DARLENE MCLENNAN: Thank you for joining us today. My name is Darlene McLennan, and I'm the Manager of the Australian Disability Clearinghouse on Education and Training, ADCET for short. Just to let you know that this webinar is being live captioned. To activate the closed captions, click on the CC button in the tool bar that's either located at the top or bottom of the screen. We also have captions available via a browser. Jane will now add that to the chat pod. I want to start first by acknowledging that I'm coming to you from Lutruwita, Tasmania, Aboriginal land, sea and waterways and acknowledge, with deep respect, the traditional custodians on the lands on which I am today, the Palawa people. I stand for a future that profoundly respects and acknowledges Aboriginal perspectives, culture, language and history and a continued effort to fight for Aboriginal justice and rights, paving the way for a strong future. I'd also like to acknowledge the traditional custodians on the lands on which you are working or studying today and any Aboriginal and Torres Strait Islander people who are participating in this webinar. It always was and always will be. ADCET is looking forward to bringing you our second webinar relating to Claro software. Yesterday, we were joined by Mary Wilcox presenting on Claro Read. If you missed that webinar, the recording will be on ADCET in the coming week. I’ve noticed a number of people here today that were with us yesterday, so thank you for joining us again. Today, we're delighted to welcome Stuart Marsden, the Product Manager of Claro Software. And like Mary, Stuart has kindly agreed to stay awake and he's coming to us from the UK and it's 12a.m. Wednesday morning there. Actually, it's Thursday morning. So, thank you.

STUART MARSDEN: Friday morning.

DARLENE: Whatever morning! We're ahead of you. Excellent. Thank you for staying up, we really appreciate it. Stuart will also be joined by Jim Sprialis from Sprialis Consulting, as Mary was yesterday. Many of you will know Jim from our previous ADCET webinars and it's great to have him with us today.

The presentation, Claro Writing Helper - Create an Essay with 7‑step Claro Writing Helper Process, Stuart will talk about how Claro Writing Helper offers students and teachers a simple means of breaking an essay writing process down into manageable and easy and understandable chunks of work. I'll be watching and listening closely as I'm looking at studying again this year. Any tips and tricks I can get in essay writing and support will be highly valued. Before we begin, just a few more housekeeping details. This webinar is being live captioned, as I said at the beginning, and it will be recorded. This recording will be available in the coming days on our website. If you have any technical difficulties, you can email us at admin@ADCET.edu.au. Stuart is going to talk to us for around 50 or so minutes and then we'll have time for questions. As usual, we would ask you to put the questions in the Q&A box. That's where I will ask those questions from, and we'll have the up button or the thumbs up button that you can click to get the question up to the top. If you want to chat with each other, you can do so in the chatbox. Feel free to say hello, tell us where you're coming from, maybe what country you are from. Make sure either in the chatbox or the Q&A that you choose "all panellists and attendees" so everybody can join in the conversation. Okay, that's it from me, Stuart. Over to you. Thank you very much.

STUART: Thanks, Jane, and thanks to ADCET for having me along. It isn't really that much of a chore staying up late every now and then. So, it should be a pleasure talking to you today. Thanks, also, for referring to me as the Product Manager. I am just a Product Manager. There are a few others of us at Claro, but I look after the Study Skills and a few other things, but generally it's the study skills that I'm looking after. Based on the need to look at the study skills offering from Claro and try to help students study better, I came up with the idea, if you like, of trying to help students with their essays. That came through talking to students, of course, and not just neurodiverse students. We obviously work a lot with dyslexic people with Claro Read. All students, and a vast majority of whom told me ‑ and I believe them ‑ that essays are a big source of anxiety and stress and confusion. Quite a lot of students, particularly first‑year undergraduates and colleague students, 16, 17‑year‑olds haven't been taught to write essays necessarily. Certainly, when they get to university, there's an assumption that they know how, or that they can figure out how without necessarily being taught. Out of those interviews and conversations, the sort of nucleus of an idea to create a piece of technology to help both give a student a way to build an essay, but also teach them the process of building an essay at the same time. There are many tools out there to help a student write. You can probably name five without thinking about it. There's dozens. Hundreds, perhaps. They all do different things, there's mind mapping; that's very popular. There's a way to help students write. There are strategies, work flows, all sorts of different things. Even spell checking and reference management ‑ there are all sorts of things. But what I couldn't find and what really didn't exist for essay writing, educational essay writing, was something that does what Claro Writing Helper does, which takes the process, the core process that everyone agrees is the best‑practice process for writing an essay, start at the question, understand that, then structure the research, organise and then start looking at your document. A flow like that in an almost linear process doesn't exist as a product anywhere, really. There's loads of literature telling students how to do it and that's what Claro Writing Helper has been based on; the literature and educators who've informed how they teach the process of writing essays. I call it the Claro Writing Helper process, but that's not entirely genuine, because it's just the essay writing process. That's the core backbone of it.

If you look at the product ‑ I'm sharing my screen now ‑ you can see, this is Claro Writing Helper that you see when you lunch the application with the welcome window in the middle, with start new project, or open a project. There's options, but down the left‑hand side you can see seven numbered steps and those seven steps are the linear Claro Writing Helper process. I'll briefly describe those from top to bottom and then show a quick video which is just 3 minutes long, which we recently got made. It's a lady with a much better voice than me who describes, very concisely, what we're doing. That will give you an idea of what I'm going to show you as a bit of signposting. Then, I'll go through and make a fake essay. I won't make a real essay, of course, in the time we have, but an illustrative essay so I can demonstrate the core features of the product as I go through the Claro Writing Helper process.

You've got detail question, structure, sources. Five is snippets, then review at six and then the seventh step is publish. Details is very simple, enter basic details about your essay. Just the essay title and your name, and the word count and the reference style and things like that. It's just a form to fill in about your project. Very easy, no worries at all. Stage 2, question, encourages the student to focus on the question. Part of the philosophy of Writing Helper is to prevent this issue of the student being overwhelmed immediately by having only a word count and a deadline and a reading list. Just not knowing where to start, often opening up a Word document and starting with, "In the beginning, the aim was..." and then trying to write a linear essay like that doesn't really work. Number 2 is about the question, understand what you're being asked and don't worry about the other stuff. Don't worry about referencing and what the Word document looks like. Stage 3 then is structure. By now, the student understands the question and how they're going to answer it, so they can put down a backbone, an initial outline of the order in which they're going to go about answering it. Stage 4 is sources, which is where they get some research done. So, they can open up documents, PDFs, Word documents, images, websites and they can capture information. Once they've captured the information in stage 4, they can slot it into the structure they made in stage 3 and they can do all this in stage 5. 5 is where 3 and 4 comes together, so you slot the research into your structure in stage 5 and you can shuffle it all around until you're telling the perfect story in the perfect order. Stage 6 is review. You get to see what you've done so far; it looks a bit like what the Word document is going to look like and finally, publish. Unsurprisingly I guess, lets you publish your essay to Word. I’ll show you all of those things but let me show you that video I promised first and I'll come back.

CLARO: Our intuitive simple software takes the stress out of essay writing by giving you seven clear easy-to-follow steps that help you organise your thinking, develop the flow, review sources, and produce great essay content. In this quick guide, we will take you through the seven stages of Claro Writing Helpers essay writing process. The first stage in the process is straightforward. Enter basic details about your essay, like the title, the word count, and referencing style, and deadline. It’s normal at the start of writing an essay to worry about references, word counts and organising what your document will look like. This can be very stressful even overwhelming. Claro Writing Helpers second stage removes all this noise and lets you focus only on the essay question. Here you can centre your attention on what the essay brief is and what you are being asked to do. Don’t worry about things like layout, research and references just yet. The third stage in the Claro Writing Helper process is to create an outline structure. Now that you have an idea from Stage 2 of how you will go about answering the question, this third stage is where you can arrange the essays elements from beginning to end. Stage 4 lets you research and capture information to help your essay tell its story. Claro Writing Helper opens websites, word documents, images and PDF’s, finding, capture key information in these sources using highlighters that match your essay sections. You can even define your bibliography here to make your referencing less time consuming and to remove stress. Once you are happy with a snippet you can move it into your essay where it will slot into the structure you’ve already defined in stage 3. Stage 5 lets you organise all the snippets into your essay like sorting a card deck. Drag and drop snippets through your essay structure. You can reword snippets and add custom snippets to tie your essay together. With your essay coming together, stage 6 lets you review what essay looks like so far and fix any outstanding tasks or issues. The seventh and final step in the Claro Writing Helper process is to publish your essay to Word. You can see an essay health check with pointers on how it can be improved, uncheck tasks, snippets that aren’t yet in your own words, whether you have missed your counts and more. Claro Writing Helper will produce a perfectly formatted and referenced Word document for you. This video is a quick start guide to the seven stages in the Claro Writing Helper process, but our support is always just a click, an email or a call away. For any further information, please don’t hesitate to get in touch and thanks for choosing Claro Writing Helper to take the stress out of essay writing.

STUART: Thanks for that, everyone. You might have noticed a UK phone number there, but I'll introduce Jim later on, who can talk a little bit about how you do get support and help from us via our friends in Australia and the other side of the world. Also, there's quite a lot of information in this product. Unlike Claro Read and most of our other products which are simple in what they're trying to achieve, Claro Writing Helper is naturally more complicated, because it's trying to help the student do a more complicated thing, a more facetted thing to create an essay than to read. But with that in mind, I've created a few short videos, a couple of minutes long that describe each of the processes that I'm going to talk to you about today. Rather than an overwhelming 50‑minute webinar, it's more of a Claro Writing Helper‑esque bite‑sized chunk approach. Jane has a link that she'll share in the chat to a YouTube playlist, which just contains more bite‑sized pieces of information about what Claro Writing Helper does. Without further ado then, I think I'll start my little fake essay and I'll take my time. I've got about 30 minutes or so to go through it, so I'll pace myself quite well, I hope.

I'm going to start a new project. So, the welcome window, I'm going to click start new project and it will take me to stage 1. It's now highlighted, so I'm in step 1 of 7 and let's get cracking. You can see it's remembered my name there, because I've used it before. One of the philosophies we have is to not require typing where it's not necessary. That's a good philosophy, I think. Technology can help us do quite a bit. It's a good time to mention that the whole product here, whenever there's text input, such as where I am now, the full title of the essay, I could use a dictation software to actually speak the text. I don't have to type anything if I was really unable to or didn't want to. Or, preferred not to. Conversely, speech to text, there's also text to speech. In Claro Read, you would have possibly seen the webinar last night. All of the text, even the un-editable text like that into your essay information can be selected and read to the student by a product like Claro Read and any other text to speech application would allow the same text to speech. We don't just limit that to Claro Read. With that said, I'm going to enter a fake essay title. Perfect for the fact it's just gone midnight, I'll talk about coffee. Coffee is bad for you, discuss.

I've used this example before. In the YouTube playlist, I think there is a webinar where I go through the process with the same essay title so you can get a different perspective. It's a good simple, nice and simple, short and has the core elements of a good essay question. The rest of the fields here are actually optional. All I've done is type in the essay title and I can leave it at that, but I'm going to fill in the rest anyway. Short title, I'll just call it ADCET essay. Preferred reference style. You get a list, if you click that, it drops down. This list matches precisely the version of Word you have. I have a version of Word, it's probably the Office 365 version. This possibly reflects the reference styles your version of Word offers you. If you had a different version of Word, that list would be different to reflect the version of Word that you have. You can select this now or change it later, but you don't need to worry about it certainly. I'll pick IEEE, because I'm familiar with that as an engineer. Next is word count, I'm going to put a custom value in instead, 500-word essay. Then you've got your start date which is Friday, 26 February and the due date is two weeks, default values. I could change any of those. If I was a real student, I would change the deadline to today. I'm sure students are guilty of the same, but let's give them the benefit of the doubt and assume they've given themselves two weeks. That's stage 1, done. We can edit it later if we realised there was a typo or we got an extension. We can come back and change that. We can either click continue on the bottom right or just click any one of the other buttons. I'll do that, I'll click to stage 2. Before I go into stage 2, I want to say that each of these tabs on the left‑hand side takes you to a different screen in the centre of the application. Each tab is just one screen, there's not different pages and things like that. There are basically seven pages in the application. The most complex is the middle one, stage 4, which I'll spend time explaining. But the navigation isn't very complicated. It's easy to navigate.

I'll go back to stage 2 now. We're going to look at the question. The whole purpose of this page is quite simple. Incredibly simple, in fact. It's all about, put the blinkers on. Don't worry about the things you need to do later. Don't worry about the structure, research or referencing or formatting of your bibliography, your font size, spellings mistakes ‑ all those things that you're overwhelmed about. Just put all that aside. Don't worry about it, pretend it doesn't exist and do this first. All you need to do ‑ and it's the first thing you should do when given any assignment ‑ if you're asked to build a table or go to the shop and buy some stuff for the house, or you're writing an essay, you're told what to do, given a description of the task. You need to understand what you're being asked to do. That's remarkably obvious, probably, to most of us. But we had to learn that. Most of us - I certainly did - most of us learned that the hard way and maybe we know an anecdote or two of people who've written extremely well, essays that they thought were excellent and well‑written, well‑argued and got low marks, because they didn't answer the question. That's what we're trying to encourage them to do here ‑ understand your essay question ‑ that's what it says at the top. There are two tools that we're giving to do that. I'll start with the instructional verb tool. You can see that in a couple of places, at the top the word "discuss" has been highlighted in a darker blue, a brighter more bold blue, because discuss is a common instructional verb. And explain, compare, argue, there are many instructional verbs, but in this case, we have discuss in our essay. What we've done at the bottom is give definitions of that word and you can see the source. You click on the links below. There's four definitions of discuss. I can select, see where it came from. This came from the Oxford, Cambridge examinations. You can select to have it read to you if you have Claro read or another product that does text to speech. I’ve selected that and it could read it to me, or I can just read it. Give an account that addresses a range of ideas and arguments. That has the word "account" in it. Maybe it's a similar word to discuss or the next definition says argue, or evidence or examine are also similar words. I can explore, what does examine mean? That means to look at, inspect or scrutinise carefully or in detail. The student can just spend a little time understanding what the instruction is. That can dramatically alter the flavour and tone and direction that an essay, or completely alter the meaning of the question or the task. That's it. The student might be comfortable with this, they might not. The tool is there, no‑one is forcing anyone to use that tool. It's about encouraging them to consider these things.

The other thing ‑ and this is a little bit more abstract, perhaps, for new learners ‑ it's a concept called open concepts, or an idea called open concept. An open concept, quite simply, is something that needs to be defined. Something that is open to interpretation. What we do is encourage the student to look at the question and identify what words or phrases in the question am I going to have to define? I've clicked the word ... ‘coffee’ as an open concept. I'll explain why I think it's an open concept in a moment. The other one is ‘bad for you’, that's also an open concept. What do I mean by that? ‘Coffee is bad for you’ could be interpreted in a number of different ways. In the context of what you're studying, if you were studying medicine, this would be a different essay than if you were studying ecology, maybe, or economics. ‘Coffee is bad for you’, as a medical student would be, ‘caffeine’, maybe, ‘is bad for your heart’, or ‘drinking too much coffee is bad for your digestive system’ or something like that. Perhaps, ‘spending lots and lots of money per cup at Starbucks is bad for your wallet’. Maybe, ‘the farming of coffee is bad for the rainforest’. There's three examples of how this question could be interpreted. It's important for the student to think about that. In your essay, you need to say, what I am taking the question to mean is, coffee - I mean caffeine, so I'm not going to consider decaf - I'm going to look at its implications on your heart health. That really helps the student focus, justify their interpretation and then focus their answer on the interpretation that they've given. If they've given a rational interpretation of the question, then they're much more likely to get the marks they want. Finally, there's just a button on the right‑hand side with mind map written on it. I'm not going to click that. If I did, it would open up another product called Claro Ideas or Claro Ideas Web, which is free. If you have Claro Read as a site licence, as an organisational site licence, you will have all those products free anyway. But what we're doing here is just encouraging, again, the student to think about these open concepts. I have Post‑it notes in front of me. That's my way of mind mapping, physically tactile, different colour Post‑it notes around me. You can only see my shoulders and head, but my desk is covered in Post‑it notes. It's the way I organise my life. The student can just close their eyes and think about these words. They can scribble something, open up a mind mapping application, doesn't matter. All we're doing is encouraging them to think about it. When they're comfortable, when they know that they're going to discuss the fact that caffeine may or may not be bad for your heart, they'll then move on. So, that's it. There's a lot in there for a simple 1‑page interface, but again, it's back to that concept of don't worry about the other stuff, get the question understood first and the next natural thing to do once you understand the question is to move on and start to put a structure down for your essay. Or, some students might start to get some literature ready, which we'll come into in stage 4.

I've just clicked stage 3 on the left‑hand side and it's brought this new panel up here and all we see is two horizontal bars with a blue and a green area to the left called first section and last section. I'm going to rename them so I can select that text and type in ‘introduction’ and I can rename the last section to ‘conclusions’. Then I want each of those as a section. We can add sections to this essay using this button here under the add area at the top in the tool bar. Alternatively, when you hover, you see this plus appears between different items in the list. If you click the plus, you get these three buttons here, the same as those three buttons at the top. You can do it in two different ways, whichever you find easy. I alternate between the two. I'm going to add a section, I'll do it this way so you can see both working. I've added three more sections to my essay and I'll give them sensible‑sounding names. Background could be a section; literature review could be another. I'm a scientist, I'm trying not to pick science‑sounding words, but I'm going to do it anyway. Analysis. It's a typical structure you might see in an essay. It doesn't really matter, I don't think. I've added five sections in my essay. I can drag things around in my essay. I want my literature review to be before my background, I can shift it around or put it back if I change my mind. What I can add is subsections. The second button is subsections. That might be aims and objectives. Background might have a subsection for the history and another subsection for the current theory, maybe. Literature review might have that, so I can drag that subsection into literature review and I'll put another subsection in for my Prof's research if I want to talk about the amazing research my lecturer is doing. I can put more subsections in there; I think you can see how that works. The third and final thing you can add is tasks. Sections and subsections, we didn't nest it any more into sub, subsections, it's just too complicated, but you can add tasks. Under aims and objectives, I'm going to add a task to state aims. I'm going to remind myself in the Prof's research section to mention that awesome paper he wrote. Then, in my conclusions, I'm going to give myself another task to refer back to the aims. You can litter that with as much or little complexity as you want. You can always come back to it later and fix things. Certainly, when you start to do the research and reading and start to get into it, into the topic, you'll realise that you probably need to put more emphasis on a certain part of it, or perhaps less emphasis and you might need to split a section up into different sections. You can always change that, there's nothing stopping you from coming back and reorganising the entire thing. There are no barriers to you doing that at all. I've shown you every tool in here. I've shown you drag and drop, but you can still do that with all of the subsections underneath. I'll drag literature review back up above background and you can see that it takes all of its children with it and they keep the same colour as the parent. Everything within the literature review section shares its colour. We still have five distinct, unique colours matching the five distinct and unique sections in the essay.

That's stage 3 done. We've understood the question in stage 2. We've prepared a preliminary outline structure in stage 3. Now we're going to do some research in stage 4. We're going to open up some documents. Let's pretend we've got an amazing reading list. I'm going to open up an image, a Word document, a PDF and I'm going to open a website, because they're the four main document types that Claro Writing Helper can work with. It turns them all into PDFs. I'll start with an image. We've got this Rudyard Kipling poem. You can see here at the top, it’s uploading file to OCR server, it's basically using clever technology that we use to turn an image into text. I can select that. If it was the raw image, I couldn't have done that. That was an image. I can open up a Word document. Here's a Word document full of Latin. That's a selectable Word document. There's a PDF here called The Concept of Dyslexia. A multipage PDF. I can select that text in that PDF. You may notice on the right‑hand side that the sources are appearing in the list on these tiles on the right. I can move between them back and forth. The fourth thing that I want to open is a website. I'm going to copy a URL from my second screen and click this second button, open web page. It asks me to put in a web address here. I'll paste and then open. It will download the Web page, convert it to PDF and it will put it on the screen. This is from johnshopkinsmedicine.org and it's an article about why coffee is good for you, rather than the topic in hand which is coffee is bad for you, but relevant, I think. We've got four different documents on the right‑hand side. Let's pretend that's our complete reading list and it illustrates just how you import different documents. Those two buttons on the left are repeated on the right. You can click those instead if you wanted to, whatever is most convenient to open files or websites.

Before I go into the research part of this sources tab, I want to show a couple of things on the right that we have. Really, about the citations. You've pulled in four sources of information. One was from the Web which is the last one and it's got this green circle with a tick in it. It brings up the citation panel. Because I got that from the Web, Claro Writing Helper was just about clever enough to know everything it needed to know about that source of information. I don't have to type any citation in, I don't have to say who the author is, because you don't need that for a website. I could still put the author in, it's recommended or optional, but I don't have to type anything to have a complete citation for this particular source. But the other three, because they were local files on my computer, Claro Writing Helper can't quite figure out what they're supposed to be. Maybe one day, we can make it cleverer. It's quite difficult to do, so for now, we can't quite do that. We've built tools to help minimise the amount of typing. If we take the Kipling clip, I can click that red circle there, which is a warning. Click that and it tells me source type, don't know. I'll drop that down and say it's from a book. I can click search and find the book. I’ve typed the one word, Kipling… actually, I’ll type another word, Kipling poems. More likely to find the book I’m reading. Search. It brings up some top answers. Let's just pretend it's this one, 100 Poems by Rudyard Kipling, Cambridge University Press, 2013. Select at the bottom and it fills in all the information so I don't need to get that right, which is a nice time and stress saver. Now, we've got two sources of information. I could do that for the other two as well, but I won't, because I want to show you how that presents ‑ you get reminded later that you still don't have all the right information for your bibliography. I want to keep some incomplete.

When I talk about research, I want to remind you ‑ I'm going to go back to stage 3 for a second ‑ and just remind you to look at these five colours. We've got five unique colours there that represent the five sections. Now, those five colours you might have recalled from the video are given to you as highlighter pens. If you go into the review area and pop that dropdown, you'll see five different highlighter pens that match the essay sections, plus a sixth at the top for unsorted. That's just when you see a bit of information in a source that you really want and you don't know where to put it in the essay. I'll go through this Concept of Dyslexia article; this PDF journal article and I'm going to highlight some things. So, what a student would do here, I'll toggle on the highlighter button and I'm going to select introduction and pretending I've got this blue highlighter in my hand, I would highlight all the things I think are relevant for the introduction. Let me do that. I'm going to highlight that first sentence. You see it highlighted in blue and it also appeared in the right‑hand side there. I'm quickly - not going to describe much what I'm doing - I'm going to capture things randomly for each section, just to illustrate what happens. You can see that I'm capturing information from this source and putting it into the panel on the right‑hand side and highlighting. It looks terribly messy. You can overlap highlights. I didn't overlap any there, but you can highlight the same information a number of times. Let's pretend I did that deliberately and with care and spent — used text to speech to have it read to me and I thought about what I was highlighting and I've got all this information on the right‑hand side now I want to put into my essay. How do I do that? Let's look at the very first one, which is this first sentence, "Developmental dyslexia is a term used...". This, again, is selectable. I can have text to speech read it to me or read it myself. I can decide I do want that, but not in my introduction. Perhaps I can change where I put it. I'll put it into analysis. It changed colour and so did the highlight in the PDF. When I'm happy with it and want to put it in my essay, I'll click that paper clip and each tile on the right has a paper clip, which means capture it, if you like. I'm going to click the paper clip. It's gone from the list on the right in the highlights panel, but it's highlighted in the PDF and it's gone into my essay. I'll show you what that looks like now before I come back to stage 4. I'm going to go to stage 5 as a brief preview.

Looking at stage 5 then… before that, I'm going to show you stage 3 to remind you what it looks like. This was the structure we created. Stage 5, same information. A bit more going on on the right‑hand side, this white blank area at the moment, and a gap at the top where it says ‘no unsorted snippets’. It's a bit more uncomplicated than it was, but we've unfolded the complexity rather than throwing you in the deep end. What you can see in the analysis section is that snippet we've harvested. A couple of warnings next to it. I'll go through what they mean in a moment. You might recognise the first warning, because it's related to the citation, the second is about plagiarism and originality of the content - that's not your own words, basically. I'm going to go back to stage 4 and show you a couple more things.

There's sorting tools here, so I can show the order in which they appear in the source document. That might be easier. I can show the order in which they appear in the essay, or show the order in which I highlighted them, which happens to be the same order in which they appear in the essay. I can then go through them all, change where I put them if I want to. I can remove them with the bin if I want to. I'll just click the bin. It unhighlighted from the document and just disappeared. I can click that one button in the right-hand corner to move all highlights. Click that, they all disappear from the list on the right‑hand side. They still stay highlighted in the PDF in the middle, but I've clicked on stage 5 on the left. Those snippets have now appeared in my essay. I'm going to show you the cool stuff you can do in stage 5, but there's one more thing in stage 4 I want to show you. That's the key word search. I want to get information from a different source, as well. Let me pick a different source. We've harvested everything we want from the Concept of Dyslexia PDF. I'm going to go to the Hopkins Medical article about coffee and health and I'm going to harvest something for the unsorted. I can't comment on the quality of this article; I don't know about it, but it works. What you might have noticed, I've selected the text and it didn't highlight. That can be frustrating for some users, because you've got to remember, do I toggle on the highlighter and then highlight, or select and then hit highlight. We've allowed it to work both ways. I don't understand why products don't do that. I've selected it and realised it's not highlighted. Now, click highlight and it will highlight. There we go. I'll toggle on the highlighter and get a couple of bits of information from this and put a bit in the introduction, as well. Just one snippet from this article into the introduction and I'll click the blue button on the right‑hand side to harvest them all. Final thing to show you is the key word thing in the top-right. I can search and sort for a key word. Let's take the longer article, the Concept of Dyslexia, and I can search for a key word in that article. If I search for "dyslexia" I'd probably get a lot of hits. I've just seen the word "concept". It will show me all the examples of where that word appears and I can take each one as a snippet as well. If there's anything that pops up that's good for my essay, I don't know where to put it, I can say it's good for my conclusion or literature review. I'll click the paper clip and that will have appeared in the article as a highlight. Let's find it, if we can. It's probably on the first page ‑ no, there it is. It's appeared as a highlight in the document, as well. That's another way of capturing information.

I'll move on now. Got a few more minutes. I think I'm doing really well for time. Hope you're still with me. It is quite a lot to cover. We're nearly there anyway. I'm going to quickly recap. We've understood the question, structured our essay. We've done some research, captured some information and slotted that into our essay. The same tools are available to us here. I can drag these around, I can structure things. Make sure they're all in the right area. I can change my mind, actually. I've just moved that from analysis and I move it into the literature review and it changes colour to match its parent. There's two more things I want to show you. You can reword them all. This one, when I click on it, see how it flashes on the right‑hand side to draw your attention? I can also click that second warning icon and it does the same thing. As soon as I start to type something in here in my own words, according to me, and then it's green now, because this is from a source that is fully cited and it's been written in my own words, I'm not plagiarising it, so happy, happy. Very good. I can click that icon on the right‑hand side and “write in your own words" dialogue box area and it inserts this text, which tells the Word document to insert the actual reference when it builds itself later.

This is the author's original content. The original author said this and I've said this. I've selected them both. Speech to text might have read it if I had it open. Alternatively, I can click the mark as quote button. I can capture that direct as a quote from the source. That's gone green to say it's happy and it's gone in italics with inverted commas. I can work through all of these, fixing them all. And I can still shuffle the structure around. I can still move literature before background if I wanted to. I can shuffle things around if I, for example, put literature before background and then go back to structure, you can see that's reflected there. I'll put background before literature again and show you that's updated. It's dynamic like that. Some people might say there's too much noise in this window. It's easier to see the structure if you're just seeing the structure in stage 3.

The last thing to show you... actually, two more things. You can drag the unsorted snippets, the bits of information you like and don't know where they belong. You can drag and slot them into the essay when you've decided this is where they live, or remove existing snippets and drag them to the top. You can eliminate and keep a buffer of information you may or may not use. The actual final thing is the fourth button has been added here in the add area, recall in the structure tab 3, there were three buttons. In tab 5, there's a fourth button which is add snippets. This is your custom snippet, I've clicked on the plus there, which does the same again, it makes four buttons available. If I click that fourth button, add snippet, it gives me custom snippets. I gave myself the task to state the aims and that's what I'm going to do. The aims of this essay are to X, Y, Z. I've actually done that task. The little check box on the right‑hand side, I can click that just to say I've done that task. Down the bottom, there are two tasks I haven't done and I'm not going to.

You can actually publish this to Word right now and skip stage 6 altogether. But stage 6 is good, because it's what software nerds refer to as whizzy wig, which stands for "what you see is what you get". Because it looks like the thing you're going to print off. But we've avoided that so far in Writing Helper, because that's a distraction. You start playing with margin and font sizes to get your document to the right number of pages. You start worrying about red lines, spelling mistakes and grammar errors and what your references look like and playing and procrastinating and looking at wonderful tools all over the place in Word. It's against the theme of Writing Helper to let you put the blinkers on and focus and not get distracted. So far, we've not thought about the Word document at all.

Stage 6, though, shows the information you've already seen, all of this information in exactly the same way, but it looks different. Exactly the same information. You can do all the same things. I can still move literature review; I can drag that whole thing above background. Like that. It will reorganise itself. I can drag background back above literature review and there are various colourful things and all the colourful things are bugs to squish, things we need to do, tasks to achieve. The red dotted lines ‑ let me start again. On the right‑hand side, there's a warning or two, which tells you what the issue is. The red circle with the exclamation mark, that's the citation check source. I can click that as a button and it gives me the panel to fix it. This thinks it just needs the author. As soon as I start typing an author into this, you see those errors in the document underneath disappeared. I'm typing any character in, but as soon as it thinks I've put in valid information like author, it's happy. Most of the rest of them are wording, all about the plagiarism, the originality. This should look familiar, this dialogue box matches what you've already have seen in the right‑hand side of the snippets box where you can reword the snippet or mark it as a quote. That's what the original author said. I can select that and listen to it and think, in my own words. As soon as I start typing in here, see what happened in the essay underneath, it became my content and the colourful box went away like that. I can mark it as a quote. I marked it as a quote and what happened? It formatted itself in a quote-y way.

Now, the student would work through this, from top to bottom, clicking those red icons on the right‑hand side which would take you to the place to fix it. The only other warning is incomplete task. I said I was going to mention that awesome paper that my professor wrote and I haven't. I would possibly insert snippets from that particular source there. I'm going to show you the publish tab and I think the timing is just about spot on. Stage 7 of 7, publish to Word. Before I click the publish to Word button, I'm going to go through visual information at the top. Four different health checks at the moment. That list will grow. The first one is snippets. You've got 12 snippets and 8 of them are not your content, still the original author's words, so you need to fix that. The sources, there are four. One doesn't have a full citation. You've managed to populate three of them with data that helps you cite them. Given yourself three tasks, but you've only done one of them. You've got three red bars, you want four green bars before you publish ideally, and finally, your word count target was 500. You can hover over that bar. The different colours match the section colours to see how your words are distributed through your essay. You've still got 264 left to write. I'm not going to write them. I'm a rebel. I'm going to click publish to Word, it will open Word, probably on my second screen. It's built my essay. It's not a very good essay, but it's got useful information.

Two more things to mention about this and I'll hand over to Jim. Firstly, this is the navigation that Word offers. You can click this to navigate through your essay. This list matches precisely the one you created in Writing Helper. The second thing is all of the issues are still here, they're highlighted in bright yellow, you can't miss them. “Needs rewording” has been added here and “incomplete task” has been added here. You've been reminded a number of times that there is still tasks to do, things to fix. This is the last point ‑ this is a proper formal word bibliography. If you used the reference word management system to add onto Word, it wouldn't conflict or clash with Writing Helper. I asked for an IEEE style and it's created a bibliography. I can still change that; nothing is stopping me from changing that to Chicago. You can see here where things are referenced, it's in the Chicago style. So, that is me done. I'll hand over to Jim and then questions. There's about 6 minutes left. I hope that's okay and I've not gone on for too long. Over to you, Jim.

JIM SPRIALIS: Thank you, Stuart. That was fantastic. My last study was some 15 years ago and as a mature‑aged student, if I chose to go back to do further study, this would be an amazing tool to use. It's almost a universal design tool. It came driven out of students with learning difficulties and neurodiverse students, but it has benefits for all. I only want to take one minute and we will go to Q&A that Darlene will manage. My role here in Australia, as you are aware with a range of technologies, is to support universities with trialling, with the implementation of support. But also, to put these technologies into the hands of staff on campus so that they can build their capacity to support their students. Accessibility advisers do get Writing Helper with their complimentary copy of Claro Writer. In some universities where you may have study skills teams, literary support teams, whatever they're named, they can certainly have access to Writing Helper. We'd like them to get their hands on it, become converse with it, demonstrate it to students, but also use it to encourage students to use it not just to write their essays, but to teach them how to write that essay as Stuart mentioned. Certainly, after this event, if you'd like to contact me to discuss getting your hands-on Writing Helper for your literacy support teams or to talk about Claro Read Pro, don't hesitate to contact me. I'm going to hand over to Darlene.

DARLENE: Thanks, Jim and thanks Stuart. It's awe‑inspiring. Susan summed it up quite well with saying, not a question, but I'm totally in love with this product, amazing. It says it all. We only had one question, which Andrew, kind of answered himself, ‘Is it accessible for screen reader users?’, and, kind of, Andrew said that it is quite visual it may not be. So, is it?

STUART: No, not at the moment. I'm in the process. I've just got a licence for Dolphin to play and it's on my list. I promised it actually about a week ago and I've just been so busy I've not reviewed that yet, but once I have, I'll let you know how compatible it is and if you're happy to pass that on, please, that would be great. It's on my list and it's gone higher up my list of things to do.

DARLENE: Brilliant, excellent. If anybody has any other questions for Stuart or for Jim, please put them into the chat now. Yeah, no, it's an absolutely fantastic resource. I'll be contacting Jim, because I want to have a play around definitely as I'm starting studying and it will be good to start doing the right thing at the beginning of my course. No other questions coming. You must have answered everything. It's going to be a fantastic resource to have on our website and I'll certainly be sending it to our learning advisers here at the university that I work in and I'm sure others who have joined us today will do the same.

STUART: Excellent.

DARLENE: The process that you went through was really clear and it was great to see it in action. Sometimes, presentations tell us about the history, but not really showcase how it works, so it was fantastic to see that.

JIM: One final thing, Writing Helper is available as a stand‑alone product, but we do encourage, it's advantages that it's built into Claro Read.

DARLENE: One of our attendees has good humour and says, do we assume that you are arguing that coffee causes dyslexia?

STUART: It makes me feel like I have dyslexia sometimes, I think, but yeah, I can't quite empathise fully with what it's like to have dyslexia, but I've spent so many years working with dyslexics, I've got a good idea.

DARLENE: As a person who gave up coffee for four years and have started it again, I'm appreciating coffee keeping me awake in the afternoons.

STUART: I drink decaf now, but it's like the cigarette smoker who chews pens. It's like a comfort blanket. I've had my coffee, now I can work. You've just had a cup of decaf.

DARLENE: No, it's brilliant. Just a reminder, our next webinar is on access plans for VET educators. We have a new resource on the website with a whole heap of resources around access plans for VET. That's going to happen on 23 March, I'm hoping. Jane probably will put a link into the chat there. It was for 9 March, but one of the presenters is unwell at the moment. We've put that off until 23 March. Please register. Thank you so much, Jim and Stuart. It was great to see the practical application of this technology and we look forward to having it used more and more in universities and TAFEs around the country.

STUART: Thanks for having me.

DARLENE: Okay.

JIM: Thank you very much.

DARLENE: Sleep well, Stuart.

STUART: I certainly will. Thank you.

DARLENE: Goodnight. See you later, bye.

STUART: Goodbye.