DARLENE MCLENNAN: Welcome, everybody. Welcome to the first session of ADCET for the year, our webinar and workshop series. It's very exciting that we're into 2024 and we're already talking about February, March and April, so the year is already rushing by. For those who it's the first time you're joining us, my name is Darlene McLennan and I'm the manager of ADCET. I'm really excited to say that we had over 500 people register for this event, so it's something that people have been very interested in attending. So just before we start, just to let you know that this session is being live captioned, and to activate those captions you can click on the "CC" button in the tool bar that is located at the top or the bottom of your screen. We also have captions available in a separate browser and the team now are putting that external link into the chat.

Because it's a workshop and we're wanting some level of engagement, your camera is on. I think you came in with your mics muted. If you don't want to be on camera, feel free to turn your camera off. It's just that we are wanting some engagement and it's lovely to see faces, so even if on at the beginning and turned off later, but just be aware that your camera is on.

I'm on Iutruwita Tasmanian Aboriginal land, and in the spirit of reconciliation, ADCET respectfully acknowledges the Iutruwita nation and also recognises the Aboriginal history and culture of the land and pay my respects to elders past and present, and to the many Aboriginal people who did not make elder status. I also acknowledge the countries participating in this workshop and acknowledge their elders and ancestors and their legacy to us, and any Aboriginal and Torres Strait Islander people participating in this workshop. If you would like to acknowledge the lands on which you are, feel free to add that to the chat. It is a nice way to start to use the chat.

Talking about the chat, just be sure you choose everyone just so that everybody can see what you're writing. Just to confirm, today's workshop is Accessibility Basics, Building Resources that support Universal Design for Learning, and it's presented by ADCET's own David Britten and Justin Wylie who is from CQU. We thank Justin for giving his time so freely to us to do this session with Darren. Both are fabulous, passionate individuals and I'm sure this session is going to blow your mind. So nearly can give a guarantee, money back guarantee.

This is a 90‑minute workshop. Darren and Justin will explore and demonstrate key accessibility building blocks that support UDL in learning resources, and the session is hands‑on and sample resources are provided so you can develop your own accessibility of practice alongside the presenters.

As I said at the beginning, this workshop is being captioned by Bradley Reporting, the wonderful Lee is doing the work. It will be recorded and the event will be on ADCET in the coming days. If you are having any technical difficulties, you can email us at admin@adcet.edu.au. The presentation will run for 90 minutes with a short break halfway through.

We encourage, as we said at the beginning, to have chats with each other, with us. If you want us all to see, please press "everyone". Justin and Darren are happy to answer questions throughout the workshop, and you can add those questions to the Q&A box, rather than the chat box. They will explain more about the interactivity. That is it from me. Thank you so much for joining us. It is a great start to the year. I think it is a really positive start to the year to do a workshop such as this. I welcome you all, and I'm looking forward to this session probably as much as you all are. Over to you, Darren.

DARREN BRITTEN: Thank you very much, Darlene, and thank you, everybody, for joining us today. It is good to see the numbers of people that have registered for these workshops. There's varying views across the sector whether something like this is needed, and to see hundreds of people register for an event early in the year that is on some of the basics that we certainly believe, in my time ‑ and Justin will back that up as well ‑‑ some of the basics around accessibilities, some of the key functions and principles that we would like everyone to know, that builds to the next level of making things more inclusive.

We start with documents and some of those basics and building those essential resources for students, certainly across the tertiary sector that we're looking at, and these are the things that fundamentally support universal design for learning, which many of you have probably heard of, and we will touch a little bit more on that in the second workshop. Thank you, Justin. Did you want to do a quick introduction yourself?

JUSTIN WYLIE: Thanks, Darren. HI, I'm Justin Wylie. I'm a learning designer from Central Queensland Uni, and so very passionate advocate for equity and accessibility and universal design for learning. So, yeah, I think today you'll find there's some very practical tips that you can take back to start using straightaway, hopefully, because it's all these little changes or these little sustainable changes that we can make that make a big difference for a really diverse group of learners. So I'm looking forward to today.

DARREN: Excellent. Thank you, Justin. Just the next slide, please. We will do a quick acknowledgment, and while we're doing that as well, we will put a quick link into chat of where to download the document, if you wish. You can work along with the document that we are working with today, if you wish to work along with us hand‑in‑hand, or you can grab that after the recording and use that later on. We are putting that link up throughout the thing if you wish to grab hold of the document for this workshop.

Following on, in the spirit of reconciliation, we would like to acknowledge the traditional custodians of the countries throughout Australia and their connection to land, sea and community. And we pay our respects to elder’s past, present and emerging, and extend that respect to all Aboriginal and Torres Strait Islander Peoples today.

Whilst virtually connected today, we are presenting geographically dispersed, and acknowledge the lands from which people are joining, and where we're presenting today, which is the lands of the Wurundjeri people of the Kulin People here in Victoria where I'm located, and the Butchulla people, the traditional owners of K'Gari, the former Fraser Island on the Fraser Coast where Justin is presenting today. Next slide, please, Justin.

So the plan for today, today's workshop is 90 minutes. Thank you for joining. It is a long time to take out of everybody's busy schedule, so we'll try to make it worthwhile.

You can engage in this workshop in many ways. You can have your cameras on or off, sit back and listen to our dulcet tones, which may put you to sleep, and that might be a perfect thing for the start of the year as well, to have a bit of R&R to yourself, where you pretend to management that you're off doing professional development, or as we've said, you can work along with the document or you can download the document and engage with this with the recording of this later at your own pace, if you wish. We realise people are busy and you may be interrupted while doing this with other things popping up on your screen, as we do in this connected digital environment we now work in.

We will let you know that what we're doing today will be fairly PC biassed in terms of what we're doing, so mainly looking at Microsoft Office or Microsoft Word. In particular, to demonstrate some of the principles in these accessibility basics. We will provide links as well. They're in the document, for those that might be on a Macintosh system as well, but we were trying to get hold of one today so we could demonstrate on both, but unfortunately budgets are not what they used to be, various institutions getting a hold of a Macintosh just for this example may not be there.

We would encourage you to download the document if you'd like to work along with us as well.

A quick summary of the things that we will be covering today ‑ and these are things around headings and structuring of documents. Alternative text, meaningful links and tables, which is things you've probably heard float around accessibility in various ways and forms, and in terms of context of what we're doing today, we're going to be covering very much the basics and the principles behind some of these. These apply in different ways in different systems, so within learning management systems, headings, alternate text links, tables ‑‑ all of these can still be done, just in slightly different ways in Word. This is more about introducing some of those principles for people that are there and giving hands‑on to be able to do those yourself.

before we do start, we would like to launch a quick poll. We will spend a minute for people to answer the poll. That should be launching now. A quick poll on where you're currently at at the moment. So what is your current understanding of creating accessible documents.

You have a choice there: I'm not clear about what accessible documents actually are; I know about the need for accessible documents; already use accessible documents or I create documents that are generally accessible. So just to give us a bit of a taste of where people are at so that we can kind of work in with that pace with the session today. So we'll just give you a couple of moments to do that.

I can see in chat there's a few Mac users, so we will try and get a couple of those links from the document into chat there for you. Just bear with us, a few seconds for that. Justin, can you grab those Mac links and put those into chat, please?

92% of people have participated in the poll. I might quickly close that and let's have a quick look at those results. 6% are not clear about what accessible documents actually are. We're talking 38% know about the need for them, a bit more information needed. About 46%, that's really good, half are already using accessibility tools or strategies. That's really good to hear. I'm sure if we were to have held this poll before COVID, the results may have been slightly different. COVID and the push to online teaching that's happened during that period has helped people's skills in this area, which has been great. And 10%, bravo, their documents are generally accessible to start with. That's a good starting point. Justin, did you want to comment on that poll?

JUSTIN: Yeah. Look, that's excellent to see the spread of people and the fact that people are already using some accessibility strategies and tools, and yeah, we can certainly give you some more ideas today and in the next session as well. For those people who are not clear about it, you will today be given practical ideas and concepts that you can use straightaway. As Darren mentioned, it's not just about a Word document. It's a Word document which flows on to a PDF document, or a Word document that carries on to your LMS for your content. These principles apply across a lot of contexts.

I must apologise, the links I popped in the chat didn't carry the URLs across, so I'm not sure how to do that without pulling out each individual one.

DARREN: That's fine. The links are ‑ and John has just pointed that out ‑ thank you, John ‑ the links are available in the Word document, so if you download the Word document, they're there on that front page, all the links to resources that we will be using today are available on that front page. Kylie has put the link to the document again just into chat.

The next page, Justin, and then we will get started. You will hear, as mentioned many times today, there will be one of two things. One, I'm firmly of the belief you can't make everything 100% accessible, so it is an uphill battle if you're trying to achieve Valhalla of making everything 100% but there are a few quick things which we will be doing today and the next workshop next week which will allow for you to make probably 95% of those resources accessible to 95% of people, should I say.

Context is the other one. Context, context, context, context. I say this all the time. Context is everything. Just putting some links up without any context doesn't make sense. Just making a heading without any context just doesn't make sense. Throughout the document, we have tried to add in some context because this is a difficult thing. We're going to show you a document, we're going to format documents using some of these principles we're talking about today, and it is hard when you're working on somebody else's document that you're not putting together yourself. We've put in context around why we have added certain things in, why this link is important to put in this document, et cetera, but we will go through those and keep referring to ‑ I'm just reading the chat. "Maybe you need a Mac to put links in." Very funny.

Please do engage with each other in chat. If there are direct questions, put it into the Q&A. We might kick over to Justin with the document and we will go to the first page with some of the things that we will be doing today and we will go from there. Can everybody see that all right? Do we need to zoom in with that? Worked fine for me. Larger if you can, please, Justin. Excellent. And we will get started.

This is the document that we're going to work through. Feel free to work alongside as we go through and do this. We have got some links in there which you can refer to later, which is where we're pulling some of this information from, on the ADCET accessibility basics which was co‑developed with ADCET with Deakin University and the University of Tech Sydney. These are some of the topics we're covering today. Some guides which ADCET has around creating accessible documents and further information and resources that ADCET has on universal design for learning.

Then some specific links around describing text and some of the other bits we were doing, and there's the links at the bottom there for the Mac IOS instructions for how to do these things in Word. I will hand over to Justin, and we will kick off around the number one thing on my list, and it always is, headings and structure.

JUSTIN: No worries. Thank you, Darren. When we're creating documents, we've got to remember that we have a very diverse range of users, from people with disabilities, to people with temporary disabilities, to people with special learning needs or learning preferences that they want to access things in certain ways that work for them. So creating a document that is accessible within Word means that you can provide many ways of interacting and adapting that document, or a user can adapt that document to their own specific requirements.

The very first topic that we're talking about is headings and, as Darren said, we're going to be talking about context a lot today, repeating ourselves, because that's a real important consideration for every element that you put into your document, is to consider the context of what you're inserting, the image, headings, content, diagrams, to make sure that you're giving the proper accessibility information or the proper instructions, or setting the context of how it's going to be used.

So for this particular one, the context is you're putting together a brief article discussing two types of farming practices. Darren has picked farming. I think he is going to go off and become a farmer after this because he has a lot of great information on how to set it up. So what we want to talk about first, then, is how we actually add headings. You can see I've got a heading up here for this particular section and if I double click on it, I can see above here that it is set to heading 1. Alternatively, I can right click on the selection and I can go to the styles menu here, and I can drop down and pick a different heading here.

Now, initially, the important thing to remember with headings is you shouldn't skip any headings numbers. So it should go logically from heading 1 down to heading 5 or 6, as required, and we shouldn't be skipping anyone. In this particular document, it's set up with multiple heading 1s, which I asked Darren about earlier because it is different to the way I would do it, but there's no single correct way. Darren has put the headings at level 1 because they're at the same level in terms of context as the main title of the document.

If I scroll back up here, I'm just going to go to this one here ‑ and this is set up using a title, and we can see that there, and then we have other items which are heading 1. And then you can see I go down to a heading 2. And I'm not skipping anything, I'm heading down to ‑ sorry, and then I've got the information under that. If I had subsequent headings, the next one I would be using is heading 3 under this level to make sure that it's logical, and that's so assistive tech users can actually access the information quickly and easily and build that mental picture of what the document contains. So, you know, I have the affordance of being able to look at the document and skim to see what it is about. Not everyone has the same access, so providing the correct heading structure means that assistive tech users can get a summary of all the headings and quickly understand what the document is about, making that mental picture and then navigate where they need to.

DARREN: Justin, if you open up the navigation pane, it will give the perfect example, for those that are familiar or unfamiliar with heading hierarchy. Think of, like, you know a chapter in a book or index in a book, should I say, that will give you a list of here is the chapters and subheadings underneath each chapter. It gives you that hierarchical structure, as Justin was saying. So 1 is your uppermost, then 2s fit underneath that are related to that section. There might be some 3s related to that too, and then there might be another one, that might be chapter 2 that has some other things underneath it.

You can see from the document that we've got at the minute that we have useful links as a heading 1, just by the way that that tree collapses on the side. Headings is a heading 1, alternative text heading 1 meaningful links which we're covering today, and useful tables, heading 1s that are there as well.

Just as a visual representation of what that is, not only are these useful for navigating documents for users that may be using a screen reader, et cetera; it is important when documents get converted to different formats because it will take those and use that structure and headings to say what comes before what. It also helps with reading order and helps with flowing information on different devices. So other devices will take this structure and go, "This 1 has to sit before the 2 that comes underneath it", so it doesn't get confused. It helps in a lot of ways by this being there rather than it just being 16 point bold text that might be added in, or something that looks like a heading 1 ‑ visually you can see it is bigger than the other text, so you might assume it's a heading, but it's structurally not a heading.

JUSTIN: Just going on from what Darren is saying there, you can see here that when this has been pasted in, it's been formatted to look like a heading but you can see over there that's it's not showing up in the navigation structure. So with something like that, it would be a matter of selecting that, going to styles or going to the appropriate heading, and then popping that in, and you will see that pops up straightaway in that structure. And again, as Darren mentioned, going to another document, I've had to remediate and work on many PDFs, and it is much easier to do them in the drafting stage in Word and then export them to PDF and they're mostly accessible. It is a lot harder to go in and make those changes to the PDF document.

So jumping back to headings ‑ I will close that panel, but we will open it again shortly. So these headings here, as I said, heading 1 is the name of the chapter that I'm on. So any subsequent headings underneath there are going to go down a level. So types of farming, I'm going to select that as a heading 2. And then scrolling down again, I'm going to get complementary farming, heading 2, and now I can see benefits of complementary farming. It is not a heading 2 because it is still within the complimentary farming area, so that would be my next step down without skipping a level, heading 3.

Drawbacks of complementary farming. I will work my way through the document then and change the formatting styles. It may be that they've already been formatted or, as that previous one was visually formatted to look like a heading, you can just make each one of those a heading.

Now, the beauty of setting the structure up again using the styles is that if for some reason you decide to change your layout or a user, so in terms of UDL making this document flexible, a particular user says "I don't like that particular font", they can go in and modify using the styles menu. They can modify all of that heading across the document. So they could choose to view the document with that style heading as large. And you can see now it's changed that heading across the document. And again, that provides a lot of flexibility, multiple means of access and navigation and display for people. So they can set their own preferences, which gives them autonomy to make it look the way they want it to look. So I will just undo that.

Keeping on with the headings, the next one down here is dairy farming. I have finished my topic where I was down to ‑ I've set that as the wrong one. I'm back to a new topic. So I don't go back to heading 1. I'm skipping back up to heading 2 because it is at the same level as types of farming. I think ‑ that's right, Darren? Am I right there?

DARREN: It could be both ways. It could be the types of farming heading 2, because these fall under types of farming. So maybe they're a subset of. But again, this is that context part of this. It is difficult doing somebody else's document because you don't understand the intent of the person putting it together. My intent would be I'd have types of farming is the article, then we go into heading 2s, which these are the types underneath those heading 3s that sit there. This is still a perfectly valid structure. It's about making sure the same information is related to the sections that those are in.

You can see from the navigation tree that Justin brought up, how that sits together. You've got the complementary farming with links underneath, and then you've got dairy farming which is sitting at the same level now as complementary farming because these are the two types that we're talking about that are there, and then benefits of those, Justin saying sits underneath those as well.

I might just get, as we're going along with this, if people want to do a quick reaction with a quick thumbs up, if people are getting this, or they want us to spend more time on headings, if you can give a quick thumbs up. So you can do that via the chat or at the bottom of the interface and that pops up on the screen with those. Beautiful, thank you.

JUSTIN: I've just seen a comment, Darren. Kylie said you can also increase or decrease heading levels from the navigation pane depending on your settings. That's something I didn't know about.

DARREN: If it's structured. I was just about to get to that. Thank you, Justin and Kylie. That's a really good point. If, for instance, Justin, in the navigation pane you've got there, complementary farming, we do want to move that to level 2, so it pulls under types of farming, you can right click on it, and you should get to demote it. So it has moved, the heading is underneath. So those that were underneath have now moved to a heading 4. Rather than having to remediate all of those bits, you can go and do that. Again, something needs to be structured to be visible in that tree in that navigation pane. If it's not there, you can't promote it or do that, but that's a really good tip for remediating some documents where somebody goes "I've got to do this", and then all the subsequent. Now you can have things flow together. Navigation panes are‑‑

JUSTIN: That's my take‑home for today, Darren. I didn't know that. That's a great time‑saver.

DARREN: Everybody does use these things differently. We put in keyboard shortcuts and the ribbons to find these things and I understand the keyboard short‑cuts will be slightly different on a Mac as well. If you have tips, share those in there with others as we're going along, but thank you for that, Kylie. That was a really good tip.

JUSTIN: The other thing I wanted to mention about headings, and it is very similar to the navigation pane, but when you're creating the document with the correct heading structure, you also then have the ability to create a table of contents. So if I go into the document and go to references up the top here, I go to the references ribbon, and I can insert a table of contents. If I click on that, I get different options that are available. So I'm going to go with the standard one. What it does then is provide an automatic table of contents which can be updated as you go and, obviously, a short document is not going to matter so much, but a large document, this suddenly gives that option for a student or a person accessing the document to do that skim and go, "Okay, I'm just looking, I can see what is covered in here", rather than having to scroll all the way through.

So it's a very simple process, but because you've set the headings up correctly, it is very easy to do. Again, if I make any changes in here, so if I ‑ I will go down to where I haven't worked and make that a ‑ I can't remember what heading it was.

DARREN: It is a 4 now.

JUSTIN: 4 now, that's right. Okay. Make it a 4. If you make changes in the document, all you do is go back up and click on the table and just say update table. It will give you some options, update the entire table, and it will now have added that ‑ I can't remember which one it was ‑ benefits there. It's added that in. As Darren said before, doing this correctly now at this drafting stage not only makes it easier then for students to summarise and to build that picture of what's in the document, to navigate, because all of these links you can hold control down and click straight through to that particular resource ‑ so from an UDL perspective you're increasing ways of navigation and providing options ‑ but also as a person who is creating the document, this is also really useful for working on a document and getting to the areas you need to update or to work in. So it benefits the user but it also benefits the developer as well.

So that table of contents then also carries across to a PDF document which means that, again, it is making that document even more flexible and easy to use. You can also add a table of images or figures and you can add a table of tables. So any of those other resources, depending on how dense and heavy your document is, you can also provide those quick links to go and find those resources. So you can imagine a student in maybe some sort of statistics unit in a big document wanting to find a particular graph or a display, having that table of figures or images means that they can quickly navigate to that image to find it. So you're making things easier to navigate for both you and the student.

DARREN: Yeah. And it is a good tip for students as well. I've certainly had some students who have pointed out do they use the navigation pane if they've got something which is accessible, whether that is bookmark pane in PDF, or if they've got Word documents which are quite long, because you can navigate by the navigation pane. Hence why it's called that. I can click on the link and go to that part of the document, rather than scrolling and scrolling and scrolling, to find what you may be after in there. It is a nice way to quickly go through and grab or go directly to the section that somebody might be after. It is about reducing some of that cognitive load, looking at the tech tree or the hierarchy that is there and jumping forwards and backwards for the information you're after.

Small documents maybe not so useful. Big documents, certainly useful. I'm sure you can appreciate I've had some students receive 600‑page book from a publisher that has no headings or structure at all. 600 pages of text. How do you find what you're after in amongst that? The page numbers are not structured, so you can't find anything, you can't find heading marker.

The other important thing with headings, just going to jump into context, context, context kind of thing, thinking again of that book example, you might have chapter 1, chapter 2 and chapter 3. How useful is that? It is interesting to know that chapter 1 comes before chapter 2, but why not put text in there that has meaning. What is chapter 1 about? And we see this quite often, transferring this heading structure across to learning management systems. So in the LMS’s of various institutions, you may have seen unit sites, et cetera, that might have week 1, week 2, week 3, week 4, which is fine as your student is going through in a very linear fashion. Well, this is what is next. If I need to go back and find where something was, the weeks don't tell me anything. Week 2? What was in week 2? I don't know. I have to go there to explore it. If it's week 2 cellular reproduction as a heading for week 2, that makes much more sense. Again, you're putting context into those headings, which can make all the difference. You look at the tree and if you've got multiple things called exactly the same headings ‑ this applies to websites, if you have a lot of things called information, information, information, information, and you have ten of them, which one do you click on? They all rank exactly the same with the same info. So putting that little bit of context and meaning behind things can make all the difference, and this will come up again as we get to links.

We might just quickly pause and look at some questions before we move on to the next section there. We should say title is H1 rather than title. Good. Exactly. Justin asked me exactly the same thing, why I put into this document a title for the document and then a H1. I have always put H1s, not titles, because I find them all the time. A title doesn't come up as a navigation point necessarily. That would be good to put as a heading instead. Although headings and titles are similar, they're distinct. Yes, title leads entire document, captures content in one or two phrases, a heading leads only to a chapter or a section. Exactly. Good point, Debra. Thank you for that. Alexandra, you're asking can we show that again? Which bit specifically to show?

ALEXANDRA: When you demonstrated the ‑ you said, you know, you showed us how you can apply different heading styles, and you said something about ‑ I just missed how you get the table of contents. I can see now the table of contents. So just ‑‑

JUSTIN: Basically, if you put your cursor, so I will just take this one out.

ALEXANDRA: I think I had my head down writing.

JUSTIN: No worries. I will insert another one. I will pop my cursor in there and go to the references ribbon, and then over on the left there it is table of contents. There's different styles there. If I set that ‑‑

>> Okay. All right. I've got a Mac, but it should be similar. All right. But you do have to go to references first and then table of contents. Okay. No worries. Thanks.

DARREN: Yes, and you will notice as you went over that table of contents, that it is reinforcing, like in a little dropdown ‑ sorry, Justin ‑ to the table of contents button that's there. No, sorry, on the ribbon itself. You will notice the various styles. It has that structure in there of heading 1, heading 2 and heading 3. On the first one, heading 1, heading 2. It's reinforcing that this is how it's building that navigation. So as we say, 16 point bold does not a heading make, it should still be structured as a heading using the heading styles.

ALEXANDRA: Which one should you choose? You know how you get automatic table 1, which one would you ‑‑

DARREN: Just go on the style ‑‑

JUSTIN: These are the headings I've selected. So these are already set up. I've made that choice of setting this one as a heading 1, and I've set this one as a heading 2. And it's carried across.

DARREN: That dropdown.

ALEXANDRA: How you went from references to table of contents and then you've got three choices, which one do you choose?

DARREN: That's personal preference. That's a different style. They're just styles.

ALEXANDRA: It doesn't matter. It won't affect the accessibility?

DARREN: Exactly. It might be if you have a large document that might be a 100‑page guidebook or something that has got all these things in, you may want to not have heading level 3s available, so you are condensing this list to the key information, or it may be I only want to display heading 1s because there's 12 of those already and I don't want five pages of an index which makes it unwieldy. There's different ways to do it and to style that to what you may want that to be. They all apply the same principles, it's just how they then look from that level.

JUSTIN: There is an option to do customising table of contents as well, but I've never touched that. I always use the standard ones.

ALEXANDRA: All right. Thank you.

JUSTIN: Any more questions there, Darren?

DARREN: Do content work in Google Docs the same way?

JUSTIN: I am going to show my ignorance here. I don't use Google Docs. So if anyone has a ‑‑

DARREN: Someone has put an answer there, with a YouTube video around that.

JUSTIN: Sweet. Thank you, Darren.

DARREN: And Kylie asks is there a specific setting to exclude the title from the table of contents? I'm going to ‑ John has answered that one, which is great. People are answering these things. Fantastic. It's good having a knowledgeable group here. Use the separate style for the table of contents heading as opposed to the heading 1. Yeah. So that you can, if you wish to include that, You can still make something that's a heading 1 in terms of style in the background, but that you're using to be the title of the document to make it look a particular way, et cetera, that's there. But excellent, that's good. I always leave the navigation pane open, I'm the same, Jason. I've gotten used to having it visible. Taletha ‑ is that right ‑ has asked ‑‑ sorry, Justin?

JUSTIN: I was just going to ask, Darren, I always do the search for that. Where does it live? Where does navigation live under ‑‑

DARREN: It's on the home tab. There is a short‑cut as well, which I can't remember off the top of my head. Navigations. View, sorry, under the view, view panel. Right there in the show ‑‑ your lines and navigation pane. So it's under the view ribbon. You can view navigation pane. Something in my head says it's control K but I don't think so, or Windows K or something like that. I could be completely wrong. No.

RUTH: Control plus F.

DARREN: Sorry, Ruth?

RUTH: Sorry, just put it in the chat. Control plus F.

DARREN: F, yes. Excellent, thank you.

JUSTIN: What am I doing? Right, thank you. Control F. Excellent.

DARREN: So that gives you a navigation pane which has results, headings, pages, so there's various subheadings underneath that.

All right. We've spent 40 minutes on headings, which is important because headings are one of those top things, so I might quickly move on from those, and we will post some of these when we get these videos up online, the responses people have got into chat up there as well for navigating some of these. I might quickly move on to the next part of this, which is where we can get some interactivity as well. We're going to ask everybody to spend a little bit of time doing this. We're talking about alternative text images. Over to you, Justin.

JUSTIN: Thanks, Darren. Again, thinking about our users for both people with accessibility requirements, assistive tech, but also people who will be accessing in diverse ways, it is important that we explain the context and explain the image using alternative text so that the ideas can be accessed equitably by everybody.

So in this particular image, you have added the following two images to your types of farming documents. So what we want to then consider is how can we explain these images, if they're required. So the very first thing is to analyse and say are these images something that needs to be explained? Do they add to the information of the document, the content, or are they just decorative? If they're decorative, you can mark it as decorative, the same way as you do it in a LMS or anything like that. You can right click on the document and you can ‑ the image, sorry, select it, right click and go view alt text, and then we have an area over here in our alt text panel where we can add in a very concise and brief description to explain the image or to explain the image and context in particular.

If it is decorative, you can mark it as this, and assistive tech won't look at it. They won't read anything out, so that's not going to disadvantage a tech user by hearing stuff that's not important or announcing the image, but if it is something important, you have the option of generating alt text for me, which is not necessarily the best results, but it might give you a starting point.

If I look down here, Darren, when you put these ones in, this was the automatic one, wasn't it, I think?

DARREN: Yes.

JUSTIN: Yeah, so it is a baby cow drinking milk from a bottle. It has got part of the image but it's missed the other part of the image of the cows going down to the barn or something like that. You can see here there's a description of how to write alt text but it is an art, and it is something that I have chopped and changed the way I do it over time and got better, but it's still something I'm learning every day.

So with the document, as I explained, right click on the image and click alt text. And we can also select the picture format, ribbon, so picture, picture format up here, it's appeared, and then alt text is right here in the middle. So we can also select that that way as well. Darren, I might throw to you in terms of the poet tool and descriptions.

DARREN: There's a couple of links that we have included in there. I don't know if we can bring up the poet tool just on the webpage? This is a fantastic tool for those that really aren't familiar with adding alternate text. It is a link from the document. It takes you to the diagram centre. How to describe images, which is that little section in the middle. If you click on learn how to describe images, there's a link there. I won't get you to play through this too much at the minute, but it takes you through the steps. Again, here they have context is key. It's all about the context. You could spend ten pages describing an image, but why is it there, what do you want the users to take from that image? If it is just decorative, then mark it. If not, make it meaningful. This is a good place to go and practise some of those. They have examples all the way down this page, about the context, and considering the audience. Justin, if you could scroll. Then be concise. Maybe this is an example here. We will look at the example they gave and how to create these. Opening up that example, it has a pop‑up window that gives you some of that information. More is not better. Don't repeat information present in the document, et cetera. Instead, direct readers to existing descriptions where available.

Include colour only if it's significant. Avoid introducing new concepts.

The figure is the orbiting planets of the solar system, et cetera, and the context is it's a photograph and captions in a fifth-grade science textbook. So this is important. This is ‑ the context is these are captions found in a 5th grade science textbook in a section.

If we just go next, so this tests your knowledge with things. It comes up with what would be the best description for that. You can test your own understanding of this. In that sense, we've got three options. Figure 1.1 would be an option. Option 2, the sun and planets that make up the galaxy, the orbiting parts are presented by a dark orange line for mercury, yellow line for Venus, green line for Earth, red line for Mars, white line, et cetera. Or option 3, which is the sun and planets are in order from the distance from the sun; Pluto, previously known as the largest planet in the solar system is now considered a dwarf planet...took place in this.

What would you think might be the best one to pick there, 1, 2 or 3? What is the context? This is the photograph and caption found in the 5th grade textbook. And there's no wrong answers. That's the good thing about this because we keep learning while we do this.

JUSTIN: You can pop the numbers in the chat.

DARREN: A lot of people putting in 3s, 3s, 3s. There's a 2? 2, maybe 1. Lots of 3. Let's try number 3. Description is accurate, presents facts/summaries may find interesting but new information should not be introduced. Again, this was something about context in the other bit. So we have introduced new stuff about the declassification of the dwarf planet and things that's in there that just isn't relevant to why this image was there. No.2, Overly detailed.

JUSTIN: Again, that extra detail which is not necessary. I would have picked both of these. I would have picked both of those as being the option.

DARREN: Yes. Again, it gives you the same ‑ the accompanying caption provides sufficient information about the photograph because that information is there. If that information below the photo wasn't there, the one that says the orbiting planets, that's probably the best description for this image because it's simple and succinct, it says exactly what it is in the context of what this is. It was just a photograph found in a fifth-grade textbook that was there to demonstrate the solar system.

The colours are really purely visual to show the orbit paths. If we're talking about orbit paths of planet, that might be different.

JUSTIN: Darren, am I right in thinking that because this is already mentioned in the text in the document, that is saving it from repeating for an assistive tech user, so they're just getting figure 1.1, but they're actually going to be able to access this information anyway. So it's just going to make it a better process and not airing the same things twice?

DARREN: Finn has just asked a similar thing just as you were mentioning there. And that's around should you put it in the body of the text or in the alt text as well? Sometimes you can put alt text in, which is very useful for those that might be using screen readers, et cetera, that are there, but adding it also into the body text helps everybody, but you don't want to necessarily repeat what's there. You can in the image description say, "further information is available below the image", so that I'm not missing out on anything, so you can let people know that they're still there. Gin, is it? You've got a question, you've got your hand up. Not hearing anything. Microphone's not coming through. No we are not getting the microphone through. That's alright. I might move on for the minute. Just a couple of things around text. Alison is asking with the colour of the text, it would be useful for colour blind people. Again, it is the context. If the colour is ‑ part of that image was to represent orbit paths and that's what the article was talking about, then yes, it is vital that you put some of that information in. If this was just "here is a representation of the solar system", again coming back to that context is king. What is the information that is necessary without adding new information that, again, might add on top and confuse other people that are in there.

Just quickly stepping back from this, because we don't want to get too lost here because you could be here for hours, and it is a really good site to play with, to have a look to test your own knowledge and to challenge things, it is a difficult area doing images, from simple images up to very difficult images, et cetera. So we might skip off that altogether, Justin, just purely for the sake of time, because it is a rabbit hole and probably one of the more complicated sections people certainly get lost in.

But what we would like to do for a couple of minutes, we'll give you a couple of minutes thinking time, maybe to describe, everybody put into text, what they might do as an image description or the alternative text for that second image that has the cow with the drinking bottle. It was recommended by AI, which probably may show some of it, but in the context of these images, we're adding these in against the very section ‑ and this is the image we're adding in against the types of farming for dairy farming. We might play music for a minute or two while everybody has a think about an image description they might write for this second image. Again, no right or wrong here. Feel free to be brave. Shorter, brevity is often good with these descriptions. We're saying keep it relevant to the fact this is about dairy farming. Let's see what people come up with. Have a couple of minutes. Just noting Amelia put in mark as decorative. Yes, similar cases these could easily be decorative, Amelia, but I did give specific ‑ this one we do want descriptions for these, because we are thinking they are relevant in the context of this. But yes, more often than not you would probably mark these just as decorative. They're not really adding the information. It's something already there in the text. Some really good image descriptions coming up in here. Fantastic. Peter has got "Dairy cows walking towards milking barn" is one half of the image that's there. Robyn, I think this last one, "two images, one is a baby cow drinking milk from a bottle and the second is of a farm landscape with a barn in the mid‑ground, and cows with full udders walking towards the barn." Sums it up perfectly. Margaret is on the same line. A lot of those, a calf drinking, an image of cows in a field walking towards a barn.

JUSTIN: Someone has put "illustration of". I think I started doing things like that, saying "photo of", "image of", things like that. I don't know if you necessarily need to use "image of" more than just the description. Is that right?

DARREN: Again, depending on the context, in the illustration is fine. These are, in the sense I would be putting these are AI renders. We've got a source and these are rendered by AI, again a rendered picture of or an illustration. I think it is fine to put those in. It is just repeating, which can be problematic. An image of, when obviously it is an image to start with, or a photo of when it is a photo that can be certainly useful if we're talking about a person whose photo it might actually be inside the PowerPoint that we have got, a photo, which I didn't do at the start, describes me as a white middle‑aged man with short hair, black rimmed glasses and white beard, that's there, and Justin is very similar. We could be confused with the same person if that was the only descriptions that were there. Maybe a hair length, maybe, might be the distinguishing feature that's there.

Just looking back at this. Everybody is doing a pretty good job with these. Images on the left show’s cows walking towards. Yeah, perfect.

JUSTIN: Darren, can I say the excellent process that is happening right now is people are analysing and thinking about the context of the image and that's the really important thing to take from this, is when we put things into resources, what's the purpose of them? Do they need to be there? Is it just decorative? As someone said earlier, if it is meant to be there to help understand, or explain, or make something clearer, then having that process of actually reflecting and analysing is really important. And it becomes second nature. You might start taking a bit longer to do these at the beginning, but over time you're having certain turns of phrase you will use and it will become second nature.

DARREN: I'm loving ‑ I might go down to Leopold. One in there, "This image is a split view with two different scenes relating to cows. On the left there is a close‑up of a baby cow, a calf being hand fed with a bottle, the calf has brown and white patches on its fur and conveys a sense of calmness and trust. On the right, there is a scenic countryside view showing a herd of cows walking towards a path towards green pasture towards a barn. Background reveals a panoramic view of distant mountains under a ‑ I want to move to this farm now ‑ suggesting a tranquil rural setting. The overall context is that of an agricultural life and nurturing of livestock. Yeah, sums it up to a T. It is probably longer than I would certainly write, Leopold, but there's nothing wrong with that either. That perfectly encapsulated that. If you couldn't see the image, that has given all the detail for that and given a bit of that setting as well.

So no right and wrong. There's lots of replies for this. I think everybody is on the same path. This is brilliant. Well done, everybody. I'm just going through the questions. John, fantastic. You are jumping in and answering a lot of these questions for people, which is brilliant. Really appreciate that.

Yes, sticking to 125-character limit for your alt text descriptions is probably really a good way to go, especially if you're going to be putting these things online. As I was saying, brevity is key. If there's something that's more there, you can always put it in the description below the image or the figured description, which is certainly worth doing because then everybody can get that information that's there. Again, context, context, context as to what you're putting those in there for.

I'm just looking. Lots of questions in the Q&A but most of those have been answered, so I'm not going to focus too much on those and we will get to the links section as people are wandering back from their break. We might continue. It's just after 2 o'clock here local time for myself. We've got 30 minutes left to go. Hopefully we just had a quick top‑up.

We might jump back to the document and move into the next section for this, which ‑ and Justin did have his screen on during that break, which is fantastic to see, live doing things. We're trying to look through multiple documents.

JUSTIN: And thank you for those people telling me I was sharing my Teams screen.

DARREN: That's very nice. Alright, we are moving on to links. Again, one of these things that it is worth practising and doing. There was a good point ‑ maybe it was John again put something in there about practise doing image description, even if it is decorative, unless it's just absolutely decorative, it doesn't mean anything at all, because it is a good habit to get into. You know, how do I describe this image? Practice makes perfect with that and you become quite fluent in a short amount of time if you're doing it with most of the images that are there.

JUSTIN: Darren, can I just say Brooke just popped in a message saying they implemented a 125-character limit. I think it's great in as a team. So whatever your discipline or your work area, yes, if you set up a guide or a process for your particular environment and then follow that, that's perfect if everyone is consistent. So it may not be completely ‑ it may be different from someone else's approach, but having a consistent within your own organisational team is a wonderful thing to do.

DARREN: Lots around images. We might even do a separate workshop just on images at some stage. John has been throwing stuff around putting in attributions, copyright. Again, I would make that available for everybody, putting in "This is an AI generated image", et cetera, then you put it into the main document so everyone is aware of what this is. Most sighted users probably won't go in and look at the alt text necessarily on an image, so we don't want to be giving ‑ you know, we want to be giving equitable information across the board.

Moving quickly on to meaningful links. We have all pasted links. We've all done these. These can be a little bit of an art of putting these in as well. I will throw to you, Justin.

JUSTIN: Thank you, Darren. So yes, meaningful links, a very important term. We have all seen URLs that have been pasted in that are just https, sometimes all sorts of symbols, maybe multiple lines to a link. We want to make sure that somebody can see from the link itself the purpose and the type of resource that they're going to be accessing or the name of the resource that they're going to be accessing. It just makes it easier to navigate and to understand and, again, there is a bit of an art, like alt text, in picking stuff that's appropriate.

We all would have seen things like "Click here", "Read more", things like that which don't give any context, don't give any explanation as to what's coming. So if someone has to navigate there, find out that they did or didn't need it, and go back to the main document. You're disadvantaging people, all users, really, by doing that. It is important to make sure that you give a link a meaningful name that is descriptive and explains the purpose or the type of resource.

So in this particular context we've added the following links in our types of farming document and we want to update the links to be meaningful. The way that we do that is that we can select a link and then we can right click on it, and you can possibly just right click on it, actually. There we go. So right click on the link, and we can go in and we can edit it.

And then what we have is the text to display up here in the top and that's what a student or someone accessing the document is actually going to see, and then down the bottom we have the URL, which is the web address that we don't necessarily need to see and it can be very confusing.

What we're talking about is making sure that the text to display is something that is meaningful. So if I cancel that, and so this is a link for dairy farming section as a resource that provides information on employment and rewards for dairy farming and the model code of practice. So what I might do is ‑ again, I'm not familiar with this, so click on that link and I'm going to have a look at what we're going to be going to. We have people in dairy, share farm, share dairy farming, model code of practice. So we can get some ideas then of what we're actually going to be linking to and how we should describe it. Darren, what was your thoughts in terms of that particular one? Again, I will click on it, right click on it, and I will go edit, open.

DARREN: For the context of this is the context I've kind of put there in that first one. This link is related to that. I would always suggest that they're not just links on their own that go in the context with some text that is there. In terms of this link being there, it is there for the context put above. For more information, it might be for more information on the employment rewards for dairy farming, and that might be the part. Let's go into ‑ so that link is around ‑ I just need the context. Can you just move the box slightly?

JUSTIN: Sorry, yes.

DARREN: The actual link itself would probably be, because this is off to the people in dairy website ‑ what's the information ‑ employment rewards for dairy farming and a model code of practice.

JUSTIN: That one there?

DARREN: Yes.

JUSTIN: I will just copy that.

DARREN: It could just be employment rewards if that was the context of why we're putting this link in.

JUSTIN: Select that, place it and ‑‑

DARREN: Then you might have text before that saying, "the following resource for Dairy Australia has some great information" or "has further information on", and then that would then go straight to the link. The link would be part of that sentence. It doesn't need to go with that. We're bedding it with some context on the page, it's not just a link sitting there that we don't know why this has been added or its relevant to the context is what there, so giving people meaning and action as to what this link is, and the link is enough, if the link comes up for a screen reader, it is saying what it is, employment rewards for dairy farming, and the model code of practice.

JUSTIN: The second example, the context is, "This link provides an interactive farm to fridge game for young children and a range of other resources for primary and secondary students, added to highlight one method of educating children on farming practices."

So the link itself is a fun interactive game for students to learn more about the dairy industry. With this one here, again, as Darren was saying before, we can copy the name of a resource, and I can change my ‑ the hyperlink to the name of the resource. I'm just going to leave that as all capitals for the moment. Actually, no I won't. Then again, we could include that in a sentence. Sorry, Darren, I've gone all blank.

DARREN: That's alright. I've just been looking at editing other people's links when you put it in yourself, you can add why they're there. This might be "Dairy Australia has a great resource on ‑ a great interactive resource, the fridge to farm interactive, the context of that which is aimed at educating secondary school, primary and secondary school students on dairy farming practices." Alexandra, you've got your hand up.

ALEXANDRA: I really like what you've shown us. The only question I have is I know this is for accessibility, and I know everybody benefits, but because it is relatively a new style, what has been others' experience? Because I'd like to put this in my teaching resources, but what do others who have used that, what's the experience like? Will they recognise that it's actually a URL? I know it's underlined. I'm trying to change my colleagues' understanding that we've got to stop underlining stuff because that's now an unaccepted way of showing that there's a link, but some people are still doing it with headings. What's others' experience or what do ‑‑

JUSTIN: This is part of descriptive links and meaningful links is part of the WICAG standards for web accessibility. So it is the standard for doing things.

ALEXANDRA: Which standard?

JUSTIN: The WICAG 2.0, I think it is, that ‑ or 2.1. I don't remember which one we're adhering to.

ALEXANDRA: I will just write that out because I will use that. I will talk to my colleagues about this.

JUSTIN: 2.1, thank you.

ALEXANDRA: Thanks for that, John.

JUSTIN: It is important for all users because it gives that context and an understanding before going to the link. And so, you know, in terms of a student accessing resources, it saves time and it reduces cognitive load and being overwhelmed with resources.

ALEXANDRA: I really like it because what I find myself doing is writing an explanation about the link and then putting in the link, but this is kind of better, isn't it? It's more streamlined. It's more sophisticated. It's good. I love it.

DARREN: A bit more conversational. When you think about providing some of these links, the way to think about it being conversational, or you go, "If you were to go to this website you will see that there's this", without telling them the link directly.

ALEXANDRA: Yeah, like, you know, yeah, I love it. Thank you.

DARREN: It's particularly important inside learning management systems and you have probably seen this. It looks like a whole bunch of links. Why are they here? What do you want me to do with them and why did you put them there? You may know why they were put there. It may have been mentioned in a lecture. But I'm going back in week 6 and looking at week 2. This is just a list of 7 links. They're long URLs and they're not descriptive of what they are, so I don't know what anything is, I can't find anything, so I've just added to that cognitive load. I've got to go through them all again. There was something in one of these weeks. And I've had students give up after an hour, two hours of trying to find something from a few weeks ago, or even from last week because it gets lost.

ALEXANDRA: I agree because Swinburne has just launched a new Wiki for our resources and it's been formatted so badly I spent a couple of hours yesterday trying to find something, and that's bad. Anyway, I better let others have a go.

SHAZ: Hi, thank you. At my institution we're using Canvas and I have a legally blind student, which I'm working to make everything as accessible as possible for him at the moment, and for everybody. However, the immersive reader, and we've been using a narrative style approach for URLs for a long time. However, the immersive reader just reads it as text. He has an education assistant who works with him, but it won't pick up that for him, for him to understand this. And I've just heard that there is a link that I need to be clicking on when all we are stating is the narrative style of approach, which, you know, as I say, we're using left, right and centre, but I guess my question is how does he know there's something extra that I need to be clicking on now?

JUSTIN: It doesn't announce the link, is that what you're saying?

SHAZ: It does not announce the link. Nor does it announce images, by the way. I did ask the question before. I've been using alt text, and for some of the activities he's doing he actually needs full big descriptions because the activity is actually around analysing the image. I've done that and it is reading it, but I actually need to state in my alt text "an image of", because the immersive reader will not tell him that there is now an image coming up.

DARREN: Part of this may be limitations of the tool. Again, there's not one tool that will do all these things. Immersive reader has its setbacks or drawbacks that are there at the moment. While it's getting better, it's still there. If the student is using a screen reader then they will probably be working directly with the Word document, or as an alternative of what's there so that you know these things will be getting announced doing that, or better still if this is there as a HTML page and the links are following on with the AT, et cetera. It is a very nuanced question, depending on the effort. We have got some options to follow up of some of these questions later on as well, but thank you. Helen, you had your hand up?

HELEN: Yes, thank you. Shaz has raised kind of what I was asking, but I was asking how would the embedded link read or be read in using assistive technology? And I'm not familiar with assistive technology at all. I know I'm aware that it is there and I'm aware that students use it but that's a whole other thing I've got to learn. That was my question. How is this happening? Does it then open the link or does it tell the student there's a link? And what I'm hearing now is no. Then the other part of my question was if we were to then ‑ we have prepared this document and we've provided it in PDF. The link is, obviously, not going to work in a static PDF or if a student prints it because they prefer to read it off paper, so where would we then put the link? I like the way you had it before with the context, "this following link is about this", and also provided the URL for students who may need to enter it later because it is not actually hyperlinked. Make sense?

DARREN: Yes, it does. It's another one of those nuanced questions because there are multiple ways of doing this, depending on what is there. In this sense, we've gone more along the web content disability guidelines of putting that in. The link itself will read out as the text that is there, not the underlying URL, but it will read out as a link. So the link is employment rewards in this case for dairy farming, which gives much more nuance, and the link is http://www, and it just reads out a long string that means nothing because you don't know why this is actually there. Putting that in again, it is a quick way to find the article is there. You can, again, putting that narration around that or that bit of extra context there, it certainly helps.

Again, most resource we say to be used digitally and you can let people know if they want to print it out, and I don't know many people that are putting in long string URLs and typing them in manually from a printed document. You go back to the digital document and click on the link. Especially when a lot of things were coming from third party resources or from peer reviewed things, et cetera, through the libraries. Some of those are links that are extremely long. Nobody is typing in all those characters to get to a link. You would be using the digital asset for that. I don't think there's much of a need now for longwinded stuff. For short websites, maybe, visit the government site, you know, www.gov dot whatever that might be, and you can put that in and still announce that. Sorry, somebody jumped in then.

JUSTIN: Sorry, that was someone behind me.

DARREN: Checking on you, Justin. There's lots of ways. This is certainly the way that I do these. The student may need some of those listed as full URLs as well. There is a way to deconstruct URLs inside documents but that's another story as well, into full written ones, et cetera, depending on the tool people are using but that doesn't ‑‑

JUSTIN: Also, Darren, following the best practice guide and doing it in the descriptive way will work for most circumstances, but there might be reasonable adjustments and things like that that need to be made for an individual student, and that might be that you then pull out the URLs from each of those and provide them as an appendix or something like that which does print. As Darren said, if they want to manually type them in, they can, or they can go back to the document to access it. This is generally the best approach for most circumstances.

DARREN: There's another few links on the page. Sorry, very quickly, Carly? You've still got your hand up. Sorry, I almost missed you there.

CARLY: I think you've covered most of what I wanted to say, but I wanted to reassure people that when you're using descriptive links in that way, they absolutely work. If you have a student struggling with it and only hearing the words, they're a novice, and they're learning to use the technology and it's their learning app. So you may need to provide extra supports for them or direct them to your access and inclusion support network to learn how to do it. But it absolutely works and the most common way people who can't see the links work is to bring that up in a list format so you just have a list of basically dot points of every link in the document. If it is not descriptive, it is much harder to find.

DARREN: Yeah, extremely difficult to find. That's a really good point. Thank you for that. Yes, it can be overwhelming. Particularly as students advance in years within the institutions to later levels in years, those lists of links become longer and longer and longer, and trying to find something ‑‑ it is ‑‑ I remember one student saying it's like trying to find a blue underlined needle in a haystack because they were just referencing that's what it was but none of them made any sense, particularly if you go into research and journals, et cetera.

JUSTIN: Someone in the chat, Darren, has said about this benefitting everybody, and it does. There's a statement essential for some, useful for all. It really is something that carries across to assist a lot of people, a lot of students in different circumstances.

DARREN: Exactly. I go back to the point I said earlier when we were reinforcing, context is everything. Putting these links in context and making links meaningful unto themselves can be really important, even within like a learning management system where there will be links off to other resources, external sites, YouTube videos, other videos to watch, putting in what you want and expecting people to engage with that is really important. Saying, "This video demonstrates such or other, although it is the American principle for this, it still applies", or "watch the first two minutes". Even though the link goes to a 50-minute video, I see this quite often, or an hour-long video, "We really only want students to watch a couple of minutes", but we didn't tell them that. You might have mentioned that in class or during a lecture or something, but it was never added with the link later, so that whole if I'm going back and studying or looking at it later, I missed the lecture, I'm doing it slightly out of the linear context it was designed in, it is very easy to get lost and confused and it just helps every student. Why is it here? What do you want me to do with it and what does it mean? Those can be quite useful.

I'm very conscious of the time. We did think we would only get through three, even though we added in tables to this, but we can kick off next session with tables. We're not going to go too in depth with those, sort of really get stuck in people's heads "only use them if you have to", kind of thing, where tabular data is needed, but we will get to those.

Thank you, everybody, for today, for this, and if there's quickly some other questions, because now we have to wrap up before we pass back to Darlene. I might do that now, actually. But I hope this was useful for people for today. We tried to cover a lot, I know, and it can be confusing, reading along and trying to work along with, but that is fine. Thank you for taking those first steps, for those new into this space. We will quickly throw a poll up for the end of this session while I will throw to Darlene.

JUSTIN: Darren, can I just add in there too that the fact that people are engaging with this and starting that process is the most important thing. The last two years for me have been a massive learning curve, and I have changed my practice several times during that. The fact that you're making a start and thinking about these ideas and how you can apply them is the most important thing, because you will find that you will learn new things and better ways of doing things as you go along.

I'm by no means an expert, I'm a constant learner when it comes to this and happy to take advice from anybody.

DARREN: The other thing ‑‑ quickly I will put something into chat while we're answering that poll, Darlene. There's lots of other resources on ADCET, and we will have some of those we will bring up in the next workshop, and it will be on the web page with this on the ADCET website. There is also ADCET Assist, which is a service ADCET offers, where you can book some one‑on‑one 30‑minute sessions with myself. I will put the link in for that, on anything and everything to do with accessibility, some of the AT, because we know this is very nuanced. Every student is slightly different, every case is slightly different that's there, so happy to look and have a chat and see what solutions we can come up with for something you may be doing.

JUSTIN: I can say that I've used Darren's services a number of times and they're very, very useful, especially with tricky situations.

DARLENE: That's fabulous. Thank you, guys. That's absolutely brilliant to have gone through all that and, as Justin experienced, we always learn something new. We think we know it all and then go, "Oops, no, didn't know that one." So it's great that I also picked up some tips and tricks. An email will be sent out to you with the recording, and it will also be available on the ADCET website. We really encourage you to share it with your colleagues. You can play along again at home watching the video. I often do that having two screens, which is absolutely brilliant. The next one that we've got is workshop 2, Accessibility Basics. We also have a number of other webinars coming up in the future. So we've got Beyond Accommodations ‑ Why Universal Design Matters for all Learners, and also Digital Math, the Future of Inclusion and how can we get there? We will put those links into the chat.

Also, I encourage you, if you haven't signed up to our newsletter, please do. That's where you kind of find out all our new content and all our up-and-coming webinars to keep you informed.

So thank you, Justin and Darren, and I don't want to say but also, thank you to everybody that participated in the chat and the conversation. It was great. There was so much shared learning with the whole audience, so that was a really added bonus to today. So thank you for those who shared their wisdom and knowledge and also came forward with questions. As we said, there's no wrong question. So thank you, everybody. We look forward to seeing you again soon, and thank you Justin and Darren.

JUSTIN: Thank you, everybody.

DARREN: Thank you, everybody. Glad to see people going to use this in the next document they create, 80% of people.

DARLENE: Okay. Yes, sorry, Darren, did you just want to talk through the exit poll?

DARREN: Just quickly on the poll, yes, 80% of people said that they can use ‑ implement some of the strategies they have learnt today in their next document or in the next week or two, that's 92%. That's brilliant.

JUSTIN: Awesome.

DARREN: Thank you, everybody. We look forward to the next workshop where we will touch on a few other key things that are there, but the more you practise, the better we get at doing this. So thank you for coming along and taking part in this.

DARLENE: Hopefully, we will get to see you next time. Take care.