



Office Hours

May 2023

Forward-Looking Statement

Statements regarding our product development initiatives, including new products and future product upgrades, updates or enhancements represent our current intentions, but may be modified, delayed or abandoned without prior notice and there is no assurance that such offering, upgrades, updates or functionality will become available unless and until they have been made generally available to our customers.

About Office Hours

- Office hours are facilitated by the Product managers and the wider team.
- Come and listen to the Anthology staff discuss in detail the latest feature releases, product developments and emerging current issues.
- You will have the opportunity to provide feedback and ask questions to the Ally Product Management team and other clients.
- The slide deck and recording will be shared after the meeting.

Agenda for Today (May 8, 2023)


Upcoming / Ongoing events

- FYCD
- Roadmap session

Q&A with Chris, Ivan, and the Ally team

- Roadmap questions around upcoming features
- General questions and chat

Discussion

- Video caption check guidance
 - Download Original File
- 

Upcoming/Ongoing events

Ally activities

Fix Your Content Day



A 24-hour competition committed to creating accessible and more inclusive digital learning content across classrooms and institutions globally for [Global Accessibility Awareness Day \(GAAD\)](#).

Join us on



Are you up for the challenge?

[Register Now!](#)

Learn tips and strategies for mobilizing team members with our [Communications Pack](#).

Ally Quarterly Roadmap

Next Session:

May 23rd, 2023

11:00 am EST / 4:00 pm GMT

Sign up and request a calendar appointment using this form.

<https://forms.office.com/r/FdnbUa0YUg>




Office Hours Q&A

Roadmap questions, issues, general questions and chat

Question 1

After identifying a file and score to improve in the course accessibility report, is there a way to identify where that file is located (attached) in the course?


Answer: Currently Ally does not have a way to identify the file location. We need to assess what information we need to pull from the LMS to be able to identify the location.

Two horizontal blue bars are located at the bottom of the slide. The top bar is shorter and the bottom bar is longer, extending further to the right.

Question 2

What options are being developed for reporting at a level lower than site-wide administrator. E.g. by category in Moodle, and/or customised choices of courses?

Answer: We are looking to improve reporting with a more streamlined information and grouping to make it easier to find specific areas of focus. We are also considering simple filtering options to allow for additional engagement within the Overview, Courses and Directory (departmental) reports.

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Discussion

Video Caption Check Guidance

Today:

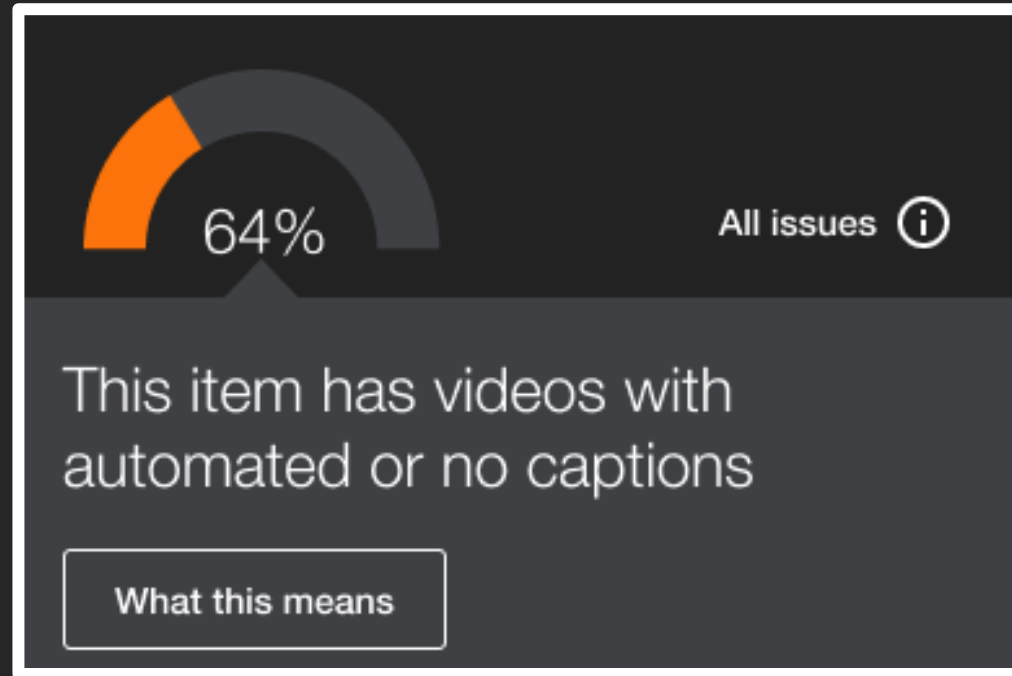
- HTML content (uploaded HTML files and supported WYSIWYG content)
- Currently supports embedded or linked YouTube videos
- Ally flags videos without captions and videos with only auto-generated captions
- Included in Institutional Report and as “Guidance not yet available” in the Instructor Feedback

Moving Forward:

- We are looking to add guidance

The screenshot displays a video player interface. At the top, a red banner indicates a video accessibility issue: "4 Video automated or no captions". Below this, a toolbar shows various editing and viewing options. The main content area displays a video titled "Summary of Van Gogh's life" with a 64% accessibility score. The video player shows a still from the painting "The Potato Eaters" by Vincent van Gogh. A red banner at the bottom of the video player indicates a video accessibility issue: "1 / 4". To the right of the video player, a sidebar shows the "Accessibility score for: Module 1: Vincent Van Gogh" with a 64% score and a "What this means" button. Below the score, a message states: "This item has videos with automated or no captions". At the bottom of the sidebar, a message reads: "Guidance not available yet. We are updating the guidance for this issue." and a "Help" button is visible.

Video Caption Check - Instructor Feedback



Video Caption Check - Instructor Feedback

Providing context: What are captions?

- What are captions?
- Types of captions
- Pros and Cons

4 Video with automated or no captions

B I U S Paragraph Arial 14px
[List Icons]
[Text Color Icon]
[Background Color Icon]
[Link Icon]
[Unlink Icon]
[Decrease Indent]
[Increase Indent]
[Outdent]
[Indent]
[Bulleted List]
[Numbered List]
[Table Icon]
[Image Icon]
[Video Icon]
[Audio Icon]
[Caption Icon]
[More Options ...]

[Grid View]
[Compare View]
[Full Screen]
[Help]
[Settings]
[Close X]

Summary of Van Gogh's life

Vincent van Gogh (30 March 1853 – 29 July 1890) was a Dutch Post-Impressionist painter who is among the most famous and influential figures in the history of Western art. In just over a decade he created about 2,100 artworks, including around 860 oil paintings. They include landscapes, still lifes, portraits and self-portraits, and are characterized by bold colors and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. His suicide at 37 followed years of mental illness and poverty.

Van Gogh was unsuccessful during his lifetime, and was considered a madman and a failure. He became famous after his suicide, and exists in the public imagination as the quintessential misunderstood genius, the artist "where discourses on madness and creativity converge". His reputation began to grow in the early 20th century as elements of his painting style came to be incorporated by the Fauves and the German Expressionists. He attained widespread critical, commercial and popular success over the ensuing decades, and is remembered as an important but tragic painter, whose troubled personality typifies the romantic ideal of the tortured artist.

His works: The potato eaters

1 / 4

Some highlights

Video Caption Check - Instructor Feedback

Providing context: Why are captions important?

- Reasons for use
- Inclusiveness
- Accuracy

4

Video with automated or no captions

B I U Paragraph Arial 14px [Rich Text Editor Icons]

[Caption Editor Icons]

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His works: The potato eaters

1 / 4

Some highlights

Why are captions important

Used as a learning aid
Students use captions because it helps them focus, retain information and overcome poor audio.

Benefits more users
Captions benefit the deaf, hard of hearing, visual learners, and non-native speakers, among others.

Ensures information accuracy
Captions guarantee information accuracy for any audience, regardless of the content format.

Video Caption Check - Institutional Report (current)



The HTML content contains videos without captions

Embedded and referenced videos need captions to help all students better understand the content of the video and make it possible to watch the video in sound-sensitive environments. They make it possible to search and more efficiently navigate a video. Captions are also a requirement for students who are deaf or hard of hearing.

Video Caption Check - Institutional Report



The HTML has videos without captions or with automated captions

Videos need captions to ensure accessibility for the deaf, hard of hearing, visual learners, and non-native speakers, among others. Captions are also beneficial in sound-sensitive environments, enabling viewers to watch without sound.

Keep in mind that automated captions can be used as a starting point since they do not require human intervention. However, their accuracy may not be reliable and may need to be edited to ensure that they are correct.

Video Caption Check - Current and Future Steps

Expand our current check to other video providers
(In Progress)

- Canvas
- Vimeo
- Kaltura
- HTML 5

Transforming video content

- Transform video content into other formats, including leveraging Ally
Alternative Formats as a more inclusive way to consume the content
- Potential for new Alternative Formats such as Transcripts

Automatic caption generation

- Provide a workflow to request captioning
- Automatically upload captions to the video (depending on API availability)

Download Original File

ALLY-I-46

Goal: Help students to find a way to download the original file within one interface.

What are the most common scenarios for students working with both the original file and Ally's Alternative Formats?



Take part in research: Download original file

We're organizing research to inform how students aim to download the original file, and what that means for Ally's Alternative Formats.

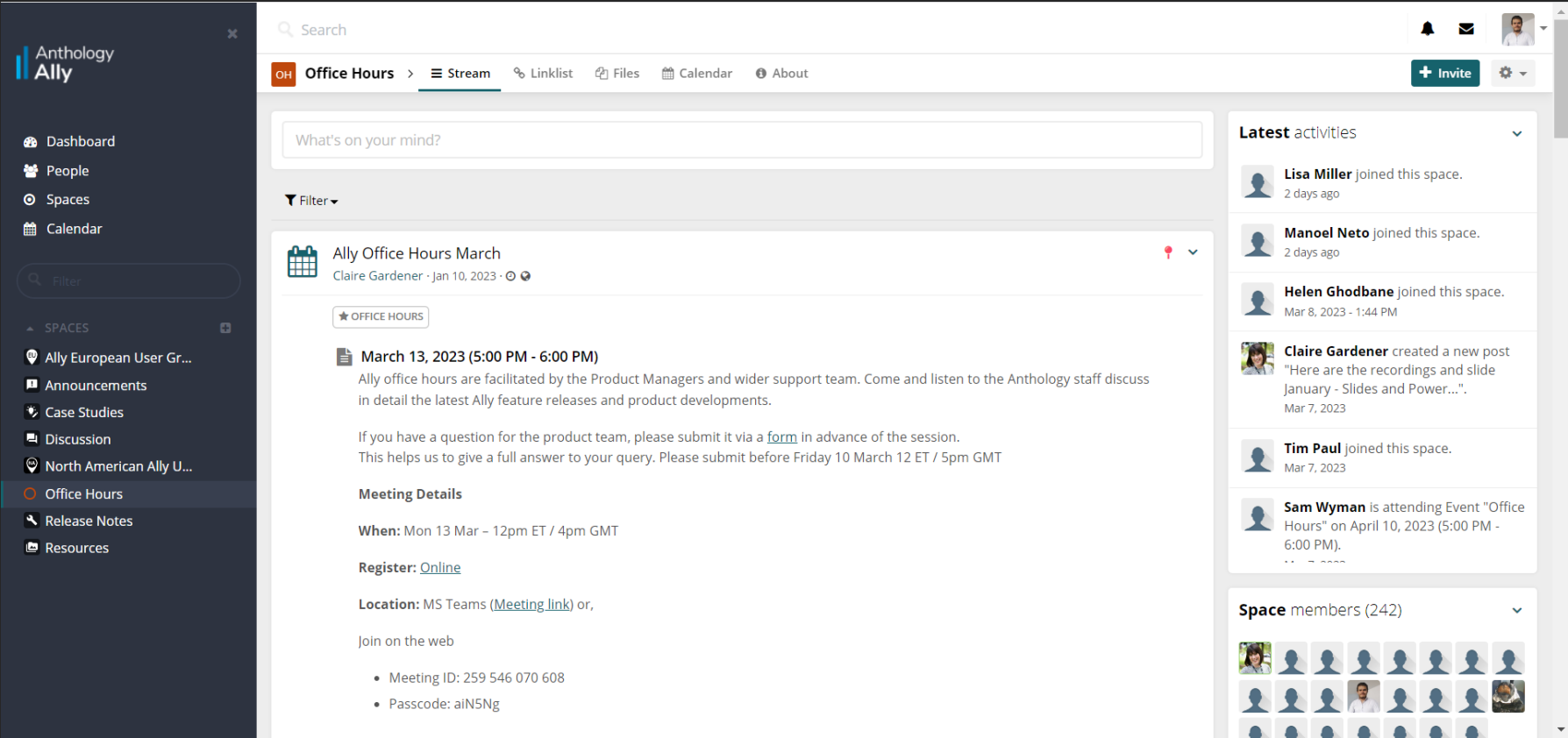
We're looking for administrators and students, to take part in interviews and feedback sessions.

Sign up if you're interested to take part
forms.office.com/r/qzumuS1s7F



General Questions?

Ally User Group



https://usergroup.ally.ac/s/office-hours/

Next Office Hours – Jun 12

Please submit your questions via Microsoft Form

<https://forms.office.com/r/2dLEMaSM3z>

Office Hours will be every 2nd Monday of the month.