Distance Learning Accessibility Sub-Committee

Captioning Work Update

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In the Spring Semester of 2013, The Distance Learning (DL) Accessibility Sub-Committee conducted a pilot study to determine the benefits of providing closed captions for course media in online courses. The goal of this project was institutional improvement: to enhance the accessibility of our courses and improve the usability of the learning environment for all students. At the end of the semester, students with and without disabilities reported benefits from the use of closed captions. Achievement data and Student Assessment of Instruction results were analyzed as well.

The study details and results were compiled into a report in the summer of 2013. Please see the Distance Learning Captioning Pilot Project Executive Summary for detailed information about the project available at: http://dspace.nelson.usf.edu/xmlui/handle/10806/12975

The report was provided to the Assistant Director of Distance and Distributed Learning in September of 2013 and then to the DL Steering Committee in 2014. The DL Steering Committee discussed the report and recommended the use of DL funds to provide captions for media in online courses moving forward.

To date, two online courses have been captioned under this new process. Those courses are:

- MAR4053, Karin Braunsberger, College of Business
- ISM6930, Varol Kayhan, College of Business

The following courses are currently in the instructional design and development process with plans to caption media in post-production:

- ACG4351, Patricia Gaukel, College of Business
- BUL3320, Nicole Stowell, College of Business
- EXP4680, Christina Salnaitis, College of Arts & Sciences
- GEB3373, Hemant Merchant, College of Business
- MAN3025, Steve Diasio, College of Business
- MAN4600, Sharon Segrest, College of Business
- PSY4931, Adriana Uruena, College of Arts & Sciences

The DL Accessibility Sub-Committee is also in the process of writing a “Practice Brief” of the pilot study for submission to the Journal of Postsecondary Education and Disability.

Additionally, the DL Steering Committee approved expanding upon the pilot study in the spring Semester of 2014 in an attempt to collect more detailed data. The spring 2014 study incorporated the ability to track the students’ interactions with the media player. Students had the option to opt in or out of the tracking. The interactions of specific interest included: timestamps of caption use, the duration of caption use, and the duration of continuous video viewing. This would be analyzed with achievement data and student survey response data.
At this time, all of the data has been collected and the project has ended. As we have gathered a significantly large amount of data points from the tracking program it will require extensive work to extract usable information. One of the goals of the next DL Accessibility Sub-Committee meeting is to create a plan and timeline for the analysis of this data.