

TypeWell Times

Quarterly Newsletter for TypeWell Transcribers

Improve your vocabulary; learn a new word each week.

Neoterism: the use of new words, terms, or expressions

Pleonasm: using more words than necessary to express an idea



Tax Tips for Transcribers

It's almost that time of year again! Did you know that as a self-employed transcriber you are entitled to write off a percentage of many expenses? Expenses can include, but are not limited to:

- Office supplies
- A percentage of your Rent/mortgage (if you have a home office)
- Cell phone
- Internet
- Vehicle maintenance and gas
- Transit fares
- Computer supplies and software
- Parking fees
- Accounting fees

We recommend using the services of an accountant in order to maximize all your write-offs and to ensure your taxes are filed correctly. Many transcribers are new to self-employment and may not be aware of some tax regulations that must be followed when taxes are not deducted from their pay cheques. For example, did you know that if you are self-employed, and your transcribing income is greater than \$30,000 annually, you must register for business and HST numbers, and collect HST from the institutions you work for?

For income tax-related information, refer to the Canada Revenue Agency website <http://www.cra-arc.gc.ca/menu-eng.html>

YouTube Strategies

1. Many YouTube videos are closed captioned [CC]. If necessary, show the instructor how to turn the CC on. Click on the CC button on bottom right, click on Transcribe audio, then OK in the message box. The captions are by no means perfect but students will be able to follow along.
2. Connect with instructors regularly to find out what YouTube videos they will be showing in the next few classes. Transcribe them into a Word doc then cut and paste into TW window when video is being played.
3. Use the TS feature, which expands to [Transcriber's Summary:] and summarize the video.

We can learn something new anytime we believe we can. Virginia Satir

Give me six hours to chop down a tree and I will spend the first four sharpening the axe. Abraham Lincoln

Student Testimonial

As a hard of hearing student, I have benefited tremendously in my studies by being supported with TypeWell as a learning accommodation. I am very grateful to this service that has, only recently, opened the doors to my learning. It has changed my life at school- I do not make this statement lightly. At some institutions I was denied this valuable service because of the cost. In reading the live TypeWell monitor, I am now able to participate and 'hear' all of the classroom discussions, whereas before, I would miss out on much of the content. Being hard of hearing requires a lot of multi-tasking in a learning environment. This includes concentrating on listening to all the participants, trying to lip read the speaker while taking notes (try it!), and attempting to fill in the blanks of what was not heard within the context of the topic. Also, I am constantly on the lookout for a student who can fill me in on missed details and lend me their notes to copy. Having the TypeWell service has greatly decreased my learning anxieties. I am at ease coming to class knowing that I am supported by my TypeWell transcribers and I won't miss out on oral information and interactions. I also am able to have a copy of the transcripts to review after the class. It puts me on an equal learning opportunity as my peers instead of always being at a disadvantage. The TypeWell service is indispensable; it increases my access to education and helps me with my hearing loss while living in a hearing world.

K. Grazier, Vancouver, BC



Upcoming Webinar

Mark your calendars for a Transcribing Webinar scheduled for **Thursday September 27th, 2012 from 6-9pm**. Details to follow in next TypeWell Times Newsletter.

Nobody needs to know

As transcribers we may come across students who are self conscious about their hearing loss. Some students don't want to stand out from their peers and don't want to draw attention to themselves. Web browser linking is a fabulous system that enables students to utilize their own laptop. They can sit in class with their peers and open up a laptop like everyone else without having it look like they are specifically linked to the transcriber. Many hearing students don't even realize their classmate is accessing the lecture via the laptop. Let's remember to respect students and their anonymity.



TypeWell Version 6

TypeWell Version 6 is here! The latest version of the software has many new features that improve the TypeWell experience for both readers and transcribers.

TURBO MODE

Transcribers with more than 50 hours of transcribing experience can speed up their typing even more with new Turbo mode abbreviations. The Turbo I 'courselet' is available for individual purchase through www.typewell.com

DICTIONARY IMPROVEMENTS

With V6, transcribers will notice an expanded TypeWell dictionary that includes collegiate words, capitalized words, new millennium words, and many more obscure and specialized words that will expand when you need them.

NEW READER DISPLAY OPTION

Readers will be happy to know that V6's new text display option will improve their transcript reading experience. Instead of displaying the individual letters of an abbreviated word in light coloured text, V6 displays only complete words in regular text.

UNDO/REDO FEATURE

Have you ever accidentally hit a key that has caused you to lose an entire section of text? With V6's new Undo/Redo features, transcribers are able to recover any accidentally deleted text – phew!

WEB BROWSER LINKING

One of the most exciting new features of V6 is that it allows readers to use their own laptops, tablets, and smart phones to access live transcribing through web browser linking. Web browser linking is a great service option in institutions with robust Wi-Fi.

However V6 also allows for traditional wireless computer-to-computer linking if Wi-Fi service is not consistent.

For more information about TypeWell V6 or to upgrade an existing license, go to www.typewell.com

Causes of Deafness and Hearing Loss

GENETIC: inherited through a dominant or recessive gene

ENVIRONMENTAL: long term loud noises such as working around loud machinery or equipment; concerts; continual use of iPods or headphones playing loud music.

DISEASE: meningitis; mumps; autoimmune disorders; premature birth; fetal alcohol syndrome (FAS) and ear infections. Viral and bacterial infections can also lead to hearing loss.

MEDICATION: aspirin or antibiotics that can cause irreversible damage to the ear

PHYSICAL TRAUMA: direct head trauma; barometric pressure from activities such as scuba diving; childhood abuse; a blunt blow to the head

OLD AGE: degeneration of part of the middle ear and/or loss of cilia in the ear (tiny hairs)

Transcriber Recruitment and Training Project: Good News!

In response to evidence of support for transcribing as an effective accommodation option for students with hearing loss, the Ministry of Advanced Education has recently announced that additional funding will be provided for the Transcriber Recruitment and Training Project. This will allow PCAS and ATBC to promote awareness and implement training across the post-secondary system regarding the use of transcribing; to recruit, sponsor and provide equipment for additional transcriber trainees; to provide mentoring, support and continuing education to TypeWell graduates; to support institutions as they implement transcribing (including developing quality assurance measures); and to develop and implement remote TypeWell service across the province.

We Need Your Help

As part of this new phase of TypeWell activity in BC, we want to get feedback from current transcribers to ensure that we are focusing our efforts as effectively as possible. We will be sending a brief survey to graduates who were sponsored through PCAS but we also welcome feedback from all other transcribers in the province. You can get a copy of the survey at: <http://www.bcit.ca/pcas/serviceproviders/working.shtml>



Coordinators' Corner

To secure quality transcribers at your institution, be sure to get work references from your candidates, and call the reference directly. Ask about the candidate's work ethic, reliability, ability to problem-solve and handle work stress, ability to get along with others, and their ability to learn new tasks/materials. If you are familiar with traits that make a good sign language interpreter, use those as guides for what makes a good transcriber. Ideally, you want a person with the professionalism, smarts, and people skills that you'd look for when hiring a new sign language interpreter.

To be a very good transcriber, one must have high-level English language skills, including grammar, sentence structure, and spelling. It is best if English is the transcriber's first language, and the primary language used on a daily basis. When you read candidates' sample writing, email messages, etc., consider their ability to use formal grammar consistently, without lapsing into casual "texting"-style grammar or spelling. There are lots of excellent resources online and elsewhere for transcribers to improve their language skills.

Taken from Kyp's Tips

<http://kypstips.typewell.com/2010/04/recruiting-excellent-transcribers.html>

Transcriber Profile #2: Louise Carlow

Louise is currently working at the University of Victoria. She stumbled upon the PCAS posting to recruit new transcribers while doing some online job searching. Upon completion of her TypeWell course, she was delighted at the prospect of returning to UVic where she had previously worked in clerical positions. She loves working in a dynamic academic environment surrounded by Profs and students. Louise's varied background provides a broad knowledge base on which to draw from to apply to the course material she is transcribing.

She also holds down a part time job that is flexible enough to allow her transcribing work to take priority in terms of scheduling. Louise enjoys the variety this provides her during her working week.

Louise loves music and plays the guitar. She also enjoys gardening and being out in nature. Her dream trip would take her to Costa Rica to explore the Amazon rainforests. When asked who she would love to have a conversation with over lunch, she responded Mother Theresa then after second thought, decided David Suzuki would be more *West Coast*.

Post-Secondary Communication Access Services

Ministry of Advanced Education
British Columbia Institute of Technology
3700 Willingdon Ave, Burnaby BC V5G 3H2

Coordinator: Shirley Coomber
Phone: 604-432-8301
Email: shirley_coomber@bcit.ca

Jobline Employment Registry
Sign up at pcas@bcit.ca

TypeWell Times Editors:
Allison Sands allisonksands@gmail.com
Kristi Falconer kfshadow@shaw.ca