

Inclusively Designed Digital Notetaking

Comparing Microsoft OneNote* Live Captions and Google Workspace for Education* in supporting accessible notetaking.

Objective

The goal of this paper is to assess how students can use accessible notetaking tools and strategies in OneNote Live Captions and by combining Google Keep* and Translate*.

Key Findings

1. Students using the Google solution take 138% more clicks to transcribe and translate than those using OneNote Live Captions.
2. OneNote Live Captions allows students to translate and save captions into their preferred language within a class notebook.
3. The comparable Google Workspace for Education solution uses three tools—Keep, Translate, and Docs*.
4. Students using the OneNote Live Captions gives students agency and autonomy through highlighting tools and captioning settings.
5. Students using the Google solution must use a separate translation tool that does not offer highlighting or the ability to pause transcriptions.
6. OneNote Live Captions supports translation in over 100 languages and dialects.
7. Keep does not offer any translation options.

Conclusion

As schools continue to support increasingly diverse student needs and preferences, it is imperative that they adopt guiding principles, such as the Universal Design for Learning framework¹, to intentionally support each learner. Inclusively designed digital notes help learners choose how they want to access, represent, and engage with content through accessibility features like captioning, translating, presenting content side-by-side, and removing distractions.

For students and educators alike, OneNote Live Captions provide an inclusively designed solution that can help improve representation and engagement with academic content.



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