DARLENE MCLENNAN: So hi everybody. Thanks for joining us today. For those who don't know me, 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 this webinar is being live captioned, and you can access those captions through the CC button on the toolbar that is located at the bottom of your screen. We also have the captions available in a browser and we're going to post that into the chat box now for you to access. I just wanted to acknowledge that I'm coming to you from Lutruwita, Tasmanian Aboriginal land, sea and waterways. And we acknowledge with deep respect the traditional owners of this land, the Palawa people. The Palawa people belong to the oldest continuing culture in the world. They cared and protected country for thousands of years, they knew this land and they lived on the land and they died on these lands, and I honour them. I acknowledge that it is a privilege to stand on country and walk in the footsteps of those before us. I pay my respects to Elders past and present and to the many Aboriginal people who did not make Elder status and to the Tasmanian Aboriginal community who continue to care for this Country. I recognise the history of truth that acknowledges the impacts of invasion and colonisation upon Aboriginal people resulting in a forceful removal from their lands. I stand for a future that profoundly respects and acknowledges Aboriginal perspective, culture, language and history and a continued effort to fight for Aboriginal justice and rights, paving a way for a strong future. I invite you all to write into the chat on the lands on which you are on today. Today, we are very excited to offer you a webinar on Glean. We've had presentations on Gleans in previous years. And as with this fabulous technology, they're always looking at enhancing and growing their features. We're really excited to actually have two presenters with us to talk about the latest features and latest enhancements that are happening. And also excited to announce that they will show us a few sneak peaks of what is coming in future. Lee Chambers, who is the Education Manager for the UK and Ireland is joining us. Very lucky to have him tonight. It's morning for him. It's Thursday morning for him, about 4 or 5 a.m. Thank you, Lee, for waking up. I'm trying to talk quietly so we're not waking your family. Thank you. We also have Jim, who is very well known to most of us here. Jim is in South Australia and isn't keeping his family awake or waking up his family. It's fabulous to have Jim with us as well. Before we throw to Lee and Jim to present, just a few housekeeping details. As I said at the beginning, we are captioning this. The captioning is being undertaken by Bradley Reporting. We also will be recording this session and the recording will be available in coming days on ADCET. If you are having any technical difficulty, you can email us at admin@adcet.edu.au. Jim and Lee will speak for 40-45 minutes and then we will have 15 minutes for questions. We encourage people to chat throughout the session in the chat box and choose ‘all’ or ‘everybody’ so we can chat with each other throughout the presentation, add to the conversation and so forth. If you want me to ask Jim or Lee a question at the end, please add that to the Q&A box. This enables me to manage the questions easily. We have also allowed the up vote. You can click on the thumbs up and that means the most popular question will be up the top and it will be easy for me to ask the most popular question of our two presenters. Okay. I think I have covered off everything now. Now, I think, Jim, you're going to present first and then we will hear from Lee. Once again, thank you for presenting. I look forward to hearing new features and getting some sneak peeks.

JIM SPRIALIS: Thank you, Darlene. Thank you, Lee, for joining us in the early hours of the morning. We will switch over to Lee in a couple of slides. I'm coming to you from South Australia, the Adelaide Plains, the Country of the Kaurna people. What we’re going to cover today, yes, as Darlene flagged, we will preview some of the most recent updates to Glean. We're always responding to student and institution requests on how we can further enhance the very complex process that note taking is and Lee is going to talk about the most recent updates. Some of which only got released yesterday. So, the timing of today's webinar is perfect for that. Then, after Lee shows us the updates, I'm then going to take over and demonstrate and describe the addition of transcription to Glean and show you what it looks like, and that will include a live demonstration. And at the end of the webinar, we will share how you can get access to transcription with Glean and what that can look like. I will navigate the next couple of slides to Lee. I will hand over to Lee so he can talk to the slides and after the two slides, Lee, I think you are going to screen share to demonstrate.

LEE CHAMBERS: Thank you, Jim. Yes, hopefully we won't have any interruptions when I'm going through doing this. If you do suddenly hear a dog barking in the background or a child bursting into the room, I do apologise. They are currently all asleep at the moment. Hopefully, we won't be disturbed. This slide on screen is to reiterate the process we encourage people to use with Glean. It's a nice lead in to some of the new features. I am not going describe this in too much detail, but the idea is you use the software to capture information, the audio recording or maybe slides and then you will try to make sense of it, organise it, use some of the annotation tools that we have got to tie key moments. That all happens live during the session. Afterwards, you would go back into the recording, refine it, condense it down, elaborate on the more important aspects of it, bring some external information into it and then the integrated side is using it. All of the new features I will show you have a place in one of these sides. When I referred to new features like Jim said, one is extremely new, just released yesterday. I will probably go back and show you stuff that is -- maybe released a couple of months ago because I would still regard those as new features and things you may not have come across yet. I think this part will take around 15 minutes. Hopefully, it will all make senses because hopefully, you would have all seen Glean before. If you have not ever seen Glean before, it might be slightly confusing; I won't be going through the entire process of using it, but going in and out and showing you this range of new features. So I will start sharing my screen now. You may need to cancel your screen sharing. There we go. That will allow me to do that. Just make sure I select the right screen. Jim, if you could give me a thumbs up. Yes, you can see my screen? Perfect. So, I'm actually gonna start off with probably our oldest "new" feature. The reason I'm mentioning this is because I know quite a few people still don't know it exists. It's the screenshot tool. The screenshot tool is particularly useful when you are using Glean when studying online. So, if you are on a webinar, a virtual class or perhaps you are just studying from a pre-recorded video, the screen tool will allow you to grab screenshots from that material you are learning from. The reason a lot of people don't realise its there is because the button only appears when you are recording in a certain way. So I will quickly show you that now. To help with this, we will pretend we're learning from this video on the right-hand side. I have a video already launched. And I have Glean on the left-hand side. So, very quickly -- I won't go through this in too much detail -- we will start recording. Because we're recording from online content, I will choose a remote recording option. I will select screen audio that allows me to capture audio directly from this video. When you are recording your screen audio, I always think it's best to use the Chrome tab option, for various reasons. It helps to isolate the audio you are capturing from. It's also a universal option that works on Windows, Mac and Chromebook, but for the demo, it makes better use of the screenshot tool. I will select Chrome, select the video we will start capturing from and hit share. Glean is not listening to me anymore. It's waiting for me to start the video. I will pop that video into full screen. And then hit ‘play’.

VIDEO: Welcome to the first lecture in module 2.21, Relativity and Time Travel.

LEE: I paused it there so I can talk over the top. It’s capturing the audio from here. The tool I want to show you is this one down the bottom. This icon, this ‘post screenshot’ tool only appears when you are sharing screen audio like this; it won't appear if you are just using the microphone options. Once it's there, it's dead easy to use. If you want to capture a screenshot, you click on it. This will allow me to capture whatever content I'm sharing. You can do that by clicking or even use keyboard shortcuts. If you are studying from a set of slides or whatever it might be, it's a great way for you to very quickly grab the information from there if you don't have access to it beforehand. So that's nice and simple. That's the screenshot tool. Like I said, it's been there a little while now, but a lot of people still have not come across it yet. We're going to stop that there. I am going to now jump back into a full screen and move on. The next addition I want to talk about is all about slides, actually. Firstly, I will go into a new event, a very small, but important addition we have done recently is actually giving you the ability to import slides directly from PowerPoint. Some of you might know that when we originally launched Glean, slides had to be in PDF format, whereas now, when you go into import slides, you can do a direct PowerPoint import. What actually happens is when you import a file, we will do the conversion for you. So we will go through and it will convert this PowerPoint a PDF format for you so you don't have to do it, and it pops it in there. You don’t have to do that yourself beforehand now. So that's a nice little addition. We do have a few other little additions to the slides. I think this is the one -- or one of them that was released, was it just yesterday? I think this one came out just yesterday. Now, you actually have the ability to extract information from slides, which I think is really handy. I'm going to start recording so I can show you this in practice. As you probably know, when you start recording and you have a slide deck in there, it will post the title from the slide straight in. And again, as I'm sure you know, I won't dwell on this. If you want to add slides to your notes, you can click on ‘post next slide’ button or if you don't want to put them in the order you have them, you can click forwards and backwards to the next or previous slide. That's all been there for quite a while. But what you can do now, as I say, you can extract any text have you on the slides which is particularly useful if you are given a text heavy slide and you think I want to use some of that information in my notes. You need to tweak it a bit, but you don't have to type it all out. You don't have to do that now. So you only need to hover over the slide where you want to get the text from, and you now have a little icon here. This is your ‘post text from slide’ button. When you click on here, it will go through this slide and if it can identify any text, it will strip it out and pop it under there as a note for you, which is obviously fully editable. You can now do what you want. It is worth mentioning this is not specifically an OCR feature. What I mean by that is, it needs to be identifiable text. If you are importing a PowerPoint, then, yes, it's gonna know that it's text. If it's an accessible PDF, which it should be if we're using this within education, it will be able to do it. If you have literally just got a picture and it's text within a picture, it won't be able to strip out the text; it will just see it as an image and won't be able to do that. I think it's a nice tool that was just released yesterday. So, those two tools, they firmly sit within the capture element of using software, capturing information from either screen or text from slides. What I will move on to next is a little tweak we have made to the organising side of using Glean. It's actually a tweak to the labeling system that we've got. As I'm sure a lot of people might be quite familiar with, when you're recording - and I'm just gonna start that recording up again now - the idea is you can add your own text to the type of audio you are recording. Or, if you don't want to use text, you can use the labels down the bottom. We used to have an additional label. There used to be a fourth label called Task. It's no longer there. It's not because we didn't think the Task label was useful; it's because we decided there was a better way to manage tasks in here. The Task label has changed into something we call a Task Card. Instead of it being a button on here, it's actually this little icon here now. It's the Check box. In terms of using it, it's the same. Maybe I'm chatting with Jim and he is telling me a book I need to go and read. I can click on the post task card and say ‘read book’ - you could leave that blank if you wanted to - and you go and post your task. The reason we changed it like this is because naturally, if you have identified a task in a meeting or lecture where you are using this, you want to carry out the task, you want to complete it. So we want a way of signifying we have completed the task when we have gone through and done it. So, this is an interactive check box as you will see in a second. I will come back to use this later. So when I have read the book, I can actively go and tick it off. So it's a way in which you can manage your tasks across all of your Glean events much easier than it just being a label as it was previously. The other thing that's nice about this task card system is that you can review all of the tasks across all of your events very easily as well. If I stop the recording there. I will deselect it now and leave it as an open task. I will jump back to my dashboard. On left-hand side, you will notice you have a tasks button. Quite simply, when you click on here, it will go through and show you all of the open tasks you have across all of your events. Of course, these are linked to the event itself. So that one I just create there had, you can see ‘read book’, click on it and it takes you straight to it. It's a nice way to manage tasks across all events. If you take off a task, you can view the completed tasks and filter them by date completed. We will probably in future tweak the tool to add things like deadlines as well that I'm sure will be helpful to using the task tool. So, they are tools that help with the capture and organise process. What I will show you now is the main changes we have made to this which is all around what you do after you have recorded -- all about the refining of your notes. What I'm going do, first of all, is… I tell you what, I will jump back into -- jump back into the event I have done now. We can use this for this example. Now, one of the tools we have added, which could be quite useful - not everyone might use it, I do find it useful - is something called the focus timer. The focus timer is there for anyone who would like to follow what a lot of people know is the pomodoro technique, one in which you would go in and study in more short, sharp bursts and followed then by a short break. Traditionally, it might be a 20 or 30 minute study session followed by a 5-minute break. We facilitated the study technique with a focus timer. The idea might be here you go back to your event, after the lecture or meeting and then decide, "I'm going focus on studying for the next 10 minutes.” You can click on this icon here which is your focus timer. And then you can select how long do I want to go and study for. Now, you can choose 10, 15 or 30 minutes. And then you click on ‘start timer’. Now, you are obviously not going see the results, I won't refine notes for the next 10 minutes, but obviously that ticks down and when it hits zero, a little pop-up will appear and give you a summary of what you achieved in that time. It will tell you how many new notes you created and how many you refined. It helps you to see whether you have been productive in that time. As I say, it won't be relevant for everyone, but it's a nice addition we put in for anyone who likes to study using that technique, which has been around a while. That's a nice little addition. Now, the primary thing, or something a lot of people will use Glean for after the event, is to go back through and listen back to their audio. Obviously, listen back to the relevant parts, write up things in your own words. I think one of the key tools that's been in high demand in Glean for a while is some additional tools to help improve the clarity of the audio. It's always best when you are using Glean, especially in a face-to-face environment, to improve the audio as best you can, sit closer to the speaker, et cetera. But sometimes, you will have some interference, background noise and that can inhibit your ability to listen to the speaker. So, we've added our ‘audio clean up tools’ to make that easier to work with. The way you access ‘audio clean up tools’ during playback is this little icon next to the player button, previously all you can do here was change the speed of the speaker, which is going to be relevant if you have a particularly fast talker. Now, when you click on the button, you have all of these additional audio clean-up tools. I'm not going go through each one, other than to say that these top 2 are turned on by default. I think it's always going to assume you want to adjust the volume better so you can hear the speaker, the low pitch filter, if it's low rumbles you might have in the background. The ones I find particularly useful though is the click reduction. Because when I'm using Glean, on the keyboard, I'm a quite aggressive typer. So sometimes, you hear clicks with me bashing on the keyboard and it helps remove them. It doesn't remove it entirely, but it's certainly much less noticeable when you go back and play it back afterwards. The noise cancellation is good as well to get rid of hums and hisses. It won't get rid of the sound of the person next to you whispering in your ear, but it helps improve the audio clarity. I encourage you to try those things. What will be recorded here is crystal clear. There is nothing in the background and I'm wearing a headset so you won't notice anything. But if you have recordings, try them and you should see a noticeable difference during playback. I have covered quite a bit already. There is a last little section I want to finish on, though. I still regard these last little tools as new. They are my favourite tools which is why I have left them here. Realistically, they were launched about two months ago now, but some people have not come across them and they very much sit within the refined field of using Glean. They are our definition cards, URL previews and easy-add images. Again, this idea of using these is you would use them after you have done the recording process. I will jump into a pre-prepared file for this. It is a way for you to bring in external information into your notes. Because notes, yes, they are great. You will be taking the information that's been given in the class, lecture, condensing it, putting it into your own words, that's part of the note taking process. But it's useful to bring in other things, images from websites. We have improved that part of the process with Glean. The first one I will show you is something called a definition card. So this scenario, reviewing notes and at one point in the lecture, the lecturer was talking about the film Interstellar. I won't ask the question, but I imagine some of you have seen it and some not. If you are in the boat of not seeing it, you might think, "I need to get a bit of information about this, quickly, because I don't quite understand,” and this is where the definition card can help. If I want a definition for the film Interstellar, I can click on the ‘post definition’ button. In short, this is a direct link between Glean and Wikipedia. I'm aware you can't quote in assignments from Wikipedia, but it's a website that is really good for basic information. In this example, I want some basic information on the film Interstellar, so I will type in Interstellar and hit search. It’s not just going to stick a random article in there - if there are lots of different potentials, it will show you them all and allow you to select the one you want. That will grab a snippet of the article directly from Wikipedia and also provide the direct link to it as well. I find the definition tool useful for live meetings when someone is talking a concept or even says a word I don't understand, I can quickly put in a reference point, or you can use it afterwards to simply bring the article in there. Nice and simple, but really effective. That takes us onto the next addition which is all around URL previews. The reason this is useful is because quite often, you will do some independent research. You might find a website and you want to link that to your notes. Sticking on the theme of Interstellar, perhaps you have read it through and decided you need more information. You find a nice webpage, this is from https://protect-au.mimecast.com/s/XgpZCOMxQoFpEQxQruE44kh?domain=imdb.com, all on this film. You think this will be useful to link to my notes. So what you do is copy the web address, and then you go and paste it into your notes. This is not exactly revolutionary, copying and pasting text. What is useful is when you paste a web address into Glean, Glean will recognise it’s a web address and unfurl the information on the page and give you a nice preview, which I think is useful. Often, URLs tell you nothing about what is on the page. If you add loads of these to your notes, it becomes a big jumble of numbers and letters which are meaningless unless you actually want to go that page. Whereas, if it's displaying this information like this, you know exactly where that link is going to take you and you know exactly what links you want to go and click on. That’s a very simple, but useful addition we have made to this. Last but not least, still on the same theme, is easy add images. Now, images obviously can be useful to add to your notes for various reasons. We have made this process a little simpler now for you. The first thing to mention - you might have assumed you could always do this but you couldn't, and that's copy and paste images directly into notes now. Say you go to the website, you find a picture that you think is really useful, you can now right click, copy the image and then paste it directly into your notes. But it takes you out of Glean. I want to focus on my note taking and I don't want to jump between different browser tabs. A better way is to click on this ‘post image’ icon because from here you now have the option to do a direct image search from Glean itself, very similar to how the definition card tool works. You pop your search term in and it will then go and return lots of results directly in here. You can click on ‘show more’ to find more information. Or, if you just want to use one of these images and grab it from its source and pop it straight into your notes, just click on it. And it will grab it from whatever web page it's on and pop it straight into there for you. All of these are just ways in which you can really enrich and enhance your notes so it's not just your own text. It allows you to bring in external research and additional images as well. Just before I pass you back, one more thing to point out, not necessarily a new feature as such, but a new resource you might not have come across is our Glean Skills Portal. We always think it's useful to help users of the software. We have put together this skills portal. I'm sure we can pop the link into the chat pane at some point. Anyone can use this. You don't need an account. It's just a series - just a little introduction video - of 10 bite sized videos showing you all of the main functions of Glean split into five different groups. So how you can record classes, edit notes including things I have shown you, definitions, URL and images, all the way down to using the mobile app as well. Bookmark it, share it with students who have Glean and it will help with the software use. That's a whistle stop tour of everything we have been doing over the past three months. I will stop sharing my screen and hand back to Jim.

JIM: Okay. Thank you, Lee. That was fantastic. Hopefully, if you can just give me an audio feedback that you can see my screen?

DARLENE: Are you wanting to see Glean or a PowerPoint?

JIM: I’ll bring the PowerPoint up.

DARLENE: No, not seeing that.

JIM: I will go back to … back to here.

DARLENE: Perfect.

JIM: Thank you. Thank you so much, Lee. It's fantastic to always see really thoughtfully considered innovation being brought in to really be at the core of what we understand are the challenges to note taking. This brings us to the section of the session around transcription. We are really excited about it. It’s just something that has been requested for a long time. We have — much like the other enhancements that Lee has demonstrated, we have very, very carefully thought about, well, how do we embed the transcription feature to enhance the note taking process rather than just be a transcription tool. So that will become evident during the demonstration a bit. Firstly, what is a transcription feature in Glean? It is actually an ASR service. Automatic speech recognition technology that will transcribe the words into text. It's not done in the moment when the students are in their lecture or meeting. It's done after the recording has finished and they've clicked a button to do it online as a process and download the transcription. So it's not a realtime transcription service. It's purposely designed as something that comes after. It's really important, we don't want students to have a transcript within Glean live in the moment. We still want to encourage them to actively listen for key moments in the lecture and use some of these fantastic features that Lee just demonstrated as well. We don't want to see students looking at a transcript live. Really, what it will do is impact on their quantitative load and impact on their ability to listen and comprehend in the lecture in terms of taking notes. As I said, it is an automated service. As Lee mentioned, many of today's features including the transcription feature fit in nicely to the refined stage of the note taking process. Because it's after the recording has been captured where the students will go back to the event, work through Glean and start to use the transcription tool in a very purposeful way. So it does fit right into the refined process of Glean. Now, why have we added it? Here is a reminder to show you what transcription traditionally looks like. On the screen is an image of transcribed text totalling 15 minutes worth of spoken information. So it equates to about 2,000 words. It isn't necessarily a useful study resource. It certainly isn't a replacement for personal notes. So, we were very mindful when we designed the transcription feature that we weren't creating something that was just another wall of text. Because, as we know, what can happen is, not just for 15 minutes, but over a week, if you have got 10 contact hours, and you have transcribed all of those contact hours into text, you can see that you will have an incredible amount of text that you have to go and work through. So, it's just going to contribute to information overload. And you have ended up converting all of your lectures to text; it's the equivalent of reading additional textbooks, to some degree. We were really determined to make the transcription part of the note taking process where note taking is still the key component for learning where students process information, but they have the transcriptions to support them. We have built it in a way where students are still actively engaged in their lectures. They still do what Lee just demonstrated. Add notes to the notes feed, add URLs, add definition cards, highlight key moments, develop those initial notes because they become the outline where the transcription can feed into it at a later stage. So, that way, they stay engaged in lectures and also we're avoiding the overload of information as well because students are not hit with a mass amount of text. They are just looking at slides, key words and visual audio that's being recorded as well and being tagged in colour. Okay. So, the transcription is built into the note taking process afterwards. This is what we believe gives you the best way to learn when they do actually need to refer to a transcript. So, what does it look like? Let's have a demo with that. Okay. So I will come out of my presentation and go into Glean. What I thought I would do first is just do a quick 30 second recording. Just minimise that. I will press escape from that, apologies. Here you are. So, hopefully you can now see Glean on my screen. I will click on a new recording. What I will do is do a quick 20 seconds of recording and use the microphone. “It is uncertain if time travel to the past is physically possible, forward time travel outside the usual sense of the perception of time is an extremely observed phenomenon and well understood within the framework of special relativity and general relativity. However, making one body advance or delay more than a few milliseconds compared to another body is not feasible with current technology.” So we will stop it there. We have about 25 seconds. As you can see, Glean has got the captured audio as in audio mode. So I can play it back. What you will notice what has appeared after I finished recording is there is an icon called ‘convert to text’. We only have about 20 seconds. Hopefully, the demonstration won't take long. We will look and compare what it looks like once it's transcribed within the interface of Glean and how it still has a minimalist approach to all of the information you would be bombarded with. Okay, so our text has been transcribed. If I click on the text button, you can now see the text mode of that audio information. So, here is the audio mode. Here is the text mode. It's still the same information. Because if I go to the beginning and press ‘play’.

DARLENE: The sound is not very loud there, Jim.

JIM: Sorry, does it need to be louder?

DARLENE: Yes, but it's okay. So ...

JIM: I will try that. Okay, my apologies. We will just try that again.

DARLENE: Didn't make much difference, but that's okay. But it actually has transcribed it correctly as pretty much what the deal is?

JIM: I will go back and hopefully you can hear my voice to some degree. Go back to there. We will press play. “It is uncertain if time travel to the past is physically possible. Forward time travel outside the usual sense of the perception of time is an extremely observed phenomenon and well understood within the framework of special relativity…”. It was fairly accurate. I was very poor at articulating the word ‘phenomenon’. I can never get my tongue around that word. That gives you a snapshot of how the process occurs. What I thought I would do now is actually talk about, well, how does that actually work when we want to look at utilising the transcription from the notes we've captured. Let's go to the very familiar time travel lecture here that we have that Lee just used as well. So, you can see, here are my notes in the notes feed. I'm scrolling down the notes feed. If I click on one of the notes, I can press play.

RECORDING: ... films Back to the Future and The Terminator...

JIM: There we are. The audio is playing in audio mode. But I can flick it to text mode and continue the playback.

RECORDING: ... suddenly brought time travel to the forefront of mainstream culture...

JIM: And so, it's actually stopped there had because I'm playing a block of notes. I could go back up here and press the play button and it will continue to play back the entire recording.

RECORDING: And at the exact same time, the concept of time travel became a hot topic in theoretical physics.

JIM: So I think that is really nice, that the captured information is available in multiple modes, audio mode, as well as text mode. So it fits in that nicely with the concept of universal design where students can choose their preference of how they would like to view the audio information they're processing. Now, importantly, how does that work when -- with the note taking process? If we go back to -- let's choose another part of the recording. Actually, we can leave it here, actually. So here, we have played a section around -- I will go back to audio and make sure I'm in the right spot. We will play this one here.

RECORDING: The major blockbuster film, Back to the Future…

JIM: What I would like to do now is say that the concept of time travel became a hot topic for theoretical physics. So I can grab the transcript, I can't do anything with the transcript; it stays in the column as is. But I can now grab a snippet and post it and Glean will post it directly into my timeline of my notes feed. I have my notes I have created. Now I have added, from an external source, in this case a section of the transcript or snippet of the transcript and added that into my personal notes feed. Once it's added into the notes feed, I can edit that bit of the transcript into my own words or elaborate on it in different ways. We thought long and hard how we want the transcription feature to work. It's not there to replace your notes, we want it to be there to help you write up your notes. Okay. So, that's just a quick demonstration of it. Is there anything I missed, Lee, in terms of that demonstration?

LEE: No. Using the transcript features is easy from a technical perspective. It's just to reiterate the point it's not there to replace the note taking process, it's there to aid it. You are not using the transcript verbatim. If there are useful parts of it that are going to be in your notes, yes, go back and pop it in there, but the idea is not to record, do nothing and convert it to text. That's not what it's built for.

JIM: As I mentioned, it's to help you write up your notes. If you need to work through that again, like I said, with some students with cognitive load issues, if they need to listen to review some more of the information, they can of course revert back to audio mode to listen to the next part that's been highlighted. So, here with the ... this part in red is quite important. But the student might want to listen to it in audio mode first. And then convert it to text mode and grab it and paste it into their notes feed. It's all about giving students ways to minimise that cognitive load demand, and engage in the note taking process, which is a very demanding cognitive process as we know. I will go back into my slides if that's okay. And hopefully, we will just go back to… so, here's a recap of how the transcription works. What I do want to do now is just reinforce - we were really excited when this came out because we know it can make a real difference for students' learning outcomes. So the four ways I have just mentioned -- the transcription feature is designed to be used with a purpose. It dovetails nicely into the note taking process Lee described earlier. So students can use transcription to refine their understanding after class, reduce the cognitive load. In terms of accessibility, the recording can be switched from audio mode to text mode. And so it just makes for a nicely rounded note taking experience for the students. The students can trace in text mode, trace where the transcripted text is, because it highlights the text as they listen back to the audio. So it certainly makes for better time management as well, because it's all time stamped and linked to their notes feed where they have been adding their tags and their bullet points and so forth. Importantly, the main thing is that it still means we're focusing on why we designed Glean in the first place; we want it to be the scaffold for becoming effective note takers and utilising good strategies in their study skills. Okay. So, I think we're nearly at quarter past 3. We have time for some FAQs. We thought before we go to the chat and the Q&A session, we would probably answer a couple of the questions that we anticipated.

DARLENE: Okay. I will just say -- just to briefly jump in here. I wondered if anybody is from Queensland? Some of the universities have sent out some alerts and I think TAFE’s in Queensland - that if people need to go home. So if anybody is from Queensland, if you are not connected to social media or emails during this webinar, Queensland are saying please, if you can do so, please head home from campuses now. And, yes, to any staff that are online with us, please keep safe. It's a horrific time out there. Thoughts are with everybody in Queensland and New South Wales at the moment. Sorry Jim, keep going.

JIM: By all means, likewise; I hope everyone is staying safe. One of the questions we do get asked is about the accuracy of the transcription. It is a bit difficult to give a precise figure. Obviously, because it's automated speech recognition, it's not going to be as accurate as your realtime transcription services. However, we do have performance benchmarks when we negotiated a service provider for the accuracy. That benchmark is fairly high. I think it's meant to be at a minimum of 80 per cent. But I have a feeling it could be even higher than that, Lee. I will get you to confirm that in a moment. What we're doing is collecting samples from students around the world and reviewing a huge range of samples. Because all of those samples would have been recorded in different scenarios. Many of them of course might be through remote learning where Lee says you get optimum audio signals. But we also want to see how well the transcription accuracy performs in live face-to-face lectures and tutorials. That's where the variables lie. It will depend on where the student is sitting in the room. Is there a lot of reverberation with hard surfaces, is the microphone pointing in the optimal direction or is it a poor quality microphone. Those aspects do have a part to play in terms of accuracy as well. However, given all of that, I know all of the staff at Glean in our chat discussions - we have all said we have been very pleasantly surprised with the accuracy. The review happens every three months. Because it's a third party service, that's a plug-in into Glean. If as an organisation we're not satisfied with the accuracy, we of course can source another service provider to demand those benchmarks we expect for our students to use Glean. How long does it take to transcribe? Approximately, the figure is that for one hour of recording, it could take about 10 minutes to transcribe that. There are a lot of spoken words in one hour, but we found about 10 minutes is what is required for a reasonable internet connection when students do that online process. That's the other thing to say, it's not something that happens on the computer -- that could chew up the processing power of the machine. It's something that happens up in the servers and comes back down. Yes. We're really pleased with that as well. That's the advantage of having a web based app such as Glean. Okay. Will it … next question we probably will get asked I think is: Other languages? At the moment, we only support English. But it's something we might investigate in the future. But it's not something we are currently offering. So, I think this is where we can start to look at further questions. And I would suggest maybe we go through the Q&A first and then we can respond to those.

DARLENE: Great. Thanks, Jim and Lee, for the presentation and continuing to stay awake. It's wonderful. One of the first questions we got that was not answered by the FAQs was: Are the reference links from the images added to the copyright?

LEE: I assume that's where I was grabbing images from a website.

DARLENE: Yes.

LEE: When you post one, it will literally post the image. But what I didn't show you is before you post the image, there's a little icon that takes you to the source. If you need to reference them, you can go to the source, make a note of where the sources came from and paste in the URL wherever it came from as well. It's not just a random image from a website that you don't have a clue where it came from. You can find out where it came from if needed.

DARLENE: That was probably the next question. I may have missed it. However, where are the images sourced from? Educational source or creative commons?

LEE: It's powered by Bing, it's doing a search just like if you went into Google or Bing images and did a search. It's integrated directly. It does have safe search as well in case you are wondering. You have to manually add it, but you can find out where it came from if needed.

DARLENE: Another question, Tracey is asking: Will transcripts be able to be printed in the future?

LEE: Simple answer is: I don't know. But if you think that is something that could be useful, then it is certainly something we can pass on to the development team. It might already be within their thoughts, but it's not something I have heard discussed. I will make a note and pass on that feedback.

DARLENE: That would be great. Andrew, the next question was from Andrew who said it's affirmative, the answer has been there. Will the transcription view disappear at the integrated stage like the audio view?

LEE: Yes, the integrate stage - it's not something you do within Glean, it's what you do when you have completed your notes. The integrate is getting the information, notes and maybe getting it outside of Glean. It might be printing out a physical copy, transferring it into Microsoft Word or Google documents. There is not really an integrate view. I don't believe the transcript will ever disappear. You can switch between audio and transcript view, but it won't disappear once you have the information in there.

DARLENE: That's brilliant. That's all the questions we have got. I think you probably answered other people's questions in the FAQs you went through at the end there, Jim.

JIM: I might add we discussed this the other day, I think Lee just confirmed this is correct, we have had, actually I had an email today from another university. They were asking if it was possible for students to delete sections of the audio, in the audio feed, that weren't necessary? What we're going to look at is not to allow that to happen. Because students may delete something and find they need it back again. But developers are looking at adding a feature to hide sections of audio, a bit like when you hide slides you don't want to show during a slide deck. That way - I think that keeps the transcription feature intact as well. Because that way if you delete bits of the audio, and you have done a transcription, it could play havoc. Like Lee says, the transcript will always be there if they need to go back there. That's why we're looking at hiding bits of audio rather than deleting it. That's still in the pipeline.

DARLENE: That's great. It sounds like you are open to suggestions. I'm sure Jim will be happy to hear from people if they do have other suggestions on how to improve things going forward. Thank you, both, for…

JIM: Sorry, I had a couple more slides. We have had a question as we mentioned at the moment -- Glean transcription is new. It's something that is -- we thought about rolling out. We have rolled it out to institutions with larger subscriptions with Glean for education packages. At the moment, it's not available in Glean Teams. But we have several institutions who have asked about it. If they want to contact us and me or Lee I have got my email on the next slide. We can talk through how that can change over if they want to change over from Glean Teams to Glean for Education, how that would look. The other feature for Glean for Education besides transcription is that Glean for Education has another feature called ‘share notes’. Can everyone hear me okay? I'm not sure I'm still live.

DARLENE: We can.

JIM: The ability to share notes. So a student can actually share an event with another student. That is switched off by default because we recognise that many institutions would have policies in place about sharing recorded content. But it is an option if a university wishes to do that process. They are the only two differences in Glean for Education. Everything else is identical in both Glean Teams and Glean for Education because everything with the CORI method is at the core of Glean. Everything Lee demonstrated earlier, which I want to reinforce is really powerful -- I’m guessing a lot of people came on today to see what the transcription looked like. Certainly, I'm hoping the message you get from today is that, yes, it is a really great feature. But we also want to make sure that we focus on students using Glean in that purposeful way with all of the other really fantastic features that enhance the note taking process and experience for them. So, we can talk about Glean for Education if you want to contact me. As I mentioned before, the transcription and -- it's exclusive to Glean for Education. I thought I would quote: Western Sydney University is one of our clients. Sally Leggo kindly emailed us and was happy for us to share with everyone today about how they have found the rollout of Glean this year. They have been using Audio Note Taker for several years. After review and trial with transitioning over, they have made the complete jump over to Glean. As you mentioned, Darlene, we do rollout lots of features. Sally reinforces that and appreciates that we do do that to give students some greater functionality with the tool. So here is our email contact for any further questions.

DARLENE: Okay. All right. Thank you so much, Jim and Lee. That is absolutely brilliant. We have a survey we're putting into the chat now, if people can take the time to fill it in. We will also email it for you. We always value your feedback for our presentations. We have three webinars coming up. The next one’s on the 17th this month. It's not up on the website yet because we are waiting for Jim to provide us some information. We also have Read and Write and Orbit Note coming up at the end of March, and also one on Equatio that's coming up at the end of March as well. You can find it all on our website. A couple of people asked and it's been put in the chat, about the presentation and the slides. They will all be up on the website as well. So, thank you, everybody, for joining us. It's been a difficult time for many people around Australia. It's great that people can still join us. Thank you for Lee for getting out of bed. Go and have a big coffee. Hopefully your day means you get lots done before the family wakes up. And thank you so much, Jim, for once again giving your time to us so freely and to everybody joining us and to the captioner, Jason, for the work as well. So have a great day all, and we will see you in a couple of weeks for our next webinar. Take care.