DARLENE MCLENNAN: Thank you for joining us today. My name's Darlene McLennan and I'm the manager of the Australian Disability Clearinghouse on Education and Training, ADCET for short. The webinar today is live captioned and also Auslan interpreted. To activate the captions, you can click on the CC button in the toolbar that is located either on the top or on the bottom of your screen. We also have captions available via a browser, and we'll put that link into the chat now for people to access. I'm coming to you from Lutruwita, Tasmanian Aboriginal land, and in the spirit of reconciliation I want to respectfully acknowledge the Lutruwita nations and also recognise the Aboriginal history and culture of the land and pay my respects to Elders past and present and to the many Aboriginal people that did not make Elder status. I also want to acknowledge all the countries participating in this meeting and also acknowledge the Elders and ancestors and their legacy to us, and also any Aboriginal and Torres Strait Islander people participating in the webinar today. I'm really delighted to welcome you to this session, what's next for digital accessibility. This is in recognition of Global Accessibility Awareness Day, GAAD, which is today. We will be Tweeting this. The hashtag is #GAAD. Join us on Twitter, but also there will be conversations happening in the chat box. Very excited to be partnering with RMIT for this session, but I'm not going to facilitate it. I love it. I've just done the welcome and then I can sit back, relax and enjoy the panel discussion. I'm going to hand over to Chaminda Ranasinghe, who is the chief executive officer for global marketing, digital and experience at RMIT University. Chaminda didn't want me to say anything else, but I'm going to say that he has 25 years expertise in marketing, digital and technology, and he's currently the executive sponsor of accessibility at RMIT, which is fantastic, and we were just commenting that it would be wonderful if all universities had such a thing. Maybe that's our wish from today. Alright. I'll hand over to you, Chaminda, and I'll be back at the end of the session to say goodbye and wrap it all up. Take care.

CHAMINDA RANASINGHE: Thank you, Darlene. Hello, everybody. It's great to be partnering with ADCET on such a great day, where we acknowledge accessibility and remember and recognise all the great work that we have done. As Darlene mentioned, I am the chief experience officer at RMIT but what I'm very, very proud of is I'm the executive champion for accessibility and inclusion at the university. I'm very proud of the team that have led the work that has brought the university to be recognised as one of the leading disability champions. We've actually been recognised as high as number 1 in the country by the Australian Network for Disability but recently we've been ranked second; so there's a lot of work that goes into this. We've in fact recently been accredited as being a disability competent recruiter. So, lots of things that we have done well, but the reality is at RMIT we know it's a continuous journey. It's not about a destination. We haven't stopped just because we got those awards. I'm sure all the participants here recognise there's a long way to go for us and that's what this discussion is about. The last year has been ‑ the COVID and the pandemic circumstances have been really tough, but there have been some positives that have come out of it, and one of those key positives has certainly been the drive and the engagement, the enablement of digital and the move of online learning and teaching into this space, and it's been fantastic to see so many of our students and staff take up digital tools that in the past sometimes haven't been taken up as much. It's also helped us identify the needs of all of our students and staff when it comes to digital and that context of the importance of accessibility. That's the important discussion that we need to have. How do we make sure that we don't lose the traction that we've gained in the last few years and continue to drive the agenda and do more? At RMIT we have are really lucky to have amazing accessibility specialists. In fact, Ronny on the screen is a colleague and teammate of mine - has advanced in the short time he's been at the university the agenda even further. As I said, this is not done for us. There's a long way to go, but being recognised as a leader in this space, our job is to bring others into a discussion, and that's why it's great today that we have got participants and speakers from other institutions, because together we can advance the discussion further; we can achieve more together, and I think that's the part that we've got to play. The progress to make this work for everybody - we've got to progress the conversation to a national level and make it more inclusive to all the institutions, because the reality is, I think, this is something that we can do together for the entire sector, and as a sector we can then encourage other sectors to do more in this space as well. That's the context for this. I'm delighted to be the moderator, but the important conversation will happen through our participants who are the true specialists in this space. In that context I would love our panel to introduce themselves. Let's start with who you are, what your role is and what does digital inclusion mean for you in a short, sharp maybe two or three minute session. Can I please start with Darren.

DARREN BRITTEN: Yes. Thank you, Chaminda. I would like to first off say thanks and hi to everybody here, and I'm coming from Wurundjeri land here in Preston in Melbourne in Victoria. I pay my acknowledgements to Elders past and present as well. I'm Darren Britten and I am the National Assistive Technology Project officer with the Australian Disability Clearinghouse an education and training. My role consists of anything and everything, I suppose, around assistive technologies. I've been in this space for a couple of decades now, and around the intersection with information access. So, anything from training and support across the tertiary sector with my position now through to targeted programs and initiatives aimed at raising awareness and knowledge around assistive technologies, inclusive practices. The question, what does digital inclusion mean to me - I think it's a really good question because I think it's a question that we all need to be asking in this time. The discussion around accessibility post COVID, as you mentioned, is where people’s heads are at and thinking what is next. When I think of digital inclusion, I think digital interactions. There's three words that come to mind for me and that is access, opportunity and representation. Access allows people into the space. Opportunity enables people to grow and thrive in the space. Representation allows people to see themselves and others. So, I think I'll leave it at that, because I know there's a lot of panellists to get through. They're the three big things for me that it represents. It's no easy challenge for us all to address all of those things all at once and it is a journey as you said, Chaminda, so thank you.

CHAMINDA: Thanks, Darren. Great to have you on board. Tracy, next.

TRACY GALLOWAY: Thank you. Good afternoon, everyone. I'm Tracy Galloway. I am currently an Equitable Learning Advisor at RMIT University. My role involves working directly with individual students with a wide range of disabilities and conditions across both vocational and higher education, to support them with their studies through reasonable adjustments, which includes digital accessibility. I also work closely with educators, schools and faculties, to support them in implementing these reasonable adjustments through learning, teaching and assessment. I have a background in education. I started teaching in schools, have also had management positions in schools, in charge of curriculum areas, like music and performing arts, and then moved to higher education as a lecturer and coordinator of multiple subjects within a new graduate teaching degree. All of those roles have really given me an experience of being able to build curriculum and build subject content, keeping in mind accessibility on digital platforms like Moodle, Blackboard and Canvas. I've also done some counselling in schools, as well as a registered counsellor, and have built wellbeing programs again in the digital space for access by students. Digital inclusion for me is how that equal action can be immersed in the learning experience without barriers. From a personal perspective, I was born with low vision, and that has progressively deteriorated [inaudible] because it does enable me to really engage in every aspect of my life. And I'm very hopeful and excited about future innovations and progress to be made. I'll hand you over to my colleague Ronny.

RONNY ANDRADE: Thank you. Thank you, Tracy. Thank you, Chaminda. Good afternoon, everyone. My name is Ronny Andrade. I work as digital accessibility lead for RMIT University on Chaminda's team in the operations portfolio, and my role spans across the entire product lifecycle. I try to champion and embed accessibility best practices during the design, the development and use of digital assets by our support at RMIT. I've been working on the digital accessibility space since a very early age, since I was 18. First, I was instructor of assistive technology at the university where I did my bachelors. But then a couple of years later I did a PhD where I researched accessibility in video games for people who are blind, and then I came to RMIT to continue working on this space of digital accessibility. What digital access means to me - in my eyes it's about two things. First, it's about making sure that everyone can access any content without having to spend extra time or extra cognitive efforts trying to set up programs, wondering if something is going to work for them, and just be able to use tools without having to spend that extra time. The second thing that is to me is digital access; it's about equitable experiences. It's about providing those alternatives. If for whatever reason digital experience is not available to someone there must be an alternative equitable experience. I'll leave it at that and pass it on to the next panellist.

CHAMINDA: Thank you, Ronny. It's great to hear from both you and Tracy. We'll go to Danni from Deakin. Welcome.

DANNI MCCARTHY: Hello, Chaminda. Welcome. I'm feeling very deeply for my colleagues at RMIT. Thank you so much for inviting me along. I am a lecturer of inclusive education at Deakin University. I work in the teaching capabilities team. My roots go deep at the university. I pretty much stretch across every aspect, because inclusion impacts students in just so many different areas and ways across the university. I'll keep it short and sharp and say that, for me, inclusivity is about equity and social justice and the transformative power of education, and everybody has the right to have their life transformed and realised through education. This is big stuff we're doing. Heady things we're talking about. I'll pass on to the next person.

CHAMINDA: Well said, Danni. Thank you. We'll go to Steven from La Trobe now.

STEVEN ZELKO: Hi, my name's Steven Zelko. I am the coordinator of inclusive resource development, tech and training - quite a mouthful - at La Trobe Uni. My role extends throughout the institution and goes from dealing with students on a day‑to‑day basis, face‑to‑face stuff, training them in software, handling alternative format requirements. So, going through the LMS and digging out stuff and trying to work with that sort of stuff as well - working through to advising academics on how to create better resources, and then it goes up to helping drafting policy in regards to institutional change. So, it covers a pretty wide gamut. I've been at the institution since 1999 when I was a student, and I started in the inclusive resource department about 2005. So, I've been in the space for quite a while, seen the transformation that went on with COVID and shifting to a more hybrid sort of platform. At this point what does digital inclusion actually mean for me? A few people here have probably heard me say it before, but it's no longer for me, it's no longer even about accessibility or inclusion, it's about communication. It's about better practices in communicating the things that we're trying to get through to students. So, when better communication comes in students aren't excluded at all on any sort of level, regardless of where they are on the spectrum. So, to me now it's primarily defined by better communication, can we do it better? Yeah.

CHAMINDA: Thank you, Steven. Great points you raise. And finally, and again from La Trobe, welcome Bojana.

BOJANA ŠARKIĆ: Thank you very much. Hi, everyone. My name is Bojana Šarkić. I am a lecturer in audiology at La Trobe University. I have three different roles in my job, two of which I'm not paid for. One of them is to train students to become clinical audiologists and to be able to provide services in terms of diagnosing and rehabilitating hearing loss. And the other one is to train them to understand the theoretical content of that as well as to talk to other academics within the university about how we can provide inclusive education through accessible content. Digital inclusion - what it means to me? Again thinking about these couple of roles that I have - I believe it's important to realise that access to information should be available to everyone regardless of their age, background or ability, and particularly thinking from health educational sector where we need to provide accessible services in terms of tele‑audiology or telehealth to vulnerable populations, improving digital literacy in our students not only to be able to access content themselves but also to pass that information on to their future enrolments ... is critical for their future practice in audiology. Thank you.

CHAMINDA: Thank you, Bojana. I think we are an incredibly lucky audience to have this wonderful panel with us today. The points that all of you have raised - communication is literally the most universal skill that every job requires and, as educators, as staff from universities, it's our absolute core responsibility to make sure that that's what we provide our students and staff. So, I think this conversation is going to be fantastic. The first question I would like to ask all of the audience and also the panel is: what's your reflection on how digital accessibility has been transformed throughout the past few years? There's a second part to this question; I'm being cheeky. How has that expectation on academics and teaching staff changed in the context of the last few years particularly? Who would like to go first?

DARREN: I'm happy to jump in and take one for the team here. Thanks, Chaminda. Reflections. Just casting my mind back, I can remember some of my first work in this space involved a book press and a high-quality camera at that stage on a tripod. A large piece of glass would come down on the book and hold a page down flat so that a photo could be taken. We could take that, process that through the image lab that was there, get that single back of the book back and then scan and try and optically recognise the text that was on the page, to convert this into an electronic format for a student. So, you can imagine doing a book took close to a day because you'd have to lift the glass up, open it up and put it back down for the next page, etc. And that was fairly fast for its time. That was considered the way things were done. I remember our ground-breaking moment - we saw there was an article from a US university that was talking about they had a high-speed scanner that was doing OCRing. 'Okay. How do they get through a book so quickly? This technology is amazing. Technology had advanced.' It involved chopping the spine off the book. We've never thought of doing that. So, again, we took ideas from elsewhere and we started to implement those and then we could scan the book in 20 minutes, and then you would go through and correct errors etc. But the timesaving - again, we used to think it was great if we could getting something done in the space of a week, one whole book, into if we couldn't get the book done in a morning or afternoon by the end of my time when I was at La Trobe that was something we were looking at. We used to have students reading articles to tape; we now use synthetic speech, so there's been transformation in that space. Audio online has come along, disability standards have come along, which have certainly helped transform things. The web standards - and I often cast my mind back to the early days, we're talking about reflections or expectations on academic staff, where we had reading packs and there was, like, 15, 20 resources, maybe key articles or key chapters, etc, that were required as part of a syllabus or the curriculum. They had to be in a month, two months before a teaching period began because that was when they had to go to the printery to get done and put into the bookshop for students to purchase, etc. You had everything all in one place. Now there's so much information. There's more than 15 resources involved in a subject. In the case of some subjects I've seen, there's hundreds of links going out, there's hundreds of different resources that students are expected to interact with. Academics need to keep on top of all that, keep that current. The expectation is that they've got high digital literacy skills, and that's just innate and it's not without training; we're just expecting people to be able to adapt to these new technologies. They need to be masters of everything, and they've got to do more with less time and resources. I'm not saying these are all positive things. This is how I kind of see the environment. I think we're very much stuck in the sector ‑ I've seen it for many institutions now, we're in this just-in-time teaching model. Most resources are getting developed just in time, just the week or two weeks before. They're not getting developed three months ahead of time, six months ahead of time before a course is announced and run, but that's the nature of most things we're now doing. I'm happy for somebody else to continue that discussion.

CHAMINDA: Thanks, Darren. Lots of nods there from the panel. I can see that's the case. Anyone else would like to comment?

RONNY: I'm happy to add something to that. I haven't been on the space for as long as Darren, but my experience on the web basically is that, you know, recently I attended a talk with ... the creator of the standard for the world wide web. He was saying that the idea of the world wide web originally was to share, to make content available to everyone. That was the spirit of the foundation of the world wide web. At first when it was first launched around the mid‑90s, we had very basic web pages, no animations, a bit bland, if you will, with just like links and a picture here and there and it was very simple. Those pages were quite easy to decode for assistive technology users. But then in the mid‑2000s then we started building what we call the web 2.0, which is where technology advanced so that anyone could create their own content and we created more interactive elements and web pages. We started seeing carousels and accordions and tabs and lots of interactive and new elements on the web. Unfortunately, when that transition happened from web 1.0 to 2.0, a big part of that accessibility that was embedded in 1.0 was lost, because we focused on the interactions and in making it look pretty, and in making it enticing visually, but we forgot the basics. I guess my reflection here is, let's not forget the basics as we move along into the future of digital accessibility.

CHAMINDA: Great point, Ronny, and the funny thing you talk about, and Darren in the early days - I remember back in the ‑ let's be fair, very early days of the internet, in the early 90s, mid‑90s, not coming from the background that you've come from and not from education, but even in the corporate sector it was often a fight; you would have to fight for ... standard accessibility. The good thing, I don't see that being the issue anymore. People are very much conscious of ... sometimes we do forget the basics. I think going back to the start ... very simple things are sorted out and thought through and I think are very, very important. I'm conscious that from an academic perspective I think you spoke about that, Darren - I'm going to try and ask maybe Danni to lead off from an academic perspective of how ... the last few years.

DANNI: Yes, I'm definitely keen to speak to an academic perspective because I'm really reminded of 15 years ago working at our institute of ... education. We were doing a community-based delivery model. Our Indigenous students were encouraged to have two weeks on campus in intensive blocks, but they would be embedded in country and with their communities. And it was a very inspirational model for delivering education and it still is. But one of the great challenges of delivering education in that mode was that we had to be very, very inventive because our students didn't have access to great bandwidth or downloads. I remember recording on a Dictaphone and trying to get that recording onto a disc and then getting a little pack and putting it in the mail and saying, 'Here's a week of your studies' for those students and hoping they would receive it. You just think how far we've come, but also how little far we've come, because I think that our rural and remote students - maybe we've forgotten that accessibility is so much more than the way we present pages. It's also the way that a person receives that information, and if they can receive that information. So, how much things change and how much things stay the same. I think we really just have to remember that human bodies are connected to technologies, and for things to reach people they have to reach people. Steven, I see your hand is up.

STEVEN: I was just going to carry on from that. I think for me the reflection that's really evident at the moment is the shift from the use of technology as a tool - a hammer or a nail - to this shift of you're engaging with it on its own merit. So, you're having to bring yourself to the tech rather than the tech coming to you, and that to me is the biggest transformation in the last, say, 10 years or last 15 years. We're using things to substitute a shortcoming. That's what I say to a lot of mostly academics that I speak to, 'We have to shift the focus here and the perception. You have to engage with the platform on its own standing. You have to come to the platform and come to the community and say, okay, how am I engaging with you, rather than thinking how do I fix the problem using this hammer', because it's just going to get done, and it's just not a way to go about it. It's a very sort of one‑sided approach. You've got to be symbiotic with it. The other reflection is the retroactive nature of the process previously in the proactive nature of it now. We have to come at things from inception rather than, okay, how do we fix it once it's already in the system? How do we get it done when it's already there? How do we get it before it's even started? How do you change the type of engagement that you get from inception? They're the two major ones for me. But rather than the tool, and the communal aspect of it is a huge one for me for that space.

CHAMINDA: I agree with you. It can't be an afterthought. That's the challenge we have. The old days of go back to, you know, let's create a PDF - sorry, a Word document, put it into PDF and call it digital, same concept. It's got to be designed from scratch. I completely agree with you. Maybe I'll go to Tracy or Bojana. Any thoughts on this topic?

BOJANA: So, from my perspective - just listening to the other panellists and their reflections, very interestingly, about 10 years ago I used to do a lot of work in Aboriginal communities in northeast Arnhem Land. We used to fly out there as clinical audiologists and provide hearing services to Aboriginal and Torres Strait Islander people. We didn't have enough funding to do that very frequently, despite the fact that the people over there suffer from chronic middle ear infections and they needed the care on a frequent basis. We were only able to get there maybe once every three months due to flooding, and we were flying there using single-engine planes. Ten years later and particularly with the push from COVID, we were able to create simulation clinics and actually access the clinical centres in these communities and provide audiological services in an online type of way, which allows us now to see these people on a much more frequent basis. So drawing on from that, in audiology at the Masters of Clinical Audiology at La Trobe, we have to provide students with a certain number of clinical hours every year in order to meet accreditation standards and requirements for them to be able to practise as audiologists. With all the hospitals being closed, we weren't able to send them out on placements, so we were risking losing accreditation from Audiology Australia, from the professional body. We were able to create simulation clinics at La Trobe where we used technology to simulate patients for students to conduct assessments, to manage patients with those assessments, and also to tune in to hospitals through that digital technology and see patients in a Zoom or a Teams type of fashion. So that's an incredible move forward, I think, compared to where we were just 18 months ago.

CHAMINDA: Great call-out there, Bojana. It's interesting - I think you and other panellists have spoken about rural students, from the outback and remote areas, and this has also taught us about international students who couldn't come to Australia to study. This has changed the game on how we service their needs as well. It's a really important point. Tracy, I might give you the last word on this topic.

TRACY: Thank you. I agree with everything that's been said to date. Certainly, when I started teaching, I call it the era of BG, before Google, where you had to physically do everything. And we've come light years ahead just in a very short time. I do wonder whether in terms of how people view accessibility - and companies like Apple I feel have really innovated and embraced accessibility because they've built it into the operating systems from the ground up, whereas others have kind of looked at it as an add‑on, as Steve was saying. I think that we need to change how we view accessibility and how we perceive it. I think we are way behind in educating people about accessibility, just because of the rate at which it's moved. I work with students all the time who are completely unaware that they have a whole range of accessibility tools within their operating systems and what they're used for. I think also there's still a bit of a misconception out there that these ... when in actual fact it can benefit everyone universally in how they interact and how they engage with content, and especially digital content.

CHAMINDA: That's such a wonderful point you make, Tracy, and it's really timely. We had a session yesterday where we had Apple and Microsoft and other technology partners showcasing what they've done in the recent past. I was blown away with the technology that comes literally out of the box, and almost I was a little bit ashamed that being the champion for accessibility that I hadn't taken the time to learn it. Your point is really valid. The tools that are available now makes it so wonderful for everybody, and I think it's part of all of our roles to make that awareness and education come to life. That's a really good point. A great call to end that topic on. Let's go to the next question. In harnessing the COVID circumstance - the disruption was quite broad, which I accept, but at the same time there were some real positives that came out of it. It forced us in some ways to put our subjects, our courses, our programs online - many that some of us thought we probably couldn't have done that before the COVID circumstance, but it forced us. Some things that we thought never possible are now absolutely the way that we do things. In that context, I'm interested to find out how institutions manage the hybrid way of learning and how we do not lose what we've gained, particularly through the lens of accessibility. Maybe this is directed to the academic members of the panel, so can I start with Bojana, maybe yourself?

BOJANA: Thank you, Chaminda. Thank you very much for this question. I think you are 100 per cent right. COVID has certainly pushed the academic world into a space where they were very reluctant of ever visiting. They found at one point they did not really have a choice. Like most academics around Australia, I think people went and started teaching via Zoom and it was almost like taking what existed and just kind of streaming that information through Zoom without much further thought. What we did in audiology, with the help of some staff from the accessibility unit, including Steven Zelko, is we trialled a couple of different options using Teams, where we were able to provide students with closed captioning, immediate access to video recordings of lectures, interaction between peers, interaction between students and staff as well, and everything kind of centralised in this one space. The students could access through their phones, through computers without searching endlessly through, for example, forum posts on LMS. The feedback we received from students, and not just students with hearing difficulties, but students overall, was extremely positive. They tend to refer to it as like a social platform like Facebook or Instagram where they can communicate with one another very quickly, and they really, really loved it, to the point where a lot of them were wondering whether we can leave LMS in the past and move all of our teaching on to Microsoft Teams. So, that was something that was really, really positive, and so now in the entire course of audiology, both the Master of Clinical Audiology and the Bachelor of Applied Science and Audiology we teach all of our subjects through Microsoft Teams, and it's there to stay. In response to your question, what do we do and how do we avoid a regression back to where we were - I think it's important to consider this question from, I guess, the motivation for change. What motivates people to change and how we can facilitate that. We know that there are people who tend to take risks and who are willing to do this, the digital innovators, and there are some who need factual information as to why this is really important. And then some of those people who are kind of negotiation stage for hours on end, and then we have a group of people who would rather not ever go near that. I think it's really, really important to consider the type of personalities you're working with, to enter into a stage of talking, sharing, and joining forces with people who you know are on your side, and showcasing like what we're doing today, doing shared practice seminars, spreading the word within not only your discipline but your department, the university. Streamlining all of this information on an organisational level so that people like me don't have to start from scratch, so people like me know where to go to and have a wealth of this information presented to them. Another thing I think is really, really important is that we recognise that we all play a role in this, but that the organisation as a whole from that top level has an extremely important role, and that role is to set those expectations. If expectations are not set, people are not motivated to move forward to that. Thank you.

CHAMINDA: Totally agree, Bojana. I think it's a really great call and we can't forget our community. The call to arms about sharing is a great point you make. Danni, I might come to you next.

DANNI: It's funny; I've been reflecting as you were speaking, Bojana, and I was thinking about why I fell out of academia, and I was a broken academic for a while. It was the LMS that broke me, and it broke me because I was trying to maintain two teaching practices, one that was traditional, and I was really attached to and loved because I'm a bit of a show pony, a performer, and I loved that interaction with the students. And then I was also trying to maintain a digital teaching practice at the same time, which is impossible. I just couldn't find a way to bring those two things together. So, I came back into academia as a learning designer, because I felt like there was an opportunity there that I had missed, and I couldn't do it while I was in the heat of teaching. I needed to kind of get out. I think what I would say - there is something of the ethics of care for our academic teams, that they are sort of trapped between two worlds at the moment still, and the forced shift online has only exacerbated that. I suppose, from my perspective in teaching capability building, it's about having those very soft, loving and gentle conversations with people that enable them. And I think that my boss, my lead, my due north, Barbi at Deakin University, that's what we're all about in the teaching capabilities team - is really understanding how do we enable people, how do we walk with them in this path, wherever they are in their teaching practice, and understanding that people are truly invested in the embodiment of teaching practice. How do we bring them into the world of the digital and enable that kind of teaching practice to still occur in that space? I think learning design has a really strong story to tell in that space, but I also think there's a number of other, again, embodied conversations that we have at our university with our people, and this is a journey of a thousand conversations, I believe. Tracy, I'll hand over to you.

CHAMINDA: Tracy, I think you might ‑

TRACY: Sorry, I had a technical issue there. Thanks. Hopefully you can all hear me now.

CHAMINDA: We can now, Tracy. Please go ahead.

TRACY: Fantastic. Sorry. Sorry about that. Really great points there about just the impact on everyone in the learning space through COVID. Certainly, it's my experience, being in education for many years, that change is always very slow. Obviously pre COVID a lot of universities were starting to think about that hybrid learning, blended learning, but still in its infancy, and all of that infrastructure and support hadn't really been built yet, and then COVID kind of just accelerated everyone into that. Not that I'm biased, but I do believe every educator in this country deserves a massive pay rise for the work they have done over the last two years, because it is a huge effort to change the way that you deliver learning from face‑to‑face and into that digital realm. But also just in terms of students - I think as we're working with students through equitable learning, we did come across students who did have some difficulty with access to a regular internet service, students who didn't have devices that were particularly competent, and so really struggled through that sort of environment, just having to do everything digitally, and just that our student cohort is very diverse. We have a whole range of age groups, and some mature students haven't grown up with technology and I think universities need to keep that in mind; that not everyone is at the same technical proficiency and we can't assume that they are. So, we need to build some structure and support in there for them. So, when we're looking at hybrid learning and how it continues, I think we really have to look at access, affordability and technical ability as well as just how academics can be supported to then continue to build these platforms and the content and be able to do it face‑to‑face and online, which is kind of almost double the work that's been asked of them.

CHAMINDA: Thank you, Tracy. Some really valid points. This is why it's wonderful to have such a diverse panel from so many different institutions; you get this shared learning. That's probably where I'm going to lead this to the question, and I'm going to bring other panellists into the discussion. How do we in organisations - we're in the same sector but at the end of the day we don't always partner as much as we could do. How do we work better together to reduce the duplication of effort, which you've spoken about, and improve what we've all gained in the space of inclusion and accessibility in the digital education space? Let me start, maybe Ronny - I'll come back to the others but, Ronny, can I start with you on this one.

RONNY: Yes, sure. That's a tough one for me. How do we collaborate and work together in this space? Look, each institution has developed their own way of working. I think forums like this one where we've got the opportunity to share and to learn from one another are going to be key into the future. I'm all for sharing the love, as my manager says, in terms of what we have learned. If you create a resource, make sure that it's available for others. If you have a discussion like this one, publicise it, bring people from other parts, from other universities, from other states, because there's richness in diversity, and we all know that because that's our space, that's where we work. Do bring different points of view, different opinions together. That's the best way to learn and to ensure that we don't - you know, that we don't reinvent the wheel, basically. I guess another important thing is about standards. Have you developed a best practice? How did it go? Can you share that best practice with others? Can others follow along the best practice that you develop and adapt it to their own institutions. To me it's all about sharing, I would say, and I'll leave it at that for now.

CHAMINDA: Thank you, Ronny. I saw Steve nod quite a lot there. Steve, what about your thoughts on this?

STEVE: Yeah, couldn't agree more. But stuff like the ADCET community of practice has been almost contingent to upskilling my own practice over the last probably year, year and a‑half, because it's created sort of a lateral way of sharing the information when we're perpetually looking for literal ways to implement it. It's usually vertical, you do this and it leads to this kind of thing. But being able to sit with it once a month or once every five weeks with 30 other practitioners from here and from across the nation and New Zealand and stuff has meant that you're checking your best practice all the time and you can have other people double-check your working out for you. You can kind of go, okay, has someone used this piece of software, and someone's already probably gone through it. There was one very heated discussion about one very specific piece of software that someone had already walked through all of it, and it saved everyone else time in order to go through it themselves. So, stuff like that where you're doing maintenance on your own knowledge is a requirement. It's an absolute necessity for me at the moment. I won't try anything new until I've checked with all these other people to see, okay, what have you guys been doing with it? Having that face‑to‑face in those discussions, so it's not just throwing it up on a forum and saying, okay, has anyone used this, but actually having a sit‑down and, what have you been doing and what have you been using and how have you implemented this or what has someone else been doing - these are now absolutely contingent to the process. You can't not do it the other way. That was a huge one for me, I think.

CHAMINDA: Thanks, Steven. Danni, what are your thoughts on this?

DANNI: Yes, it's an interesting tangle. I think anybody who sits in the accessibility space, you suddenly find yourself in these very tentacular relationships across the whole university. You think that, okay, I have a problem before me where I really need to work in the teaching capability space to build accessibility, know‑how and love with academic teaching staff, but then you think, I can't really start there because I've got to think about procurement and I've got to think how do I reach right back into the process so I can take the burden of that conversation. And then you think, okay, well, if I can do that, what about template design? What about in our learning management system and what if we have a One Deakin approach. We have a wonderful team working on a One Deakin approach to a template that has inbuilt accessibility and inclusivity at its core. Okay, well, that's a great conversation. Now, we're starting to be able to really sort of apportion little pieces to different parts of the university. But there's an individual responsibility. We've all got a piece of the pie that we've got to eat. It's also teams, but it's more than that. It's the institution, but it's more than that. It's institutions working with other institutions in the sector, but it's more than that, because it's like you were saying, Chaminda, it's about partnerships with big business as well. Suddenly we breached our borders and suddenly the conversation gets very big. I find myself within this conversation saying, 'But I'm one little woman. How do I do this?' It's like one bite at a time. I think you're laughing because you know what I meant. I think we've all got to kind of ask ourselves, what's the extent of my influence, but also what are the limits of it as well, and how do I work with other people to really - our sector and our responsibility, I'm going to go back to the ethical and the moral and the social justice responsibility on all of our shoulders in higher education today; this is our challenge. Accessibility is our challenge.

CHAMINDA: Well said, Danni. Go back to that purpose of why we do what we do. I think it's a huge call that you make. Almost the basic responsibility we have as educators and people that work in universities. We set a level of expectation. When students come through, the way they experience their early careers, early journey is what they take forward to other organisations. So, you talk about the shadow we cast. If we set a strong set of expectations, they will then demand it wherever they go. This is a really wonderful point you make. Darren, last word on this point.

DARREN: Last word? There's probably many words at this point, Chaminda. To keep this short, I think this comes down to value. How much do we value accessibility as institutions, and what value do we actually add to - passing that on, as you said, to that next generation of learners that are coming through. It's in our assessment tasks as well. It's either we're teaching students to be accessible in their own work, are we teaching them if they're doing presentations to make sure there's captions and alternate things. Do we value this? Do we add it into the marking rubrics, etc? I think there's a bigger discussion around reducing duplication, and the value things. And Danni hit it there and I know it's a topic of discussion across the sector at the moment, and that is the procurement issue. Imagine if all the universities got together or through University Australia and turned to Blackboard or turned to Turnitin, who still hasn't fixed their accessibility by the way, and said, 'We're not using your tool anymore. You can't sell it to any other institution; none of us are using it because it's not accessible, so either go and start updating that and give us tools that have accessibility...' And when we install them, install them with the accessibility features turned on. More often than not they come in, ICT isn't looped in on that accessibility discussion in some cases, the change process management isn't and so most of the accessibility features, even if they are present, are turned off by default. Humans are really good at taking something good, making it look good and do everything else, but break everything at the same time. If anybody has a chance, I tell everybody to look up the Wayback Machine, if you haven't used it online, and go back to your own institutions website from 2004, 2002, 2000; if it's there on the Wayback machine, it holds copies of your institution's website ... you can look back at some of it and go 'our website was so much simpler back then'. Information was all that was needed. It was 'here are the key bits of information you need and that's all we're giving you', not all the fluff and everything else that's on there. I'll kind of leave it that because I know there's more discussion to come.

CHAMINDA: Great call, Darren. The benchmark we accept is the acceptance that we then pass on to our students and other staff, so let's demand it. I think that's a great call. Fantastic responses. Let's go to the next question. If the teaching staff are a piece of the puzzle when it comes to students with disability, the question is: how do organisations need to support our teaching staff to ensure accessibility is provided without overloading? I think we've already touched on this a little bit. I think it is - some of the comments we've had, I think it did touch a note, if you like. I think it's an important discussion. Tracy, can I start with you, please?

TRACY: Thank you. Just following on, on the previous conversations, teachers are very much a part of this but, as far as accessibility is concerned, everyone is responsible. It should take the whole village to make it happen. It should be intrinsic in everything that we do rather than having to ... learning and working directly with students that we hear, is just a lack of consistency at the moment across their learning experience. So, some students will go to a class and have a really great experience, where there's accessibility built in and available to them. Consistency is really important. University-wide, what would really help is having some sort of infrastructure and a framework, an institution‑wide framework, where everything is there, information, resources, guidelines, standards - everything is there that everyone can follow to then bring that consistency, and not just for people who are creating the content. The same sort of skew is that we have a lot of requests from teaching staff asking how to actually implement these adjustments and, through digital accessibility, so adding extra time on for tests, etc. So, I think it's really important to have infrastructure of support, training for the teaching staff to enable them ... even in this space to keep up, never mind people who are not in the space, to really understand the complexities of that. And it's really important. But I think the absolutely crucial thing that universities can do to support teaching staff to ensure accessibility is time, and it's probably the one thing that they never get, just time to learn about and consider accessibility, time to really work with specialised teams. As Danni was saying, learning designers can play a huge part in supporting staff in how to really build that content and make sure that accessibility is intrinsic within that content. And also, just having that opportunity and that time to be able to have individualised training and upskilling. Not all academics are made the same and they're not all technically proficient. So, it's only fair that they have that support to train and to be able to get their heads around all of that. I also think encouraging students to be more proactive and use accessibility as well, rather than just sitting back and expecting it all to happen; making sure that they understand what's available, how to use it, how they can implement that in their own learning as well can make a huge difference ...

CHAMINDA: Thanks, Tracy. We're having a few difficulties with the audio here so I'm just going to summarise those wonderful points.

DARLENE: Just before you do, I think Tracy, maybe when you talk next, maybe turning your video off might help the sound come through a little bit easier for us.

CHAMINDA: That's a good point, Darlene. Thank you. But the points that were raised there by Tracy were around making sure we get consistency and having the frameworks, the tools, the support for academics to allow that consistency is a great call. Providing time. Let's be fair; I think that's one of the core aspects of this. And look, I think you're right; we're all created differently here. We've got challenges, so let's think about it in that context. Then the main part about the students is to empower them and encourage them to adopt as many of these tools as we can. They're some of the great points that you called out, so thank you, Tracy. I might then move on to Bojana.

BOJANA: Sorry, Danni, did you want to go? You had your hand up. I can go after you.

DANNI: I'll be really quick, and then after you - this is kind of a throw to Darren as well. One of the things that I most admire about Darren Britten - and I'm also a passionate advocate - is recognition and reward. You know, how do we expect people to do things that we are not placing value on within our institution? How do we award people? How do we recognise them? How do we celebrate what they are doing well? We can't always have a deficit mentality to accessibility, and that goes for our academic staff. And all of our beautiful people working tirelessly, endlessly towards this ‑ on a journey, as you say Chaminda. It's not like we can say we're ever going to get there, we're just working away, like little worker ants. I think there's a big space for celebration in there, and really, really acknowledging what people do do very, very well right now, and they are. Bojana, to you. Sorry.

BOJANA: Thanks, Danni. I think there appears to be quite a substantial misconception surrounding the importance of accessibility and it only being valuable to people with disabilities. We know that this couldn't be further from the truth. So, when it comes to larger organisations and in particular universities, I think it's critical that the university at the first-hand needs to recognise the importance of accessibility for every person and not just for people with disabilities. That goes back to what Darren was saying earlier about that value. If we are not placing value on this, then we can't set an expectation for staff, and if we don't set those expectations for staff we can't move forward or provide them with additional time in order to do that. I think it's really, really important for those of us in this space to keep advocating for this and pushing this forward for some change to happen.

CHAMINDA: Thank you. Steve's got the hand up next, but then I think Danni, and we might have Darren as well. Steve, first to you.

STEVE: Darren can go first. He's the guy in this.

DARREN: That's alright. Go ahead, Steve.

STEVE: I was just going to say, it was something that Ronny mentioned right at the start and it's an interesting point. The regression backwards is actually easier, and we seem to be putting things in front of things rather than removing them, which is something that I learnt working with Darren for a long time. You review the model and you take things away, which is - when we first started working with Bojana, we'd go in and say how do we take stuff off the plate rather than adding stuff to it, and that was a necessity for that change to happen, to move her entire subject off onto a different platform. Was to say, 'Okay. How are we going to give you time rather than add more to it?' That to me was the key to sort of working around the process, because when you say to somebody, 'Oh, we're going to give you more to do, they're immediately going to pull back and say, "I'm already doing enough" or "I'm already doing too much." You've got to go in and define what it is they're doing and say, okay, how do we strategically remove stuff from you so we can then add more in this direction? That seems to be the things that are missed quite often instead of adding on all these other things. How do we go in, take stuff off your plate?

DARREN: Thanks, Steve. That goes straight to that time-value question. We can't ask you to do 110 per cent if you don't have 110 per cent. Nobody does. You take out all the factors, everything an academic has to do and add this on. And then if we look at it from a compliance point of view, then ‑ add that to the inbox with the hundred other things I have to comply with and have done by Friday or have done by these times. Yes, but the value and reward part, I think, is really key in terms of challenging and changing that conversation and starting to value it. But it also sits ‑ sorry, I'm just noticing the chat pop up ‑ in a bigger discussion around where we want, I suppose, that accessibility to be. I often hear - and I've heard this for many, many years; and you'll hear from the different sides - does it sit with teaching and learning, accessibility, or does it sit with the student support side? No, it sits with everybody. There's room in the middle. But unfortunately most institutions, funding has no money in the middle. There's funding for teaching and learning and there's funding for student support. Both say, 'It's your job, it's your job.' No, it's everybody's job. It's the job of a collective. There need to be centralised areas that help academics with this, that help with the support. Some of this isn't easy to do, either. That's the truth of this. I often hear people say, well, the academic can just go make the transcript, and my first question is: have you ever done one yourself for one of your own things? It will take a couple of hours, you'll be frustrated as hell, thinking, 'Why am I doing this at the rate of pay I'm on when maybe we can get some other people?' Where is the value best spent and time best spent in institutions? Quite often the things that we think are simple or that we just want to push off to other people to do isn't helping; we have to value ‑ some of these things are complicated, some are really easy. There's low-hanging fruit, there's things we can do in practice today, where we can go and just start that happening. The other side of that is, we can't fix everything. We're not going to. I think everybody has touched on that as well. This is a journey. Everybody is different. This is my last point with this. And Steve has probably heard me say this to death, and maybe Danni has as well. It took us probably a decade or more to start understanding every student is different, and we've started to value the student experience. It's part of key conversations at every institution. The student experience, every student is different, etc, etc, but we need to start valuing the staff as well. Every staff member is different. They come with their own set of experiences, skills and attitudes - and everything towards this. We can't just have one blanket, 'There's the training program, go do that and now we're covering this.' It isn't a check-box mentality, it's a cultural change that we need.

CHAMINDA: What a wonderful point you make. In fact, many organisations will often say your staff are your first customers, so I think that's a very important point for our sector as well. Really valid points by everyone. Thank you. This is the last question I have before we try and pick up a few from the audience. This is about the future. So, we've come a long way. I want to acknowledge all the amazing work everyone continues to do in this space, but as we keep saying, it's not done. So, considering that most organisations are thinking about diverse student cohorts - and as we said earlier there's international, there's so many different variants now and digital allows us to reach them. Where is digital accessibility heading for our tertiary institutions? Again, open to the panel.

BOJANA: I'd like to start off with this one, if that's okay. We've recently developed a model at La Trobe, and this is to do with early career researchers, for example, where academics at a level 8 are going to be trying really, really hard to develop some sort of a plan to apply for grants, doesn't really know how to do it; it's very, very difficult. So what we're doing ‑ we've developed this plan where we match early career researchers with professors to assist in that process of grant writing. So, we match people from one ‑ from the lower end of the academic spectrum to the higher. So, then these people can share this information within their departments or outside their departments. So, perhaps something like that could be organised here where, you know, I, for example, could be connected with someone from Deakin or with someone from Griffith, and I could learn from them and then I could take that information to La Trobe and teach my discipline, teach my department, and spread that information in such a way. I think it would be organised like a mentor/menteeship and I think I would find that very beneficial, personally.

CHAMINDA: Fabulous call, Bojana. I think we should take that idea forward. Who else would like to comment?

RONNY: I want to make a comment. It's a bit of a cheeky comment. It's not a direct answer to your question because, to be honest, I don't have an answer for you. I don't know where we're going next. But there's one thing that I do know, and I want to be very, very emphatic on this. I was very excited when Steven mentioned regression, and Bojana touched on regression as well. Regressing from all the progress that has been made during COVID. Do not allow for regression to happen. COVID has shown that we can provide multiple ways for people to access information. It has demonstrated that we can shift and move to online and provide hybrid ways of learning, and so do not allow for regression to happen, do not allow for the old normal to come back. I still see some academics on social media and how they say, well, the last two years I was finally able to attend this conference because, as a disabled academic, I felt safe and now they're not offering online options anymore; they are going back to the old model of only in‑person. As we regress from the progress that has been made, people are being disabled again, people are being disadvantaged. So, that's what I wanted to say and that's why I got so excited when Steven brought up the point of regression once again. I know it's not a direct answer to your question, but I think it is in relation to it in the sense that to move forward we need to stop moving backwards.

CHAMINDA: I think, Ronny, that is absolutely the answer to the question, because I think what's next is that we don't allow, or we don't accept going backward. That's the entire premise, I think, of the comment you're making, the point you're making, which is well said. Thank you.

DARREN: Sorry, just to touch on that as well, Chaminda - I think some institutions may be going backwards, but I think some are certainly embracing and taking that forward. I've forgotten which institutions, but there were two, and one in particular at our last assistive tech community of practice, which Steve brought up earlier - one of the institutions is down, I think, to 90 per cent less examinations than they did previous to COVID, and that's their new norm. There's other ways of assessing students. I think some spaces like that, it's fantastic because it's a rich discussion that's being had at the minute, not only around the best way to evaluate a student's learning; largely things have gone down that path, whether you agree with me or not, because it was the path of least resistance and the easiest way to mass mark a whole bunch of students and do things. So, looking at how we actually assess the learning that students are doing, putting diversity into that learning. Not everybody has to go to a building, sit in a chair and be in a proctored exam that does X, Y and Z. I think we'll start to see some of these start to emerge and the sector will start to look at what's happening at different institutions, TAFE as well, around how they're embracing those things that you're saying that have come out of COVID and they've gone actually, 'We were better off in some cases', so how do we continue that? How do we actually expand and build on that rather than go back to what it was? It is scary to see some that are going back to, 'No. Face‑to‑face only. We're only doing this. There's no blended learning. We're doing X.' For some courses that might be fine, but I think ‑ I'm optimistic the future will be changing to go with that. But also technology is not going to solve all of our problems. We hear that AI is going to solve all of these things. It's not. Humans are still really good at interpreting those kind of things. AI isn't there just yet. New technology will come along. We have to stop, evaluate the technologies before we use them. We jumped in and used the latest tool or the latest bit of software, you know, online teaching, without thinking about how accessible is this. So, we've had students that have jumped in, whether that's with Mentimeter or any range of tools that have been used - again, where the options have not been turned on or there's been no thought or consideration for how other people are going to use this tool, let alone how we're expecting the academic to use these new tools, to get the most out of them. And move away from that chalk and talk or what's now PowerPoint and talk kind of thing into true modes of dialogue and communication, as Steve said. Communication is the key, and the modes in which we do that ... But I think there's also some technologies ‑ you know, we're looking at augmented and virtual realities and things coming down the pipeline. There'll be people disabled just by that technology as well that will get motion sickness, that will get things that haven't happened in disability before. How do we continue still training some students with VR where that may not be an appropriate form to do that in? In some cases, going back to that reading pack mentality that we had many years ago, or the way that we delivered communication, would have been a perfect substitute for distance learning for a whole range of things that happened during COVID. We actually needed the distance learning model of what worked really well before, where we posted things out to students; we'd just be posting them electronically. Let's not forget the things we did in the past and say, they're all old things that we did, and we've moved on and we're now using better technology. Some of those simple things are some of the good things we need to embrace.

CHAMINDA: Thanks, Darren. To be fair to the points that you just raised, both of you, going backwards is at our own peril. Because the younger generations, the core audience we're about to bring on in the future are digital natives already but they also have a very strong social compass, and their values are very strong. If we start to go backward, our own future student, our customer, if you like, will choose to go elsewhere. That's a really important point that you called out. In that context, Danni, can I come to you next?

DANNI: The future is now. We're in it. It's happening. It happened very fast in COVID. I think we're all now trying to come to terms with what that means. I'm going to champion: let's not be innovative, let's be consistent. Let's give our students that beautiful end to end experience. Let's take care of them and guide them gently, professionally, intelligently, looking at the modes and the media that we use in really intelligent ways and understand when we communicate with them - and I think that all of my dear colleagues have been saying this all the way along. You know, this is about one person communicating with another person, and that's a tricky business even in the flesh. So, you put media in between that and there are so many ways it can go wrong. I think, let's be really careful when we adopt new technologies like you say, Darren, and really think about what is the purpose, and purposefully design. So, yeah, future is right now. It's happening. We're in it.

CHAMINDA: We're in it. Thank you. Good call-out. Tracy, maybe to you next. Maybe with the camera off?

TRACY: Yes. Totally agree with Danni. We are where we are now ... through issues and how to really make that work effectively, so let's really put the effort into that rather than continue to have this progress with technology and pushing on before we've actually worked out how to make this work really well going forward for the people who ... so that we can all really enhance the learning experience for students.

CHAMINDA: Thank you, Tracy. We're running out of time ‑ this is a wonderful conversation, but I think we've got everyone's ‑ Steven, I might throw to you as well.

STEVEN: I'd harken on what Danni and Darren were saying about the tech. This is going to sound weird from someone who advocates for technology, but technology gives you the connection but it removes the intimacy, and what we're trying to reintroduce is the intimacy into the process. That's directly dealing with people and their needs and their experience and bring them back into the process. That can mean regression back, you know, saying, okay, what do we need to take out that we have put in the way of intimacy and the connection. Going back to the original question which is, you know, where are they headed, where are we headed - students aren't going to accept it. They're doing it regardless if it's on your platform or somewhere else. So, they're going to connect with each other and create community around the subjects and create community around the topics. They're going to do it whether you like it or not so you might as well be involved in it. That to me is non‑negotiable anymore. It's there; you might as well be engaged with it. And get out of their way, which is what a lot of this comes ‑ this is what we're talking about, is putting things in place so they can access it so you can get the hell out of the way, let them do their thing. You know, let them at it, kind of thing. Again, instilling intimacy back into the process.

CHAMINDA: Thank you, Darren. I saw your hand go up?

DARREN: Very quickly with that. The one thing I think we've lost in education ‑ this is with that just in time model aspect that's there ‑ is I can recall - I can even recall from when I was at university, there was flexibility in the curriculum. There's flexibility in assessment. And there were options. Unfortunately, most curriculum now seems fairly linear. Do A, go to B, go to C, then to D, etc, rather than do A, B or C and then you've got options to do or this. That's part of that time constraint that we're talking about, and resources. So, putting flexibility back in there, putting options, because education ‑ it's definitely - we need to provide options. Not everybody is the same. All of our end users are different. Even two people with a screen reader will use things differently, etc, to have different experiences, so options and flexibility.

CHAMINDA: Fabulous. Thank you. I think that's a wonderful place to maybe start acknowledging the conversation that we've had today. And to be fair, more than just today, I think it's important that we acknowledge the amazing work that everyone has done to get us to this point. Let's go back four, five years ago when some of these conversations weren't even happening to this level. My first call‑out is to everyone on this call, your colleagues who have done an amazing job to get us to this point, but as we all acknowledge the job is not done, there's a lot to do, and we need to acknowledge the fact there's going to be effort required; it has happened through our drive of it, but it's got to be wider than that. And I think that's an important, huge call‑out to the panel. Let me just again thank Darren, Tracy, Ronny, Danni, Steven and Bojana. What a wonderful conversation today. And to the entire audience. You're here because you're clearly passionate about this and you're also probably driving this agenda really hard in your own institution. So, acknowledging your participation and thanking you for taking part, but also I think some of the call‑outs that have been made today about sharing, you know, looking at the community for support - I think Bojana talked about finding mentors and partners and support across the different institutions. I think we're better together is the key call‑out, and I think we're together able to influence much further than just our own institutions and our sector. That's probably the big call‑out that we'll make. To be fair, this topic should not be discussed just today; it's important that we acknowledge our effort to date, but it should be discussed as often as we can and brought to life and it needs acknowledging as many times as we can across the year. Huge thankyou ‑ and then of course I want to just say a huge thankyou to ADCET for all the work that you do and also partnering with us today to have this and enable this conversation. I think that's probably where I'll hand it back to Darlene to bring us to a close.

DARLENE: Very good timekeeping there. Well done. I'm sorry we didn't get a chance to get to people's questions, but it was fantastic to see the conversation happening in the chat. Once again, thank you, Chaminda, for facilitating this session. You did a fabulous job. And also all the panellists - your knowledge, expertise and passion came through, and it was lovely to hear that and experience that. I also just want to take the opportunity to thank the Auslan interpreters and our captioners; sitting back and listening to how fast people were talking I commend you, so well done for that. I'm going to put into the chat just a plug for ADCET. We do have a regular newsletter that keeps everybody up‑to‑date with our webinars, our new content, etc. Yesterday we held a fabulous event, which I know many of you were at, which was a celebration of accessibility and action for ADCET. It was a fairly emotional day of just seeing some of the great practice and being able to reward and acknowledge people. That video will be up soon on ADCET as this one will be as well for people to enjoy and watch and continue their learning. Alright. On that note, I will say goodbye to everybody. Hope you have a great Thursday. Tomorrow is Friday; that's always a good thing. And take care.