

[Mel.Captioner is Live]

SPEAKER:

Our host today will give you a welcome in a minute. Then I will hand over to Penny, who also used to be a disability IT support officer at UCL and straddles the public and private sector. Then, as Denise said, the remote captioning demo. Hopefully, that will be happening as we go along.

We will then have a refreshment break, which is sponsored by VerseOne. Then the final presentation is Linda who is going to talk to us about Moodle and how it is important to make that accessible.

The afternoon is an opportunity to chat and introduce yourselves to each other more. I'm going to hand over to... Sorry, I am going to hand over to Frankie. I did not give you an opportunity to introduce yourself.

SPEAKER:

I'm very pleased to host the event today. (Inaudible), this is not the most accessible of locations. If there is a fire, do not go up in the lift, go through the door before the lift, and to the left there is a door at the top of the stairs.

I will try to lead you out if that happens. The other thing, toilets, I have put signs up to guide you to a toilet. If you do get stuck outside, you might have to ring Sarah to get back in.

Just to let you know a bit about (inaudible). The student rights and counselling service is here. Part of our remit is to provide disability support. One of the reasons I'm really happy to host this event, as a relatively small, specialist school, we do not have loads of resources in terms of accessibility from my perspective.

Today is really good for me, as well, to learn and see what else we can do. It is also for me to work out how we can improve the service. I hope you get as much out of today as I am sure I will. I am just going to pop up and get any latecomers.

SPEAKER:

I usually address people who are communications officers for websites. That is my usual audience. They come along to my web accessibility events, and they know absolutely nothing about disability.

It is completely different for this audience, I am preaching to the converted. I thought you might be interested in some of the things I have to say. Also, we can all learn from each other anyway. You can help me with things (inaudible). Even though I used to be working at UCL, I am a web accessibility consultant, I go along and I do training and I help people make accessible websites. I also speak to people who upload content, and help them as well. I think this is the right one.

What we actually do, we talk about minding the gap. These people do not know what I'm talking about. When you upload to the web, do you make any consideration at all for people who have some impairment? And they say, "The blind, the deaf, we do not really know what to do. We put captions, or we might have a transcript." They are really unaware of what else they might do. I show them and demonstrate. I only have 20 minutes so I will be quick.

I talk about minding the gap, and they immediately say, "Someone who is deaf, we know about that. Someone who is blind, those are the two people we focus on."

In front of you, you should have a list of personas I have put forward. Eileen said to me, "You've missed autism." I have put eight personas in there, and each one has either one or more impairments. I say to people, once you look at those impairments, if you can tick that you satisfy those requirements, your content, it does not matter what it is, it is all a service that comes under the Equality Act 2010. And I say, if you look at all of those eight, and you can tick those individual personas, then you have cracked it.

One of them has a cognitive impairment, that is where autism really comes under. I have just got these eight personas for people to look at. We are talking about a gap in people's knowledge about the number of impairment that are around.

If your academics have not come across a student with a particular disability, they are not aware they should be proactive, they should anticipate that student's impairment before the student has to come to them and say, "I am having a problem."

They should be anticipating all the time. These are the other impairments we should be thinking of. Somebody who is deaf, but a hearing impaired person is someone with different requirements to someone who is actually born deaf.

For someone who was born deaf, and English as a second language, they have a completely different requirement. A syntax for someone who has been born deaf, and they are signing, if they want to say "What is your name?" The syntax for that is...

Their actual language is so different from English they have a problem. It is really making sure you write in simple terminology. Then you have got the average member of staff that used to come to me at UCL that had RSI.

Some sort of upper limb disorder. I tell people to check their website, just go round and try to navigate using the keyboard. Not using the touchpad. They found it very interesting because they cannot get further than four navigations.

Then we have Paolo, who was colourblind, and also English as a second language. Then we have Dawn, who has dyslexia. Then Simon who is prone to seizures.

Generally speaking, on the web, you do not have to worry too much about seizures. But you do have to focus on the fact if you are doing a video or anything, you have to mention there are flash cameras in the background to avoid anyone who is prone to seizures.

Do make sure you have got a copy of the personas, it is ideal to photocopy and give to people who are unaware of all these impairments. You can tell them that is what they should be anticipating to help them.

Most of you in the room are aware of the various assistive technology, but what I will mention is, are you all aware of NVDA? It is totally free. You can download it onto your laptop or PC.

You can download it onto a memory key. It is completely free, except they do want you to donate. It has been designed by two blind people. It is nonvisual desktop access. Where you have something like SuperNova, costing £800, this is totally free except for a donation.

I would strongly recommend that you use NVDA, you can listen to what it has to say, and how similar it is to Jaws, and how easy it is to use. I do recommend that.

When it comes to accessible content, as I say, all you are doing is starting to use a tab key. I mentioned the hard of hearing, I will move onto that one.

Most of you are just thinking about your students, and perhaps members of staff. You should, in theory, be aware of the percentage breakdown of some of the impairments within your college.

I mentioned the Equality Act, and what you should be doing is focusing on indirect discrimination. The sort of discrimination that people will say to themselves, "I am not discriminating against anyone, I just did not know about it."

That is indirect discrimination and it happens all the time. I do have to say, if you knowingly upload to the web, or your learning environment, something that you know is not accessible, you are actually breaking the law as an individual.

Let me ask you, do we all know what WCAG stands for? This is something else I strongly recommend you get to grips with. It is the Web Content Accessibility Guidelines.

It was put forward by a consortium, it is the Web Accessibility Initiative, which is part of that subdivision. We have had version 2 now since 2008. It is 61 criteria altogether, if you are aiming... Sorry, if you are aiming for Triple-A compliance. They are called success criteria because you can either pass or fail them.

Your learning environment should meet them at least at AA criteria. We are talking about first of all, 25 success criteria, then 38 success criteria that you should be aware of and meeting.

If you have not got video, which I doubt very much, if you have not got audio, which I doubt very much, some of them will not apply. As soon as you have got those, all 38 will actually apply to you.

Triple-A, almost impossible to reach, so I do not bother with that one. I have not met a single website where you can actually meet Triple-A conformance. It is broken down into four main titles.

Somebody said that we are developing slow on the internet, but I have no idea how that happens. Keyboard, or adapted, assistive technology. It has got to be understandable, it has got to be robust. Future proofed, and, again, adaptive technology should be able to convert it to the screen or whatever medium the user has at the time.

Every aspect can be tested. I come along, I'm a web accessibility consultant, my main job is as an auditor. I look at a website, an email environment, a recent one I have worked with is GOSH for the teacher training. I have a look at colours, access on the keyboard, I listen to it through NVDA. I look at the videos and see if they have got captioning.

And then I give it an assessment, I tell them how it has not reached probably even compliant single A. Then people do whatever they have to to make it better.

[Martin.Captioner is Live]

If somebody is colourblind, they have got to see the background and foreground on the text. Sometimes you have an image, a logo, whatever, and you want people to actually read the text. If they are colourblind, the contrast is not good enough. It is not accessible. Here is an example of a company that said, "We have got to use our corporate colours." I said, with a bit of tweaking, I can make it accessible. If you had your colours like they are at the moment, they are not compliant.

When it comes to closed captions, we have someone with live captions in a moment. I am talking about the video captioning in advance. If you know you are going to have a video, you have got to be quite careful to reach AA compliance. You have got to have something like audio description for the blind. You've got to explain the scenario, if it is relevant to the video. When it comes to the deaf, you have got to have some kind of captioning. At a minimum, you have got to have a transcript. It is AA that you should be aiming for. That means you have got to have subtitles, even if it goes to YouTube. You still need a video.

We have got a few bad examples. I listened recently to the chief executive of a county council with a welcoming message on their website. He had very clear enunciation, great clarity of voice. I have no idea why YouTube misinterpreted it. The automatic captions, instead of saying "enable us", actually said... Which was very embarrassing! We said, "How about finding out how to do proper captioning?"

Same again, people don't realise that if they upload an image, they might not necessarily upload alternative text and a blind person has to sit and listen to the file extension. Obviously that is a usability issue.

If it is decorative, they can go to the coding, if the software allows them to. Otherwise they have to go to the coding and they have to do double quotes. The blind user doesn't hear it at all. That is the best thing to do. Decorative or otherwise, a good description of the image.

Hard of hearing. If you are going to do a live video of any sort of video that we want to actually store, don't go out in the street and ask questions because you have got traffic noise logo to separate the background and foreground. That is a AAA compliance. You can say, "We don't have to do that, ha ha," but it is a usability issue.

It has got to be... This is some of the criteria. I thought I would put the odd one out. The WCAG are not terribly user-friendly. I downloaded them a few years ago and it was 250 pages long, a Word document full of links, nothing but links. That is why I advise people.

Here is an example. (Inaudible) or are available in text. What that actually means is that if, for instance, you have a screen reader, that it can actually portray to the blind person what is actually being seen on screen. That is what that means. Programmatically determined.

Here is an example a lot of content authors will be doing. They say, "Oh, I like that style, I will use that." Unfortunately it is a heading they are using. Somebody who is blind with a screen reader, they will have a combination key and they can listen to nothing but headings just to see what the page is about. They will have to listen to a

whole paragraph of text instead of just listening to short headings.

What they should have done for the cognitively impaired as well, they should have broken it down into nice, bite-size chunks with subheadings so people can absorb what they are trying to say. Also, the blind person can have it quickly given to them what the topics are about.

Here is an example of the page put forward by the WCCC. All of those there look like headings for sighted users but none have the formatting for the headings. It would tell a blind user there are no headings on this page. They would have to listen to all the text to find out what it is about.

Another example. By the way, I have been working with that dog and a blind user, become a great friend of mine. I am fond of that dog. That is why he is there. His name is Ivan. What has happened here, and image has been put up without any thought to a blind user. The image is telling people there is a digital inclusion conference on the sixth and seventh of December. The screen reader can't read it. It just says image. The reader thinks, "Oh, it is a page and a magnifier."

When they listen to this, they now know what information the image is imparting. Adaptable. One of the things that people who have dyslexia, they often like to have different coloured backgrounds, different coloured fonts. Otherwise the text might dance if it is just black on white or whatever. I like to change things. If the e-learning environment hasn't been done properly, they can't change the background. It is not user friendly for them. This is a single A performance, which a lot of websites don't meet.

An example of tables. If you ever put tables on a website, this is WCCC's little joke. It hasn't been done properly. The screen reader will hear, "In 2003, hot air was a heatwave from our mayor." The idea behind this is that the formatting has been done improperly. The table hasn't been formatted. A blind user doesn't realise they are actually in three columns.

I've already spoken of audio descriptions. They should be added to any transcripts, and probably a voice-over to any videos if it is relevant to the actual video itself.

Here is a bad example again. We have got a blind user, somebody with RSI, who can't use a mouse, and a sighted user. They have got something here that says, 'assisted requirements'. The blind user and the keyboard-only user, they are both using that to go about your links on the page. All they can hear is, "System requirements". Somebody has added title text and a blind user, when they, with their mouse, they will see essential information. These two have been excluded from that. What people don't realise is that screen reading equipment mostly will not read title text. It will rely on alternative text. For instance, Jaws, it is either alternative text or title text. Most people

would have alternative text set on their program.

This is an example of wasting time. Only sighted users can see title text. If you hover over them, they get the same thing again. A waste of time.

It has got to be operable and navigable. This is another single A failure. It is the purpose that each link can be determined from the link text alone. Here is a common thing people do. They say, "To find out more, click here." If you have got a lot of those on the page, what the screen reader user will do, a combination of keys again, they will listen to just the links and they will hear, "Link, click here, link, click here," however many times it's on the page. Of course, they have no idea. It is out of context, they don't know what it is all about. It is not meaningful to them.

Here's another one. Again, "Link, more," and so on.

Another poor example. At the end it just says, "Leaflets". What should it have said, this link?

SPEAKER:
(Inaudible)

SPEAKER:
Thank you. The whole thing should be read out to the user.

This is 2.4.7. It must be visible on the screen, because she is not blind, she is sighted, visible to her wherever she has gone to. She will be mostly using the tab key. Somebody who is sighted and has a mouse, they will hover over the menu and see where they are focused. She comes along, she focuses and she can hardly tell. A lot of times, it is not even as good as that. So, no idea where she is. If they look down on the left, sometimes it is gibberish.

Simon is not only prone to seizures but has fine motor problems. For instance, if you do a list like that of books and they are close together and he has got a waving hand, he would find it difficult to settle on one that he wants. So, what should they have done?

SPEAKER:
(Inaudible)

SPEAKER:
Spaced them. White space is good. Understandable, it has got to be predictable. Here we have two links. We are now talking single A compliance again. It is not just for blind persons, it's anybody, really. I mostly talk to people and remind them that a lot of people who are disabled are on benefits and don't have a lot of money and might not

necessarily have a fast connection. So when they see something like this, they need to know where they are going. The first one, course guidance notes – it is a 4MB PDF file. Imagine if they don't have a fast connection what they are doing it on their mobile. It is just not on. They should have been warned in advance. That is what this is all about.

"Opens in a new window." Why could that be a bad idea when it comes to somebody who is blind? Any ideas? Right, you probably haven't really registered, but if you open a new window on top of another one, you can't go back. Have you noticed? It is greyed out. A blind user uses the backspace key to go back, normally, to the previous page. The only thing they can do is close it down. Then they return to the page they left but they don't know at what point they left it. They have to start all over again, reading the page.

Forms. Forms are designed usually by an advanced team. You have to be a bit technical to design forms. But, as a content author or whatever, you have got to be aware that there are certain things you should be doing, particularly telling people in advance, before they enter text box, what they should do, not afterwards. It is common practice. Also, if they are using a mouse, that the label should be associated with the text box. As soon as you hover over a large area, you should get your cursor going to the text box. There are all sorts of other sorts of technical things that should be done. But adequate instructions is one of them. The most technical, of course, is making sure you have got a group of text boxes.

If you are aware of things not working properly, you need to go to a technician.

Perceivable. Here is Dawn, she has dyslexia. Here is a link to a visited link. Her technology is helping her and that is her preferred background against foreground, whereas Paolo has gone to a site here. Here's a visited link. It is not possible because he is colourblind and can hardly see that. I mean, we can hardly see that but he has got real problems.

[Mel.Captioner is Live]

Have we heard of Daisy? A lot of students were using Daisy. They had a special, large text on the screen.

HTML kindly converted Daisy format. It is a very good system. All of the headings, they just have to click on a button and it will jump from heading to heading, from page to page, next chapter and so on. Converting each page into Daisy format for them.

Is there a quick fix? No, there is no quick fix, I am afraid. What you have is 250 pages of words and links, have some staff training, or however you feel you need to go about it.

At least you should have an awareness because the Equality Act says educational establishments must meet the law as well as everyone else. You will find your students will monitor it, come back and complain to someone if it is not accessible.

A professional auditor, me, will help you. Other people that have my role can do it for you as well. Or a trained member of staff can cascade for you. If you cannot close the gap, you have got to tell people.

You should have an accessibility, e-learning environment which says, "If you have any problems, we will help you." Lack of financial resources to a large establishment like London Universities will just not cut it. You should really be dealing with it.

If the success criteria cannot be met, you should say what cannot be met, and give a timescale, and a reason why it may never be reached and offer assistance such as, "Contact your course tutor."

I have already said you will be culpable in a court of law if you have uploaded something which was not accessible. Have I had my time, Sarah? I am going to stop now. If anybody wants to have a go with NVDA, we have loaded it here.

SPEAKER:

Does anyone have any questions? Are there any questions?

SPEAKER:

(Inaudible) something about Windows.

SPEAKER:

I have tried it myself. It is not as good as NVDA.

SPEAKER:

Actually, the NVDA, you do not have to do the donation if you are feeling particularly stingy. Any other questions? Thanks very much. I would like to invite Denise now, hopefully you have had an opportunity to see the captions. It is brilliant, it is so accurate. Will we get to have a copy of the text?

DENISE BOB-JONES:

Yes, you can have a copy of the transcript. I will just introduce myself again, I am Denise from Ai-Media. We are captioning company.

Captioning is like subtitles you see on TV. However it is more like subtitles for real life. In this context, it is for students at university having captions in their lectures or classes. Remote captioning - so we provide online, real-time, remote captioning. How it works is simple. Here is the diagram.

Our captioner, right now, is listening to what I am saying. They're accessing the audio by Skype. I made a Skype call to them on my laptop.

They can listen either by Skype, or a phone call. A lecturer, for example, would have their mobile phone with a lanyard across them. All they have to do is answer the call, and carry on with the lecture as normal.

It really is that simple. Our remote captioners respeak into our software. Right now, you are using your tablets, your laptops, or even on a large screen. As long as we have strong Wi-Fi, and can hear what is being said, the captions can be delivered to your device.

I'm going to give you a bit of a demo, to see what Ai-Live, which is our remote captioning platform, looks like. We have got one screen, I am just going to switch between my presentation and the website. Please bear with me.

So, you do not have to download anything. It is not an app, it is online. You would go to our website, I have provided the details there. Once you have signed up with us...

DEREK WILLIAMSON:

It has disconnected, you might need to refresh.

DENISE BOB-JONES:

Strong internet connection is very much recommended. Where was I? I will look at the captions, remind me where I was! It is all online. When you sign up, you get your username and password.

If not, you can get a quick session ID. You have quickly logged onto the captions. This is my username and password, which I use to log on. It is very simple to use.

At the top here, you have got the cog wheel which allows you to personalise it how you want. You can change the text. You can change the background colour, as well, if you prefer that.

You are able to personalise it however you want. There is also the chat function at the top. If there are any problems with your captions, if you need to communicate with the captioner without interrupting your sessions, you can say, "Captioner, do you have audio?" It allows you to have human interaction with the captioner if you need it.

At the top, you are also able to send an email to the helpdesk if you have had any problems. You can also read your session as well, give us any feedback, if that applies. It is a 24-hour service, we aim to get back to you within 24 hours.

This enables you to exit out of your session. I will quickly exit, the captions will keep on running.

This is your home screen. When you log in, this is what you will see. It allows you to go into the session very quickly. It also allows you to book online, a very quick and easy booking form. You have got the dictionary tool which allows you to enter any session-specific terms.

If your lecturer or class has very specific acronyms, or terms that you use, you are able to upload that to your global dictionary, or session-specific dictionary.

Afterwards, you get an email, up to 24 hours, saying your transcript is ready. You are able to access it via your portal, download it via Word or PDF. Once you have the transcript, that is yours to keep.

You are able to set data life as well, you can have it up to one year, or if you want to get rid of it, two days after you can do that as well.

This is Ai-Live in a nutshell. I am giving you a demonstration of all the features of it. I am going to go back into the session.

You can see, as I have been speaking, the captions are still rolling. You are also able to scroll up, if you have missed anything, you can go back and see if you have missed anything, and come back down again.

Now, I have actually brought one of our captioners. One of our captioners is here. He is going to do a bit of live captioning for us, so you can see how it works.

[Derek.Captioner is Live]

DENISE BOB-JONES:

OK, Del is a captioner that works in our London office. Our captioners work remotely, they don't have to be in the location. Derek would be in the London office, just like how Melanie is and they will be captioning as you are speaking.

Del... It is a bit distracting! He is going to talk to you a little bit about what he does and also tell you a bit about remote captioning as well. Over to Del.

[Mel.Captioner is Live]

DEREK WILLIAMSON:

I just had to hand back to the captioner in the office, sorry about that small delay. I am a respeaker. It is a particular type of captioner. That is why I use my voice.

Other types of captioners type, they use specialist keyboards to provide the captions. That is why I am given the title of respeaker.

We listen remotely to an audio source, most commonly telephone calls, or Skype calls. We literally, as you saw, we say everything back, including punctuation and all the changes of speaker as well.

From a technical point of view, it is quite simple. I use my laptop, from which I take the audio source. Then I speak into a microphone which uses speech recognition software. That is sent to a web server, then onto the website, giving you what you can see today.

There are complications, of course, if there is poor sound quality. If I cannot hear it, it is not going to come out, basically. Also, with regard to specialist vocabulary. If there is something quite specific, which will not be in my generic vocabulary.

Using the global dictionary function which Denise showed you earlier, if you load those specialist turns up, I can put them in my vocabulary and deliver the most accurate captions possible.

Generally speaking, we work in pairs. We rotate every 15 minutes, which avoids exhaustion, and also keeps the accuracy up. In the office now, there is a couple of captioners rotating every 15 minutes so that the captions stay at a high quality, basically. We aim for 98.5% accuracy.

That is it, basically.

[Martin.Captioner is Live]

DENISE BOB-JONES:

For students, it does allow them to get access and inclusion in real-time. Those who are deaf or hard of hearing, any who have learning difficulties, ASD, they are able to get access in real-time.

Also this allows them to participate in the lectures or their classes. Ai-Live is very easy to use, as you saw. You can navigate very simply. The features are very simple to use. It has a very quick booking system. You don't have to wait for availability from the notetaker or a palantypist. You will get an email to say your booking has gone through. Captions can be accessed by a portable web-enabled device. Laptops make it very easy to take it to lectures. It does require a strong Wi-Fi connection. A university would have to provide strong Wi-Fi for the student.

Transcripts can enable students to focus on the content of the lecture. They don't need

to make notes, it is all there. As you will see after today, the transcript will be sent to you so you don't need to make any notes. It is all there for you already. It is useful tool to be able to review content as well. It can really help with revision if you need to use the transcripts to help you to highlight certain things for your revision. Ai-Live enables you to have access to that.

For lecturers, it gives you confidence that students have better real-time access to contact with the lecture. Students don't have to wait, for example. The notetakers, they have to wait till the end to get the notes. Now it is here right away. Students can have confidence that they are participating and are engaged in lectures and classes.

Of course, the technology is very user-friendly. It is not obtrusive. All you have to do is answer the call and deliver your lecture.

So, some of our clients. These are the universities where we have students using the technology. They are able to fund this with the disability students allowance.

I've just included some testimonials from some of our clients. The University of Southampton, we have Brad here, his testimonial reinforces how easy it is to use Ai-Live. You just install the internet and your device and set it up so the captioners can hear the audio, and that is it, you are good to go. That enabled him to get access to all that has been communicated in the lecture. And a very quick booking system as well.

I have also included a testimonial from one of our clients in Australia. We are a global company. We have offices in the UK and in Australia, which is where Ai-Media started, in Australia. We have been in the UK since last year. Again, you can see that actually, this client doesn't even have to be in the lecture. So, for example, if for any reason they go to the lecture, the transcript enables you to have access to what was said.

So, thank you for listening and I welcome any questions or feedback that you have about Ai-Live.

SPEAKER:

Is it more or less expensive than having a notetaker?

DENISE BOB-JONES:

Our rates at the moment, they are £84 per hour for the captioning. If you choose to have the transcript afterwards, that is £22 per hour. So that is 106 altogether for the transcript and the captioning.

SPEAKER:

Sorry, it is massively more expensive.

SPEAKER:

It is clearly preferable, but there has to be (inaudible).

DENISE BOB-JONES:

It depends on the needs of the student as well. If the student does prefer to have that access as well in real-time, it is definitely more beneficial than an notetaker.

SPEAKER:

Just wondering if you have things like equations on the board or visual stuff?

DENISE BOB-JONES:

Ai-Live is better for courses when there is a lot of speaking, really, such as English courses. If there is a lot of symbols on the board, they could explain it.

DEREK WILLIAMSON:

There are formulae. If the lecturer explained it, we would caption the explanation.

SPEAKER:

(Inaudible)

DENISE BOB-JONES:

Only what is spoken.

EILEEN HOPKINS:

(Inaudible) what you see is verbatim what is going on. With another system, it breaks down language into symbols. There are other things going on. What you see is verbatim. At the moment we have people that are cleverly coming up with a system that translates speech into simple language. Once that is done, what I have said is that we must be able to do it into mathematical symbols. It is the same sort of technology. What you are seeing at the moment is what is available in May. What I have learned in the short time I have been with Ai-Media, (inaudible). It is an ongoing process.

DENISE BOB-JONES:

This was initially developed for people who are deaf or hard of hearing. As Eileen has explained, we can see how this would support a wide range of people.

SPEAKER:

All of our colleges are delivering distance learning. I was wondering if you have any students who are remote, not in the room when the lecture is going on, who are sitting at home watching?

EILEEN HOPKINS:

(Inaudible)

DENISE BOB-JONES:

You don't have to be there. Somebody could be at the other end of the building. All you need is your login details or your joint ID and you can access the captions.

SPEAKER:

That is potentially to complement to other technology we have.

DENISE BOB-JONES:

Definitely, yes. We also have clients in the workplace. They use the technology as well for their meetings. We use it for our meetings. If we are not able to attend, you can access the captions in the right location or you can wait for the transcript and you can have that. So you have accessibility during and after the session. Any more questions?

SPEAKER:

Do you have any... I can see our academics getting worried about the things they say inside the classroom, and things that could be read outside. There's a lot of confidential stuff goes on in classrooms. Is there any way of blocking things?

DENISE BOB-JONES:

For them having control over the transcripts?

SPEAKER:

It is a common query we get, is, "How do I keep control of this?" They do get quite precious about it. Not everything they speak about in the classroom is published research.

DENISE BOB-JONES:

Well...

EILEEN HOPKINS:

It can only be accessed by people with an ID. I will give you an example in a classroom.

(Inaudible)

I could say to Del, "Stop captioning." There could be an incident going on, especially in a classroom where (inaudible). A teacher can say, "Captions off," and it wouldn't be recorded if you don't want to. It isn't open access.

SPEAKER:

(Inaudible) I think they are worried about who owns the copyright to what has been spoken.

SPEAKER:

The institution owns it.

DENISE BOB-JONES:

And, of course, it does need participation from the lecturer as well even to use this in the first place.

SPEAKER:

Denise and colleagues, thank you so much. So, tea and coffee have arrived from VerseOne. We are going to take a 20-minute break.