GABRIELLE O’BRIEN: Hello, everybody. Thank you for joining us today for this ADCET webinar Assistive Technologies: Everything Access and Teaching Staff Should Know. My name is Gabrielle O’Brien, and my pronouns are she and her. I am the senior content development and project officer for ADCET which stands for Australian Disability Clearinghouse on Education and Training. This webinar is being live captioned by Donna from Bradley Reporting. To activate the captions, please click the CC button in the tool bar that is located either on the top or the bottom of your screen. We also have captions available via your browser and Jane will add that to the chat box now. I'm joining you today from the lands of the Turrbal and Yugera people in Meanjin or Brisbane, Queensland, and I pay my respects to their elders past, present and emerging, and I extend that respect to all Aboriginal and Torres Strait Islander peoples here today and acknowledge their ongoing connection to country, land and sea. Feel free to put what country you are on in the chat and share where you are. This webinar is being recorded. The recording will be available on the ADCET website in the coming days. Just a reminder that this webinar is 90 minutes today, so we have more time from our wonderful panel and more time for questions. Throughout the presentation, feel free to use the chat box with us and each other, but please remember to choose everyone so that we can all read what you have to say. If you have a question for the panel that you would like our presenters to answer for you, please put that in the Q&A box. If you have any technical difficulties, please email admin@ADCET.edu.au. I'm very pleased today that we're kicking off our first webinar for 2023 with the wonderful Darren Britten, one of our lovely colleagues from ADCET. Darren is ADCET's National Assistive Technology Project Officer and he's my go-to for all things AT. He has been involved in inclusive practice and accessible resource development with the tertiary sector for over 20 years and is highly knowledgeable. So Darren, I'm going to hand over to you to introduce your panellists for today.

DARREN BRITTEN: Excellent. Thank you very much, Gabby, and thank you Jane. Please note, as Gabby was saying, we've got a longer session today of 90 minutes. We do have a lot to cover today, so we'll try and get through that as quick as possible. I might just first start by saying we've lied to you saying it's everything access and teaching staff should know because there's no way we could fit everything you would need to know into this session, but we have condensed down the key aspects of the topic around assistive technologies. First up, I'd also just like to pay acknowledgment to the Traditional Custodians of the country throughout Australia and their connections to land, sea and community, and we pay respect to their elders past, present and emerging, and while we're virtually connected today, we are presenting geographically dispersed and acknowledge the lands from which our panellists are joining us from today and those are the lands of the Wurundjeri people of the Kulin Nation in Victoria, the Cammeraygal and the Wiradjuri people in New South Wales. Assistive technology and AT in the tertiary environment is really what we're looking at today. What is assistive technology in its broadest sense, who uses it, and how does assistive technology support students and staff in accessing and participating in their educational goals. The panellists that we've got today will seek to unpack this and some of the other questions and hopefully dispel some myths around assistive technology and how it's being currently being used by students and staff. Our panellists are from the assistive tech community of practice and Francois Jacobs who has joined us with lived experience as well at the last minute, so thank you very much for that, Francois. He's jumped in. One of the panellists was unfortunately unable to make it today. They're going to share their unique insights and experiences with us and hopefully will answer some of your questions in the process. As Gabby said, I'm Darren Britten. I’m the national assistive technology officer for part of the NDCO program, National Disability Coordination Officers program, but aligned with ADCET, etc, so I won't go too much into things. I'll start and introduce the panellists. We have joining us today, Sandra Boyd. Sandra, do you want to just give us a little bit of a who you are, what your role is and why assistive tech matters to you?

SANDRA BOYD: Thanks Darren. I'm Sandy, I'm assistive technology officer at Charles Sturt University and been here since 2008. We're going through a name change next week. I previously worked at TAFE New South Wales. I've been a teacher, I've been a teacher consultant for students with vision impairments, and I've looked after a lot of the assistive technologies in that time. I've run workshops in assistive technology for staff and designed programs for students with assistive technology. Over my 30 years, I've mainly worked with assistive technology to support vision impairment, but since working at Charles Sturt I've also worked with a lot of various assistive technologies. I've got an IT background, so I was fascinated with assistive technology in my early years of teaching at TAFE. I also have a close friend who has got a vision impairment and she uses screen readers and lots and lots of devices. My interest in all things assistive technology and being a teacher has led me to wanting to help students to being independent learners. I'm passionate about accessibility of content material and particularly in UDL and I've worked across several projects with academics in online development. I'm always looking for the next best technology to assist students. Thanks, Darren.

DARREN: Excellent. Thank you, Sandy. Steven Zelko.

STEVEN ZELKO: Hi, my name is Steve. I am the coordinator inclusive resource development tech and training over at La Trobe University in Bundoora. My role is varied. It goes from helping students one-on-one, helping academics one-on-one, helping whole departments to re-order their material and the way they produce content, to now working with the institution at a higher level of procurement and policy. I've been working in the space since about 2005 when on my first day when I started working for the university I realised that I was dyslexic after finishing a degree, and have ever since sort of been in the space trying to understand the best ways to sort of combat approaches to students gaining sort of normality in their experience.

DARREN: Excellent. Thank you, Steve. Francois Jacobs.

FRANCOIS JACOBS: Hi. Thanks, Darren. Yes, I'm a sessional academic teaching in the disability and inclusion pathway at Deakin University, and I did - two years ago I also did a graduate certificate in disability inclusion there which gave me a student perspective as well. I do some freelancing; I'm doing consulting on access to the arts and digital accessibility. I am blind and I use a screen reader program, as well as a Braille display to navigate the web. And just on the question of where would I have been without assistive technology, I literally use it for almost everything in my life. I use it to shop online, I use it to buy my tickets to sports and arts events, I use it to socialise, and I use it to study and to teach. So really essential for me that assistive technology works.

DARREN: Excellent. Thank you, Francois. Andrew Downie.

ANDREW DOWNIE: Hello. Andrew Downie. I was born with a condition called congenital glaucoma which meant that I had very little vision until the age of 15 and after that no vision. I left school after year 10 because everyone decided that was the pinnacle of my academic ability, but subsequently I finished up with an honours degree in psychology, which is my major interest in life, and a post-graduate diploma in education. And although I was registered as a psychologist, somehow my career took me down this path of technology, partly because I have an aptitude for it, and like Francois find it really, really valuable for myself, but I worked for 25 years for TAFE in the area of assistive technology across all types of disabilities. I retired from that job four years ago. I now work one day a week for UTS as an accessibility consultant, and my role is specifically to work with students in the area of, you've guessed it, assistive technology. That's all, I think, thanks Darren.

DARREN: Excellent. Thank you, Andrew. I may just add in as well for myself why assistive technology matters, and probably true of – it’s estimated somewhere around 60 per cent of the world's population wears corrective lenses on their face. I've wearing my assistive tech right here. Without it, I can't function, can't drive, can't use a computer, can't do that, so assistive tech comes in many ways, shapes and forms. Given that being the topic, I'll throw to you Andrew, if you can give us a breakdown of the forms of assistive tech and what is assistive technology.

ANDREW: Okay. Types of assistive technology. My definition is equipment which is purpose-built or modified existing equipment to meet the needs of people who have disabilities. For the purpose of this webinar, we'll be focusing on equipment which supports staff and students in an educational setting. Forms of assistive technology. Physical devices; installed local software; online software or software as a service; apps on mobile devices and desktop computers; browser extensions. I've broken the equipment I'm going to talk about into categories according to disability types, and that's sort of useful, but as you'll see as I go through, a lot of the technologies overlap between the various types of disability, so we need to be flexible as we think about the various tools. Let's look at vision impairment first. That's probably the easiest one to categorise. Text/graphics enlargement, both hardware and software, so hardware includes everything from Darren's spectacles up to hand-held magnifiers and electronic magnifiers, and they have become very sophisticated, the electronic ones, both portable and things that sit on a desk. Some of them include optical character recognition and speech output as well. Screen readers. What is a screen reader? Screen reader is software that presents information that is normally presented on the screen to the user via either synthetic speech and/or electronic Braille display. Talking about synthetic speech, until relatively recently, 20 years or so, to get synthetic speech on to a computer you had to buy - and I mean buy - a box which plugged into the computer via a cable. These days all the platforms include synthetic speech and there are still commercial products available if you want them as well. Electronic Braille display. Little pins that pop up and down in the shape of Braille cells can be anything from 14 cells up to 80 cells and even more these days, and they can connect to your phone or your computer via either Bluetooth or a cable. Audio descriptions. Valuable for, say, a movie or an instructional video to tell someone who can't see what's happening that is visual in nature. Hardcopy Braille and one of my favourites, tactile diagrams. Let's move on to hearing loss and deafness. Hearing aids. They have become much more sophisticated over the past several decades. You can now tune them to - certainly to the type of hearing loss, but also to the particular environment that you're working with. Hearing loops. A hearing loop is essentially a coil of copper wire, can be in anything as small as a phone and as large as an auditorium, and a person with a hearing aid flicks the switch and they can pick up what's coming from the PA system. Captions and sign language as a service. Captions most of you will be familiar with. There is a difference between captions and subtitles, in that captions should include auditory information, whereas subtitles don't do that. Visual sounds. If I make a mistake on the computer, I get an ugly sound to tell me I've made a mistake. If you can't hear the sound, you can turn on a visual sound, so instead of getting this ugly sound you get blinded by a flash of light in your eyes. Physical disabilities. Alternative keyboards. They can be bigger, smaller, one-handed keyboards, huge diversity, programmable keyboards, again to meet the needs of people with a whole range of different needs. Onscreen keyboards. As the name suggests, the keyboard appears on the screen and they can be used by the following technologies: a mouse or a mouse emulation device. The mouse emulation device could include a joystick, a head-mounted pointing device which connects to the computer via a sensor, or the wonderful eye gaze technology. Switches are used by people who have very limited physical movement. They would test my impetuosity to no end, but can be a valuable resource for people with very limited movement. Speech input has become more and more accessible as the decades have gone on. Neurological disability. Reading and writing assistance, literacy assistance, products such as read and write, Claro read, the immersive tools in Microsoft Office all come to mind. Ability to adjust the text size and colour and the spacing to meet needs, augmented with synthetic speech, grammar assistance, etc. Word prediction software. Again, that probably can be used by everyone, or most people, particularly helpful if you have to write very slowly. Electronic dictionaries. As someone who as a kid didn't have ready access to a dictionary at all, of course Braille dictionaries are awfully bulky, it is great for me to have ready access to a dictionary on the computer, and for people who are poor spellers, or having access to an electronic dictionary in all sorts of forms is really most valuable. Notetaking assistance software. So for people who have trouble keeping up with lectures, handwriting or using a keyboard, a product such as Glean come to mind where you can record the lecture and annotate as you go through and then go home and embellish your notes later on. That's all from me, I think, thanks, Darren.

DARREN: Thank you very much, Andrew. As you can see, it's certainly not an extensive list and we could do a whole and a-half just on any one of those bullet points from any one of those slides there and we still wouldn't be able to cover everything that's there. What we're aiming to do today, as I mentioned earlier, is to go through some of the key kind of questions that we all have commonly been asked, and try and set a bit of the stage for where are we kind of at with assistive tech, who uses it and how that's there. I'm going to throw some questions out now to the panel. Our first question - I'll throw this to you first, Sandy, which is what are the best questions to ask new students that may new need or additional assistive technology.

SANDRA: Yeah, so what I do is - I'm most of the time not the first person in Charles Sturt to interview the student. It's usually the disability liaison officer and then they determine maybe they might be able to be benefited from using an assistive technology, and then it gets referred to assistive technology officer and there's two at Charles Sturt. My first question I usually ask a student is what's their greatest impact at the moment. I've read all the documentation, what they've said to the disability liaison officer, so if they've got multiple conditions, you know, what's their greatest impact, because we might just work with one of those things to start with. I also would ask have they used assistive technology before? They might have studied before. How long ago? If it was 20 or 30 years ago, things have changed so much, which we'll talk about towards the end, the future, and what have they used before. How did it benefit them from before? Maybe they were given something at a different institute and they said didn't really like it, didn't get training, didn't use it, so alright, let's try something different. If they're hearing impaired, what is their preferred communication? Not everybody knows Auslan. They'd have to be, I would say, pretty proficient in Auslan if they want Auslan interpretation. They might prefer - not all students like audio transcription as a separate document because then they've got to look at maybe the lecture, the slide and the transcription. They might prefer live captioning, so I always ask a student with a hearing impairment if we're going to go down that path to assist them in transcription, what's their preferred format, communication format. If they've got a significant vision impairment, do they read Braille? Are they a Braille native? If it is Braille, if they learnt Braille when they're a child, they're then coming to tertiary TAFE or universities, they may not be used to using screen readers all the time and, you know, to prepare a textbook in - I know at TAFE, prepare a textbook in Braille we would be talking boxes and boxes like Andrew talked about before, boxes of Braille books, that might not be the best solution at a tertiary level course. So do they need to learn a screen reader. Have they ever used a screen reader then? And if they haven't, I would be sending them - telling them, look, how about you go and learn how to use - get an OT assessment, if they've had an OT, get some training from Vision Australia or Blind Citizens, or someone like that, because then they're learning that and they're learning their study as well, plus your normal work/life commitments. That's an awful lot and a lot of pressure as well. I also Andrew touch - depending on the type of course, if they are significant with a vision impairment, will they need tactile diagrams? Have they ever used tactile diagrams before? They take a lot of preparation within a course as well. Thanks.

DARREN: Excellent. Thank you, Sandy. Steve.

STEVEN: Very similar vein, but usually what I start with is what's your pie in the sky piece of tech or what's your pie in the sky adjustment? What's the best case scenario, because that usually gives me an indication of what they want from the things that we're offering, so we try to start off with a positive and say, okay, what is it you would like to be able to do, and then we work sort of backwards from there. There's also stuff like what platform are you using? That usually gives you an indication of how literate they are with tech. So if they don't know the platform then you probably have to start with something very simple. If they know exactly the thing that they're using they're probably very proficient with that and that's a small percentage of students. Yeah, it's about gauging what the history is, what they want, and what we can sort of offer in that space. Yeah, very similar sort of vein but a few different approaches.

DARREN: Thank you, Steve. Andrew, I think you've got some views on this.

ANDREW: I think the others have covered it pretty well, but just very briefly, I guess - well, my first introduction to the student would be asking them really what problems they're having, how does their disability affect their ability to study, what areas do they need help with, and that can give us both a clue as to what sort of things we might be looking at that might be helpful, but keeping in mind all the things that the others have said about finding out what they've used before, what their interests are, and so forth. And it's worth keeping in mind that it can be one of these situations where you can lead a horse to water, but you can't make it drink. Not all students are enthusiastic about using products that aren't what their colleagues are using and so forth. Sometimes some perseverance can pay off, other times the student wants to do it their way. Thanks, Darren.

DARREN: Thank you, Andrew. We've just compared students to horses, for those that are keeping count and we can go from there. Which leads me perfectly into - and Steve, I might throw to you first with this one - are students digital natives? We hear this quite often. Are students digital natives when it comes to assistive technology?

STEVEN: I'm not sure where this myth started, but it couldn't be further from the truth. Yeah, you get the - there's a spectrum, but the quote/unquote digital natives are maybe 10 to 15 per cent. They know their phones very well. They don't know much about the settings in their phones very well, they know even less about the settings in a computer very well. Yeah, it's kind of one of those misnomers. You get the whole spectrum. I just spoke to a student yesterday who was still using a printer to print off things as his preference. That was his assistive tech preference because he didn't like any of the other stuff. It's an interesting myth, but from my experience there is much digital natives as anybody else. It's a matter of interest rather than just expectation on that cohort.

DARREN: Sandy?

SANDRA: I'd also add that you can't assume because of the age of the student they know - they're digital natives. I've spoken to some students coming out of secondary and starting undergraduate courses, they may not have received any assistive technology support while at high school and - not just assistive tech, but they don't seem to have the same computer skills. Yeah, maybe they know their phone, so you can't assume by age. And then you might have someone who is 60, 70 year old using a computer all the time and they're quite au fait with it. I'd also ask how many devices. Phones are pretty common, but what about the computer and tablets and things like that.

DARREN: I think that's an important point. Students are coming with multitudes of devices now - they'll have access to, they may not have them themselves, or their learning equipment, and then we present them with a whole bunch of different equipment at institutions as well that might be slightly foreign to them, has different software on, etc. Sometimes they're portable, sometimes they’re not, and they're using different devices in different environments for different learning purposes. You know, what may be good for one subject might be having it played back, in another environment maybe no, I need to actually see it on screen, and I need to be doing this with it, etc, I need to be able to navigate it. So that's a really good point, but I do hear that a lot that students are digital natives, and we'll just recommend this bit of software and let them go off into the wild which Andrew, I'll throw this one to you. So what is the best way to introduce new assistive technology to a student?

ANDREW: The term “best way” worries me, again because our students are so diverse there may not be one best way. If a student already has quite reasonable, for example, computer skills but they need to learn a new piece of software, then it may be that a lot of students will be able to work that out with a little bit of input as to what they can be expecting from it. If it's something entirely different, so say speech input will often take a lot of - a lot more work or learning to use a screen reader. Ideally, they get the training from someone who knows how to use it well. I have this, I suspect, slightly chauvinistic notion that people who are shown how to use a screen reader by another blind person usually pick it up quicker than being shown by a sighted person because the concepts are somewhat – well, you need to be very structured to use a screen reader on a computer effectively and people who are used to using a mouse often don't think in that fashion. So, yes, formal training, if necessary, from someone who knows how to use it well and how to teach it well. I think that would be my synopsis.

DARREN: Thank you. Steve.

STEVEN: Adding to that, definitely some of it is your – it’s knowledge by acquaintance rather than knowledge by description, but we try to use sort of a multi-varied approach to introducing anything to a student and have it the lowest barrier of entry possible because you often find that the majority of students who want to try something out, they want something that's going to be easy for them to get into and easy for them to play around with and all this sort of stuff. For us it's definitely the lowest barrier for entry possible, whether the thing is free is always a good thing, and how much they can get done without too much of an overhead, because they're just not in a practical sort of manner. They don't - they're not going to devote time to something that's not facilitating good outcomes for them, and not just quickly, but it's got to be - the juice has got to be worth the squeeze, in some respect. So, yeah, in that way we try to minimise the cognitive overhead for it. But the ways that we support that, we have the sessions, we have the one-on-one sessions, we have the training sessions, we have a whole bunch of documentation, we have a team channel that has a whole bunch of tech options in it that they can look at, at their own leisure. We have guides to all that sort of stuff as well. We put it in - leading the horse to water, back to that, but we do give them multiple sources of water and say choose which one supports you and your learning style because what we've found is some students want the – they want the one-on-one, the really intensive sort of “this is how you use it, this is how it's done”, they want that directed learning. Some other students, they want to be shown the idea and then they want to go and investigate the idea for themselves, and you've got to have that resource, that secondary resource or that alternative resource to support that type of learning as well so they can go back and feel like oh, I can play with it in my own time and I can kind of buy into it a little bit.

DARREN: Good point. Sandy.

SANDRA: Yeah, I'd add also if they've been recommended, say, more than one type of assistive technology, I'm thinking even software, it could be a text to speech program plus, say, a notetaking like Glean or something, and they're not - their technology's not great, their skills, is introduce it in a gradual transitioning. You know, how about you just start with text to speech this session and maybe we'll start introducing - or the notetaking, whatever. I think some software speech-to-text does take quite a while, but I'm also thinking like something like Read and Write for learning disabilities, there's so many functions in the Read and Write that they may not need all of them, and when you open Read and Write it's got a toolbar with all the functions open, is let's just start with a couple of functions, let's work out which functions will be the best to start with and let's turn all the other icons off, and then gradually the student, with their interest, they can then open up some of those other functions.

DARREN: That's a really good point. Speaking of that, I'll throw to Francois for our next question, and that's how long does it take students to adopt a new technology?

FRANCOIS: That's like asking how long is a piece of string because everybody is different. You will get some people who are really good on the iPhone, but they absolutely struggle with Windows. For me, the thing is to really encourage people to frequently engage with the assistive technology, whatever it is, that they learnt, from as soon as they had the training, because, really, if you don't embed the skills when you learn it, you lose it really, really quickly and then all that training is kind of down the drain. So some people would learn a screen reader, maybe to answer you more specifically, within months, and others may never be really good at it, and that's why I can relate to what other people have said. Have more than one tool in your toolbox to - all you really want is to be able to keep up with your studies and pass and hopefully get better at some, but you don't have to push through with one type of access technology if maybe your aptitude for another one is just naturally better.

DARREN: I think that's a good point. There are so many tools that are out there now, you know, learning some of the basic functions in a range of them will give you that opportunity to interact differently with different things in different cases. That's right, students want to get through their subject and do that. They don't want to - unless they're doing their degree on the program or a particular bit of software, it's best that we give them the space to explore with that. Sandy.

SANDRA: Yeah, I think it also depends. Are they doing undergraduate or post-graduate? Maybe they have already done undergraduate at another institution and they'd already been using the technology there. So, you know, they're just coming along, come to a new university, doing post-graduate, PhDs, whatever, they just need - off they go. They don't need any help at all. Maybe they didn't have their disability condition when they were an undergraduate and it's something that's developed now they're doing post-graduate. So it depends on their timing around their work. It's also, you know, how long is it going to take? Again, you're fitting in - I always look at what commitments has the student already got? Are they working full-time, part-time, how many subjects are they doing, family commitments and all that, and just thinking about all those other commitments is how long are they going to take. And I think like Steve said, some students just never - Francois said it, didn't you, some students just don't get it and I'll probably still be training with the same student 12 months later in exactly the same program and going over the same training and that's okay. They just need a little bit more support.

DARREN: Yep. Thank you. So what is the best way for students to get training in assistive technology? Steve.

STEVEN: You hear this quite a few times, but it depends on the student. Yeah. Again, we sort of come at it a few different ways because we know that you're probably going to hit more retention with multiple sort of points of access, so it's definitely the one-on-one stuff with someone - as Andrew said, with someone that really knows it, and that's kind of where the convergence comes with having advisors that are not just aware of some of the stuff but also actively use it, which is, you know, another buy-in. If the person who is introducing them to it is a user of it, the retention just goes up exponentially. So there's definitely ways that you can approach introducing them to the tech and the training that you get benefit of without it being direct. We also have key learning advisors at La Trobe and we've kind of indoctrinated them that, for lack of another term, but brought them into the process and that produces another point of access for them. So they see someone that is currently learning, might not have their disability or their needs, or anything like that, but they're also using a tech in a way that can support the student in the way that they want to learn as well, and there are students in those peer learning advisor groups that do have disabilities and do use the tech. Again, it's that multiple point of access to initiate the training. As the need is more complex or the requirement is more complex, might be a better way to say it, then you start getting to the specialist stuff and that requires much more training, so you get much more complex sort of training sessions and going through everything from, you know, tactile images to - we're using BCI at the moment, the brain character recognition stuff and that requires a lot of work, but some of the outcomes are pretty good.

DARREN: Thank you Steve. Andrew.

ANDREW: Yes. Sorry, the question was?

DARREN: Sorry, for you particularly having trained many students in time, what's the best way for students to get training in assistive technology?

ANDREW: Yeah, I thought we had covered that one. Just to reiterate what I said before, trained by someone who knows the product and has an intuition for how it works, I think that's really - that's going to be my - that's going to be my go-to. If the student is keen to read documentation, by all means do that. I'm a fan of reading documentation. I've always had the notion that the person who produced the product must know something about it. Now, some documentation is better than others. In fact, some of it's awful and some of it's very, very good, but I've worked with people who are almost proud of the fact that they won't read a manual, and I find that very frustrating because it can run them into limitations fairly quickly. So along with formal training by people who know the product, encourage reading, documentation, and talking to other users. That can be really quite valuable. For some of these technologies, there are user groups and there are email lists that people can subscribe to, or Facebooks and such for those who use that, and that can be really quite valuable because sometimes the person might run into a particular problem, can't find the answer quickly, and drop it into a forum and someone will pop back very quickly with “oh, just do this, this and this and it's all fixed.” That's another useful resource as well. A lot of this stuff takes perseverance, and Sandy has already mentioned people’s commitment. I suspect that most students with significant disabilities are going to have to spend more time and effort on their study than other students to get similar results. It might be discriminatory, but it's the way the world is, and for those of us who enjoy this stuff, most of the time, experimenting with the product and finding out what it can do is really something that is quite enjoyable, but for some people it's just a tedium. They just don't enjoy it at all. I think that covers it, Darren.

DARREN: Awesome. Thanks, Andrew. That's a good point though. For some people, “I just want the quickest, fastest, simplest way to get this to happen and work”, and move on, for others “I want to go in depth with it and I will be there using it forever and not doing my studies instead of being caught up in the tool rather than what it should be enabling you to do.

ANDREW: Just keep in mind that these tools are almost certainly going to be valuable to the person well beyond their academic studies, you know, in work life, in recreational life. It's not just something that they need, usually, just for uni, it's tools they can be using in future years.

DARREN: Yeah, thank you. I've found that with students as well. If you can get something that complements things and their activities outside of their education, there's a greater, I think, chance of that technology being adopted and used if it's fit for purpose beyond their education as well. Sandy, do you have some thoughts on that?

SANDRA: I think when talking about method, probably face-to-face is probably the easiest, but, you know, like at Charles Sturt, most of our students are online so we don't see a lot of students face-to-face, well, I don't. Zoom and Teams works perfectly fine with training and usually set it up with the student. I get them to share their screen so they're doing the driving, and maybe I'm just assisting, and I always like - when I've given some software, get them to set up their accounts first, get them to have a bit of a play and don't disregard YouTube. You know, people who don't like to read documents, as Andrew said, there's a lot of students who don't want to do a lot of reading, YouTubes. I think probably every supplier of assistive technology has got YouTube channels out there. I'll often give a student “here's a link to read a document, here's a link to watch a two-minute video of YouTube.” YouTube is good, particularly young people, they like YouTube. They don't want to read, they just want to watch and that's a way of doing it. Then if they need extra training, is it face-to-face, Zoom, Teams, something like that. I also find if I'm doing it online, it's a good way of checking and they're going “oh, this doesn't work”, is ‘are they logged on properly with their software? Have they installed it properly? Have they enabled that Chrome extension?’ That's a good way of checking when you're looking at their screen, I think.

DARREN: Yep, that's a really good point, which kind of leads me to this one, Sandy. Is there a different approach, or do you have a different approach for assistive tech for different students at different levels and different years in their course?

SANDRA: Yeah, I think it goes back to one of those other questions. I always say are they undergraduate, are they post-grad, have they used assistive technology at different levels? As I said before, if they're post-grad it might be a new disability condition, so they didn't use - didn't need assistive technology in their other courses, so you've got to treat it a little bit differently. How long ago, if they've done post-grad and they did their under grad when they were 20 and now they're 40, 50 years old, the technology has definitely changed. And also how long they studied ago too, because their study might be many, many years difference, and, as I said, the assistive technology has change as well. Keep that in mind. What level are they in their course? They might even be undergraduate in year 3 and 4. Sometimes we see 4th year students who suddenly - they've got through, but they’ve struggled and as there's more and more reading as the years go on, now it's becoming difficult because there's so much reading. Maybe they need a text to speech now, they didn't need it in the earlier years. So, yeah, you do treat them differently depending on their level or course and what level - and have they used it before, yeah.

DARREN: Thank you. Which kind of leads - I'll get you just to follow on there with our next question, Sandy, and that's - this, again, is a loaded question and I'll ask this of the panellists, but from your experience you've probably got something that you go to. The question is what's the most common assistive technology you recommend to students? What's your kind of go-to?

SANDRA: Look, again, it depends on the disability condition, but I would say with the increase in autism, ADHD, mental health in probably all institutions it's going to be that text to speech because it helps improve focus and concentration. That's very, very general, very generally based.

DARREN: Steven?

STEVEN: It's definitely an immersive reader. We show it to nearly every student we see as it's probably of benefit to them in some respect, and then sort of linking that with something like a dictation software or - something to do with notetaking, so it's usually free and the last one would then be something to do with transcriptions, so something to do with being able to document the stuff that they're hearing in a lecture without having to take, you know, copious amounts of notes or anything like that. So it's around those three would be the most advised stuff.

DARREN: Yep. Francois, what's in your bag of… your go-to of commonly referred bit of technology for students?

FRANCOIS: From a blindness/low vision perspective, firstly, if they are proficient and they're happy with what they've already been using, then leave them be. I don't think we need to fix something if it's not broken, but if it's somebody who has experienced vision loss, I would - and depending on their level of vision, you would recommend something like magnification software or maybe even simply a larger screen if that would suit their needs. Then they don't even have to bother with magnification. I would definitely also recommend text to speech, a screen reader program, even if they can read slowly, and I saw a chat earlier on where somebody was talking about how she transitioned from initially started using Zoom text, which is a magnification software, but then combining it with speech because having the speech supporting the magnification it actually helps you - it supports your learning with the speech technology and eventually you can do this - you can use speech much quicker than the magnification software which might slow you down depending on your level of vision. I'd also encourage students to join peer groups such as Deakin has got one, I heard that UTAS now has a peer group of students with disability where you share and get insights from other students with maybe similar needs, and I'd hope that things like the DOO’s would have that information available of what kind of peer groups are running in your university.

DARREN: Thank you Francois. Whilst a similar topic, while I've still got you there, Francois, and this is a bit of a myth, I suppose, question - myth that I'm putting in the form of a question. Are students the best source for accessibility testing? Because we hear the “Well, I ran it past X and they said it's fine.”

FRANCOIS: Yeah, this is something I feel very passionate about, which is that nothing replaces actual end-user testing, because, yeah, automatic testing you can catch a few things, but getting real users to test your product, it covers all levels of proficiency. The people working in this space claim to be a super user, you know what the system does and what it's supposed to do, but the students don't. They come in here and they rely on how your system, or your process prompts them to go to the next step or to open the document or whatever. And not everybody is a super user and it's really important that our processes are built for everyone, not just for those who are super users, and the way you get that feedback, potentially external, actual users, but if you can pay students to do it, that is really the best outcome.

DARREN: Excellent. That's a good point, paying the students, and it is a skill, and let's not forget that. Students actually testing things is a skill that most people don't have and it's an acquired skill that comes from experience that's there and we should value that rather than just “we ran it past somebody”, which was a five-minute thing. These things should be done deliberately and appropriately. The same question probably off to you, Andrew. Are students the best source for this accessibility testing? I know you've done your fair share of it.

ANDREW: Yes. I think it's valid to use students to test software, and I'm thinking mainly of software, provided they are paid for it. They shouldn't be asked to do it without remuneration. If you can get students who are using a variety of different assistive software, so you might have a student who is using speech input, one who is using a screen reader, one who is using magnification, you can then get some quite - some important feedback from people from different perspectives. As you said, Darren, it is an acquired skill. You need to know what you're looking for. The other important issue, and we've touched on it in terms of people learning to use the stuff, some people are very good at using their equipment, some are less so, and we shouldn't be just using experts to evaluate, say, a website. That can be helpful, and because of my background, if I look at a website, I'll often delve into the source code and I'll say they haven't got that set up properly there, I can write those comments into my report. We don't expect people who don't have that background to do that, but their experience can be equally important in that they - something that I might understand because I've done a lot of it, someone else might not, and they might say, “look, I just don't understand what you're asking for here”. It's important to - even in terms of the wording on a page, it's not just whether the links work properly or the colour contrast is right. Have you phrased the questions in a form that the majority of people understand? Whenever I write software, I always try to show it to one or two people before I send it off more broadly because something that makes sense to me as someone who writes it doesn't always make sense to others. So really important to pilot this stuff. I've wandered off a little bit, I think, but just to reiterate, yes, by all means have students test products, be aware that some will have different skills to others and some will have different perspectives in what they're looking for, but it can be a useful way of getting end-user feedback on the product that you're developing. Thanks, Darren.

DARREN: Thank you. It's a good point. I mean, you can test with one user that may have one disability and you'll get one response that fits that, but we realise our users come - various needs etc, so don't count everything just because it's from one point of view, and it's still not going to mean that it's 100 per cent accessible. I've always pushed that. I don't think there's any such thing that's 100 per cent accessible, it's to whom, and we know our students are diverse, so we should always be testing and looking at this. “We looked at this a few years ago and it was fine.” Well, the software has been upgraded three times since then or our LMS has had a new update. We need to do some testing to make sure it still works for a range of different technologies. Thank you, Andrew. We're going to get into some meaty bits. I will just say thank you, I know some people have to leave because we've done this as an extended session of an hour and a-half, so thank you to those who have joined and who have to run, etc. And if you do have any questions, put them into the Q&A. We will be getting to those shortly. We've just got a couple more meaty questions that we might go into, so I'll try and get the panellists to answer as concise as they can, although these are the meaty questions, which if anybody answers this correctly there's probably millions of dollars in this because I don't think there's one answer, but you may all surprise me. And it's a double-barrel question that we've got here and that's how can we get teaching staff to engage with assistive technology in the classroom, hand in hand with is there something simple staff can do that can help make their teaching and learning resources more accessible? What would be that one thing you would recommend that they do? I might throw to you first, Andrew.

ANDREW: I think for the first part of the question, how can we get them to engage, is to be providing input to staff on what assistive technology is. So I guess the sort of thing we're doing right now, so people understand what the equipment is doing, what the implications are for it. I think that's a really important starting point. So if someone is using notetaking assistive software, I think it's important that the teaching staff understand why they're using it and how it works and are comfortable with it. Similarly, if someone is using, say, a device to read the white board at a distance, again people need to know what it does. I've given quite a few presentations and turned the screen reader on, and so often afterwards one of my colleagues will say to me - they could just see light bulbs switching on around the room when people understood what the screen reader is doing and what is involved with using it to read documents and to read websites, and sometimes I've demonstrated to people that have written stuff that isn't really good and they see me struggling to find a button and so forth, and they think “Oh, dear, that's because I didn't do it properly.” So I think that's very helpful for people to understand, and not to shame people, but just so that they understand how to do it. But that brings me to one of my hobby horses. So in terms of making material more accessible, word structure comes to mind. I am a huge advocate of material being structured correctly, and if documents, whether it's a web page or a Word document or a PDF document or a PowerPoint, if it is structured correctly, and we haven't got time to go into huge detail about what that means but you'll get some resources at the end, that makes reading that document with products such as screen readers, literacy assistance software, very easy. If it is not structured well, so if there are no formal headings, and tables are used for layout and images don't have alternative descriptions and so forth, then lots of people will spend a lot of effort and not get much out of it. So, again, that comes to providing staff with input on how to structure documents correctly, and whether they're academics or whether they're people who are producing material for the academic. And the really important thing to get across to people when we're badgering them and telling them that they have to structure stuff correctly is that once they know how to do it, it will save them a huge amount of time from now on. So while someone may argue “I don't have time to learn how to do all that”, they are actually - it happened to someone in my family, actually, when they were going through uni, and I was asked to look at their essays and I kept grumbling that they're not structured properly and they kept saying “I don't have time”, and that person is now a high school teacher and he's absolutely real keen on students structuring stuff properly because it saves a whole lot of time.

DARREN: I couldn't properly agree more with that.

ANDREW: Yeah, it is so important, because what's happened in the past is that people could be spending hours and hours on remediating a document to make it accessible, whereas if it's done well in the first place - and as I say, it is quicker to do it like that than it is to be bolding and underlining and so forth as you go through, it just makes such a huge difference, and a lot of the assistive technology, particularly screen readers, but others as well, really rely on stuff being done well, whether it's a Word document or- - -

DARREN: With structure.

ANDREW: - - - a web page. Yeah.

DARREN: I can see you nodding away there, Steve.

ANDREW: I've finished my rant now.

DARREN: That's alright. Thank you, Andrew. Yeah, I see you nodding away there, we're talking about structure, we're talking about headings, so again I'll throw that same question to you. How can we get teaching staff to engage with assistive tech in the classroom and is there something simple they can do to improve the accessibility of their own resources?

STEVEN: I'm going to be a bit counter here and say I disagree with Andrew on not shaming them. Shame is a very powerful tool, and it functions - it might not function in the one-on-one and when you get an academic in front of you and you're talking about their process and all this sort of stuff, but on a functional institutional level, you get the most bang for your buck. So if you say to somebody, you know, we're not meeting - with a disability action plan at La Trobe, or we have a new one in the works that's even more stringent that's been signed off by the university, it's been signed off by the VC and there's also the federal legislation that informs it, when you show them this stuff and you say we're not meeting this stuff, they tend to get really - they tend to sit up really stiff in their chair and you don't get that when you're trying to buy them into the process where it's like we need this nice thing for the student, because it's always seen as the add-on, which is the misnomer. I think how can we get teaching staff to engage? Shame is my most used tool. I don't want to use it, it gets used a lot, but it - yeah, it seems to get the most out of is there something simple? Garbage in, garbage out, as Andrew said. If you don't put anything good into something, you're not going to get anything good out of it. You've got to walk back the process. And going to the questions in the Q&A about resource types, ideally it would be HTML, and it would be nice, but what we've found through practical experience is if you can walk them back to something like a .X and then they export out of that into – you can export out of Word into PowerPoint or any of these other pieces of software, you're generally going to get a good idea of what the accessible document will look like, but it also provides an alternative format for that document, which is another thing that you should be providing anyway. So if you've got something that is - if you're only providing something in one form, you're not really meeting your requirement to provide it in a form that someone else might need. So you want to stick with two and that Word doc or that standard will get you to those secondary sort of resources, which is par for the course. So you want to - you know, you want to kind of regress your process to find where the garbage is getting created and why it's getting created and then address that. That can go for any type of resource that you're dealing with, but yeah, shame.

DARREN: Shame. Different perspective. That's good. Thank you for that. Francois, similar question for you, and being a staff member now as well, so how do you get yourself to engage with assistive tech in the classroom? How do you get other staff to engage with that and what is that one simple thing you would love staff to be doing to make their resources more accessible?

FRANCOIS: Yeah, basically it depends on the setting. I would say if you're online, online classroom setting, if you're posting videos, include alternative links to videos with audio description and captioning, not just the standard one without it. If you also intend voting, again consider accessible alternatives like Zoom where you can do polling and where students can also post to the chat more easily than some other platforms. But if you're in the classroom itself, you might post - you could even consider playing the audio described and captions video rather than the one that doesn't have it, There is another example of strictly speaking mainstream tech which in my view can function as assistive technology, which is if there is a microphone and speakers in the class, then use it no matter how loud you think your voice is, because then - I mean, people always say “Can you hear me at the back of the class?” People would probably just say yes, or you're forcing them to out themselves if they don't want to, and nobody would have to publicly disclose disability if they don't want to. Just in terms of slides, making sure that they're accessible, using Microsoft's resources, and if you don't know how to do it, then just Google it, basically, and the bottom line of all this is that we don't need to have all the answers. All you need is to know who to ask. Lastly, I could say every one of us can have a role in advocating for a process that really ensures that when all this information gets sent to our unit staff and what they need to know and need to do, include this information about accessibility, who they can go to if they don't know how to make their content accessible.

DARREN: That's a really good point, and, again, I think all teaching staff are going to come to different things, but there is a point of standardisation I think that comes there. There's a point of getting things up to at least a bare minimum. I think structure is one of my go-to. Put headings in is probably the first and most simplest thing you can do, and if you don't know how to do that, we can show you and we have videos that Andrew has produced that we have links to later in this that we will get to. Now, we are slightly over time in terms of where we wanted to be with the questions, so I'm going to skip the next one because this is a topic - what's the biggest change you've noticed in development over the years, because we could go on for hours about everything that's changed and it's still changing. I'll skip to one of the last questions and then we'll get to questions from those who have joined us today. That is - I might throw this out to you first, Steve. Where do you see the future of assistive technology and what are the challenges ahead?

STEVEN: You'd be remiss if you didn't mention AI at the moment. It's just barged its way in in the last month or so, and that's probably 60 per cent of the questions I get from academics at the moment is how is this going to integrate with what we're doing? I think what it will do is it will approach what you said before, Darren, the idea of standardisation, getting to something that's - and it's almost a regression for me. It's going back to something that was actually working, because what we've done isn't really working in that space. So I think the biggest - the future of assistive tech is actually regression back to a medium that works moving forward. My concern is that after that explosion of the three years of online primarily and then slightly back to hybrid is there's been a regression back to bad practice with PDFs and this sort of stuff. Yeah, it's been a - it will be interesting to watch where it goes, but I definitely feel like the future is AI driven. I don't want to say it's dominated by because it's not. I think people are putting a lot of expectations at its feet and it's not going to meet those expectations, not meant to, but you're going to see a lot of content being written by a lot o- a moderation of content written by and moderated by it, you're going to see moderation of communication channels, so if a student asks a question they're going to get an answer from it rather than someone in the course. So it's going to remove a lot of the day-to-day stuff which is going to change the way that students engage with it, I think.

DARREN: Yep, and I think most of the technology, or a lot of the technology we're using today, you know, is ways that we used to do things. We used to read to tape, we used to have people read the text to tape. We now have synthetic speech, so it's still doing the same process, it's converting to a different format for a different sense, but we're just using technology to do it. AI will help, I think, speed some of those things up. Andrew, I'm going to give you two minutes and then I'm going to cut you off to answer the same question, because I'm sure you can tell us all about the future as well, but where do you see the future of assistive tech and what are those challenges?

ANDREW: Just to go back very slightly initially, one of the really important and very helpful developments over the past little while has been the integration of a lot of the stuff we've talked about into computers and phones. So, you know, screen readers that used to cost lots of money, and still can if you want to, but built into phones and computers, and I see the potential for that developing further. As Steve mentioned, I think AI has some potential with all that has been written about ChatGPT, and everyone is going to plagiarise and stuff. I read an interesting thing where for people who require augmentative communication, then something like that could be a really nice tool for helping their communication. So I think there's potential there. One of my real concerns is some of the dreadful coding that's being put on to web-based products. It is - well, some of us call it spaghetti code and I think that's - if we stray away from good coding, the proper word has just gone out of my head, then we run the risk of making lots of material inaccessible. So I think we've got to keep pushing that - semantics is the word I was looking for. If we need semantic code, and there are guidelines and stuff and a lot of people aren't following them, and I see that as a potential problem.

DARREN: Thank you Andrew. And I think, yeah, we're definitely moving into that space where – again, I go back to standardisation and some of these things will certainly be key and that fits in with ICT procurement that Steve had mentioned earlier as well, making sure we get products that are built to produce standards and things to start with, out of the box are much better, and then we educate our users on making sure that the outputs of those are much more friendly than we're helping everybody in that space. I'll skip through to one last part and then we’ll go to questions. The webinar is being recorded, the slides and everything will be made available. If we don't get a chance to get through everybody's questions today, we'll answer those and put those up on to the website along with the recording, and you will have access to the slides and links to some of the text we've spoken about today. There is some further information and resources there. I'll just quickly plug one of them and that's the ADCET Assist, which is sessions that people can book in one-on-one and we'll put the link to that in chat, for people to have a session with myself and just to discuss some of the stuff that we spoke to today, but also the fact that, you know, there's no one size fits all. Every student is unique, everything is there so we can look at some of those options and if I'm not aware of it, then I can throw it out to the community of practice as well and I can check with members there, because there's a wealth of information and experience across. I'll just say thank you quickly to the panellists for helping us out today, and for Francois for jumping in at the last minute and putting your expertise into this discussion and experience. It's very much appreciated. I'll throw back to you, Gabby. Thank you, everybody.

GABRIELLE: Thank you, panellists. That's fantastic. We do have some questions here in the Q&A, and I notice some people have been putting them in the chat, so please transfer them over to the Q&A. One of the first questions is about teaching biostatistics, example maths formulas, and they're asking about what the best way to insert maths formulas into documents so that they are accessible for screen readers. I think that goes to the bigger question of those sorts of STEM-related disciplines where you're using maths formulas and diagrams and graphs and all those sorts of things.

ANDREW: I'm happy to take that one if you want. I've just been doing a lot of work on equations over the last few weeks, actually, and we don't have time to give you a full answer, but these days, if you are using Office 365 and you write an equation into the equation editor in Word, both the jaws and screen reader can read that as a maths equation and that equation can also be exported as math equation. I've also been doing some playing with MathJax. That's a website. Again, even if you put a LaTeX equation into the web page, that will read really nicely with a screen reader. So, there are some options becoming available.

DARREN: It's a tough question, Gabby because the input can come in many ways and forms, but that's a really short answer to, but there's lots of resources around for producing accessible maths.

ANDREW: There's a lot more to it than that.

GABRIELLE: That's a good start. I think that's really helpful for people. The next question is about how have you found remote learning where NBN is not as reliable for various technologies? What strategies would you recommend for students who are living in regional or remote areas or their NBN isn't working in the Metro area?

DARREN: Sandy, you're probably best for that.

SANDRA: Yeah, yeah, all the time. If the NBN is not working, if they're learning online, how are they accessing their material? Look, I've hit times with a student and it cuts out and so I usually ring the student, and, yeah, it's a little bit more difficult with the training and all that, but maybe also think about assistive technology. They've got a really unreliable internet connection, don't give them software that relies - that needs internet access to work. Keep away from it. Look at some other resources, because it's not going to work properly for them, it's just going to be frustrating while they're learning.

DARREN: Yeah, avoid some of those - go more for the stand-alone resources. Just quickly, I remember a student many years ago that had the - and I've mentioned this a couple of times, when dad doesn't need the internet as it's a Friday afternoon, I've got this window between 1 and 3 when the satellite aligns with the farmhouse and I've can get good signal and download things. The advice that ended up going back to the course coordinator was “stop making 300 meg videos”, or the student can use an audio file that’s only 5 meg because they can download that, or things like that. Or “send the script, you don't need to send the video. It doesn't need to be there.” There's other formats that can be used to work within the confines of what was there.

GABRIELLE: There was a question about training, and I think we've already talked about that, but the next question is thinking about providing learning resources, what resource types or combination of types, example doc X, PDF, HTML, would the panel be advising to provide students for the widest use for the range of assistive technologies?

ANDREW: Any of them provided they're done well. That would be my comment. A lot of screen reader users get very grumpy about PDFs, largely because about 90 per cent of PDFs are really badly done, but if they're done properly then they work quite well with screen readers and other technologies, but any of them provided they are done well.

DARREN: I think Steve touched on that. If you could do it as HTML first, which most people won't be able to necessarily do, then that at least meets some standards, you would hope, but then failing that my recommendation would probably go to a Word document. It's probably what most academics are using. They probably have access to the Office suite. Do a well-structured – again, what Andrew was saying – do a well-structured Word document and 99 per cent of students would be able to use that fine.

ANDREW: It depends on the environment too. If it's an online course, then I would be trying to stick to HTML. If you have a downloadable resource, then that could be a Word or a PDF, but it's really irritating doing an online course and you're just joining PDFs together with conjunctions. Yeah.

GABRIELLE: An offshoot of that is another question about what's the best PDF converter, because Adobe Pro is expensive. Is there a free option out there that people can use?

ANDREW: I heard that question come through. Was that converting to PDF or from PDF?

GABRIELLE: Oh, just said PDF converter.

ANDREW: Right. Converting to PDF...particularly, and then save as PDF, again provided the document is properly structured, you will get a very good PDF, so just do it straight from the Word document, save as, and select PDF and go into options and make sure the tag for accessibility is checked and headings are checked and that will work well. Going the other way, I've got some - a couple of pretty ordinary PDFs recently and just open them in the Word document. Don't convert from Acrobat, just open in the Word document and that works in terms of making the thing at least readable. That's actually worked quite well, including some stuff where some OCR, optical character recognition, was required. So, yeah, just open it in Word.

GABRIELLE: Great. I think we've just got time for this last question. Someone said “I teach computer programming and its maths heavy electronic engineering courses. I'd be interested to learn about tools in this space. For example, tools and techniques to make maths formulas, circuit diagrams, code accessible for screen readers and other text-to-speech tools.” I know we've touched on it briefly and I know you've said there's heaps of things people could do, but where should they look first for this kind of stuff?

ANDREW: Well, the code should be okay. Screen readers, etc, etc, will read the code quite happily. It's your diagrams where you're going to run into more problems, certainly for screen reader users. There are some things that just can't be done well on the internet for screen reader users, and complex diagrams is certainly one of them. So you're looking at producing Ray line diagrams - and again, Darren will hit me if I go into more detail about that, but there's some quite nice resources for doing that. But Sandy has mentioned earlier it requires some time and expertise to get that right. But in terms of the equations and the coding, that should work pretty well just with a text editor.

DARREN: Francois.

SANDRA: Can I just add something about diagram there on to what Andrew said. One thing we’ve found, this is where tactile diagrams are great, but another strategy, we had - this is for biology, and we actually asked the lecturer, you can add alternative text, so all diagrams should have alternative text. It doesn't have to be hugely descriptive, but if it's – for this case it was for biology, and we got the lecturer to - as if they were talking to the student, put that in as alt text because they were very complex biological - and that was good for the student.

ANDREW: The other option, by the way, is 3D printers, huge resource, huge potential.

DARREN: Francois?

FRANCOIS: Yeah, it is a bit geeky, but I guess the person asked the question, so I could refer them to the roundtable on Print Disability. They have a lot of resources and every year they present at a national conference, and there's forever new technologies coming on mathematics, making it more accessible, things like sonification. If you're interested in that, go look at the resources on the roundtable website.

GABRIELLE: Thanks very much, Francois. Actually the roundtable for 2023, their conference is coming up soon and we will add that to the chat as well. That's all we have time for today. Just a couple more things before we finish today. Thank you to our wonderful panel, and thank you, Darren, for pulling all of this group together, this great expertise there. Before we finish today, our next webinar is on Monday, 2 March and it's about Disability Discrimination in the Tertiary Sector with Elizabeth Dickson, Senior Law Lecturer at QUT. Then on 21 March, we've just opened registrations for Brandon Taylor from TAFE talking about mental ill health. As I said, don't forget to - remember that Darren's brain is available at any time through our ADCET Assist service and there's information on the website about that, and further details about times and registration for all our webinars are coming up soon, so make sure you mark your calendar.

DARREN: Quickly, Gabby, if I can just add one thing that I did forget to say, we are currently compiling from the assistive tech community of practice a list of all the software and apps that are currently in use at various institutions around Australia. I think we have 30 + institutions represented there. So we'll have a list of what's currently in play. Not everything that's out there, but what's currently being used in the environment, and we'll try and keep that up to date, so stay tuned for that. We'll have that up in the next couple of weeks.

GABRIELLE: Again, thank you. The web recording will be out soon with the transcripts and all this information and the links that we've talked about today, so thank you very much for coming today.