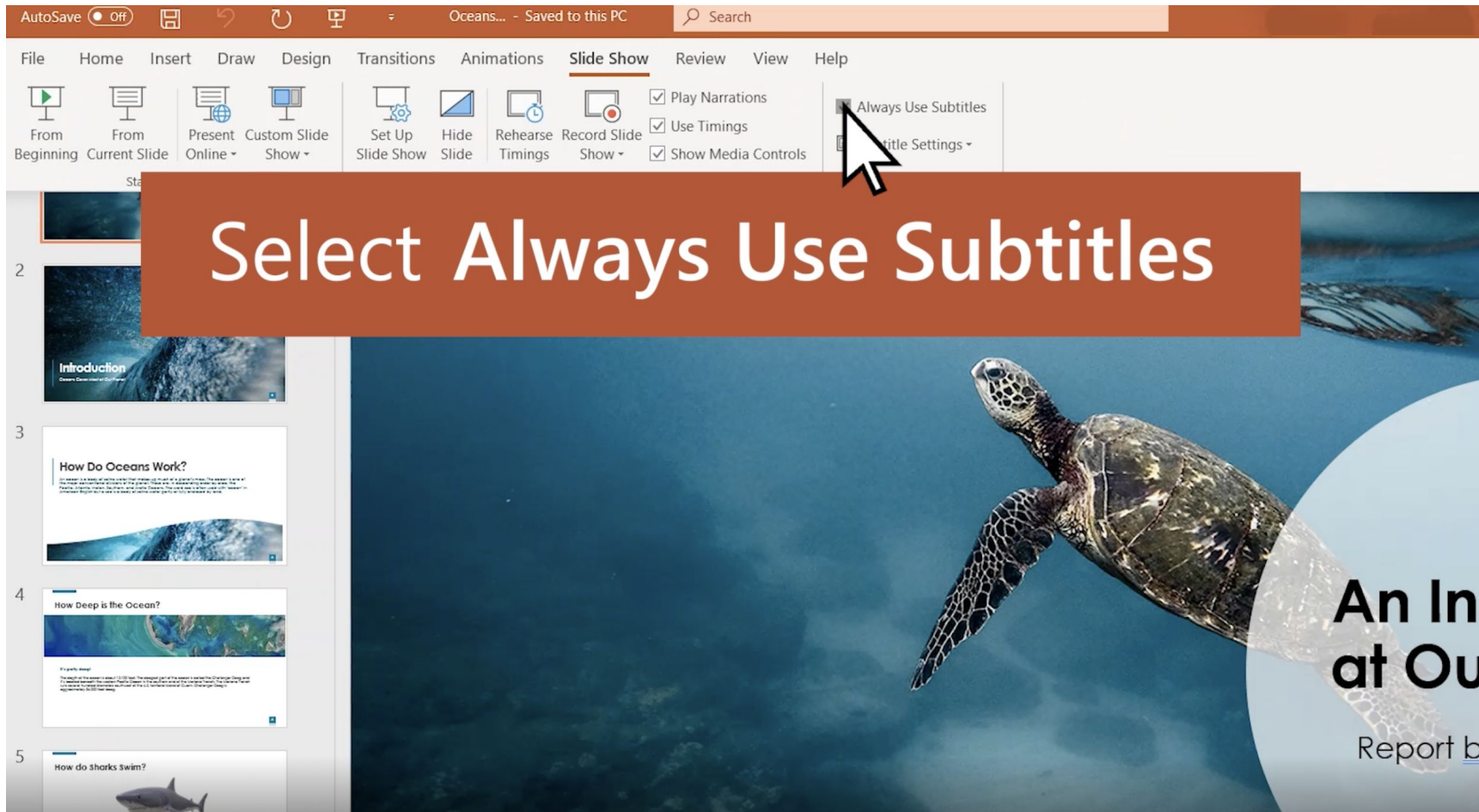
On the right side of the interface, there is a "Transcript" sidebar. It features a search bar and a list of transcript entries with timestamps. The visible text in the transcript includes: "with me, and we will schedule it out and we'll plan it for the 24th," "09:52:00 if there's more interest in there is time we can extend it into the next Wednesday as well. So I don't know if I explained that well.", "09:52:12 Any questions, there's just kind of an idea that was percolating but I thought it would be fun for us to share heroes that we have and in particular those that that impacted education.", "Christina (she | her) Paguyo", "09:52:23 I have a question, um, does it have to be someone who's historical, or can it be someone who's living right now. Okay. Um, this ties into someone I didn't mention and my in the check in, but I have a crush on Adrian Murray Brown, and she is an author", "09:52:41 that I'm in love with and I'd love to share some of her work.", and a "Save Transcript" button at the bottom.

At the bottom of the Zoom window, there is a toolbar with icons for Unmute, Stop Video, Security, Share Screen, Reactions, and More. A red "Leave" button is also present.

Not a substitute  
for specific  
accommodations

Image from DU  
Ed-Tech  
Knowledge Base  
(2021)

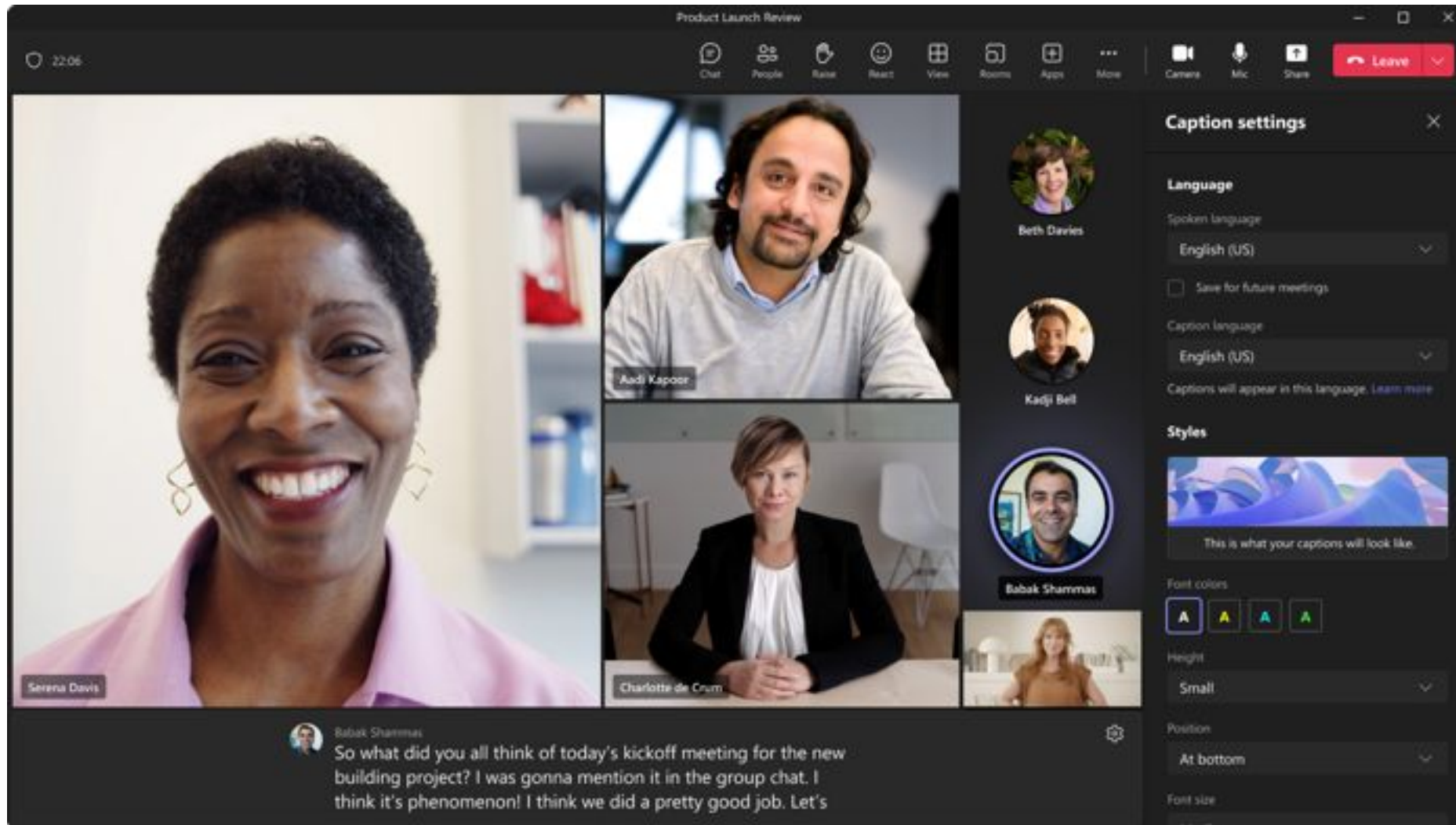
# Live Captioning: PowerPoint (Face-to-face Courses)



- Microsoft Video: Live captions & subtitles
- Present with real-time, automatic captions or subtitles in PowerPoint



# Live Captioning: Microsoft Teams



Use live captions in Microsoft Teams meetings

# Audio Only? Requires Transcript

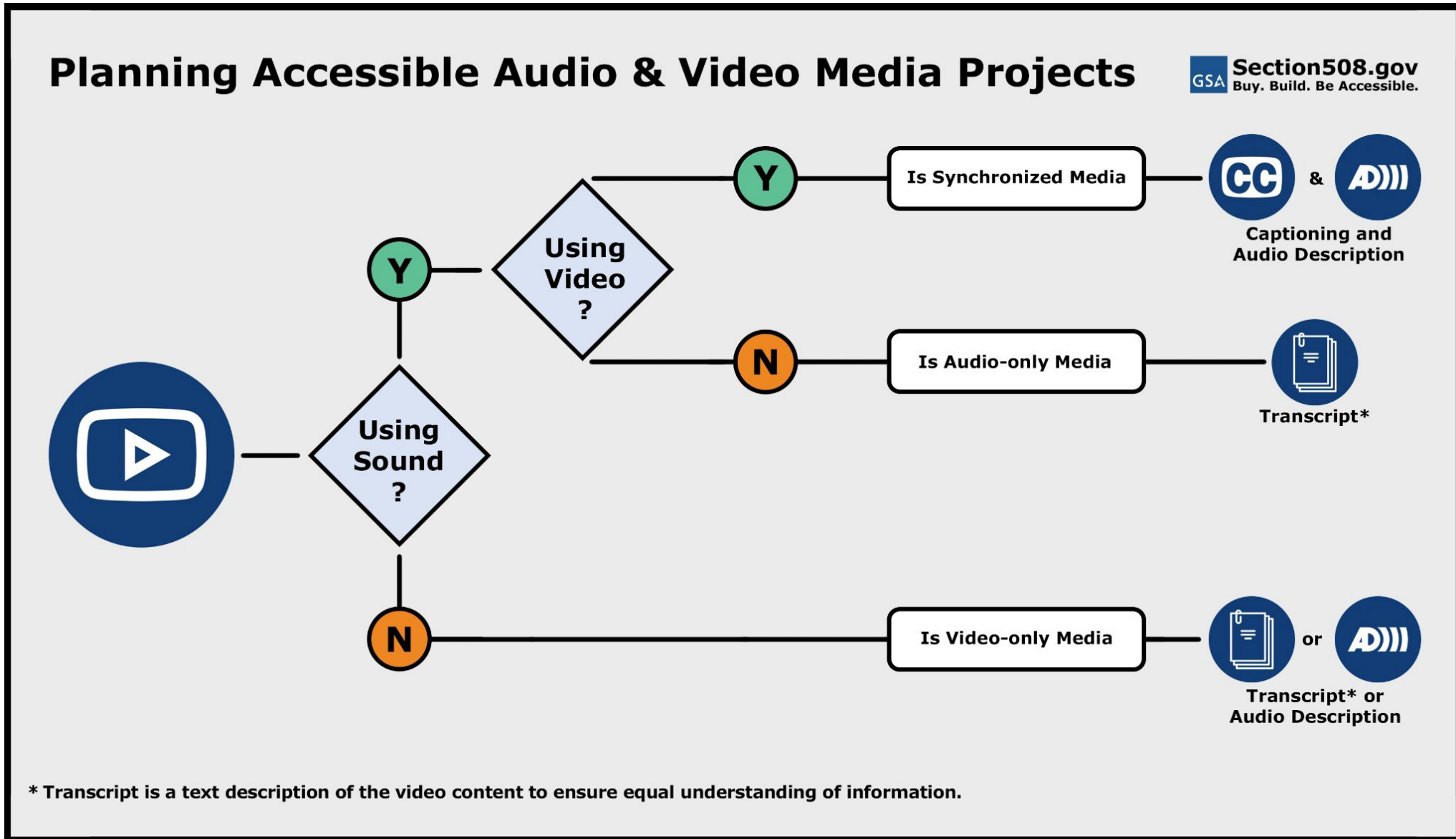


# Audio Description





# Decision Chart





# Quality Video Captioning

- AI-generated captions and transcripts can be a **good resource**
- However, they are **not ADA compliant**
  - Requires human editing for accuracy
  - Must also note additional noises/sounds
- How
  - Manual editing and/or professional captioning services
  - Your institution may have staff or funding available



# Accessible Design for Media

# Best Practices for Typeface Formatting



**Bold:** for general emphasis



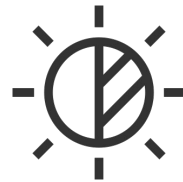
Underline: reserve for hyperlinks



*Italics:* use sparingly



ALL CAPS: for acronyms



Color: keep it high-contrast



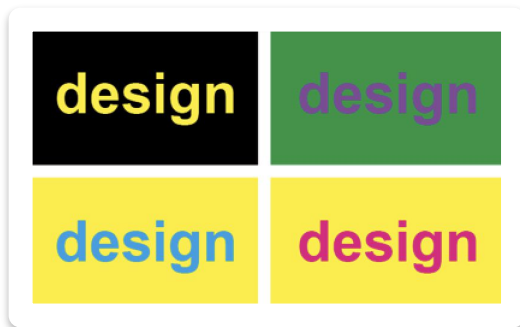
Size: not too small; at least 12 pt font

Note: Screen readers do not generally indicate formatting for emphasis, so emphasis must be conveyed in additional ways

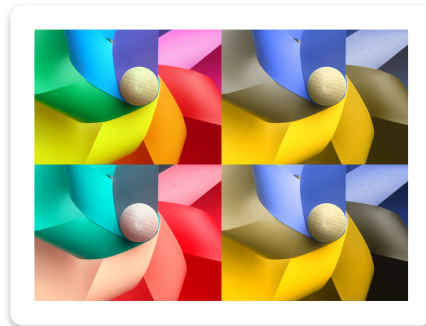
# Accessibility Considerations in Video

## Graphic Design

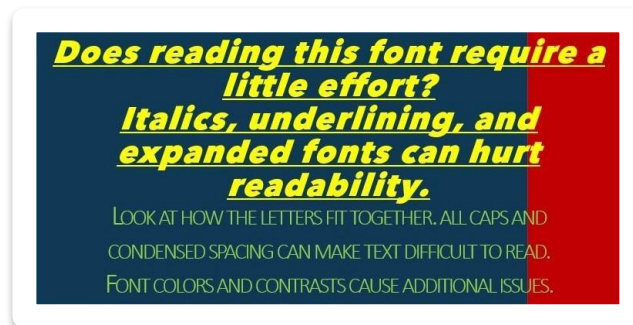
Sufficient Contrast



Color blindness and color-coding

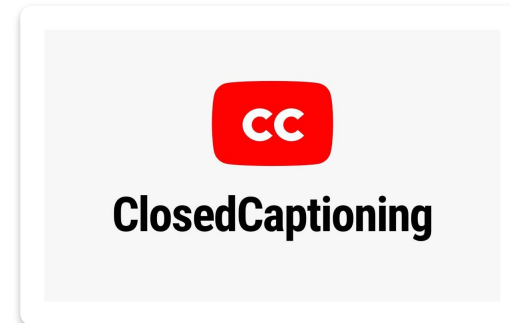


Accessible text formatting



## Video Production

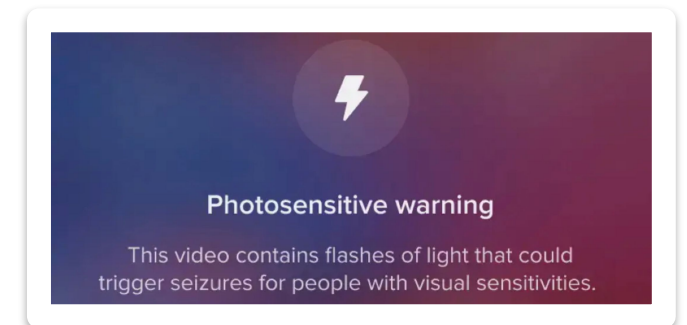
Present and accurate captions (>99%)



Audio Description  
\* as needed



Flashing or quick moving content



# Best Practices for Recording with Accessibility in Mind



- Share associated resources and lecture slides
- Describe what you are doing or what is on screen when annotating or screen sharing
- Reduce background noise and keep in mind sound quality
- Speak reasonably slowly and clearly
- Cut longer videos into smaller chunks
- Consider using a script or outline

# Other Resources & Tools

# Resources: Accessibility Overview

- Kent, M. (2015). [Disability and ELearning: Opportunities and Barriers](#). Disability Studies Quarterly, vol. 35, no. 1.
- Cumming, T.M., Rose, M.C. (2021). [Exploring universal design for learning as an accessibility tool in higher education: a review of the current literature](#). Australian Education Researcher.
- Nelson, L. L. (2021). [Design and Deliver: Planning and Teaching Using Universal Design for Learning](#). Brookes Publishing; 1st edition.
- Burgstahler, S. (2017). [Equal access: Universal design of distance learning programs](#). Disabilities, Opportunities, Internetworking, and Technology Center (DO-IT).

# Resources: Alternative Text

- Overview
  - [ASU Image Accessibility Generator](#)
  - University of Minnesota. (n.d.). [\[What is\] Alternative Text.](#)
- Complex Images
  - Penn State. (n.d.). [\[Image\] Long Description.](#)
  - University of Pennsylvania. (n.d.). [Alternative Text for Complex Images.](#)



# Resources: Introduction to AI and Alt Text

- Mitchell, B. (2024). [How to Use AI for Better Image Accessibility](#). Missouri Online.
- Bureau of Internet Accessibility. (2023). [Be Careful When Using A.I. for Alternative Text](#).
- Center for Teaching Innovation. (n.d.). [AI & Accessibility](#). Cornell University.

# Resources: AI Alt Text Tools for STEM (Advanced)

- VisText, [A Benchmark for Semantically Rich Chart Captioning](#)
- [Vizling](#): a mobile device app designed to make multimodal media, such as comics, maps, graphic novels, and art, accessible for blind and low-vision readers
- Singh, N., Wang, L., Bragg, J. (2024). [FigurA11y: AI Assistance for Writing Scientific Alt Text](#). Proceedings of the 29<sup>th</sup> International Conference on Intelligent User Services.

# Resources: Captioning & Transcripts

- [\*\*ZOOM Closed captioning and live transcription\*\*](#). (2021). DU Ed-Tech Knowledge Base.
- OU IT Knowledge Base. (n.d.) [\*\*Enabling or Disabling Zoom Audio Transcription for Cloud Recordings\*\*](#).
- Gernsbacher, M. A. (2015). “[\*\*Video Captions Benefit Everyone\*\*](#).” Policy insights from the behavioral and brain sciences vol. 2,1: 195-202.
- Lewis, Elisa. (2022). [\*\*8 Benefits of Video Transcription & Captioning\*\*](#). 3 Play Media.
- Stritto and Linder. (2017). [\*\*A Rising Tide: How Closed Captions Can Benefit All Students\*\*](#). EDUCAUSE.
- [\*\*Video Accessibility\*\*](#). (n.d.). California State University Northridge Universal Design Center.
- [\*\*Accessibility Best Practices for Zoom Meetings\*\*](#). (n.d.). Yale University ITS Services.
- [\*\*Create Accessible Synchronized Media Content\*\*](#). (n.d.). Section508.gov

# Resources: Color Contrast Analyzers

- [Deque University Contrast Analyzer](#) (web)
- [TPGi Contrast Analyzer](#) (app)

**Q&A**