DARREN BRITTEN: Alright. Welcome everybody and thank you for joining us today. My name is Darren Britten and I am the National Assistive Technology Project Officer at the Australian Disability Clearinghouse on Education and Training, or ADCET for short. This workshop is being live captioned and to activate the captions, click on the CC button in the toolbar that's located either at the top or the bottom of your screen, and we also have captions available via the browser and we'll put a link into chat to look at those external captions. Please feel free to leave your camera on but remember that this session is being recorded. You can turn it off if you wish. Please leave your mic muted unless you're invited to ask a question from us.

Today's workshop, Accessibility Basics Part 2, Building resources that support universal design for learning, will be presented by myself and Justin Wylie. Over this 90 minutes of this workshop, we'll explain and demonstrate a few more key accessibility building blocks that support universal design for learning approach to learning resources.

This session will also have a couple of hands‑on elements, as our previous one, and some sample resources will be provided so you can develop your own accessibility practice alongside our presentation today. I'll put a link to that document up into chat shortly for you to download.

Before we begin a few more housekeeping details. As I said, this workshop is being live captioned by Donna from Bradley Reporting. Thank you, Donna, and the recording will be made available on ADCET in the coming days. If you have any technical difficulties, please email admin@adcet.edu.au. That's admin@adcet.edu.au. This workshop will run for around 90 minutes with a short break halfway through, and throughout the presentation feel free to use the chat box to chat ‑ chat bot, I almost said ‑ chat box with us to chat with each other and with us, but please remember to choose the “everyone” so that everyone can see what you have to say.

We're happy to answer your questions throughout the workshop, and if you have a question or you would like answered, please use the Q&A box rather than in chat as we may miss some of the questions in there. Let's get started.

Welcome. I'll just throw to Justin for a quick welcome.

JUSTIN WYLIE: Hi. Thanks, Darren. Hi everybody and thanks for those people who have come back for the second session. Yeah, we're looking forward to just giving you some more of those basic accessibility tips that you can hopefully go back and apply straight away. We did have some feedback from the last session, there were some people who were looking for some more indepth information, but this session is really about simple, sustainable ideas and strategies that you can use straight away, but maybe there'll be something further down the track a bit more advanced. But, yeah, thank you for coming along.

DARREN: Excellent. Thank you, Justin. Next slide. Just before we begin, I'd just like to do an Acknowledgement of Country, and in the spirit of reconciliation we'd like to acknowledge the Traditional Custodians of country throughout Australia and their connections to land, sea and community, and we pay our respect to their elders past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander people here today. While virtually connected today, we are presenting geographically dispersed and acknowledge the lands from which we are joining and presenting, that is the lands of the Wurundjeri people of the Kulin Nation where I'm located in Victoria, and the Butchulla people, Traditional Owners of K'Gari, formerly Fraser Island on the Fraser Coast, which I found out recently as well trying to look up Fraser Island and going “I can't find it on the map anymore”, and that's why, it's now called K'Gari. Fantastic place, fantastic island if you ever get the chance to go up there and get immersed in some of the culture. Absolutely beautiful. Thank you, Justin.

So quickly today, 90-minute workshop with a short break there in the middle. You can engage in the workshop in multiple ways. Please feel free to sit back and just listen if you want and watch. You can download the document. The link to that will be in the chat. Work along with us if you would like. It will also be available with the recording after the session. As per the previous one, we will be a little bit heavily PC biased and Microsoft Word biased with how we're explaining some of the accessibility basics today, but we will put in some Mac alternatives and some links inside that document as well for those, but please if you are on a Mac and you know some of the keyboard shortcuts or where some of these functions are located, please feel free to share that in chat as well.

We were definitely very happy and very pleased to see so much engagement in the chat last time and just purely the levels of expertise of people that were in the room and willingness to share their hints and tips around accessibility, because again one size does not fit all and we all approach this slightly differently, so thank you very much for sharing and caring. It's wonderful to see.

Today we'll be covering tables very briefly. We're not going to get too in depth with those, using colour and colour contrast, clear and concise language when putting content together, a little bit around file naming, and using accessibility checkers. So without too much more from me, I'll just throw over to Justin and we'll start off on our first thing and that's where we didn't quite fit things in at the last session and that was with tables. Thank you, Justin.

JUSTIN: I'll just unmute myself. Thank you, Darren. Someone just had a question about whether we're working on the same doc as last week, so there's a new document there, and Kylie's popped a link in the chat to download it. Tables. One of the first things about tables is to consider whether or not you actually need to use them, because they do provide ‑ they do bring up some accessibility issues, so deciding whether or not it's absolutely necessary, can you display the same information in a bullet list or can you use headings and content instead to make it easily navigatable using assistive tech and also to scan, but if there's a reason for using it, it does have to be tabular data and it does need that format to be able to make sense of it, then there's some important things that you need to make sure you're aware of when adding the tables in Word.

The context we're talking about here is you need to add some tabular data to your types of farming document that show the reduction in the number of dairy farms in Australia. Again, firstly reflect, do I really need it to be a table, can I do it another way? If not, if it does have to be a table, then it's really important that you have uniform tables in Word and that each row has the same number of cells, assistive tech, and I'm sure if there's any assistive tech users here today can tell you the way the data is read in a table, if it's not set up correctly means that it's very hard to make a mental picture of and to understand and work with. So having the same number of cells in each row, not merging cells. You can see down here an example of district here where there's merged cells and things like that, so don't merge cells across columns and rows, and insert row and column headers as appropriate. We have our row headers down on the left and we have column headers over at the top of columns, and that's the important information that gets read out with different screen readers or assistive tech to give context to the data and to make sense of it.

Darren, what did you want to add there about tables? You're on mute.

DARREN: Technology befuddles me. No, just that we put a couple of tables in there, so that first one, again, eyes can be deceiving in many ways. That first table, if you click on that, Justin, and this is something that comes up quite often, it's actually not a table at all, it's an image of a table. We see this quite often in text, especially where things have been recreated from a previous unit or from a previous existing resource and getting the data across sometimes isn't easy. People often resort to the simplest way to do things and that's quickly grab a screen grab of it and put that in.

Now that data and the information in that table has become completely inaccessible. Trying to do some alt text for that, unless it's really just to show, you know, an image of what a table may look like, it's probably not worth describing all the data. That would be too much text to be considered a small alt text anyway, so it's better to recreate it as a real table if the table data is needed. That's actually not a table, it's just a visual representation of a table.

The next one that's there, with an election count for that as well, looks like tabular data, but it's actually not, it's just tabs and spacing that's been put inside the document to make it line up. Again, very difficult then to navigate because you don't know what's a column, what's a row necessarily, and if there's lots of data it can become even more confusing as to what that is, so a screen reader might just be reading that left to right and it would make no sense whatsoever as to what that is and you wouldn't know it's a table. To see the tabs – there’s a function - the paragraph function ‑ sorry, Justin, I'm throwing this at you at the last minute, just up there where you were, little paragraph, up, up, up, to the right, to the right.

JUSTIN: Sorry.

DARREN: That turns on the formatting inside the document for you so you can see where there's paragraph marks, you can see all the arrows there, tab spacings that are in there, and all of these kind of things can get read out and just become confusing with verbosity as well. You can see just by that that that's not a real table, it's just text that's laid out with the tab key. While it might look good it's not that functional.

A proper table will be the one that's below that comes in, again that you've got, as Justin said, the same number of rows and columns, same number of cells, not same number of columns, same number of cells that are there, and that's the way to make that more accessible. Justin, if you want to take over.

JUSTIN: With our table, what we want to make sure is that we have row and header options set. So what we do is select the table, click on that in the corner and then we have ‑ excuse me I've got little Zoom windows that are in my way at the moment ‑ so we go out to the layout ribbon ‑ sorry, table design ribbon and we've got options here to set header rows and first column rows, and then that way, when this is read out with assistive tech the labels from those headings are used in combination with the data in the cells to give them context. So turning those ones on, I'll select repeat header row, that's about going over pages, Darren, I think, is that right?

DARREN: Yep, so if we select the table.

JUSTIN: Yep, and table design.

DARREN: Yep, so there's those but then the layout option that's there and there is repeat over to the right ‑ ‑

JUSTIN: Repeat header rows, so having that on means if the table is a large one and goes between pages those header rows are going to be repeated and give context and meaning to the table. The other thing is, too, that you can also use, what we talked about last week with references, you can insert a table ‑ sorry, a table of tables, so you can give your table a caption which gives it context again and that can be used in a table of tables at the beginning of your document, like an automatic contents page and make it easier to navigate to those resources, and also for you, as a developer, for you to navigate to those resources quickly as well.

DARREN: There's also some quick ways which ‑ I don't want to spend too much time on ‑ with tables and if anyone has played with putting tables to text and then text to tables. So sometimes if you've got badly merged data and your cells get all confused and you can't split them and things, you can select a table, go to your table menu, table design, is it? One of those where the table is, and maybe the layout towards the end there you've got convert to text. So if you had some dodgy cells and everything, you convert it, we can say do I want to do it with tabs in there or paragraph marks, in this case we do it with tabs, the same text is now set up with those tabs in there. If you turn your paragraph marks on, Justin ‑ I know I'm quickly rushing through this ‑ that's something you can play with a bit slower when you've got a chance with the recording. So you can see there's an equal number of tabs in there, there’s an equal number of spaces. That text I can do the same thing, I can go back and turn that data ‑ ‑

JUSTIN: Where do you do that?

DARREN: You've got to right click and then go into ‑ I've lost it. Oh no, I've lost the table tab.

JUSTIN: It's somewhere. I can do it that way. I've never done it the other way.

NEW SPEAKER: Do you just go back to insert? Just go back to insert.

DARREN: Thank you.

JUSTIN: Table? No, or text.

DARREN: There's a text to table function.

NEW SPEAKER: With the down arrow.

DARREN: In the table, yeah.

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NEW SPEAKER: Yeah. There we are.

DARREN: Yep, convert to text. So again, if it's well set up it will tell you the equal number of rows and you can double check that it's the right rows, right columns, et cetera. Alexandra, you had a quick question?

ALEXANDRA: Sorry, just had to unmute. Yeah, look, I was just getting a bit confused about the table header rows, but I do have one question, and that is you know how you started off by saying that the tables are problematic, okay, and I get that, but then sometimes I use them because it lays out the information really well. So what's the suggestion? I'm sort of a bit ‑ I lost the thread of it a bit.

JUSTIN: I think when you're choosing a table, you shouldn't be using it just for layout purposes alone because then that does cause navigation issues for assistive tech. It's a matter of just choosing the best option. So if it's necessary, yes, there are cases where you do need to use it, but other than that, yeah, maybe look for some alternatives.

ALEXANDRA: With the row header that was ‑ there was a suggestion to repeat it or copy and paste it.

JUSTIN: Yes.

ALEXANDRA: I think someone has answered it in that if you go over to another page, and that makes sense because I find that difficult because I've got to scroll back up and go oh, okay ‑ is that what that's about?

JUSTIN: Yeah. So it should be ‑ now, repeat header rows ‑ it's taken me ‑ if I continue to a new page, which might take a while, it should repeat that header row. We'll get there.

ALEXANDRA: That's alright. You can breathe while we’re waiting for it.

JUSTIN: There we go. Did that go to the second page?

DARREN: No, it's not doing it.

JUSTIN: It's just moving the table, but if it was ‑ ‑

ALEXANDRA: All I wanted to be clear about, I think I know, but I just want to be clear, when we repeat it, it means that the person doesn't have to scroll back up to the original page.

JUSTIN: Yes. They will see that repeated.

ALEXANDRA: That's good for everybody, right?

JUSTIN: Absolutely.

DARREN: It's like me, you've probably looked at some research papers with a lot of data in there and you start scrolling through and if you've got three or four pages of table of data and you’re like “I don’t know what’s what”, it becomes frustrating.

ALEXANDRA: Alright. Thanks. I don't want to take up ‑ ‑

DARREN: Similar to maybe locking that top row or something inside Excel, so when you scroll the data, you've still got the information visually there, I suppose.

ALEXANDRA: Don't talk about Excel – that’s another job - -

DARREN: Tables, again, the preference is don't use them for layout, and again we don't want to be locked into assuming everybody is looking at the document how you're looking at it and how you're laying it out. Somebody might use that same table and they were looking at it on their phone, that table may not fit in a Word document originally, so it's not going to flow very well, it will be all bunched up and crushed, so you're actually doing a disservice for using any other format.

ALEXANDRA: I was using it in PowerPoints, I guess, because I do like the fact that you can have ‑ so what I would do is make the lines invisible, but I liked it because the information was in a nice, even ‑ you know, I block it to the left and then I felt like it was easier to read. Does that make sense? I made the lines borders.

JUSTIN: For a visual learner, yes, someone who is able to see the screen, yeah.

ALEXANDRA: What's the alternative, is my question? If you want to have lots of bits of data, you know how you demonstrated before where there was no table, but there was information, there was data, so ‑ like ‑ ‑

JUSTIN: I think I'd probably be trying to put header status to the columns and rows to give it context so that ‑ because I'm just trying to think of an example where you'd need to use just for layout purposes alone because you can still use headings and subheadings and things like that in a paragraph to get that information across. There is a trade‑off between visual design - and I know when I started working in multi‑media - it was called multi‑media back in the late 90s - that I was very visual. I had no idea about accessibility, so even for me ‑ ‑

ALEXANDRA: That's my problem, because I come from an art design background so I was like oh, this looks so much better, but ‑ yep. Anyway, I don't want to occupy too much time. Thank you.

DARREN: Thank you. Look, there's lots of great suggestions in chat there and we'll put all these key bits that people have pointed out there, John, Rae and that have some really good tips there about using some shapes and reading orders so there's some ways you can still visually arrange things but specify a particular reading order that will help. Again, some of those are along the lines with that context about making sure that you've got some alt text describing things possibly and making sure it's clear to everybody what the intent is. Trying to fix it just for visual learners means you're not actually covering everybody at the same time. There's a fine line there, but there's lots of tips and we could spend an entire workshop just on tables, and we still have another 90 minutes of discussion to go on that. We'll quickly move on from that. Thank you, Justin. May I just say that's the last thing we're doing about cow farming and information there. We were hoping to wrap that up in the first document. We just want to quickly move on to colour.

JUSTIN: Yeah, so look colour is very important, and I have a personal experience with this in that my son has colour vision deficiency ‑ I think that's what it's called now. He's colour blind, and in the first sentence there he's had assessments where something has been highlighted as important just using colour alone and he's missed it, because he sees that as black, and so when using colour, it's important to use colours that can be clearly distinguished from other colours, or an example like this, if it's something important, I'd be bolding that as well so that if someone ‑ you're not just relying on colour alone to give the meaning or make it identifiable.

But what we're talking about here is that we're making sure we use colours that are easily distinguishable from other colours. So for alt text we need to use foreground and background colours that have a high contrast. If you're not sure about contrast colour levels, use the default ones that are available or, as we're going to touch on at the end of the session, use accessibility checker to detect if the colour contrast is high enough. So we've got some examples here of some text that, you know, can be problematic. White writing on a light coloured background will come up with a colour contrast error for accessibility because it makes it difficult to read for some people, and even picking things like highlight colours, you need to be aware that if you're highlighting something that you're choosing a colour that is not going to cause issues for people accessing it with vision issues.

So I just see in the chat someone said should we be using bold or strong. I'm talking about in Word we just use bold, but in HTML using strong is the way to use it instead of using the bold tag. As far as I know, there's no difference in Word, it's just bolding it, but happy to be corrected.

NEW SPEAKER: There is strong in there as well.

JUSTIN: Is there?

NEW SPEAKER: If you look at all the options under “style” you will see “strong” is in there as well. There's emphasis and there's strong as well.

JUSTIN: I did not know that.

NEW SPEAKER: You just - all of the styles, you're just seeing a particular set of styles at the moment.

JUSTIN: Yeah, yeah.

DARREN: I see strong there.

NEW SPEAKER: Yeah, there it is. Strong, right there in the middle.

JUSTIN: Okay. Right, I'd be interested to see that, because I know that I have particular issues when I'm copying content, or I'm working on content that's been copied to the LMS from the Word document.

NEW SPEAKER: Exactly. That's what I was thinking. So if you're copying it across, I think bold is so strong as what I'm - rather than bold because strong gives you that more ‑ or even emphasis, there's a few things where they're suggesting, because that will be the style type, so that's going to be blatantly obvious as to what it is versus just making something sort of --

JUSTIN: That's excellent. Thank you for that. That's very good to know. Yeah, okay. So in terms of colour, Darren, did you want to jump in here?

DARREN: Just without getting too hung up on the fact that this is a chart and accessibility and those kind of things, from the visual aspect - and this is something people may have seen before – if you are relying again on using just colour alone to represent some information, if this is viewed in greyscale - and Justin might be able to quickly show his in greyscale, change the presentation to greyscale - you can see the colours will certainly get lost or if somebody prints this out in black and white ‑ ‑

JUSTIN: Is that coming through as greyscale now, Darren?

DARREN: No, that hasn't changed.

JUSTIN: The shortcut has worked for my end. It doesn’t seem to - I'm seeing this displayed ‑ there's a shortcut in windows, windows key control C, and it will display ‑ so on your own document if you wanted to do ‑ ‑

DARREN: If you've got it turned on, may I say, go into ease of access and we'll provide instructions with the recording on how to set that up because you need to swap your screen instantly to greyscale for ease of access and you can see how things look. This was put as reference to see not only is there colour but you can also alter a pattern that's in a table of data that you're putting in or a chart, in this sense, so you can change to ‑ need to bring it up on the side, just go picture and more field colours.

JUSTIN: Hang on. It's over here. No?

DARREN: No.

JUSTIN: Had it just before.

DARREN: That's alright. Just pick gradient.

JUSTIN: Sorry, Darren.

DARREN: Pick gradient and it should pop up to the side function where you had the change fill. More gradient, more gradient at the bottom. Okay. You get the bar at the side so now you can select patterns for the fill at the side. So you've got the list of no fill solid which is what the colours were to start with. Now you can still do a colour that you wish for foreground or background colour but you can put a pattern over the top of that so it's easy to distinguish between one column and the other. Even if this was printed out or even if it was done in greyscale, there's still a way to distinguish individual columns from each other, not using colour alone. Again, that could be another whole webinar on its own putting colour inside documents.

JUSTIN: Probably good to mention, too, that as well as the accessibility checker within Word itself, that there's products such as this one here ‑ now can I check that that's sharing.

DARREN: Yes.

JUSTIN: So the colour contrast analyser which let's you then actually go in and pick some colours, so if I take that and I take that.

DARREN: It's highlighting, that's on it.

JUSTIN: Just wanted to change the font colour to something that's going to be ‑ ‑

DARREN: So this colour contrast analyser, there's a link to that program. It's also available for Mac as well, I believe. At the start of the document there's a link off to this which is a ‑ so it doesn't operate just within a web browser, there's lots that do that, but this is a nice little free tool that just remains on the desktop that you can use to check anything that you like inside the document.

JUSTIN: So you pick a foreground colour so you can go in and you can select the colour. I use this in graphics and headings and all sorts of things, and then you can pick a background colour, and down the bottom it gives you a report of how that goes in terms of the WCAG standards and meeting those and the different levels, so you can check basically that if a colour combination you are using or would like to use has ‑ ‑

DARREN: Just before you close that, Justin, can you just turn off the slide because we have all the individual colour values for each one because it does look very busy there. Normally your tool will just open like that where you can use the eye dropper and select a foreground colour and background colour so you can check your font in the background colour, or even the colour of a graph and something in the background, and there's a link at the start of the document that's there to that under the colour.

So you can quickly check again because it's one of those I've got no idea if this is 4.5:1 ratio according to the standards, I don't know, so we need tools to do some of this. There's some which are obvious. You will look at some, you know, very light grey text on white that's hard to read and you will know that's just going to be problematic for everybody, or if you've got some glare on the screen, et cetera, it's problematic. But this then compares these results, because this is based on the Web Content Accessibility guidelines, or WCAG, and it tells you where and how that passes. Your institution will have its own adherence towards Web Content Accessibility guidelines. They may say we're WCAG double A compliant or triple A compliant ‑ if somebody is I'd like to know ‑ but double A compliant and to what level or a compliant, and this tells you how that then passes, whether it's level A, level AA, AAA, so you can look at your institution and find out accessibility info, which should be ideally from the main website, there should be an accessibility statement with a link off to what level of compliance you adhere to, and then you can make sure that you're adhering to that and saying, “Look it meets these things, you can see that it passes for small text, passes for large text”, which is what it needs to meet AA minimum.

JUSTIN: Darren, can I just add that Peter has added into the chat you can make an accessible palette. That's something I wanted to do but I haven't got into, Peter, so I'll definitely be looking at that link you've provided there, because again if you can make things templates, if you can make things set up in your Word documents as a new document or automatically has these templates added to them, it makes your workflow a lot easier and you do it once and everything you create has a set of colours and you've already chosen that you know are effective.

DARREN: There's also various simulators and things, and there's one of those listed on the front page. There's lots of them around. There's ones that I use Silk Tie that allows you to try out different combination of colour, different colour blindness types and simulate various vision impairments, et cetera, so you can see what's actually happening with your content and how it actually looks. So there's some useful tools there to play with.

JUSTIN: Just one really quick thing to add, this comes back to the point of UDL, talking about accessibility, but in terms of a UDL approach and flexibility, setting your document up correctly in Word, setting it up using styles, means if something needs to change a user can go in and globally change things very quickly to suit their very specific requirements in terms of colour difference and colour perception and things like that. So it's just reinforcing that, setting it up properly first.

DARREN: Two more quick things I'll point out before we move on from colour or get some questions. One is, yes, a good way to represent this table and some other stuff is not just visually, but you should add the tabular data there so someone can navigate the data, they're not relying just on vision alone to analyse the look of what this data is, so alt text can certainly work as well. I've forgotten what the other point is I was going to make.

JUSTIN: It will come back.

DARREN: It will come back.

JUSTIN: It will come back. Look, something ‑ again we sort of touched on this with the red text in the black paragraph. Just be mindful of referencing colour for instructional purposes. For example, click on the green button. Because someone may not be able to perceive the green button the same way you do. So if that means they're seeing it in greyscale, as we said before, or there's a colour vision deficiency, you need to make sure you use appropriate labels again, some context to make it meaningful rather than relying on colour alone.

DARREN: Yep. There's a point there which might agitate some people as well, there’s a green button that says, “click here”, your button should never say “click here”. You shouldn't be doing that. It should actually say what the function of that button is. That's put in there just to, again, call reference to that, so again this goes into our next session, which is on that clear and concise, but I might just quickly back track a couple of questions. There's been some great answers. Thank you, John, for jumping in and answering some of those Q&A questions that's in there.

JUSTIN: We've got some links to different ‑ ‑

DARREN: Really good resources for those. We do want to move on, even though people are putting things into the Q&A, thank you, we will look at some of those, because we do want to allow the last third of this session to be an open session where we can just have a conversation and not get stuck in the doing, but start opening it up to further conversation. If that's fine with everybody, we might just quickly move on to the next section which is around clear and concise language.

JUSTIN: Look, this is a really important one because this is something that affects everybody. Again, it's a UDL issue, but the WC3 Web Accessibility Initiative, the WAI, developed standards for understanding and implementing accessibility, and when they talk about writing for accessibility, they're talking about using simple language and formatting and making sure that it's appropriate for the context again, so reflecting on what the context is.

Writing in short, clear sentences and paragraphs, avoiding unnecessarily complex words and phrases, expanding acronyms on their first use, so giving context to what they see further in the document, consider providing a glossary for terms readers may not know, and that's really important about this unnecessarily complex ones because there are going to be ‑ there's going to be a vocabulary about the particular topic or subject that you're talking about and providing an easy way to understand those terms is a great idea. A personal thing I like is if you're in ‑ if it's in a learning context, sometimes glossaries can be a collaborative exercise where students can actually work and create a glossary for a topic, or something like that, but if it's a document you're providing, make sure you provide links to that information.

Use a list for formatting as appropriate. So, again, if you can avoid a table, if it doesn't need to be a table, if it's just for layout, as we touched on earlier, maybe consider a list because it's easier to visually navigate and get to the point. And then consider using images ‑ UDL ‑ using images, illustrations, multiple means of representation to help clarify meaning as well. So keeping those sort of things in mind means that the text you're providing on the topic, or the document or the learning resource is as accessible as it can be.

What we've got here is ‑ we won't read through these, but three examples of some not so concise writing, and concise writing in education. I can see at a glance it's very wordy. When I scan it, I can pick up there's some words there that I might not be familiar with, some language which I might find difficult, and it may not be at a reading level or as concise as it possibly can be. So that's from ChatGPT. I can see again this one here ‑ this is using ChatGPT to do my summarising, so I did get it to write it for me in the first instance, but you might draft a block of text and go right I've got my concept out of my head, I'm ready now to refine it, ChatGPT does a great job at summarising content and bringing it down to an easier reading level or a specific year reading level, and so that's what I've done here, and then further to that I then added it in and there's a type of writing called “plain language” which means that it's very accessible. In the States, I believe there's some legislation around it, required, but it's about making sure that the writing is accessible to a minimum standard of education to make sure that everyone can clearly understand what's being asked of them, and the basis of that is concise and clear language by doing that.

So just in case you haven't used something like ChatGPT, if I copy that text and go to my browser, so the important thing is to give it an appropriate prompt. Now, I still use courtesy to ChatGPT, I can't help it ‑ please summarise the following to a more concise paragraph. Oh, okay. Not sure about that. Anyway, maybe I ‑ ‑

DARREN: The AI has turned on us.

JUSTIN: No, here it goes. No, that was actually about the same. Now that it's done that work for me, I would then use my time now to edit that and make sure that it says exactly what I want it to say, but you can further say “rewrite to a year 7 level”. Okay. So again this is where ChatGPT is pretty clever and pretty useful for giving you that quick turnaround of something for you then to work and refine and make sure that it works in a way that is effective and it's not missing any of the points. Definitely don't just get it to do something, paste it in; you need to review it. That's the benefit of those sort of tools.

There's some links in the document to some other resources. I think that's in ‑ yes, this is in your document as well, and some great local resources from Australia about how to write concisely. What we thought we would do is we would, as an activity, get you to think about being concise, and there's an instruction. So concise language is not only just important in paragraphs and blocks of text, but in instructions. That's something that needs to be really worked on to make sure that they're clear, explicit so that students or people reading your document know what they need to do next, and being concise is a very important part of that. So we've got some text here. I'm going to pop that into the chat. If people wanted to have a go at just rewriting that in a much more concise manner as if ‑ so the context would be a student or a colleague working through a document and they need to do an activity.

Someone is saying there's some issues that ChatGPT is not up to yet. Absolutely. Absolutely. And look, if you're a subject matter expert, an academic or a teacher or an educator, it definitely can't fill in for you, but it can just help refine things, and especially as a learning – to sort of quickly make concise versions of things, maybe for a summary for a page, so I might leave the original text in there, but I might pop a little summary at the top and that's useful for those sort of things.

DARREN: Thank you. Look, there's some great discussions going on in chat and some really good tips that are there. Yes, we're going to touch on quickly, so we might show that while people are having a think. That's also the editor tool inside Word which can certainly ‑ if you select some text and go to the editor, that's actually open on the tab you're on, it will give you an editor score and help you with conciseness, the formality of the writing. This is checking the entire document, and again it will pick up some bits and pieces ‑ ‑

JUSTIN: If I go down to that document and select that piece, that's what you were getting at, Darren?

DARREN: I think it goes across the whole document that's there.

JUSTIN: Does it? Okay.

DARREN: Yes.

JUSTIN: That certainly is a useful guide to help pick up on things. But, yeah, reviewing content is definitely important.

DARREN: But the editor, that's something else that we haven't actually got a guide to, but there's a couple of really good Microsoft guides on using the editor that we'll get the links and put those up with the recordings as well, so you can specify with the editor the type of writing you’re doing, whether it's formal, whether it's this, et cetera, and if you're like me I've got a second version of Word sitting open that I can cut and paste some stuff into and quickly make some changes to and then bring that back into the main document so you're not having to search the entire document or process the whole document that you might be working on until you need to at the end.

JUSTIN: Do we have any ‑ yeah, so we've got some examples there from instructions. Clip the document with the red title below and download it. It talks about how food we eat can affect the health of different groups of people. Read it and write it down for the five most important things ‑ sorry, read it and write down the most important things it says. Just list five important points. So that's nice plain language. The only thing I would say there, Morgan, is that reference to the red title below, that was ‑ I put that in on purpose to think about if we're just referring to the colour we will miss ‑ some people won't be able to access it, so you probably want to say click the document titled such and such instead rather than just relying on colour alone.

DARREN: Yep, Elizabeth's picked up on that there as well and so has Peter, a few people putting the document title in there. So download, as Peter has, the document Effects of Nutritional choices on health outcomes. List five main points in the article. Can’t get much more concise than that.

JUSTIN: Yeah, so comparing the two, very easily you can see that that's not going to be confusing, it's not ambiguous in any way, it's clear, it's not overwhelming. Thank you very much, Peter.

DARREN: So Sarah has put in from that first longwinded one and used Grammarly in there to get a shorter version with Grammarly. Exactly what our students are going to be doing.

JUSTIN: Moving on with the document, the next thing we wanted to talk about is naming files. So it's really important to ‑ you know, we spoke last week about meaningful, descriptive names for links and the similar issue applies to files. So give your files meaningful names that have ‑ giving your files meaningful names can have a large impact on the discoverability and understanding of the information. Your students are more than likely studying more than one subject and helping them to distinguish your files and their purpose can assist them bypassing the where is it and get directly to the studying it.

So thinking about that in my own case, I have a downloads folder, most of our files get downloaded there. When you go in there and start looking for particular information, without appropriate file names you might end up with multiple tutorial activity.docx and you don't know how to distinguish between them. Using a file naming convention is important, so asking that question do you use a file naming convention, and how easy are your files to search for or find. So Darren gave a great example of suggesting that educators and academics download all their content of their files or have a look at their files and say how would I find something in this folder or this group of folders? How would I navigate and find a particular week's activity?

DARREN: We used to have an activity, an introduction ‑ not an introduction, but for staff, some training that we did and that was download all of your files that have been created for your unit, not necessarily external ones, but all the things that have been created at the institution, at least maybe for the first five or six weeks of your subject, if you can, or for your unit, download everything that you can from it, put it all in one folder and then try and work out what's what, because that's what you're asking the students to do in week 11, week 12 when they're revising and they have to go back into the unit, re-find it. They know they downloaded it, it's somewhere, but because it was just called "lecture" or it was just called this along with another three subjects they may well be studying, it can get really confusing. Helping reduce that cognitive burden of having to find something and what is it before you even get to studying it, and this is particularly important for students who may be using some assistive technologies, et cetera. This benefits everybody, but particularly assistive technology, finding what that file is without having to open everything, read first ‑ have it read out first couple of lines, what is it, or go all the way back through navigating your LMS back through various weeks.

Again, if the context isn't there and it says week 3 but doesn’t tell you what the topic was for week 3 and the headings aren't there to give you any navigation, I've known students who spend two hours just going through to find one file, that if it was named correctly they would have just found and when they downloaded it, it would have been there ready for them, maybe named with the week, maybe named with a title, et cetera. Just think about what you're asking the students to do with those files and making them discoverable for them and letting them know that naming convention. There's nothing wrong with saying “all the assignments will be listed as this, all the file names for all the assessments will have this prefix”, or something, just so it's easy to recognise if I've downloaded it, I know where to go and where to look at that.

JUSTIN: And look, as you develop more content, too, once you start using file naming conventions and using them consistently, it carries across to videos you create - for myself working, making learning objects like H5P objects, giving them a relevant name so when you search for them later, for you as the developer it's much easier to find and it speeds the process up as well.

So as Darren said, let users know the files are using a convention and explain that. There are some examples of poor names there, lecture slides, PPT, so a PowerPoint. What week, what subject, what's it about? There's nothing telling me or giving me any context. BEfinal (3).pdf ‑ I don't know what that was for, Darren, but it’s a good one because it certainly doesn't make any sense or give you any clarity about what is about, its content. And assessment. Yes, assessment, is it 1, 2 or 3, or what subject or unit am I working on? Some examples there, UBE, which is obviously a unit or a course name, week 1, introduction lecture.ppt. I can see it's in week 1, I can see it's an introduction lecture, I know it's a PowerPoint and I know the name of the unit, and the same applies for the other two, the document and the PDF as well. It's giving a clear description of what it is, the same way that a link does to an online resource. It makes it easier to get to, but also makes it easier to find, as Darren said, in those folders.

DARREN: If you've named your file well, that's also a good precursor to the link for that file being made well as well because you've already given it a nice description, in a sense, enough information to know the context of, that's when you put a link in and you can just expand on that. That's there. There's a few questions in the chat certainly around using spaces and systems not liking spaces, different operating systems, et cetera. I've gone from having done underlines, using dashes to using spaces and I haven't come to a consensus yet or found anybody who has a system. If somebody has a good rule of thumb or there's a standard for file naming, I would certainly appreciate some pointers on that.

JUSTIN: I certainly use the dashes to avoid that. I used to use underscores, but I find that's much easier to understand, and obviously in file names you can't use other special characters, things like that, slashes and stuff like that, and there's no one way of doing it too. I think Darren was saying if you come up with ‑ maybe your unit, your team comes up with a consistent naming convention, if your university or institution doesn't have one, you can come up with your own and then just stick to that.

DARREN: There's a couple of questions in chat I'll just quickly address and that's one with putting in subject codes. Do you need to put the full thing in, do you need to put the number or just the abbreviation the students now know that as, because it can be quite longwinded, versus the first three or four initials, depending on how that is within your LMS, but again that's your choice. Dating file names, if something is going to be re‑used don't put a date in it. If it's the subject guide for this year then yes, do put a date in. If it's only relevant for a short period you can add that date, but again we're trying to make things sustainable, if possible. So if it is something that you're planning on reusing, then there's no need to put a date in there.

JUSTIN: Give it a longer shelf life than having to go back and rename it. Something I would consider, and in terms of learning design, volume of learning is something that I like to try and display to students, so if I'm adding it to an LMS, I'll often have the volume of learning, “this is a 20 minute read”, or something like that, or “a 30 minute video” in the LMS description, but you could consider adding things like that maybe to a video or something like that, just to say how long it is. That might be useful in some respect, but again that's up to you.

Look, our next activity, then, we're thinking of a file name for a resource and asking you to share your ideas in the chat, and what we've done is we've created a graphic organiser or a Venn diagram, in an MS Word document and it's the third activity for students to download and complete during the week 4 online tutorial, and it's in your subject health 4870. What you're asking them to do is to read about the topic of the pros and cons of plant‑based diets and after completing the activity students need to save it later for reference later in the unit and course.

What would you think, based on maybe your organisation or how you work, what would you consider naming that Word document as? As we've said, there's no completely write or wrong way about it. Someone mentioned earlier about the long name and things like that, that's something to take into consideration. Do you have space for that, is that always going to show up in a Windows or Mac Explorer window easily, or is it going to have to be stretched out to see the full name? Just basically it's coming up with what works for you and what will make it meaningful.

DARREN: There are some good suggestions certainly coming up in the chat there.

JUSTIN: I've just noticed, Darren, someone mentioned ‑ I think you mentioned it too, a few people, CamelCase. Yes, that CamelCase is a great idea. Correct me if I am wrong, but that is ‑ ‑

DARREN: Capitalisation of the first letter of each, yeah, it’s useful. I think as John pointed out, SnakeCase ‑ I haven't heard that for a while ‑ SnakeCase when you do the underlines ‑ underscores. That's in there.

JUSTIN: I didn't realise that's what it's called. Excellent. That was my go‑to, but for some reason I changed to dashes. Look, there's some great activities there and people putting in, yeah, the whole unit code at the start, the week, and again you can see how much more descriptive that is and coming across that document later then gives context.

DARREN: Using abbreviations in there is nothing wrong with, so long as students are well aware putting W for week 4 without having to type out “week” all the time, and things like that, or, you know, ACT, just for activity to let people know this is what it is. If you're consistent and you've got that upfront in your subject saying “the resources for the subject are named as such”, then it's a much easier way for students to search for, because again find can be certainly screen reader's friend, but I'm looking for a document, I want to quickly look for ACT5 because I'm looking for activity 5, because I know it's going to be labelled as that. It's a much easier process than trawling through documents and consider – a student told me this many years ago - for one subject they got to week 10 and they were going through the folder and they screenshared to try and find something that was there and the naming convention was all over the place, there wasn't one, but there were 390 different files for this one subject by the time they'd gotten to week 10 alone, along with files that were extra readings, things they had to download from the library, so trying to find anything ‑ and they tried to put things into week folders but some things needed to be used across multiple weeks, so imagine trying to dig through all of those files to find something. Hence, go back to the LMS, go back to ‑ find the right week, find where the thing was, try and download it again and do all of that just adds extra work and gets in the way of getting clearly straight to the learning. Some really good examples.

JUSTIN: There are, fantastic. As you said, Darren, it's inequitable. It's putting a burden on students that shouldn't be there when they just need to access the information. They might be very time poor and making it more equitable by making it easier for them. Carry this across to your professional work as well in your own file management.

DARREN: Peter has a really good point there. Putting things into week order, think of sorting for file names of people doing that. If you're using 1, 2, 3, 4, put a zero in front of them, it will help with sorting so week 10 doesn't come up first because it's there, et cetera, or the other way around. Just putting zeros before that is a really good point.

Fantastic. If you're anything like me, you've got a downloads folder for things on the internet, if you open it up and look back even in a couple of days, I've got no idea what some of those files are that I downloaded. They're just gibberish file names in some cases. At the time I knew exactly what it was. It's a PDF and there's like 10 of them from that day. I don't know what one's what. Generally, like me, get to the end of a semester or something and just end up clearing everything out that I've downloaded because I don't know what they are, I’m not using them, they're not relevant anymore. They may have been if I didn't move them or put them into a folder at the right time, they just get lost. It just becomes noise and you don't want your files to be noise amongst other subjects that the students are studying.

JUSTIN: Yep. Okay. Are we ready to move on to the accessibility checker then, Darren?

DARREN: Yes.

JUSTIN: No worries. Look, just something to mention is that all of the strategies we've been talking about last week and this week, they're actually quite small and they're quite easy to accommodate in your practice, but they make a big difference to a very large group of people, you know, in different ways, and so it's not something ‑ it's just something to try and incorporate into your workflow so that it becomes just how you work, but that flow‑on benefit is really beneficial, and it means for things like remediation of accessibility issues down the track it's a lot easier to do because the documents are mostly set up accessibly and there might just be a small amount of work needed to completely fix it.

But okay, so you've got to a point where you're using some of your strategies and things like that, you've created a document and you want to just go through now and check for accessibility and Word has a great accessibility checker. So it's available in the whole suite of MS Office products and brings up and lets you remedy or remediate accessibility issues. Basically, to access the accessibility button, so there's one down here in the footer, I've got the accessibility option there, or I can select the accessibility ribbon menu. Now, I've actually got something here which is installed which is a third party one which I won't talk about, but I just go into the file, this is my favourite way of finding things, and then I've got my accessibility checker. Look Darren, that thing disappeared again.

DARREN: Yep.

JUSTIN: I had to turn that off, didn't I? Is that right?

DARREN: There's a couple of things with the accessibility checker. Again, the accessibility checker is your friend and it will help you. One thing I would suggest, as Justin's doing there, is one you can use to search to quickly find something if you're not sure which ribbon it's buried in, but there's an option at the bottom of the accessibility checker window or panel, should I say, that has “keep accessibility checker running while you work”. This is really handy while you're putting a document together. That gives you that little description down the bottom left in the footer of Windows which is showing you accessibility and it's saying investigate. So as you're going through and doing it, it will pick up things as you're doing it. It might say “check the contrast”, “investigate”. You can correct things at the time rather than - I've used now exactly that same thing consistently all through the document, I get to the end and do a check and find out what I've done needs to be fixed across all instances. It's handy if you've got the time, put the accessibility checker on while you're building the document, and just monitor it at the side when it comes up with “this picture doesn't have alt text”, that's right, I forgot to put alt text, or maybe this one is decorative, and I can just - -

JUSTIN: Be proactive.

DARREN: It just helps keep accessibility front of mind while you're working on the document. Look, it doesn't cover everything. It will make some suggestions. There’s still bits you'll need to determine whether something is a decorative image or not. Some of the colours, you will still need to manually check, you can check contrast with things, but it has a really good bunch of information; why should you fix it, steps to go and fix it, so it's actually a really useful first port of call tool.

Now, accessibility checker doesn't cover things we covered today with the naming of files because it's not part of, necessarily, the accessibility or the web content guidelines. That's just a good bit of inclusive practice that helps everybody. That's what we've been looking at with all of these things. This isn't specifically for somebody that might have a disability that might be using our resources. We're trying to make our resources more discoverable, more navigable and more clear for everybody that uses them, which is a win/win situation.

So quickly, because I know it's 2.08, if we just want to go back to the slides, Justin, so just context, context, context that we brought up in the first one. Why are you doing it, why is it here, what's that, certainly helps you with the naming of things, helps you if you're putting colour in, and does it have meaning, does it need to be there, if so you can reference it or not reference it. Next slide, please. That's enough about context. We already had that break.

Quickly to the UDL, and then we'll get into some discussion as well. I think this is really important, and Justin pointed this out to everybody as well, you can do accessibility ‑ you may have heard this as well ‑ you can do accessibility without universal design for learning, but you can't do UDL without accessibility. So it's a good starting spot for universal design for learning. Remember, that UDL strategies are not accommodations for individual students, they're proactive approaches that benefit all students, and hence, therefore, you know, accessible learning resources are a fundamental strategy that benefits everybody. So they're a key strategy in implementing UDL. Yeah, if you keep those things in mind, accessibility not just for a few, it's for everybody, and it's a great basis for building that universal design. Justin, I'll throw over to you. Anything to add?

JUSTIN: Look, no, just that making a start with documents like this, documents it's been identified as a really good point to start with UDL because it's something that we're doing every day, we're constantly making these resources, and if we can make them as accessible as possible then when they go out to students or to colleagues, or whatever, they can make choice as to how they access the document, it gives them a lot of flexibility to use tools, like immersive reader to control how things look, and, above all, to be equitable, to make sure that people who are not just visually accessing your resources still get all the information and nuance and context that you want them to get, and again that's good for everybody, you know?

Yeah, as Elizabeth said, accessibility is universal. As we get old, as our personal circumstances change, there might be times where you need to use some of these accessibility features and then you realise the importance of them, how much they can either slow you down by not being there or make things much more hard for you to increase cognitive load, you know, make it harder to understand and navigate and interact with resources.

DARREN: It's true. There's a couple of quick questions I'll touch on and then we'll open up if there are other questions. John, very good question. John has asked are we going to cover accessible multi‑media and universal learning today. We've just covered the UDL bit briefly to point people in the right direction with things and we will have links up on the website for the resources that are on ADCET and the link off to the eLearning where you can go and do an eLearning on universal design that's there that covers a lot of those basics.

We did have captioning and some things that we were going to do with multi‑media but we decided to leave those out of the session today, just purely we wanted to allow a little bit more time for some discussion at the end rather than get bogged down into multi‑media because there's so many different ways/shapes that that can be there and different interactive elements, from H5P, through to videos, through to other quizzes, et cetera, and they can all be topics unto themselves that probably are a little bit more specific for what we wanted to cover with some of the basics. So we did leave that off. Sorry, John, if you were hanging ‑ or somebody came specifically for the multi‑media bit. We might do another session on some of those, but we're hoping ‑ ‑

JUSTIN: That's a suggestion to ADCET when you get your survey, put that as a suggestion for another session.

DARREN: Again, we did say this was going to cover some of the basics, and we hope we've helped people that haven't already dipped their toe, so to speak, into the water with some of this to feel a bit more confident in doing it, or those already in this space to do that. I'm just quickly going to throw up an exit poll that we had the last time, and the same thing for this one. How soon do you think you'll start implementing one or more of these accessibility strategies that we covered today? In the next document I create, in the next week or so, in the next month or two, when I next review my unit and resources, and I will need more training or support to use these strategies.

JUSTIN: Alexandra has asked about the cursor. You can control the cursor in your Windows settings. I think it might be ease of access, again ‑ I'm not sure, Darren. I know I have my cursor as a large blue one so it's very visible and that was for presentations, but I like it and I've kept it that way for myself because it's easier to find to see where it is if the page is busy. I'm just looking at ease of access to see if that's where you can change those specific shapes.

DARREN: Look there's various cursor settings you can put in there, just changing the mouse settings, through to things from speed of your cursor through to what it looks like, and even the style, the character that sits there, where that is on screen while you're doing things.

JUSTIN: Is that window setting sharing, Darren?

DARREN: Yes, that's sharing.

JUSTIN: That was typing in cursor in search area there and then you can control ‑ I think that might have been what you were talking about, but yeah, you can change the cursor thickness as well, things like that. Definitely good for presenting.

DARREN: We might just use a couple of minutes here, feel free to raise your hand if you've got any questions and I'll close the poll in a moment. If you have any questions feel free to raise your hand, or you want to share something you're particularly stuck on and we might tailor a workshop on that. While people are thinking, if they have questions or they want to talk, I'll just let you know these workshops are part of hopefully an ongoing series, and we were designing these along with the assistive technology community of practice, which Justin is a part of, to look at delivering this, and this has been built on from some work that's been happening at Deakin, work that’s been happening at ADCET and some work that's been happening at CUQ ‑ I always get that wrong, sorry, Justin.

JUSTIN: CQU.

DARREN: We'll be hoping to roll these out to various campuses to be very specific, tailor made ones where we can look at three or four things at your institution that we need some basic training on, and I'll be able to come and work with one of the assistive tech community of practice people, or with some learning designers there and we can develop some workshops, if need be, that are very specific and tailored to your individual needs, but there'll be more information about that on ADCET as we move along. Michelle, you've got your hand up.

MICHELLE: Hello. Can you hear me?

DARREN: Yes.

MICHELLE: Great. Thank you. Great session. A lot of absorption. It will take me a little while to absorb it. I just popped into the chat, because I thought maybe this is better in the multi‑media session when we get it up, I've come from ‑ I'm at an organisation that's done lots of ‑ I'll probably give it away by using the term “virtual learning”, so the teacher in present, not self‑paced, you know, that type of learning, so the teacher present or the trainer present, and I've noticed a shift from - just very, very recently from a real insistence on everybody having their cameras on, whether it's a staff meeting, or whether it's, you know, a learning session with students, to a recent shift in encouraging people to put their cameras on, but if they identify, for example, as neurodiverse, they may not choose to use the camera.

I was just a bit curious about ‑ I kind of feel a bit uncomfortable that they're singling it out in that way, but I'm also just a little bit curious about what's always been sold to me about the engagement of having the camera on and what alternatives there might be if somebody was choosing the camera off because it actually improves their learning and uptake. Is it better somewhere else?

DARREN: No, look, I think it's a very topical question as well. Look, I think singling out and saying that's why we're doing this, I think that's unnecessary, as it is with most things, if we're doing an inclusive approach then that ‑ the viability of turning your camera off should be able to everybody for a range of reasons. You may not be feeling well today, you're having a bad hair day, your room is messy, whatever the reason.

MICHELLE: I had trouble with the connection today, I had to drop back a few times.

DARREN: For some students, again, if we've got some remote students that will have their camera off just to help with bandwidth, their feeding through. I think giving people that choice so people don't constantly again – again, some of the research is feeling people have to be engaged when their camera is on, they have to be looking attentive, just because I might be sitting there like that doesn't mean I'm not absorbing things, I'm Zoom fatigued, or as the research shows I've been sitting paying attention feeling like I need to be on all the time.

I think not singling people out I think is a good option just to say this is available for everybody. Turn it on if you wish. If you wish to raise a question or you want to talk, I think it's worth turning your camera on if people feel comfortable to do that. Again, there may be some students who are lipreading, or you want that engagement while somebody is talking, so it's not just a voice from nowhere, and again that notion of somebody raising their hand and then introducing them, because I may not be listening and I don't know who is speaking, so by saying Michelle, you've got a question, or whatever that might be, just helps pace that along, that it's not just a whole bunch of voices talking over each other and screaming for attention.

JUSTIN: Can I add to that? Part of that process, too, is looking at an online session as more of a traditional classroom, and that you need to use various strategies to engage your students. So it's okay to have the camera off, as Darren said, for all those reasons, but you can still check‑in with your students to ensure they're participating using questions like we've done to get people to provide answers in the chat, or to have a shared whiteboard where people can contribute anonymously without feeling like they're being focused on, and they can participate comfortably without being anxious or anything like that.

So in terms of your classroom management skills, you need to check in, ask questions, prompt people, provide them with options, as I said, to participate in different ways. Having the camera off doesn't mean they're not listening. As you said, Michelle, there can be a variety of reasons. It can be, in terms of overload, it can be to ensure that they can listen and focus on the content rather than be distracted by backgrounds and things like that that might cause them concern.

DARREN: Look, John has just pointed out a really good point. Thank you, Michelle. John has pointed out again as avatars are becoming more common across the platforms, I see certainly more of it in Teams than Zoom at the moment but I think that's only a matter of time before that starts to jump in. There will be some AI that will take screenshots and hold that image of you that's there for bandwidth purposes, starting to have larger and larger meetings and things that are starting to happen with some of these tools. Sometimes it's impractical if you’ve got 1,600 students in an online session to have all the cameras on. Again, it can become noise and distracting. If there's no need for them to be on necessarily. Just having people’s cameras on doesn't necessarily mean it's going to be engaging. I know there was a lot of fear at the start of COVID and jumping online saying “I can't see the students' faces anymore and I don't know if they're paying attention from that”.

JUSTIN: Can I say to John, I went to an online conference late last year, the Digicon event, and there were loads of people using avatars and it was great. There was ‑ it was a presence and it gave people the opportunity to display themselves in a way that they felt really comfortable with and it was a talking point and things like that. So, yeah, definitely a way forward.

DARREN: Yep. And just quickly, there was a question earlier on that I missed there from Alexandra and that was ‘are dot points okay in a list’. I think that's the perfect point to put dot points in. That's what they're there for. Put them into a list. If they're sequential and need to be numbered, fine, otherwise bullet points is fine, and using the built in styling within Word for bullet points, don't just use the bullet symbol and put things in, because that does not make a list, but using the actual functions that are there.

I've posted a link quickly in chat for ADCET assist to give that another little plug that's there. That can help with some one‑on‑one sessions or small group sessions. If you want to book a half hour session on anything we've covered today or anything else to do with assistive technology or accessibility, that's there, and I'm more than happy to sit and have a chat, and that's a free service via ADCET.

I'll just quickly end the poll that we had open and I'll share the results of that.

I think that's fantastic for the poll. How soon do you think you'll be able to start implementing one or more of these accessibility strategies? 73% in the next document I create and another 14% on that in the next week or so. I think that's fantastic. That might be because you've all come in with these skills and this is just a refresh and renewed your enthusiasm to keep doing this, but I also hope we've got a few new converts into the mix here. Accessibility is not easy. It's something that takes time and we're always, always learning in this space, and I would just like to say a big thank you to everybody that certainly participated into the chat. I think there's a few people we may have to put on staff, which is brilliant if ADCET was funded we could put you on staff. That's a story for another day. Look, some fantastic, fantastic feedback in there and we'll be going through that and pulling out some of those answers and tips that people have put in and putting that up on to the website with the recordings as they go up, but really do appreciate that.

An email will be sending out shortly when the recording for the workshop is available along with those links and we'd like you to please share that with your colleagues. We will be sending a link when this finishes to a short survey on this workshop, so please do fill that in and sign up for the ADCET newsletter if you're not already there, and these links will be put into chat.

Also, there's two upcoming webinars: beyond accommodations ‑ why universal design matters for all learners, and digital maths ‑ the future of inclusion and how we can get there. Details for those are popping up in chat there as well. But I'll just stop sharing that and close that and just say thank you and throw over to you, Justin. Anything you wish to add?

JUSTIN: No, look, just thank you for everyone coming along. I think it's wonderful to be enthusiastic and wanting to make a change for students who may already have disadvantage and to make it more equitable for everybody in education. I think it's a very important thing.

DARREN: Yep. Look, I will reference one last thing. All of these things that are here are things we can teach students as well. Some of these techniques, some of these bits can be part of the rubrics and things for our assessments, et cetera, and that's good for when we get to one on multi‑media, getting students to create captions, getting students to create transcripts, getting students to make sure they put headings and instructions into their documents will put them in good stead that the documents they create are universal and can be used regardless of the platform that they're put on and regardless of the device the person is using. Look, we're setting students up for the future, so let's give them the skills to do that and accessibility is one of those skills that can help our students thrive.

Thank you everybody for joining us for the two workshops. I know it's a big ask, two 90‑minute workshops, but we definitely do appreciate you coming along and for all the great feedback that we've got for it, and hopefully we'll see you all again soon. Thank you very much.

JUSTIN: Thanks everyone. Bye, bye.