DARLENE MCLENNAN: Thank you, everybody, for joining us today. We're still doing a little bit of the housekeeping in the back end. One of our presenters just arrived, but you know, we'll just wing this. For those who don't know, I'm Darlene McLennan, the manager of the Australian Disability Clearinghouse on Education and Training, or ADCET for short. I will be facilitating the session and Darren Britten, the National Assistive Technology Officer for us, is co-chairing the session.

Before I begin, this is a meeting -- we often normally do our sessions in webinars, but we wanted to make this as interactive as possible. If we could encourage people to ensure they're on mute before we go forward, and feel free to leave your camera on or turn it off. We are recording. But at the moment, our presenters are pinned so they should be in the recording. But if you do ask a question, and you have your camera on, you will be captured. So just to let you know.

We are having this event live captioned. If you haven't experienced closed captions before, you can click on the CC button in the tool bar that is located either on the top or bottom of your screen. We also have captions available via a browser. Jane will now add that to the chat pod. Also, if you are not used to the Zoom platform, you can actually have a play around in the view and check the view button so you get a gallery. You can choose who and what you see -- so I will give you a chance to play around with that as well.

I want to start by acknowledging that I'm coming to you from Lutruwita, Tasmanian Aboriginal land, sea and waterways and acknowledge with deep respect the traditional custodians of the land on which I am, the Palawa people. I invite you all to put in your own lands if you know them into the chat just to get us chatting amongst ourselves. 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 a way for a strong future. I would also like to acknowledge the traditional custodians of the various lands on which you are working today and any Aboriginal and Torres Strait Islander participating with us.

This session has come about -- we often receive emails at ADCET around different things people are asking about. We sometimes develop content. We sometimes link people together. For a while now, we have actually received a number of emailings and calls from people asking about Blackboard Ally. Do we know of anybody using it, have we had any experience? I sometimes link people together so there’s a bit of a community happening. But we also thought we were getting enough calls and emails that it probably warranted a session where we could actually share the knowledge of people currently using Blackboard.

We have some wonderful speakers with us today, Danni McCarthy, a lecturer on inclusive education at Deakin University. We have Kirsten Black, senior learning designer from the College of Design and Social Context at RMIT. We have Francis Cochrane, educational designer from James Cook University, Jennifer Cousins, who is a teaching and learning specialist and Marika Leopold who is an engagement and implementation coordinator from TAFE SA, both of those women are from TAFE SA and Jessica Seage, a learning designer at Curtin University. We're going across the country, which is absolutely fantastic. The wealth of experience in the room is wonderful. It's been great working with these great speakers.

Before we start, we wanted to run a poll. Jane, if you could run the poll. We're just wanting to see what people -- where they are up to in their journey around Blackboard. We have tyre kicking, about to implement or implement it. Sorry, that's my terrible humour there. I ran a poll and the session last week which was about the disability standards in education and one of the answers was: It's complicated. I think everybody went with "it's complicated" so I shouldn't try to be creative or funny in any way, really. So we're still getting a few responses. I'll keep it running. We might stop that now. Thanks. You right to share the results? So, yeah, we had 48 per cent are tyre kicking today. 23 per cent are about to implement and 29 per cent have implemented. That's a really great range. Hopefully -- even the people who had implemented are going to learn some things today, but they may also be able to share their experience with us. We're going to have people share their experience with us and then we're going to go across to questions from the floor. So, we encourage you to put those questions in the chat throughout the session or when we finish the presentations, you could either raise your hand or write the question in the chat and we can ask it.

Just another few housekeeping details. As I stated at the beginning, this event is being live captioned by Bradley Reporting. It is being recorded. The recording will be available on ADCET in the coming days. We will leave it to you if you want to leave your camera on, but please ensure you are mute unless you want to ask a question where we ask you to raise your hand and please feel free to turn on your camera at the same time. If you have got any technical difficulties, you can email the wonderful Jane at admin@adcet.edu.au. Yeah, let's go, let's stop me from talking. We also encourage to you have conversations throughout in the chat box as well. We do want this to be as interactive as possible. I will hand over to our first group of speakers, Jen and Marika, from TAFE SA. They’ve got a short presentation they’re going to share. Do you want to put that onto the screen now, Jen? Beautiful, it’s come onto the right one. I’ll hand over to you.

MARIKA LEOPOLD: Thank you, Darlene and Darren, for this opportunity to present. My name’s Marika Leopold and I'm with my colleague, Jen Cousins. We're the team project leads for the implementation and deployment of Ally within TAFE SA. Before we get started, Jen and I would like to acknowledge we are presenting from the Kaurna lands of the Adelaide Plains.

To start off with, we thought we might talk about I suppose some of our processes and considerations for the deployment of Ally and really kind of dig into a bit of some of the sticky points we've come across, especially for you that are kicking the tyres, some of these thoughts might be an opportune time to get us thinking.

Some of the deployment considerations we thought about as we were kind of planning the implementation of Ally was how we would approach turning it on. We decided as an organisation that we would choose a softly softly approach because we really wanted to have a staged and a structured implementation for our teams so we can scaffold learning and prepare resources and our educational teams and provide information to our work groups. So it wasn't just kind of big bang and it's there. We were hoping they feel really prepared and welcome at Ally and all of the benefits it's going to bring to them and our students from the learning experience. We had a consideration around the targets and KPIs we might like to consider as an organisation. We decided as an organisation and we broke it up into two components, as an organisation we decided that we would really probably not like to set any specific targets or KPIs. We really just wanted to have a focus on improvement. We wanted to increase some of the softer skills of our educators and really raise the awareness across the organisation of accessibility, usability and universal design. Again, that really fits quite nicely in with the softly softly approach to turning on Ally. Within a course level, we have identified that what we would like educators to consider when using Ally and when they are developing and updating some of their courses is they look at the indicators that Ally provides and they really have -- we're saying green is good, green as a goal or a focus. If we can get the documents up to a level that is reasonably accessible, that's a really great start. Because what we're saying is every little change we make will benefit all students in that usability kind of category.

So testing within our LMS, Ally was initially - and this is kind of where it's sitting at the moment - we have what we call a sandbox. Part of our deployment considerations is placing Ally and opening it up in our sandbox. This allows our Ally champions and we have some action learning groups running as part of a pilot to go in, play, test, without actually being in a live environment, so that educators are becoming quite comfortable before they move into that live space as that next phase of our implementation plan.

That links in with our capabilities of our educators. Because through that testing, that piloting and that playing that's occurring, what we're finding is educators are getting really quite excited and they are starting to build some of their capabilities without even realising that they are undertaking some learning. Ally is very intuitive and provides lots of information that educators can follow. The capabilities and some of those softer skills we're calling them, are just evolving, I suppose, and growing through this process.

To support the deployment as part of our phased approach is the development of professional learning resources. And this for us was a real critical component so that our educators feel quite prepared and supported with Ally and the information that Ally provides to them. We've used the base documents, Blackboard Collaborate has provided us -- not Collaborate, Blackboard Ally provided us, but we have modified them to fit our particular learning environment. We have created some animation and fact sheets, quick reference guides as well as running some drop-in sessions around accessibility, usability and universal design, so there is a real scaffolded and a lot of variety around how educators can engage with some learning to support them with the implementation of Ally. Our messaging as one of our considerations has been actually really quite critical. We gave this is a lot of thought and consideration. Because Ally provides a course report, so an accessibility report, as part of its features. We didn't want educators to kind of be overwhelmed with some of the information they're receiving. We have actually come up with some little mottos that we're promoting along our Ally journey before we hit implementation. We're looking at implementing Ally across the organisation in semester 1, 2022. The mottos are fix, flag and future. We're asking people to make decisions, make decisions on what we want to fix now, what we want to flag for fixing soon -- that may be because they need some extra time, resources, training, they might need to go back and find some original documents. Whatever it might be, it gives them a timeframe and a bit of a buffer. And then what are they going to fix for the future? It might be a review of the unit, some more significant training that's required. Whatever it might be for that particular item that Ally has indicated and the educator's capability.

So, fix, flag, future has actually been quite popular within our Ally champions and learning groups, and we’re getting a lot of positive feedback, just so some of that pressure’s been taken off them and it gives them a lot of power to make those decisions using the information that Ally provides as well.

So when we started to have a look at our deployment plan, we really broke it up into components. You can see on the legend that is on the left-hand side -- these are different components that we considered. Turning Ally on, the reporting, planning, communication, training, what campaigns might we want across the organisation and what support is required. Then we broke all of these components up into smaller, more achievable targets and we mapped them out across four terms. This is our deployment plan for full rollout in semester 2. It will be fully rolled out in 2022. And then hopefully, it will become business as usual with all of those supports underpinning that environment for educators.

I think that's me.

JEN COUSINS: Thanks, Marika. Some of the sticky points that we have kind of had to date -- we rolled it out probably over the last term. So probably 10-15 weeks. One is that it has to integrate with a whole lot of other initiatives. While it might be easy for us to roll out Ally, it's been much more challenging working out how Ally will work with some of the other projects and initiatives, how they’re going to be captured within those initiatives and projects. So it's been a lot of work to try to connect all of the dots for us.

The other thing we're discovering is the Ally centric remediation. While the system itself provides terrific guidance and information about making remediation’s to your content, if it's not done in particular ways, then it is sitting with Ally rather than on our LMS. So we are really having to remind all of our staff that the remediation needs to occur back in the original source documents they have rather than just simply doing the quick fix online within the Ally system. So that's been a big conversation we have been having about how do we shape that practice for our educators around that?

Copyright continually comes up. We have done a lot of work with the National Copyright Unit around creating guidance around copyright, because we are format shifting. We're not format shifting on the basis of the copyright exceptions for people with disabilities or students with disabilities, we're doing it for all content and so we needed to get some really clear guidelines established that are specific to our organisation around that. But once we had established that, then it makes it a lot easier for us to shape the information that we're providing our educators and the students and that's really helpful in terms of being able to get those messages right and the practice right around that. But we are still experiencing some attitudinal barriers where a lot of people are saying to us, “I don't have students with disabilities in my classes, they don't need these things, so why do I have to do it?" We're really trying to focus on this being a tool that can help us deliver on universal design for learning and it has benefits for all of our students. We have stripped back all of our messaging, all our information resources don't mention the word ‘disability’. That's been a really targeted approach that we've tried to take so that we can help people understand that Ally can actually assist all students within their groups.

What we have discovered is that probably our biggest gap in terms of our educator capability is about accessible document development. That seems to be a huge issue for us and we're going to have to think quite carefully about what the scope of that professional development will be for us going forward. We think that's quite a targeted area that we will have to focus on. What we're finding though is our staff are coping quite well with the use of Ally itself as a tool and the rapid uptake we're seeing is really surprising to us. Every week we have more and more staff wanting to go into the live space, use it with their students and have it more than ready for next year when we plan to turn it on.

One of the things we have discovered and Ally has been very complementary to us around the fact we have really high levels of accessibility already in our LMS which was a big surprise to us. As we unpacked Ally and the use of Ally in our system, we’re recognising that it's been the settings that were developed for our system are fully based on the WCAG guidelines and have been really diligently set and have enabled a much better score. Our key issue is really still around that accessible document development -- that's where the crux is coming for us. The other thing we wanted to flag is not all is as it seems. We have found some anomalies in the system that make it a little bit challenging for us. We just have to keep tweaking back and forth. We think even though it's an off-the-shelf product, it's something you still have to work within your system and be diligent about the way it's working with your systems and settings and not just relying on it being there, I guess, is an important sort of consideration. But the bottom line is people are loving it. We haven't had an educator yet who hasn't said to us that this isn’t a game changer for them in terms of the development of their courses. So for us, the investment is already kind of paying off.

DARLENE: Is that it, Jen?

JEN: I'm done.

DARLENE: Brilliant. Thank you for that. I'm going to hand over now to Fran from James Cook University to talk about her experience. I think Darren has reminded that if you have any questions or queries and you don't want to lose them for Jen and Marika, feel free to put them in the chat or write them on a piece of paper to ask afterwards. A reminder, I know it's difficult with time, but just for our captioner to just talk slowly would be good work for Jason. I'm probably the worst for that. Anyway. So I will hand over to you, Fran. Thank you very much.

FRAN COCHRANE: Thank you, Darlene. Welcome, everyone. My name is Fran Cochrane, I’m one of the educational designers at JCU and I’m presenting to you today from the land of the Bindal and Wulgurukaba up in Townsville in North Queensland. So, a nice hot location. I'm an educational designer now, but my background is as a speech pathologist as well. I have at JCU basically been a project lead for Ally. We are now 10 months into our implementation. Like what Jen and Marika have just talked about, we undertook a significant planning phase as well. I can't emphasise enough the importance of that planning phase. Rather than just implementing Ally, there is a lot of complexities really to work through. We certainly went through that as well within probably a 12-18 month period of really finding out a lot about the tool, doing a lot of piloting, getting a lot of the initial feedback and that helped us then to inform our project plan and our comprehensive strategy for communications, but also that professional development support that we've provided academics as well.

Like Jen and Marika, we have taken a softly softly approach as well. We didn't set any specific KPIs. However, we did decide to go with a whole of institution adoption at the same time. That was on 1 January this year. JCU is a multi campus institution. We have campuses -- the main campuses in Townsville and Cairns, also Brisbane and Singapore as well. So we adopted across the whole institution. That's been relatively smooth going. But I guess it was the communications that we did in the latter half of last year and that early professional development support that I think has really set us up for a relatively smooth transition this year. Particularly coming out of the challenges of last year with the challenges of COVID, we didn't really encounter a lot of push back. We still had some of those attitudinal barriers and we still continue to do that. But again, we changed our language away from those terms of disability and accessibility more to using the terms of inclusive practice. We didn't initially focus our communications and support on students, we just focused on academics. So we used the great resources that Blackboard do have and they helped us -- it guided the development of our own JCUified, I guess, resources. I think those more personalised resources were very helpful, especially we did a series of video support guides that used our LMS. So what our system looked like -- it's my voice talking so generally people know me as well, so that more personalised approach has been useful. We also offered around 30-40 online professional development sessions in the first two to three months of this year and they were very well attended. It's just a matter of -- we really tapped into our social networks and those Ally supporters and promoters and we have also worked closely with the reference group. So that's a very diverse reference group across academics, across all of our campuses, but also with our accessibility, our library team and student support team as well. They've been great promoters as well which has been fantastic.

Something that was great initially as well in the first few months for promotion I guess, not only to staff, but I have found that it's been particularly helpful to do a lot of that communication and support upwards as well. So that managing up. So taking the time to do a lot of very simplified reporting up to our executive level and our associate deans of teaching and learning and also up to our VC level. I have found that's been particularly helpful in getting the messaging out. Certainly a lot of the messaging that's now starting to come down even from our VC is really highlighting the importance that Ally plays as just that additional tool in that whole UDL framework that we're going for. In those early days, I think in May this year, we participated -- Blackboard hold a global Fix Your Content Day. That was really helpful for us in those initial days again of getting people on board and engaged with using Ally. This is academics and getting them engaged. So that gameification, I guess, and that bit of a competition strategy worked really well. And that managing up process of reporting we had done in the first few months helped us as well to find some money and resources to be able to provide institutional prizes. That was very motivating for people to be involved. It was really great to see the diverse range of academics in different disciplines who were involved in that day. The academic that actually won our prize was from the mathematics department. That shows even though some of that STEM content can be a little bit challenging to deal with, he was able to do some really simple -- lots of simple little fixes to improve the accessibility and access of those digital materials around that STEM and maths content as well.

So we still haven't particularly focused a lot of support on students. That's going to be our next phase. What we're moving into now is we have a good chunk of data now that really shows us that students are absolutely engaging with the alternative formats, even though we haven't done very specific messaging to them. They have found their way around and they're accessing them. The feedback that we got from students -- we did an initial survey within a few months just to get some initial feedback from students. The feedback that we got has been really helpful in, I think, getting those laggards and the academics that had some of those attitudinal kind of issues really on board with Ally. Because the specific feedback we got from students was not around specific learning disabilities or learning needs, but the benefits of Ally or the benefits of accessing alternative formats for them has really been that it allows them flexibility in how they access their learning materials, taps into their learning style. A lot of students said they really like the audio to listen to at the same time that they're reading. And they can listen to the audio while they're travelling or while they're out for a walk. They really like HTML, it's been a popular version for us. About 60 per cent of our students have said they access their learning materials via a mobile phone or a digital device. I think that kind of messaging has been really helpful for those academics that weren't quite on board. Again, similarly to Marika and Jen, had academics who said, "I don't have any people in my class who are vision impaired,” for example. It's a valuable tool for all students and we are certainly engaging with it.

Moving on into next year, we're going to focus now, we have the good data that lets us know the particular issue areas, I guess, and the fixes we need to focus on. We're planning on doing some small targeted sessions, like masterclass type sessions on, for example, how to add headers or how to deal with headers, how to deal with colour contrasts and things like that, quite specialised sessions. I think to sum up, being available and communicating widely and creating that personalised support -- even though I have done it from one centre, we have been able to do that across the whole institution -- has been really beneficial, I think, and has gone a long way to getting a lot of academics on board. So thank you. That's been our experience.

DARLENE: Thank you so much, Fran. There is a bit of a conversation happening in the chat. Some of the questions we will ask at the end, but also I am noticing -- which is great. Some of the speakers are also answering. So feel free to have a look at the chat while we're going along.

Now we're going to go over to Kirsten Black. Do you want to share your screen, Kirsten? Have a go at that. We didn't have a trial run, so hopefully it will work seamlessly without us having any issue.

KIRSTEN BLACK: That should be up and running. Is everyone seeing that?

DARLENE: Yeah. It hasn't gone into -- it hasn't -- is it a PowerPoint or just -- it's a PDF. That's fine. I will hand over to you. Thank you.

KIRSTEN: Thanks. So lovely to be here, hello, everybody. I am a senior learning designer from RMIT. Six months ago, I was at VU and it's the VU story that I'm hoping to talk about. It was a very -- an exciting story. VU implemented Blackboard Ally in February 2020. This was when we were two thirds of the way through a massive block project which was implementing block learning across the entire university. And of course, weeks before we got locked down for the first time. This team -- we were largely a team of learning designers. And we were involved in the implementation of Ally. I have to say hi, Rosy, who is in the audience. Lovely to see you. It was a much bigger group who were involved. This is just a small section who were mostly involved in the actual implementation of Ally. We worked, like the others who have been speaking today -- it was really important our team was working really closely with lots of other groups including the library and our accessibility services team with the lovely Jen Anderson who is also here, hi, Jen.

What I wanted to talk about today was quite -- we had a lot of the same sorts of experiences as those that you have heard. But we did tackle a problem which will come up -- and we worked through it. It's the problem of copyright in accessibility. That's what I have been asked to speak about today. I find it's really helpful to start with an understanding of what it is, what is the problem that Ally solves. We understand that it's a problem of meeting some -- meeting standards. We have got these very technical definitions and it's much more complicated than that, as we know. But really, what it is -- it's not just about meeting standards or getting people to understand what accessibility entails; it's really a problem of distribution. There are little barriers to people accessing resources and they are hidden and they are distributed. There are really only a handful of issues that come up, contrast issues and headings and these sorts of things, but if you multiply those across all of the documents that are across all of the courses, then you see what the problem is. Ally is an amazing tool for solving this problem, absolutely amazing, because it identifies them. It gives the just-in-time understanding of what the issue is and training to solve it, and it gives that you lovely little measure thing to -- so you can understand what change has been made and what improvements have been made.

But what you are doing in getting to an accessible version of the document is enabling alternative formats. That's what we want. This is where we come face-to-face with Copyright Act which is popularly understood as an act which forbids the manipulation of documents and the creation of alternative format versions of documents. I want to explain why this is not actually as big an issue and how we understood it and what steps we put in place at VU to implement that solution.

It seems to be that these two things are acting against one another. But they're not really. We solved this problem on two levels. The first level is you have to distinguish between -- make a categorical distinction between published content and authored content. Ally is a solution to the problem of authored content and the accessibility of authored content, which is about 90 per cent of the content that’s in an LMS and the content that's important to students. Published content is, of course, the stuff that we get from the library and if the university has done a good job of looking after the copyright issue, then all of the published content that students will be getting will be coming from the library through reading lists or Leganto or something. And Ally doesn't actually touch those things. You can't get alternative formats from the library resources. Of course, it’s not always that easy, but in principle, that's what we're talking about. This is a very important distinction for understanding why Ally -- the alternative formats that come out of Ally do not cause a conflict with copyright.

The other reason is that the -- yes -- the way that the copyright laws have evolved in the past couple of years -- there's a much broader understanding of the what the rights of people with disabilities are in terms of their access to learning resources. A really useful, I would say ‘imperative’ resource here is a document created by the AIPI, the Inclusive Publishing in Australia group, which is a group that evolved out of the Marrakesh Treaty Forum, a group of publishers. They have published a really important document called Making Content Accessible: A Guide to Navigating Australian Copyright Law for Disability Access. There are a couple of other important resources that are missing from this page, but I would point you to the Disability Act, of course. The Disability Act 2006 is the Victorian Act. Sorry for not making it a bit more Australia-wide. But, yes, there are more links missing.

The important document for us for understanding the -- I will give you a very simple and not legal understanding of what is in the copyright amendment, which is the 2007 amendment to the Copyright Act. A couple of things to take away from this amendment is that it does go beyond the Marrakesh Treaty which was the important treaty that publishers got behind and the Australian Government got behind for providing alternative resources for people with print disability. But the 2017 amendment goes beyond that in recognising any disability, that is any disability that is recognised in the Disability Discrimination Act. There is lots of lovely helpful resources about what this is. Quite simply, it's very, very broad. It involves any disability that is physical, intellectual, sensory, neurological, learning and psychosocial. It involves temporary and permanent disabilities and disabilities that affect any part of the person's body or mental function. So it's wide. That's the important take away.

There are these two exclusions in the copyright amendment, one which is about fair dealing which is spoken a lot about and everybody has a good idea of what fair dealing means. The other one is about the use of copyright material by organisations, which definitely includes universities and definitely includes us. Both of these exclusions do allow the accessible versions of materials to be created and supplied to people with disabilities. There's no exclusion -- there's no restriction on the type of material, whether it be books, movies or computer programs. There is no restrictions on the use or circumstances of using these materials. As I said, it applies to any person with a disability, temporary or permanent.

So, the only thing that the act really does specify -- well, actually, yes -- the only two things it specifies is that there's a responsibility to have a safe, secure system for recording decisions made, and a process for managing the privacy of information of students or users. But this is a really important one. There's no requirement for a student to disclose their disability. And universities are not required, in fact, they are forbidden to determine the level of disability and difficulty the person with the disability is experiencing. These are all important considerations we took when we were looking at whether there was an impact of allowing alternative formats at university. And they were -- yeah. Given that the distinction between the published material that has already been carefully organised by the library and the authored material, which is the tool -- which is the material that Ally is impacting -- yes, we were very confident that there was no conflict between the Copyright and the Disability Discrimination Act that we were implicated in any way.

There was one little adjustment that we made to Ally when we set it up. And that was in the Ally terms of use, which is the terms of use that every student if they download an alternative format, as they’re going to download the alternative format, there is a link to the terms of use. The version which we had and which I think every Australian university currently has doesn't actually mention the Australian Government Copyright Amendment to the Disability Access and Other Measures Act of 2017. We popped that in there and recommend that you just take note that that is something to ask for when you have signed up to Ally. Yeah. That's the wording that we used. So a very simple addition. I'm happy to share that around. That's it from me.

Thank you for that. I was having trouble finding my mouse. Some great tips and tricks there, Kirsten. We will make sure the presentations and links and everything are on our page once we have the video finalised so people can come back and grab all of that information. Darren has also been putting some links in the chat as well with some of the relevant things that Kirsten was talking about, which is fabulous. Now we will head over to Jessica from Curtin University. Thanks, Jess.

JESSICA SEAGE: Hello. Thank you for this opportunity. Just from what everyone said thus far, I kind of feel a lot of similarities. Some of these things might be quite similar. First off, I would like to acknowledge the Whadjuk Nyungar people, the traditional owners of the land from which I'm presenting today and I pay respect to their ancestors and Elders, past, present and emerging.

I'm Jessica Seage, I’m a learning designer in the Learning, Innovation and Teaching Excellence Centre here at Curtin University in WA. I have been supporting the rollout of the Ally tool. I was brought on board after it had been released to facilitate some of the training sessions and the workshops for the tool. I try to champion it across the university as well. What I'm going to cover today is a bit of a general overview of our experience in rolling out the tool over the past almost two years. We have Blackboard as our learning management system here at Curtin. So it was just a matter of getting the tool turned on because Blackboard own Ally. So it was quite easy for us to get it implemented and off the ground. We were lucky enough to have the tool switched on in January in 2020, right before the impacts of COVID. So we had a very different kind of roll out. It was a soft launch. We put the tool out there for discovery by staff and students. It was just turned on in January. An email campaign was sent out to let staff know how to access it, what it is and what it's going to do for them or what they can do with it and also directly to students to let them know that the tool is there and how to use it. We were planning to do some targeted training sessions after that point, but of course -- and you know, including those elements of universal design -- to discover why using the tool can help all students, it wasn't only about increasing accessibility for disability students. It was for all students. But COVID support from our area in particular quickly became our priority which sort of pushed Ally aside in terms of support for staff, and it just sort of sat there doing its own thing.

But from a metrics perspective, there has definitely been a measurable and visible increase in the provision and improvement of accessible content at Curtin since the tool was implemented. It was a slow start, as I just mentioned, but it's really picked up and we can really see the difference, from previous years before the tool and to now.

So what worked well for us? The tool allowed for instant student access to those alternative formats. Provided for them, in 2020, as we went fully online. Reducing that potential stress that staff or that sense of burden that staff might have felt having to produce alternative formats. It was already there for the students and they could access it straight away. And they absolutely did. Even though staff might not have mentioned it, we had contacted the students to let them know it was there and they were all accessing alternative formats. PDF and tagged PDF being the most accessed version for us throughout 2020 and into 2021.

Regarding the institutional big picture -- the reporting feature of the tool has been very useful. Allowing us to see those accessibility scores across all of our content in Blackboard, including just how much content there was, which doubled during 2020-21. But it's also broken down into the content type. So you can really get a sense of the types of content that is being delivered to students, file types, direct HTML or images and that sort of thing.

Unit coordinators also have got benefit directly for them. Being able to view their accessible content and in their units individually so they could see what they've got in there, through the unit reports and the individual file gauges so they can tell which files need addressing straightaway. That was alarming for some staff. They were seeing a lot of red gauges, meaning they had a lot of things potentially to do straightaway. But it was also quite helpful, because staff weren't really aware of what was accessible or what was not accessible or what accessibility looked like in terms of the content they were providing. So that gave them that picture straight off the bat.

What challenges did we face? COVID was, of course, the main challenge that contributed to the effectiveness and usage of the tool. Because we rolled it out right when that happened. For some staff and some disciplines, teaching online, let alone fully online, was something completely new to them. And that was quite a difficult and stressful transition. Noticing or even using the tool was understandably not a priority in that time-poor environment. But for others with more experience teaching online or had previously taught fully online, they were able to engage more with the tool. So in the second half of 2020 and into 2021, we have definitely seen an increase in access and usage of the tool. I think for that initial roll out period, usage may not be have great. But there was outside factors that contributed to that. But it's definitely picked up over the last year or so. That's very encouraging.

We know that students don't always self-identify or even are aware of learning difficulties they may have. To help address this, our main challenge going forward is to reframe the provision of accessible materials as a requirement of providing any materials in that first instance. So it's no longer a thing you have to do later on down the track; it becomes a thing you do straight up front. We know that the provision of accessible content is not just to benefit students with declared disabilities, but all of our diverse learners who may find using alternative formats during their study a benefit for any number of reasons. As has been previously mentioned, it's been difficult -- a difficult concept for some staff who believe they don't have students with disabilities and they don't need to do these things. So, I think definitely reframing using the tool as a benefit for all students, using that accessible universal design sort of framework can really change that perspective and change the usage of the tool.

Another challenge is understanding that the tool is not the only solution, but it's part of a suite of solutions to help support students and staff in the accessibility space. For example, ensuring your content meets accessibility benchmarks with the Ally tool, even if you get it to 100 per cent doesn't mean that it's 100 per cent accessible for students. It just means that the online development and delivery guidelines for accessibility have been met. The content itself might really still need to be reworded or redesigned or transformed to provide adequate instruction, definition guidance, you know, as a useful alternative for students to fully engage with it. Getting 100 per cent doesn't mean you are fully accessible; it's just using the tool is part of a suite of creating an accessible learning environment for students.

The tool is there to highlight accessibility issues, but it also helps to upskill staff and increase awareness of what accessible content looks like, as I previously mentioned, so staff can provide accessible content into the future in that first instance instead of doing it retrospectively. But this means that there is a workload and a training time allocation required. While we have acknowledged that, it's not necessarily allowed for in the workload of staff. Staff are expected to spend time to upskill as they are fixing documents and using the tool. This increases the perception that using the tool is an extra workload requirement. This has led to requests for additional staff or that we should perhaps employ students to use the tool and fix up provided materials on behalf of academic staff. That really defeats of purpose of having the tool in the first place. I currently believe that it's kind of slowing down the effectiveness of the tool, because of that workload sort of perception. So that's just something to be aware of in managing the implementation going forward. That's a perspective we need to address for ourselves as well.

We at Curtin don't have any set level of accessible content required. You have to get to 70 per cent or 80 per cent, we don't have that. Each faculty could set their own benchmarks, but I do try and advocate to not try to reach a certain level. Reaching a certain level also provides a certain level of stress for an academic if they can't get there or they might think all of their material has to be at a certain level. It's stressful. We want them to take an incremental approach and do the bits they really need to do first and then the next bit and the next bit, but not having a minimum standard can be quite stressful also for some staff. The only real drivers staff have to use the tool at the moment are an interest in accessibility, but also having the time to do something about it, or that they have knowledge of students with declared disabilities so they have to do something about it. So, yeah, I really try advocate for that progressive implementation and to get everybody over the line in a manageable sort of way.

What have we learnt? Using the tool is still confronting for staff who are not comfortable using technology. Some staff will need more support than others, and a little bit more hand holding than others. But it's important to obviously not make everyone feel bad about that. You want to try to support everyone the best way you can. But be aware that it is still quite confronting, even though it seems easy to use.

We need to target our training and awareness of the tool directly to faculty and to schools going forward. This year and last year, I have been providing whole-of-campus training and workshops. But it's kind of meant it wasn't as visible as it should be. Some comments from staff in other more targeted professional training that I have been part of and taught into -- staff have mentioned they didn't know about the tool, they didn't know how to use it. That was difficult for me, because I had been running six months of fortnightly sessions, I had done a lot of advertising. We really tried to get the support out there. I know there was poor attendance. And it was really only attended by staff who really wanted to know how to use the tool or who had difficulty and wanted it know how to fix specific issues. I think going forward providing that more targeted approach for us might work a bit better and increase the visibility of the tool and what it can do for them.

Finally, I briefly mentioned the tool is retrospective. We've had requests for accessible templates for staff to use in the first instance. That reduces the amount of time they have to fix things because they are starting from a better point to begin with. That's something we are going to address going forward next year. I think that might be all my time.

DARLENE: No, you just said you are finishing up now, the last question. So if you have something else to say, Jess, feel free to.

JESSICA: It was only that we're going to have a targeted campaign next year. Going to do a little accessibility week. This has been addressed previously. Some staff have found the tool quite frustrating to use. I think some of this frustration stems from a bit of a misunderstanding about formatting skills and, for us, knowledge of Office products. I want to do some targeting ones on how to do a header, how to do a table row, how to identify these things. Even though the tool might say you don't have a heading or you don't have a table, when you look at the document, you do, because you format it to look like that. But in essence, in the background, you haven't addressed those things. And I think we need to do some targeted training on specifically how to do those things and create accessible documents from the start, alongside using the Ally tool. Yeah. I think that's about it.

DARLENE: Brilliant. Sorry to have put you off there at the end with having my face come up. That's great. Before we head to Danni, I will do a quick plug, Jen and Jess mentioned UDL, universal design for learning, for those who haven't heard - and Jess and Jen are on the project - we're developing an e-learning resource that will be launched on 3 December. I put a link into the chat. You can register to receive updates on where that resource is. We will also be developing a community of practice for that project going forward around universal design. It would be great for people to engage and register. Also another plug, we will be sending a survey. I know people have commented it's great and fabulous to see stuff being shared, but for us to continue and receive government funding, we often need proof of our impact so I really encourage people to complete the survey at the end of the session so we have some great data to say we're doing the right thing or not and also encourage us to do more things like this going forward if it served your needs. Now, I will hand over to Danni McCarthy from Deakin, thank you, Danni.

DANNI: Hello. My goodness, I'm so proud to be beside all of my beautiful colleagues talking about their Blackboard Ally experiences. I'm in Preston in the lockdown state in Victoria in Melbourne and I want to pay my respects to the Wurundjeri people and respects to their Elders past, present and emerging. Where I sit within Deakin University is I'm a lecturer of inclusive education. I sit also within the teaching capabilities team. Our focus is very much towards teaching and learning teams and building their capabilities. I'm going to go against the grain here and say that I'm really leaning hard into accessibility and really focused directly on it at this stage of our deployment of Blackboard Ally and I will get into that in a bit of time. We implemented Blackboard Ally into our environment in 2020. We did a soft launch like the rest of you have. We did feel that was the right approach because we want to create this very welcoming environment into the accessibility space. So that's really important. We didn't want it to be a compliance exercise. We really started with alternative formats and we haven't really gotten into the checker just yet. Again, I will get into that later. Alternative formats has been fantastic, but the checker is going to take a bit more time for us at Deakin.

But I would also start by saying that we're playing quite a long game at Deakin as well. We're viewing accessibility as an ongoing process; that this is not quick wins. You know, and we're heading out on a direction without a destination in sight because as we know, as disability folk, accessibility is fluid and dynamic and we are always probably going to be following along in the wake of it. It’s going to take some time to build and put some roots down in this space for us at our institution.

What we're really trying to do is empower the right people at the moment with the right skills and knowledge’s and also to bring the right people into the room so we can build sandstone blocks to build our house. We're trying to create conditions where accessibility expertise can be nurtured and grown within Deakin. That's why I'm saying strongly that Blackboard Ally is part of our strategy, not the whole of it. Again, I will get into that.

We began in mid-2020. The alternative formats really took off. I think, like the rest of you, PDF, HTML, ePub was really strongly used by our students; they loved it. It was followed by B-Line and the audio alternatives as well. They seemed to take off really strongly. There are usage peaks we’ve noticed at the beginning of each trimester and it drops off towards the end. I would be interested to understand more what the usage peaks are about. Obviously, students are just starting and getting their resources together. So that's an interesting trend that we noticed. We also noticed that there were more just views of alternative formats than there were downloads. Again, I would love to know what that's about. And I don't know. I have a lot of known unknowns at the moment. I'm just starting with alternative formats and saying that the pros for the Blackboard Ally alternative formats is that, obviously, students are really loving being able to have that on-demand format in the way that they need it, in the way that they're consuming their content, which we know that mobile learning is a big thing for students to be able to access their content on the go and notice always everything we produce in the university is accessible in that format. So, it’s great having those alternative formats.

The cons of the alternative formats, and this is something we really need to investigate further, is it's really contingent upon the content being solid in the first place to be able to translate nicely into the alternative formats. I think there is definitely something in the quality of content that we're delivering in our unit design that also will strengthen the value of the alternative formats. It's a really positive story, but I thought I might just highlight that there are those two sides to the alternative formats. Let's get into the accessibility checker. Our experience so far is that we have not properly released it. It's in its infancy. We're trying to tinker around and work out how we best deploy the accessibility checker at Deakin. What we're noticing so far and this is something we really have to manage really, really well is that we're noticing so many launches without remediation. People are seeing the accessibility -- I will call it the Speedo -- seeing it's red and launching it and they're not remediating and we don't know why yet. We've got to find out what that that's all about. What we also know, which is hamstringing us a little bit is we're operating in a heavily customised D2L environment and there seems to be some incompatibility between Blackboard Ally and our D2L environment, which means we're getting a few false reads which is a no-no for deploying this and rolling it out and telling them this is something you can use and trust the reads you’re getting, when we know we have some problems with some false reads. We have some work to do in that space. This is not D2L's fault and it's not Blackboard Ally's fault, it's just something we have to work through with both vendors and getting them together.

What we're also finding is -- and I don't know about the rest of my colleagues, but I'm certainly finding just in the testing that we've done that although it is a very intuitive tool and it does really coach you through accessibility, I think there's some assumed knowledge in the instructional design language. I would be interested in how the rest of you feel about that. I sort of feel there's a level of competency with accessibility that is assumed within the Blackboard Ally tool. And of course it is. People that are designing it, you know, they have an efficacy level in mind when they are designing it. I feel like I would like to walk with our academic staff just a little more closely and support them a little bit more before sending them into the tool. But again, I see such great scope for it helping us and enabling us to upskill our academic teams in accessibility.

We're building internal capabilities in this team. The way we have responded to our particular challenges with Blackboard Ally is that we have our accessibility champions team. We are strategically calling ourselves accessibility champions because we are champions of accessibility. Obviously, I 100 per cent concur with you all about the universal design for learning, all of that. But at this stage, when we're building our capabilities we want to be able to credibly talk about accessibility. Within our team we're really focused on building that capability and capacity for understanding accessibility at a deep level so we can communicate about it in a really strong way. And then we will turn more to and lean harder into inclusivity when we start deploying. It's sort of a phased way of going about it. Just an intentionality to it.

When we got our accessibility champions together and some of them are in the audience now, I'm very proud of these people. They came to us and they were recruited on passion. We looked towards each of the faculties in the central division and said we are really looking for people who are passionate advocates for accessibility and we want to build leadership capabilities within those people and this is what we've been doing. The plan is very similar to a lot of you where we've got a phased roll out, a staged and phased roll out. We had the training phase which was upskilling our champions and sharing a common knowledge of accessibility amongst 12 of us, which was quite a feat. We have been training with different training providers and bringing the best of the best knowledge around accessibility back together. And then we have micro projects where we're in a design phase at the moment where we're looking at a pilot project in which we look directly at Blackboard Ally, we understand its functionality. We have a really great understanding of how we might support other people in using Blackboard Ally in our instance and then we are also, around that, creating another micro project where we're looking at what our accessibility priorities actually are and how we might meet people at their point of need in an upskilling phase towards using Blackboard Ally. One of the really core and foundational points is that we have a very amazing amount of work that's already gone on at Deakin in pockets. There are just so many amazing people in the library, in the inclusivity and diversity space, in the academic teams, and people have been very passionately working in pockets. I think the communications micro project is about bringing all of that knowledge, skills and experience together and then working out what have we actually got at this institution and who have we got to support our academic teams in doing the work they need to do with their students? I think one of the things that when we head towards deployment phase, I think we're very much in the same space. So this is where I come back into the universal design for learning. I think once we start to come out and deploy and we've got beautiful accessibility resources, we have a way of communicating what our accessibility priorities are, and we've also got the knowledge, skills and expertise to support Blackboard Ally, then we're lifting and shifting towards accessibility together. Again, I reiterate that Blackboard Ally is not the centre of our strategy, it is a part of it.

I suppose just to kind of finish off -- I'm really excited about what Blackboard Ally will bring to us just in terms of consistency. When you really look at the -- just being able to get into an LMS at a course level, at a unit level and be able to diagnose where the problems are in a unit and very easily start to go, "I have to really focus on this,” and creating some kind of way -- I think we have all suggested that there is just such a vast amount of documents and different formats that exist within an LMS. I think the real power of Blackboard Ally is we can start to peel back the layers and focus strategically on different areas of unit design and look at where the problems are and how we might best remediate it. I don't want to add anything. I think a lot of what has been said already I really agree with it. Also I'm very inspired by it, especially copyright. I hadn't even really gotten there in my mind. It's just a whole other layer to think about. Thank you very much for listening. I hope I have added something to this conversation.

DARLENE: That's great, thanks, Danni. Just the sharing of practice in the chat and across each of the speakers has been a brilliant thing today. Thank you. We now have some questions. We haven't left a lot of time. I think each speaker, we had 10 minutes, but I think each of them were having so much useful -- I didn't stick strictly to the 10 minutes. Darren, are there any questions have you collated? If anybody has a question, put it in the chat or put your hand up and we’ll get to you.

DARREN: Firstly, thank you. It’s fascinating, slightly different perspectives on the same thing. I would love to be starting a Blackboard Ally roll out from scratch. The ideas that were there, Fran, you talked about up managing, I think that's an essential part. Add some awards into it so there is a bit of a carrot there as well. The approach that it's not compliance and shouldn't be based around compliance. We're not just doing it for the love of it nonetheless. But as you’re saying, there’s a fear of putting your toe in the accessibility pond, so to speak, for some academics. Kirsten, I thought it was fantastic the splitting of that authored versus published and just making that a really clear distinction can sometimes be the game changer for an academic to engage or not engage in that space. Thank you for highlighting the copyright stuff. It's a very important and often overlooked or -- it will be taken care of, that it's fine or people don't put anything of copyright inside the LMS, do they? Of course they don't, nobody does! It's a whole-of-institution approach. The one big thing that came out was it's not going to be a panacea. It's not going to come in and fix your accessibility problems and we can move on to something else. It's going to require not only really good implementation and we heard some good stories about that today, but the ongoing management of that. How do we future-proof content going in, how do we upskill our staff and reward the staff in that space? I certainly am interested in the reporting side of things that's there. It's the two tools. Some have certainly been looking at the resource usage and alternative formats for students and whether that's a novelty, has it waned over time or is it just the peaks and troughs and time may tell, or is it different for different subject content? STEM is a question that comes up a lot. I'm glad to hear that mathematics was a winner in that. How are people tackling that? Are they getting push back from various disciplines around the world? It's almost too hard in our case to do this; it might be easier for somebody who is putting some novels and things out there in their class versus we're dealing with very difficult subject matter. So how do we possibly make this accessible? Has anybody had any experience with that push back and how have you addressed that? Jen?

JEN: Thanks, Darren. Not that we've addressed it yet, but it is flagging for us in some of our areas, it's going to be more challenging than others. We're obviously setting green as the marker to achieve, but we have already seen in some program areas that might be quite complex, to achieve that. But we're talking to our teams about what's your pedagogy behind that? What is your reasoning? It's fine not to be there, but what is your consciousness around why you're not there? Is it just because it's too hard to be there or are you actually making a choice about that? We have started to play in around the usage by staff -- the reporting. You can get quite good reporting around who is using it. If you have your directory set up correctly for your work groups or program areas, you can find out quite a lot about what is going on. I think picking up on some things said here in this session -- I guess our long game is to start to do some of that targeting. Where groups, we're seeing there is a low uptake, then we will start to work with those groups side by side and see if we can't work with them to find better solutions around that. But, yeah, I think complex sort of, I guess, learning materials, yeah, need complex solutions.

DARREN: Anybody else on the difficult content? It's all difficult content, I suppose?

DANNI: I went and raised my hand. But what I was going to say is that I think that we -- that resonates with me when you say that. I think we are experiencing some discipline areas where it is a bit more tricky. I suppose the way that we really like to approach that is I suppose when I mentioned we had champions and they were embedded in their areas in the faculties, I suppose that is our Trojan horse in a way to partner with those faculties and work with them internally to work out how we can best resolve and remediate those particular accessibility issues in the best way. I don't think it's for us to come in from outside with solutions; I think it's for us to partner with the people who are working and work with them towards solutions.

DARREN: Anybody else? Maybe depending on your journey, it might be a little bit too early. Thank you. My other thing with that -- from that reporting side of things, have you seen any change in that attitudinal discussion from staff and push back that's there given you have the collective data? Is it we're all kind of moving along together with this journey for those that have implemented or is it still very much a pocketed and targeted approach across the institution is needed?

FRAN: The data that is available through the subject and the institutional reports, even though it's quite complex, it's valuable. I think one of the benefits is that data does talk. And using that data to send clear messages to staff, in particular, around the usage I think has been really helpful for particularly some of those discipline areas who had a little bit of that push back. I think actually showing them to say, "Your students are accessing alternative formats of your material. They are actually doing it.” So I think that has been helpful to present them with the data on their own subjects. That's one of the limitations of the subject report is that instructors or lecturers, they can't see the usage data. They can see accessibility scores, but they can't actually see what the student usage is. I think providing them with that is a really key message. The more they see students are using and enjoying and getting some of that feedback has been valuable and gets a few more people on board.

DARREN: Has there been -- go ahead, Kirsten.

KIRSTEN: I was going to add to that. The data is so powerful. Whereas we struggle to get a wide audience to the data, at RMIT, it's just readily available to everybody and it does make an impact in lifting all of the boats I think.

DARREN: Has there been a deliberate campaign, I suppose? I have had feedback from various places and academics certainly that once you've got that kind of data that it's used very much in a punitive sense and can be used, "You're not up to scratch here, you're at that level" -- so the discussion about the standard saying, we're not setting a standard at 60 per cent or 70 per cent, or things like that so it's not seen as another whip being brought out in a compliance measure. We’re all in this and everybody’s doing something, and 60 per cent is great, that's a fantastic start. I think one of the feedbacks there in the questions if I was on -- just changing some little things can make a big differences in the score. It's changing the thinking from I have to do everything to I can do some things. Has there been a deliberate push in that it's not about changing everything?

JESSICA: I will add to that. That that's the approach I have sort of taken. It's those little wins and then you build them up over time so it takes the pressure off. That also leads to the not punitive approach, we didn't want that to be the case here either. Having that data, the students are accessing things and when you tell staff that, they are initially surprised, but then they start to think, oh, I should start to do something. I can see that in the data from the back end, when we rolled out Ally, there was the beginning of session everybody jumped in and had a bit of a look. Some staff did some things, most people jumped back out. This year in particular, I can see a consistent access and a consistent actually doing something throughout the whole year. Those peaks and troughs have levelled out a bit in terms of what staff are doing. But still, peaks and troughs for the student access. But, yeah, you want to tread carefully there I think.

DARREN: Has there been a sense at all during COVID -- and we're still in COVID -- but during the COVID thing in the sense of like, thank goodness we actually have this implemented at the moment that it's giving us some of that flexibility for all of these students suddenly being online where other support mechanisms and things would have been taking place previously? Has there been any feedback from other support services of the usefulness, I suppose, particularly during COVID?

JESSICA: I asked our disability support area that exact question actually in preparation for today. For them -- they were aware of the tool. I think they had mentioned the tool to some of their students. But they didn't really get feedback from the students they specifically deal with about usefulness or not of the tool. But we can see students have been in there and at least accessing those alternative downloads. At the moment, that's all the feedback that we have. We haven't directly targeted students for feedback on their usage or how they feel about it. But we can see that it's being used.

DARREN: Which probably just leads me to my last question and then we will do a quick wrap-up. Have and where have you utilised students, I suppose, in part of that, whether that's even in the planning stages or in the review stages that are there? Have you involved students as part of reference groups or part of panels, et cetera, and working groups in the process?

FRAN: Can I speak a little bit to that? Yeah, when we did the initial piloting and a range of subjects we piloted in some quite small subjects, but also some very large subjects that had over 1,000 students. Yes, so we did facilitate some feedback through that process which helped us in the development of our student support resources. But we haven't particularly -- other than those initial surveys that we send out, the early user surveys earlier this year, we haven't specifically targeted students as yet, but it's certainly our intention to start to create a suite of user stories both from an academic and student point of view, again, just to keep that ongoing motivation. So we will be actively seeking to engage with some of our students to provide some of those good user stories and we're certainly moving out into an evaluation phase next year where we will be looking at focus groups and things like that.

DARREN: Anybody else want to quickly add anything before we wrap up?

SPEAKER: I just had a query, Fran, and all of you. What about the privacy of the academics? Is it only just the head of school or the Dean see the ... or the learning designers, professional staff as well?

FRAN: No. For any academic who is an enrolled -- certainly for us, we have Blackboard Ultra. Any academic that's enrolled as an instructor into a course will be able to see the little Ally indicators next to the content. Students can't see that. That was one of our things that we had to allay. Initially, academics thought students were able to see the little red and green indicator lights, which they can't. But the academics can access the subject report. Everyone enrolled as an instructor can access their accessibility report for that subject or course. At our institution, it's just some administrators who have got access to the big hierarchical reports and the usage reports. If an academic would like some information about usage, or a college, they can just contact me and I can pull that relatively quickly, but we're working on the hierarchies, doing that a little bit better.

SPEAKER: Thanks a lot.

DARREN: Thank you. I will pass back to you, Darlene. Thank you, everybody. I think it's been fantastic.

DARLENE: Thank you, everybody. It's been great. Thank you for the presenters. We didn't talk about actually fielding questions in the chat prior and you have done an excellent job doing that as well. Thank you. Thank you everybody for your time. As we said at the beginning, this will be recorded so you will be able to share that with your colleagues and come back and visit. We will also put all of the links and the presentations up on our website. And also encourage you all to do the survey - in the survey, we ask for other ideas you would like. Feel free to suggest our workload for the next year.

Thank you so much for our presenters. You were absolutely brilliant. You shared your practice freely and with passion and enthusiasm for the platform and as well as your work. Really appreciate that. Thank you, Darren, for facilitating the questions, and Jane, and to our captioner and to everybody who joined us today. Have a great day. Enjoy the rest of the week. It's not Friday yet, is it? No! All right. Take care, all, have a great day.

KIRSTEN: Thanks, Darlene. Thanks, everyone.

JEN: Thanks, everyone. Bye.