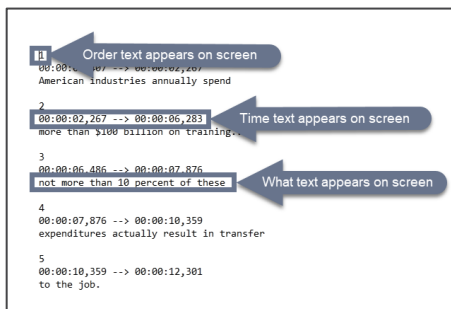


# EDTC 6332

## Practicum

### Part 4: Evaluation and Revision Report



A screenshot of a video player showing captions with three blue arrows pointing to specific lines of text. The first arrow points to the first line of text, the second to the second line, and the third to the third line.

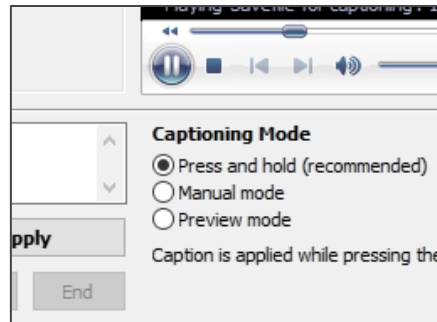
1  
00:00:01,000 --> 00:00:02,000  
American industries annually spend

2  
00:00:02,267 --> 00:00:06,283  
more than \$100 billion on training.

3  
00:00:06,486 --> 00:00:07,676  
not more than 10 percent of these

4  
00:00:07,876 --> 00:00:10,359  
expenditures actually result in transfer

5  
00:00:10,359 --> 00:00:12,301  
to the job.



A screenshot of a video player interface. At the top, there is a play button and a progress bar. Below that, there is a "Captioning Mode" section with three radio button options: "Press and hold (recommended)", "Manual mode", and "Preview mode". The "Press and hold (recommended)" option is selected. Below the options, there is a text label "Caption is applied while pressing the" and an "End" button.

Maria Elena Hernandez

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## Overview

The instructional unit's goal is to teach learners how to create a closed captions file for a video. It is divided into four lessons: preparing text, adding timings, saving the file, and adjusting times. Each of these sections includes an introduction, an activity and/or assessment, and a summary. There is also an introduction page and a final assessment. A subject matter expert review and a peer evaluation were conducted as the formative assessment strategies for the instructional unit. The intended audience is instructional designers at Texas State Technical College. The reviewers were part of the target audience.

## Formative Evaluation Strategy 1: Subject Matter Expert Review

### Introduction

A subject matter expert review was first conducted. The website link to the lesson was emailed to Katie Deering, an instructional designer III at Texas State Technical College. She has worked at multiple higher education institutes as an instructional designer and is familiar with online course accessibility issues, such as closed captions. She supervises a remote team of instructional designers I and IIs. The review was conducted on her computer at home.

## Subject Matter Expert Review: Summary of Findings

Section	SME's Comments/Recommendations	My Response
Home Page	Consider using a callout or highlight on the example of an SRT file- SnagIt has a nice circle one that might work- to draw the eye to exactly where you want it to go. The first arrow is very clear but the second and third get a little muddled, especially on a small screen.	Boxes were added to the graphic to clarify what the second and third arrow are pointing to. A rectangle was used instead of a circle, since the lines are close to each other and I wanted them to be as clear as possible with the identification.
Navigation Bar	It's a small thing but on the heading links at the top you have Adjust Times and then on the page the large header reads Adjust Timings- make them match	This was changed, so both areas read "Adjust Times." I also changed the page title on the home page listing of the course outline. Additionally, I adjusted the page titles to match the page headers. Due to the navigation bar styling limitations, I used the shorter verb version, instead of the gerund. For example, "Adjust times" was used instead of "Adjusting times."

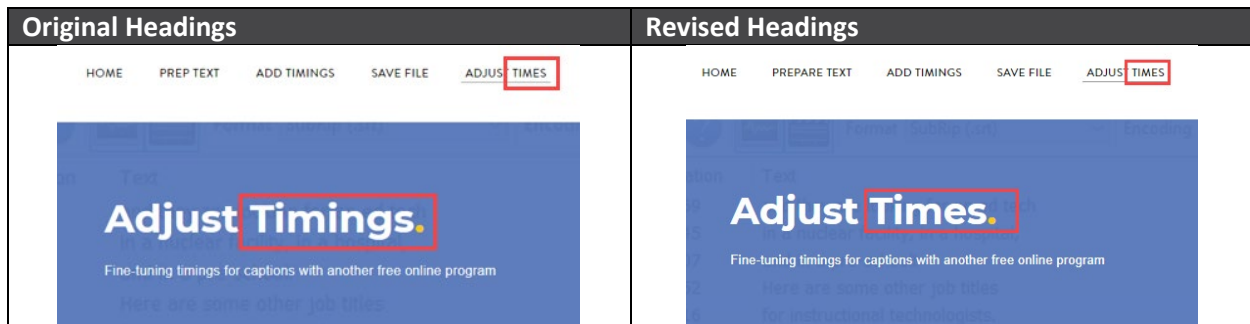
<p>Lessons 1 - 4</p>	<p>Adding Timings/ Save File page: Instead of saying “click here for the direct link to the video” you might consider doing it like this:</p> <p>Title of Video with link on the text (full web address of text not linked)</p> <p>Example-  <a href="https://captionstraining.weebly.com/add-timings.html">Add Timings (https://captionstraining.weebly.com/add-timings.html)</a></p> <p>This gives you both the descriptive hyperlink and for students who can’t access it via the link, the web address.</p> <p>I like the interactives!</p>	<p>“Click here” was replaced with the full title of the video and the full web address in two sections.</p>
<p>4.Overall</p>	<p>The videos are great, no surprise there. It’s an interesting course. I’m curious if you would be willing to expand it potentially for a future Vision U. There is definitely a need.</p>	<p>No changes needed at this time. Future versions may expand on the best practices for preparing text for captions and other tools available in Subtitle Edit.</p>

## Subject Matter Expert Review: Synopsis

Overall, the subject matter expert had positive comments about the course. She suggested specific revisions on graphics and text. Snagit, the graphics software mentioned in the feedback, was the program used to create the original graphic, so it was simple to add emphasis as suggested. Changes to the page headings and hyperlinks were also easily updated. (Screenshots of the changes are below.)

The subject matter expert asked if the instructional unit could be expanded for future team trainings. As mentioned on the Lesson 2 page of the instructional unit, there could be an entire course covering just text best practices, so there is room for more course development. Expanding the tools used in Lesson 4, which involves the program Subtitle Edit, is another area that could be developed further.

Original Graphic	Revised Graphic
<p>1 00:00:07,000 --&gt; 00:00:07,000 American Industries annually spend</p> <p>2 00:00:02,267 --&gt; 00:00:06,283 more than \$100 billion on training.</p> <p>3 00:00:06,486 --&gt; 00:00:07,876 not more than 10 percent of these</p> <p>4 00:00:07,876 --&gt; 00:00:10,359 expenditures actually result in transfer</p> <p>5 00:00:10,359 --&gt; 00:00:12,301 to the job.</p>	<p>1 00:00:07,000 --&gt; 00:00:07,000 <b>American Industries annually spend</b></p> <p>2 00:00:02,267 --&gt; 00:00:06,283 <b>more than \$100 billion on training.</b></p> <p>3 00:00:06,486 --&gt; 00:00:07,876 <b>not more than 10 percent of these</b></p> <p>4 00:00:07,876 --&gt; 00:00:10,359 <b>expenditures actually result in transfer</b></p> <p>5 00:00:10,359 --&gt; 00:00:12,301 <b>to the job.</b></p>



Original Text
<p>watching it on a desktop computer or laptop. page, <a href="#">click here for the direct link to the video.</a></p>
Revised Text
<p>watching it on a desktop computer or laptop. page, <a href="https://www.screencast.com/t/ZalbqrSpiTg">watch Add timings in DivXLand Media Subtiter on its own page (https://www.screencast.com/t/ZalbqrSpiTg).</a></p>

## Formative Evaluation Strategy 2: Peer Evaluation

### Introduction

Two Texas State Technical College Instructional Designer IIs conducted a peer review of the instructional unit. They checked for overall quality and appropriateness. As instructional designer IIs, Dr. Carey Applegate and Omar Blanco are part of the intended audience. Blanco has worked in the education field for more than five years and is a recent graduate of the University of Texas Rio Grande Valley educational technology master’s program. Dr. Applegate has been developing instructional content for more than 18 years. As part of a remote team, they work at home, which is where they also conducted the peer review.

### Peer Evaluation: Summary of Findings

Section	Peer Reviewer’s Comments/Recommendations	My Response
Home Page	<p>Body text is a very light color, it’s almost difficult to see.</p> <p>I really like the “what is said, what is actually said”</p>	<p>I darkened the body text color. This is a template and there are styling limitations.</p>

	<p>Overall, very good home page, now there are 3 different links to get to the next thing and the most obvious one is the “next” button at the bottom. I really like this method and would use all others as secondaries for when the audience returns to begin on a different lesson etc. I would add something like, “to begin, click the next button below” or something of that nature.</p> <p>I would center this (the less outline) and give it the outline title, it’s mentioned in the text, but I think it would enhance it.</p>	<p>To emphasis the options to begin the course, I bolded the sentence listing the three ways to start.</p> <p>I centered the outline list and gave it a heading.</p>
<p>Lessons 1 - 4</p>	<p>Prepare Text page: “You could manually make these changes on a program, like Notepad. However, for long transcripts that can be a lengthy process. <a href="#">Gillmeister-Software.com offers a free text tool to change line lengths.</a>” The text above would actually fit really well right under the activity title. The same link is listed twice which could be a bit confusing.</p> <p>Add Timings/Save File/Adjust Times pages: I love the video quiz in each of the lessons, it’s very well done, and I had no clue there were hot spot answers for video quizzes.</p> <p>For the activity, portion is it something they could ideally do along with you on a desktop? Maybe instructions can be to watch one time and to try to do the steps with you a second time as a suggestion</p>	<p>I kept the first two sentences mentioned in comment within the introduction, as it is part of the instructional content and not exclusive to the activity. I added a sentence generically mentioning online tools before the activity. Then I moved the sentence about the specific software under the activity section.</p> <p>I wanted to include an assessment for each section, so by the final lesson, learners had a completed .srt file. The requirements for this instructional unit called for a final assessment. Because of that structure, I used the completed .srt file as the final assessment and used knowledge checks for the individual lesson assessments. In the future, I would place the final assessment elements to the matching lessons.</p>
<p>Final Assessment</p>	<p>I see here is where they download the programs for the first time. As per my previous suggestion, I would encourage the audience to download these tools prior and try to do the “watch” activity with</p>	<p>Links to the programs, so learners can download them, are included in each section. In the future, if I have an opportunity to re-arrange</p>

	<p>you during a second-third viewing to better prepare themselves for the final assessment.</p> <p>I would also add a close to this project. They submit the final assessment, but it seems to end abruptly. Maybe congratulations on finishing the course, here are ways to expand more on your knowledge, etc.</p>	<p>the assessments, the page text would instruct users to download the programs and complete an assessment using the program mentioned in the lesson.</p> <p>There is a summary section below the final assessment, and it includes links to more resources. Since a JotForm is used to submit the final assessment, I updated the post-submission page to congratulate the learner and remind them about the summary information below the embedded form.</p>
Overall	<p>This is awesome. The number of apps/sites to be used may feel a little overwhelming to a newbie, but you do a really good job explaining what each tool does differently and how they contribute to the whole process. If there was one free tool to do all of it, that would be great - but that's not really in the scope of this project. I love how you explain the process and help the learner see the big picture as you move through the content. And your videos are terrific. Thanks for teaching me something new.</p>	<p>For future changes, I will continue to keep an eye out for tools that will streamline the process and hopefully lessen the number of programs needed.</p>

**Peer Review: Synopsis**

The peer review resulted in suggested changes to body font color and text changes. One reviewer suggested highlighting the course outline with a title and centering it, which was done. Another change made, due to the peer reviewer, was the position of a sentence about an online tool. The changes were mostly cosmetic. However, one recommendation would be a bigger adjustment for the future. It is one I originally planned for the instructional unit. Due to time constraints, I only had one video segment for learners to caption. Originally, the video would have been used in each lesson assessment, so by the end of lesson four, the video captioning would be complete. But as a final assessment was needed, I used the video for that, and each lesson assessment became something else, like a knowledge check.

In the future, when I have another video I can include in the lesson for captioning, it can be included in each assessment, using the software mentioned in the lesson.

Original Body Text Color	Revised Body Text Color
<p>There are multiple style guidelines on exactly how to break up basics mechanics, for now, focus on these two guidelines:</p> <ul style="list-style-type: none"> <li>• New sentences start in a new line.</li> <li>• No more than 32 characters per line.</li> </ul>	<p>There are multiple style guidelines on exactly how to break up be a course in itself. As you are learning the basics mechanics</p> <ul style="list-style-type: none"> <li>• New sentences start in a new line.</li> <li>• No more than 32 characters per line.</li> </ul>

Original Outline on Home Page	Revised Outline on Home Page
<p>This course will teach you how to create a closed captions file for a video from its transcript. Below is the outline for this course. You can begin by clicking on the sections below, using the navigation bar, or clicking the Next button at the bottom of the page.</p> <p><b>01</b> Lesson      <b>Preparing text</b></p> <p><b>02</b> Lesson      <b>Adding timings</b></p> <p><b>03</b> Lesson      <b>Saving the file</b></p> <p><b>04</b> Lesson      <b>Adjusting timings</b></p>	<p>This course will teach you how to create a closed captions file for a video from its transcript. Below is the outline for this course. You can <b>begin by clicking on the sections below, using the navigation bar, or clicking the Next button at the bottom of the page.</b></p> <p style="text-align: center;"><b>Course Outline</b></p> <p><b>01</b> Lesson      <b>Prepare text</b></p> <p><b>02</b> Lesson      <b>Add timings</b></p> <p><b>03</b> Lesson      <b>Save the file</b></p> <p><b>04</b> Lesson      <b>Adjust times</b></p>

Original Lesson 1 Wording	Revised Lesson 1 Wording
<p>You could manually make these changes on a program, like Notepad. However, for long transcripts that can be a lengthy process. <a href="#">Gillmeister-Software.com offers a free text tool to change line lengths.</a></p> <p><b>Activity</b></p> <p>Watch the video below to learn how to use the <a href="#">free online tool</a> to break up a transcript for a closed captions file.</p>	<p>You could manually make these changes on a program, like Notepad. However, for long transcripts, that can be a lengthy process. There are free online tools to help break up text in video transcripts.</p> <p><b>Activity</b></p> <p><a href="#">Gillmeister-Software.com offers a free text tool to change line lengths.</a> Watch the video below to learn how to use the <a href="#">free online tool</a> to break up a transcript for a closed captions file.</p>

## Summary

The instructional unit received positive feedback. I was happy to finally get the subject organized and presentable. Previous training requests for it were often spur of the moment and fell flat due to disorganization. That can be avoided now with the instructional unit available online. A concern I faced when creating it was the multiple programs covered. Previous projects taught me including multiple programs in a lesson confuses learners. But it was unavoidable in this case. Only one reviewer addressed the issue and was complimentary about the approach used to explain the need for multiple programs. In addition to the subject matter expert and peer reviews, I planned to conduct a small group evaluation; however, I did not get enough replies. Of the two people who completed the instructional unit, neither even mentioned the multiple programs covered. I see that as a positive. I would like to develop this further with another video sample for learners to practice with.

In terms of the subject itself, more people should know how to create a closed captions file and follow best practices. I hope this lesson introduces people to that. I would like to save them the trouble I had of cobbling together a process from multiple websites as I tried to understand how to make closed caption files. In terms of future career goals, I will use this project as an example of my work. The project will also serve as a reminder to myself of the importance of gathering and listening to feedback.