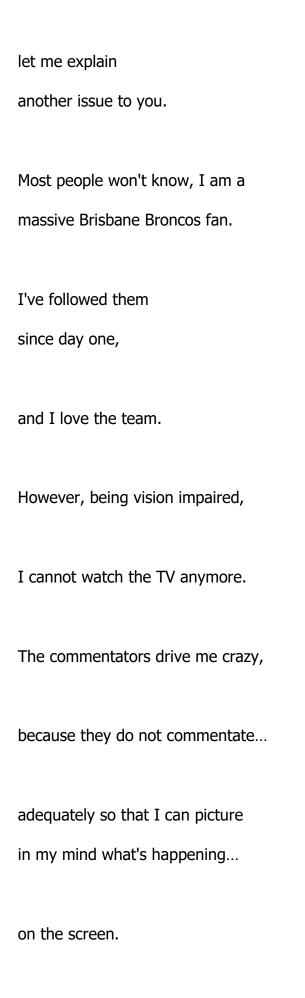
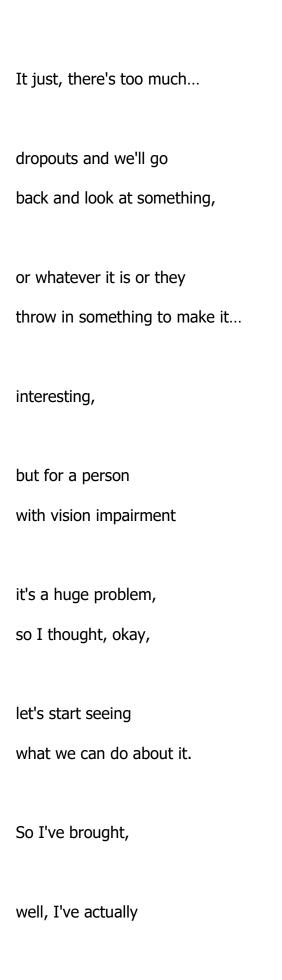
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[music playing]
[Narelle] Hi, welcome to
The Digital Access Show.
I'm Narelle Wright,
and yeah, I'm the host,
whatever you want to call it.
Last week, we talked
about documents,
and the lack of
accessibility with documents.
And I talked about an
issue I've been having...
with filling out a document.
This week,
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[Belinda] Yeah, sure. So,

hello, everyone. I'm Belinda.

I am a short blonde woman wearing my pink jacket today

cause it's a bit chilly.

Meet Aandi is, well, Meet

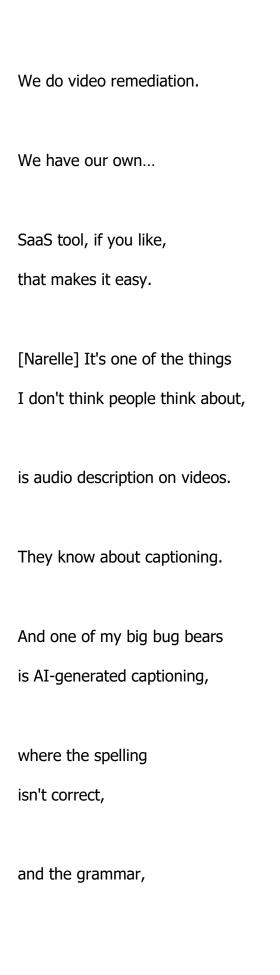
Aandi actually stands for Meet,

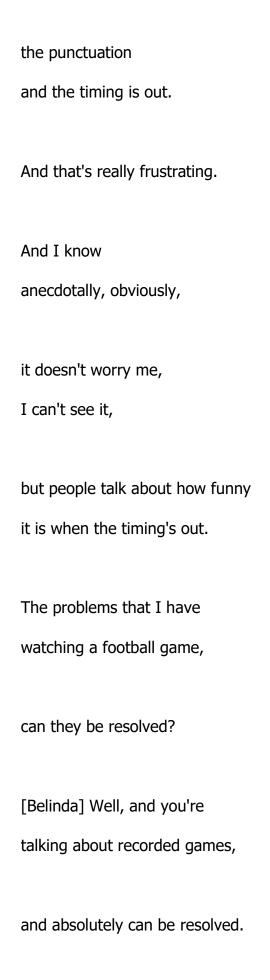
Aandi is accessibility and inclusion,

and is something that we are very passionate about.

And we do not only document remediation,

and consulting on all things accessibility.





And I want to go as far as saying should be resolved,

because the technology makes it so easy.

You know, there's no excuse for that.

And you were talking before about, you know,

captions being, you know, wrong.

I've seen even brand names.

We've got our, you know, ANZ Bank, for example,

and when you use automatic captioning,

and that's their brand name,

it immediately says A and...

Z, Z-E-D,

as their brand in the caption.

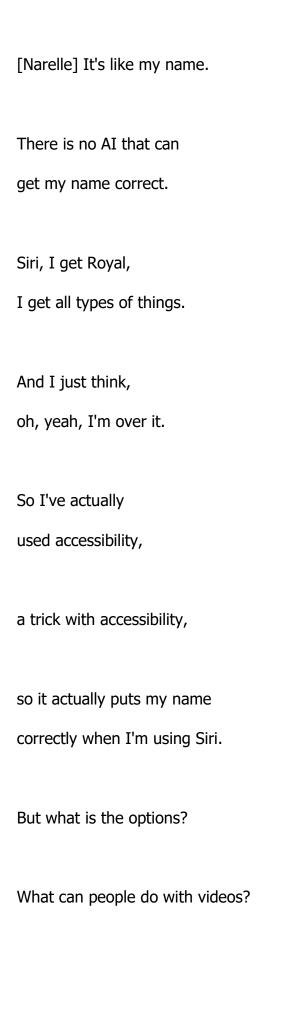
And you're like, wow, it's such a simple thing to tune.

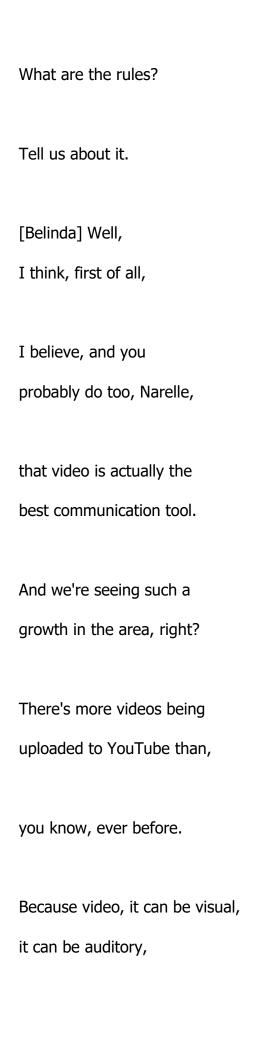
You know, there are a lot of tools these days,

like such as ours, you can actually train it.

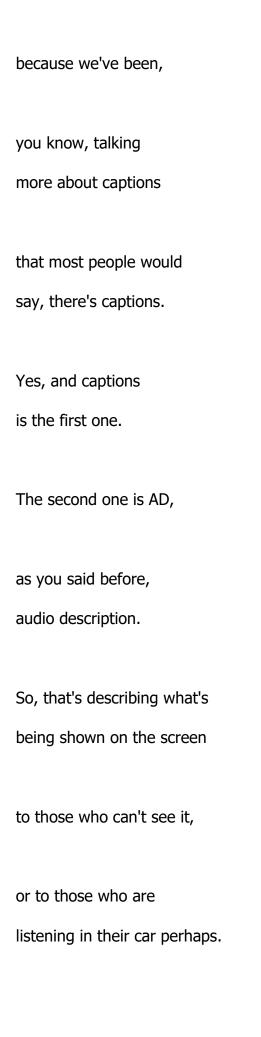
So every time you hear that, this is how you should spell it.

- -[Narelle] Yeah.
- -[Belinda] There's no excuses.





you get a sense for a feeling of what's going on when you're watching it or you're hearing it. You can then choose how you consume that content. So, one day you might want to just listen. And they're the things that I love about video. But the things to make a video accessible, is you need three things. And most people, and it's only



And then the final thing you need

to meet the standard for accessibility is a transcript.

So, a transcript of everything that's said,

and everything that's shown.

So, it's capturing the CC,

the closed captions, and the audio description.

Do you know what transcripts are good for, Narelle?

They're really good for if you are learning something,

or you're a student,
or English is a second language,

you can look at it afterwards and highlight,

you can read along if you're learning to read.

You can read along with what's being said,

so you're seeing the letters and the words.

And you can highlight things if you do a printout,

if you're watching a video and studying something.

So, transcripts are so important.

[Narelle] The interesting thing I don't think people realise is, those three techniques are also part of... the Australian Digital Accessibility Standards. That's based on the Web Content Accessibility Guidelines 2.2. And it's so important because all it does, it's opening up video to everyone, isn't it? [Belinda] Well, it is. Like I said, I actually think it

is the most accessible medium,

but only if it's been remediated properly.

[Narelle] Yeah.

So, if we look at captions first,

what should people be considering with captions?

[Belinda] Well, you want to get your important words right,

like your brand name or the spelling of your names.

You want to look for a tool that you can teach it,

or it can learn.

You wanna make sure that there's not too much on the screen.

You don't want captions to be too large on the screen.

And I know we don't always have control over how we view that.

But you want to have,

you don't want to say too much in advance.

You sort of want the words to come out as it's being said.

We have captions on all the time when watching TV, for example,

There's nothing more frustrating

when you can see

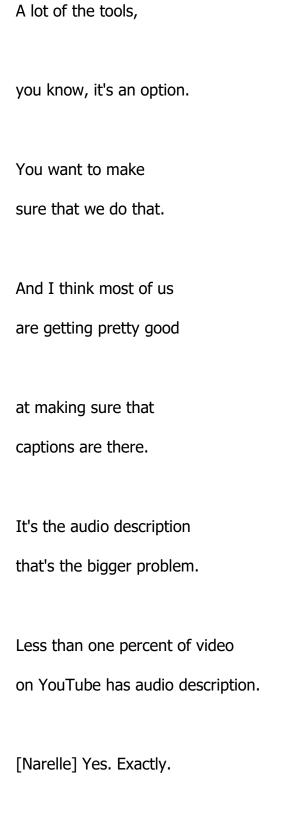
when they haven't said it yet. It gives away sometimes the punchline, which, so you don't want to have, you don't have too much on the screen, it becomes overwhelming. Especially if we look at a neurodiverse audience, who may be reading some of this, right?

So, we want to have it

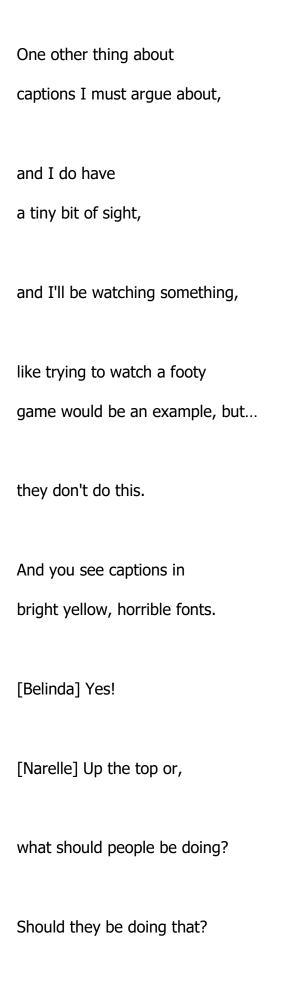
just short on the screen.

And just make sure

what they're going to say



that they're there.



You actually can't turn it off. That's my second hate. [Belinda] Yeah, well, and then, you know, having them burnt in, I still believe, though, is better than not having them at all. You're right, you want to toggle them on and off. That's all to do with the player that you have.

And so, again, if

you are embedding,

They're burnt in.

you know, some video

into your website or,

you know, wherever

you're putting it,

you want to make sure

that it's using a player

that you can toggle on and off,

that does allow for

audio description,

that does give you a transcript,

that you can upload a

transcript file, for example

So, it's more to do with

the player, and you want to,

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you don't want to
have to burn them in,
but if that's your only option,
it's better than not, right?
[Narelle] Yep. Yes.
[Belinda] But yes, you've
got to think about contrast,
so I see a lot that,
you know, is white,
and the background is white,
and you're like,
I can't read that.
So, you know,
some of it we can
control, some of it we can't,
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but, you know, you want to be,

I've seen them with little sort of drop shadows on them,

but yeah, you don't want them to be a distraction.

You want them to be an enhancement to the learning,

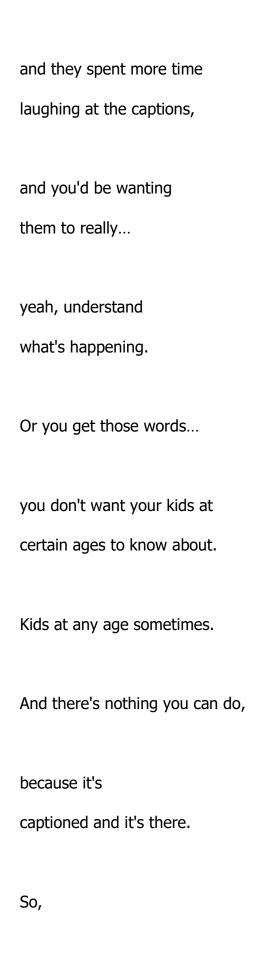
or to the viewing.

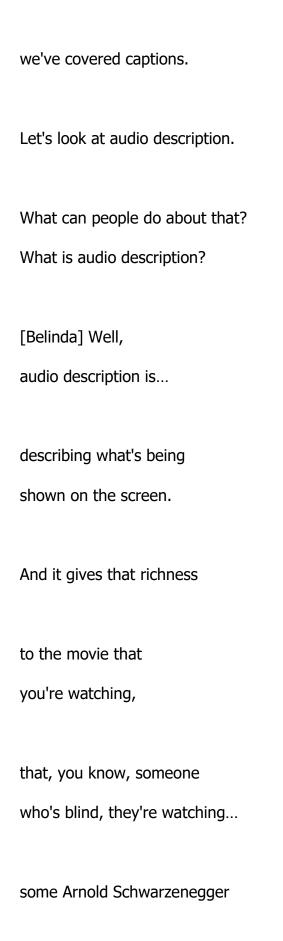
[Narelle] And that's it, isn't it, it's...

I know,

with my sons at times,

when they were younger and you'd put captions on,





movie, for example, and the city's being blown up, and there's all this sound that's going on. You know, someone who's blind, that's where they get a drink, because they just have no idea... what they're actually seeing. And so that text becomes... you know, that descriptive outline of what's being shown. And, you know, even as a sighted user of audio description,

I think it adds that value,

that extra insight into what the creator was intending

that is just so beautiful.

And so, that's something that,

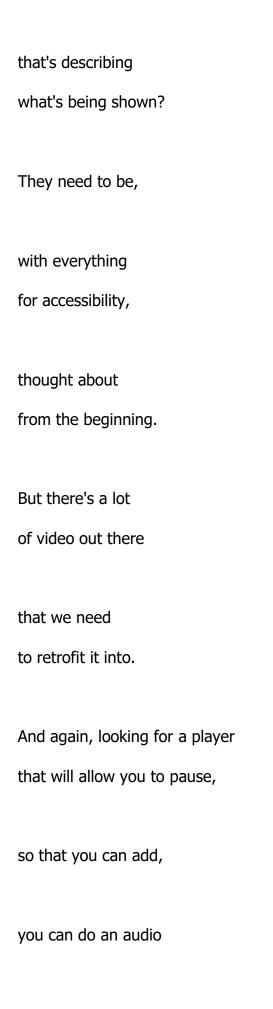
you know, they're just starting to teach even in film school.

You know, what is the, where are the breaks?

Even for the live production, where will the breaks be?

Where will we start to have, you know, what's being said?

Where will we start to insert that audio description



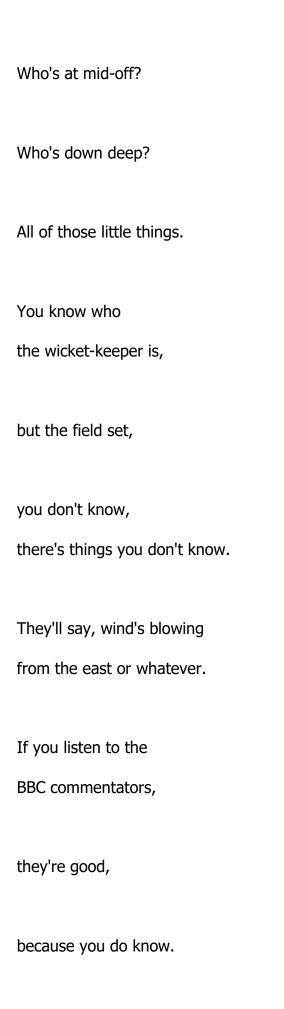
description version, where you can describe it to give the context of what's being shown in detail. And, you know, Narelle, my pet hate, my pet hate is where people put up stuff on the screen. So they put up like tags or names of people, or, you know, words that aren't actually said, that someone who can't see them, or, like I said, maybe

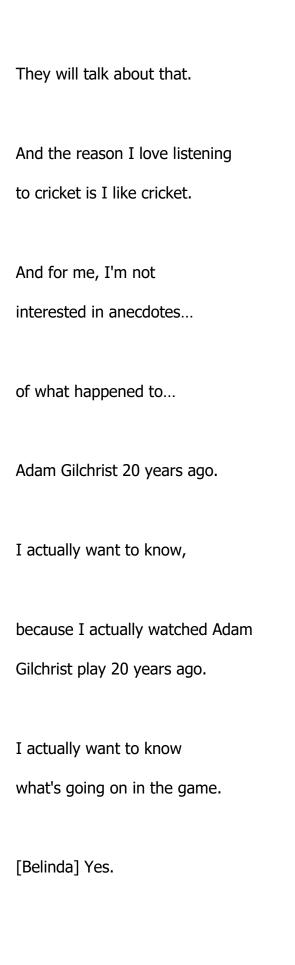
listening in their car, you know, doesn't then have an idea of, you know, what that announcement is. So, we need to think about, even when we're presenting to camera, when we're putting together videos, that we're thinking about the words that we're using, and where we're putting those words. So even as a presenter presenting to camera,

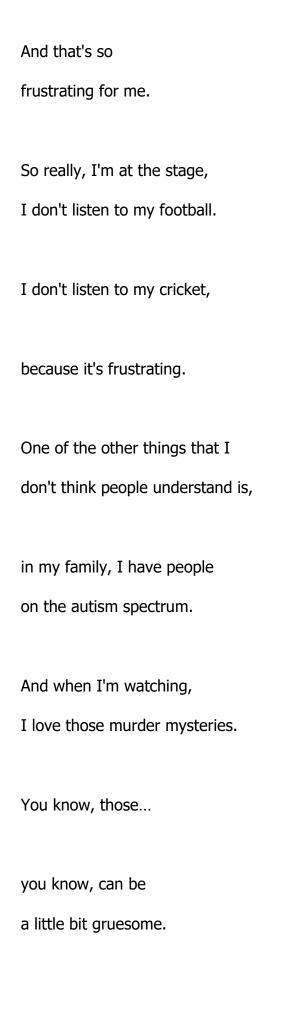
if you can describe what you've

got going on in your scene, as if there is someone who's just listening, and not watching, then we do away with the need for more audio description. [Narelle] And I can watch my footy game. [Belinda] You can watch your footy game. [Narelle] Yeah! [Belinda] There is a real skill in doing that. [Narelle] Yes! One of the things that I get the giggles with is,

I love cricket as well. So in cricket season, I'll quite happily sit with the... radio on listening to the cricket. Now, if I listen to the Australian commentators, and this is picking on the Australians, I can't actually know the way the field's set, or, yeah, you know, who's facing, you know, who's bowling. But who's out at mid-on?







I was watching one one day, And obviously audio description was on, and it was, Annika is looking depressed. And one of them that is on the autistic spectrum says, oh, I wondered what she was doing. Because don't forget, people on the autism spectrum, some of them cannot read body language and facial language. It gives them an extra level.

[Belinda] That is an extremely good point.

We talk about that, especially for education materials.

So, if you're producing educational content,

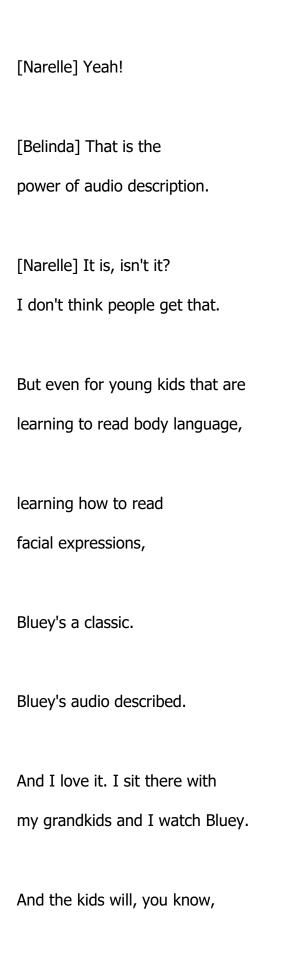
you want to think about what, in the audio description,

that you're actually capturing in more detail some of the emotions,

some of the expressions,

so someone on the ASD spectrum can make those connections.

And that's how they learn, just as equally as all of us.



they'll be, where they used to say, oh, Bluey's really upset. I'll hear, Bluey is feeling upset. And the boys will go, oh, yeah, Bluey's upset, Grandma. They've said it. And they're learning as well how to read body language, how to read facial expression, and those important tools that kids need to get along in life. [Belinda] Absolutely.

You know, you've heard me say

this many, many times, Narelle, but when we think about and we make things accessible, it makes it better for everyone. [Narelle] Yeah, it does. What about transcription? So, we've covered captions and audio description. Let's cover transcription. [Belinda] Yeah, so transcripts are... capturing basically everything that's said, and everything that's

shown on that screen,

as a written document that,

you know, and some players actually, you've seen them,

they cycle through with the word that changes colour

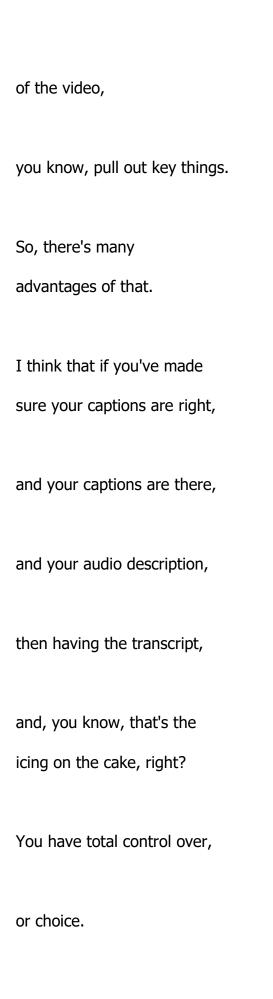
as it's being said.

And some that you can just download and print out.

And I think that they're an invaluable tool to learn from.

You know, you can take those notes and put them into ChatGPT

to maybe give you a summary of, you know, of the,



We talk about choice over how you consume that content.

Actually, Curtin University did a study...

about a year or so ago now.

They actually used our tool for that, for their lectures.

And the outcome of that study was that it gave students...

more choice, so making them accessible not only opened up,

you know, their lectures

that had been recorded to any kind of student,

regardless of their ability,

it actually at the end of the day gave the student...

choice over how they consumed that content.

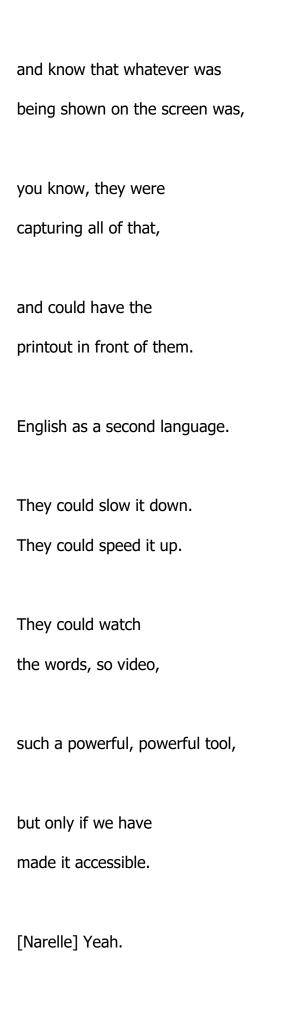
Because a lot of them now are juggling part-time jobs,

and, you know, travelling on buses and things like that,

that they could listen to the lecture that had been,

you know, that was a video recording.

They could listen perhaps while they're on a bus,



Belinda, what's... a couple of tips that you could give to people listening, in regards to this subject? [Belinda] If you create video content from the beginning, then think about how you are, what you are saying and how you are, you can eliminate some of the need for some audio description, cause if you get it right from the start,

then it's actually inclusive

from the beginning, right? You want to make sure that you're finding a tool that makes captioning easy, and audio description easy, because when it's easy, you're more likely to do it. And I actually want everyone to join us, and be advocates for audio description. We've done a lot in getting captions, and having as an expectation around captions, and we need to now do the same with audio description.

I invite everyone who's listening to join us on this bandwagon

of having that conversation,

asking for audio description and knowing the value of it.

[Narelle] Couldn't have said it better, Belinda.

I so agree with you.

And for people with disability,

for people like myself,

so I can just watch my footy game.

