DARLENE MCLENNAN: So for those who don't know me I'm Darlene McLennan and I'm the Manager of the Australian Disability Clearinghouse on Education and Training, ADCET for short. My pronouns are she/her. I'm a white woman in my mid to late 50s with grey-brown hair and glasses and I'm wearing a pink top with flowers.

Today the webinar is being live captioned. To activate those captions you can click on the CC button either at the bottom or top of your tool bar of your screen. We also have captions in the browser and the wonderful ADCET team will post those in the chat now so you can access the captions in your browser.

I just want to start by acknowledging that ADCET is hosted on Lutruwita, Tasmanian Aboriginal land. In the spirit of reconciliation ADCET and myself respectfully acknowledges the Lutruwita nations and also recognise the Aboriginal history and culture of the land, and I want to pay my respect to Elders past and present and to the many Aboriginal people who did not make Elder status. I also want to acknowledge all other countries and lands of participants in the meeting and also acknowledge their Elders and ancestors and the legacy to us and any Aboriginal and Torres Strait Islander people joining the webinar today. I'd also like to invite you to write in the chat, I think many of you know the deal now, write in the chat which lands you are on. It's fabulous to acknowledge that in the way we do.

Okay. Today's webinar, Integrating Assistive Technology and Study Skills Strategies with FindMyFlow. A neuro inclusive eLearning for AT users presented by Lucy Toffolo. We'll explore the benefits of FindMyFlow, an innovative neuro inclusive eLearning platform that integrates assistive technology training and study skills. As we described in all the promotions, this is a vendor demonstration, but it's just looking briefly at the tools and resources. I think it's going to be very informative for our student cohort across the country.

Just a couple more housekeeping details. This webinar, as we said at the beginning, is captioned, and the wonderful Sharon is doing that from Bradley Reporting. The event is being recorded and the recording will be made available on ADCET in the coming days. If you have any technical difficulties you can email us at admin@ADCET.edu.au. Lucy will talk for around 40 to 50 minutes and then we'll have some time for questions. For those who haven't attended a session before, just to know that the chat box we have for each of us to talk to each other. Encourage you to chat amongst yourselves, but please choose all panellists and attendees if you're wanting to reach out to everybody else. But if you're wanting to ask a question for us to ask Lucy at the end, please put that into the Q&A box rather than the chat box. It just makes it easier for us to manage. So just a reminder chat in the chat and questions in the Q&A box. Hopefully that's simple.

Okay, Lucy. That's enough from me. Thank you so much for joining us. It's very early where you are but we really, really appreciate you providing the time for us today. Thank you.

LUCY TOFFOLO: Thank you, Darlene. Really appreciate the invite to come along and speak to the lovely ADCET crowds. It is over here still dark so I'm relying on you all to brighten up my morning. No pressure. And I'm hoping that I can bring hopefully some brightness to the end of your day as well.

As Darlene kindly introduced, I am here to talk about integrating assistive technology and study skills strategies with FindMyFlow which, on reflection, I appreciate it is a bit of a mouthful of a title, so thanks for bearing with that, Darlene, as well. So, yes, just to acknowledge upfront it is a commercial product, a neuro inclusive eLearning platform for assistive technology users, as it says here.

Currently FindMyFlow is, I would say, a product in and also very much a product of the UK system for disability support. So I'm very much approaching this as an exploratory session. So absolutely here to introduce you to FindMyFlow as a product, but I'll also be digging into the context of use a little bit and really aiming to understand whether there are parallels between the UK system, the UK situation, and how things are for you guys in Australia. So it is the first outing of FindMyFlow for Australia, so quite exciting.

In terms of agenda, I've put together a short agenda here just to let you know what lies in store. So I'll introduce myself and Team FindMyFlow. I'll dive into the problems. I'll dive into the problem space which is not the problem space of me controlling my slides, and how FindMyFlow came to be, why the product exists.

I will then, hopefully, go into a live product demonstration, just to give a little bit of a tour of the platform itself and so enable you to see the content and understand what it is I'm talking about. And wrap that up with a user testimonial from our user Amir. And then, as Darlene said, there should be a good amount of time at the end for questions, and hopefully also for any reflections that you have. So it will be really interesting, from my perspective, to get any feedback that you have, to get any first impressions of the product and understand whether you and your students experience some of the same issues.

Okay. Now we're rolling with the slides. So I've included a picture of myself on the slides. I am Lucy Toffolo. On the slide I am wearing a scarf. I am known for scarf wearing regardless of the time of year. I've been with FindMyFlow for about 10 months now, and that has gone quite quickly. So I started in January of this year. Prior to that I've been in Edtech with a focus on technology for education for about 15 years, so before coming to FindMyFlow, I was part of the team at Sonocent, which is now Glean, and I started there as a Training Manager and worked on things like skills portal for audio note taker, the original audio note taking tool, before joining the product team that researched and developed Glean as a next generation cloud based note taking tool.

Another fact about me is that I'm a twin. Non identical, sadly, so I can't pass off any technical hiccups on a doppelganger, but I have a twin brother, Alex. He is severely dyslexic. So he was diagnosed about 11 or 12 years old, I think, and at the time the extent of assistive tech for dyslexia, I think, was probably the coloured overlays. It was still very much an analogue or worlds we were learning in.

Alex really struggled through school. So he was an absolute computer whiz, and at 16 he went to college to study information technology. But because he struggled so much with the requirements of written assignments, he ended up dropping out without any formal qualifications at all. I think he genuinely, still to this day, carries shame about that, because he was so, so smart, he was really, really capable.

I, on the other hand, I loved school. I flourished in that structured environment. It was only when I got to university that things unravelled, and I really struggled with the self-directed learning. I experienced issues with mental health but also with executive functioning, with organisation, and it was tough. It took me a few extra years to graduate. I wasn't aware of any support. I didn't engage with support. So it took a while. I did get there. And again I think that was something that for a long time I was quite angry. I was a bit disappointed with myself for how that went down. I had had high expectations.

I think it was really these parallel lived experiences of myself and my twin that really drew me to assistive technology as a means to help students thrive. To overcome some of those differences and things that can present barriers to, you know, how brilliant we really are.

You'll be pleased, although maybe not surprised, to know my twin Alex went on to be really successful in his field, and nowadays, of course, he is supported with tech, like voice control, and text to speech, and auto correct and all of those things that help him to enhance the coping strategies that he developed for himself.

I recently got a diagnosis of ADHD, which was surprising to me, at first, but it really made a lot of things make sense. So I like to think of myself as neurospicy. I know not everyone will necessarily relate to that term, but I quite like that. And I'm conscious I'm still learning to find my flow. Which sounds really cheesy now that I'm saying that out loud. Obviously it relates to the product FindMyFlow, but that really is where the product name and where the broader ambition of the company comes from. So it's that desire to help students identify the tools and the strategies that will work for them in the unique way that their brain works, or the unique way that they need to go about things so that they can, I suppose, hopefully get to something like a flow state or, realistically, let's face it, just get started, you know, just feel that they can do what they need to do without jumping through, you know, many, many more hoops than their peers.

So I did say a little bit about me. That felt like quite a lot. I will take a swift drink of water and then move on to speak about the team at FindMyFlow.

So we're a small UK based team, and the founders of FindMyFlow started out their careers as AT trainers. For context, the UK's Disabled Students Allowance Scheme is a Government nationwide scheme that covers the cost of assistive technology and of assistive technology training. So most trainers are freelance specialists. They work external to the universities, but obviously working on a one-on-one basis with students. We do have universities do have their own internal AT trainers as well, or AT specialists, typically, but in this context the FindMyFlow is where those freelance AT trainers travelling all around London, predominantly, to meet up with students and train them on their tech.

They also were trained in media production. Their backgrounds were media production and, interestingly, accessibility. So they had the skillset for creating the content. But where the idea came from was or the idea for this eLearning platform that was focused on the practical application of assistive technology came out of their experience as trainers in that context with huge student caseloads and shrinking budgets for training. So the training budgets within our Disabled Students Allowance Scheme are refactored reasonably often and it seemed to them as the number of assistive tech tools approved through the system increased, the number of one-to-one contact hours they were able to have with the students was being squeezed down.

So it got harder and harder to move beyond the how of the software, the "here's how this works, click here and do this", to the when and the why. So the "here's how to use your assistive technology for better essay writing", for example, "here's how to use a mindmap to express ideas".

So FindMyFlow really started out as a home-grown resource that our trainers use as an extension of one-on-one time with the students. They used those media production skills to create short videos, create guides that could be shared with students as homework to do in between sessions or to take away to remind them of some of the AT based strategies that they might need to use further down the line.

The team is also a neurodiverse team. So I think that really helps us ensure that the content included on the platform, as well as the platform itself, are neuro friendly. If it doesn't work for our brains, it isn't necessarily going to work for students with disability or neuro differences. Hopefully, once I go into the product I will be able to demonstrate it is simple and clear and kind of chunked down in the way that it presents information.

And, finally, a little bit of an ND joke here. We're definitely hyper-focused. Really focused, really passionate about enabling students to thrive. And the way that we try to do that is by scaffolding how and when they will use their assistive technology. So that is the team.

I feel like I've been talking for quite a long time to only be getting to this point, but in terms of what FindMyFlow is, and in a nutshell, it's a neuro inclusive eLearning platform for assistive technology users. The screenshots on my slide here is a snippet of content from FindMyFlow, in this case focused on using Glean to get the most out of lectures. So it shows a module, lectures with Glean, as well as a video that shows the Glean interface as well as some animations to pull out some of the key aspects of the product. In this case it's showing the audio chunking within Glean.

Also worth calling out that FindMyFlow is the most recommended eLearning platform within the Disabled Students Allowance Scheme in the UK. There are other platforms but they tend to be, I suppose, more traditional software tutorials. They focus on the how to use it. They don't have the same focus on practical strategies. And I think that's borne out then in the recommendation numbers.

I want to move on to talk about the problem space now. I think we've definitely touched on that a little bit already. And it is a complex problem, so in the time that we've got it's always going to be reduced down a little bit, but I think in a nutshell it's this. So to be transformative, AT needs to be used. We all have seen, I'm sure, the joy in a student's face on their discovery of a bit of assistive technology that makes things click in place for them. We've seen the transformative power of assistive technology, but it's also true to say that it's not enough to teach students the functions of their technology, to just provide them with the tool. To be truly assistive, assistive tech support needs to be integrated with personalised study strategies. So exploring mindmapping for planning, for structuring for writing assignments.

It's also fair to say that for students, especially students with disability or with neuro differences, remembering how and when to use the different bits of assistive technology they have access to is a challenge, especially where training takes place early on. There's so much for them to learn the university context. Just so many things happening. It is an additional ask for them.

So I want to move on to briefly pull out some key themes from academic research around study skills and assistive technology. I'm not a fulltime researcher, so I will caveat that, but I did want to just, kind of, bring this into the presentation. So on my screen, I have pulled out just a couple of articles on the impact of a study skills instruction. So a mini literature review, and I do have the references that I can share afterwards if anyone's interested to delve into this a little bit further, but it is just a snapshot of the research.

And there is quite a lot of research in this area around the impact of study skills, of academic skills, of student success. So lots of different names for what is, essentially, supporting students with skills, with strategies to approach their academic studies and tasks that they need to get done, such as essay writing, preparing for exams, delivering presentations, learning from lectures, that sort of thing.

And hopefully not surprisingly, engagement with study skills sessions of this nature is linked to higher course completion rates. That seems to be a consistent consensus here. It's linked to higher GPAs, typically up to one grade point. So students who have engaged with study skills could be getting up to an additional grade point in their GPA compared to their peers that are not engaging with study skills sessions.

I did also manage to find one recent paper that was focused on academic skills consultations in Australia. So this was from the Southern Cross University. I don't know if we have anyone here from that institution in attendance today but this is a paper from 2021, student success and retention, what's academic skills got to do with it? And interestingly, this paper from Ashton Hay et al found across a variety of different courses and different disciplines students attending academic skills had 10 to 14% higher success rates. So course pass rates, ultimately.

One of the interesting points that came out of this study was that actually certain student groups were more likely to make use of those services. 77% of academic skills service users were female, for example, which was disproportionate in relation to the overall student population. They found that male students and students studying online, for example, were underrepresented. They weren't engaging with those academic skills sessions at the same rate.

Moving on then to look at the impact of AT use and research in that area. Again, looking at more recent articles focusing on the use of assistive technology and, in particular, a paper by McNicoll et al that was a systematic review of research, but to the point of publication which, to be fair, was 2019, and things obviously move quickly in the sector but that kind of review of the literature pulled out some key themes. So the first being that assistive technology use is linked to improved academic performance.

Another, I suppose, benefit, another outcome of assistive technology, students are more autonomous, more motivated, more confident. There is a real psychological benefit to the use, the effective use of assistive technology. It also improved their sense of autonomy, their self-expression, that kind of sense of self efficacy at having these tools at their disposal and knowing how to employ them to tackle their academic task is really beneficial in multiple different ways.

The fourth point that review pulled out, and again is echoed across some of the other research papers, is that there are obviously factors that hinder effective use of assistive technology or use, I suppose, leading to technology not being really adopted in the first place or what we might call AT abandonment. I'm sure that's not the first time you're hearing that phrase. The key things that were pulled out were inadequate training, a lack of ongoing support, and often a lack of knowledge about useful features. So maybe something that had been introduced to the student but then they haven't remembered that they can use it for a particular strategy or a particular purpose.

So, yeah, plenty of research around the impact of study skills. Less but a decent body of research around the impact of assistive technology use. But what did strike me is there was very little research that seemed to focus on those two things together or the combination of assistive technology and study skills. They exist as separate spheres and that's what I've tried to represent on this slide where I have assistive technology in a blue sphere or a blue circle over one side, a dividing line, and study skills over on the other side.

I think it's fair to say that assistive technology is typically a reasonable adjustment. It's not necessarily available to everyone, unless an institution is able to take a UDL approach, which isn't always necessarily feasible, or something that the institution is going to be happy to invest in.

On the other hand, study skills typically are more mainstream services. They're available to the wider student population, typically with no declaration of disability, no kind of evidence of need necessarily required. Certainly that was my experience for those services in the UK.

That's not to say that students with disability aren't accessing study skills services, aren't making use of that, but typically study skills within the higher education context aren't strictly tailored to AT users. It may be that the situation in Australia is different, and if so I'd love to hear about that. I'm sure there are always pockets where things are done differently in any case.

But this came across in a lecture as well, that there isn't much research looking at the cumulative effect of those two things, so we can only extrapolate that if assistive technology use supports/improves student success and study skills supports greater student success, that the combination of the two, that tailoring study skills to the assistive technology that a student has should help reduce some of that AT abandonment and should help them to really succeed and overcome some of those barriers that they might experience.

So I've pulled out a graphic here on my slide which is adapted from the Journal of Neurodiversity in Higher Education so a UK based publication that looks at support silos. So entitled the silo effect of support. And this is showing, again in that UK context of the disabled students allowance where the stakeholders often are external to an institution, but I think it does map on to the situation within institutions as well.

We have key stakeholders in student support. So I have a pink circle that reads "disability assess or adviser". So the person that's first going to be meeting with that student, trying to understand what they struggle with, what challenges they need to overcome, and what tools and strategies might best support that student. They have a thought bubble here: "Will the student use their software?" So they're meeting with the student. They're identifying the needs. They're recommending solutions, but they're not necessarily going to be the person that then carries that through and is able to support the student on an ongoing basis. So will what they've recommended go on to be used and have the transformative impact that they've hoped for?

Next we have the AT trainer. So like the founders of FindMyFlow, the person who is actually going to be showing the student how to use their software. And the thought bubble they have is, "What study strategies could I support with AT?"

And then finally we have the study skills support stakeholder, and their thinking, "Is there any good AT to support my student with referencing?" I think this illustrates it quite well. It is a simplification, of course. We absolutely know that AT specialists have to understand structures of use of assistive technology and that study skills tutors will have an understanding of assistive technology. Some of them will become experts in that area. But on the whole we do still I think this graphic was published in 2016, but definitely still feel that disconnect, that siloed effect of support where study skills and assistive technology training, sort of, exists in their own silos.

Now, I mentioned, I suppose, that focuses on our system where the stakeholders are potentially a bit external to the institution. From conversations with institutions in the UK, there is a similar picture emerges. So disability services and academic skills, or a student's success or study skills support typically are siloed departments. They're separate disciplines. So you train to become an AT trainer or you train to be a study skills support specialist. Again, there will be areas of overlap, but ultimately it's not the sort of primary area and, as ever, there are resource or time constraints that means people aren't necessarily incentivised to be able to be experts across both.

One of the key challenges that tends to come up within the institutional context as well is there are those peaks in demand. So students, understandably, and 100 per cent this would have been me if this type of support would have been able at the time, students put off seeking help. They put off getting training on their assistive technology. They put off engaging with academic skills until crunch time, and then there are these huge peaks in demand for study skills services, for assistive technology training around those key assignment and exam periods, and demand is really outstripping the capacity within the institutions.

So this is, I suppose, the situation as we see it in the UK. This is where the FindMyFlow product has come out from. Every institution in the UK would like for disability services and their student success or their academic skills department to collaborate more closely and to work together but, in reality, I think I've seen little change in that respect in my time within the industry.

That brings me on to my poll question. So I appreciate it's late in your afternoon. So hopefully not too many of you have dozed off, but if you could consider and respond to the following poll question. On a scale of 1 to 10, how integrated are academic skills and assistive technology in your institution? So on a scale of 1 to 10, how integrated are academic skills and assistive technology in your institution? So 1 is highly siloed, so very, very separate, very little collaboration and integration, and 10 is fully integrated; no further work to be done. So hopefully that poll is up on your screen now.

DARLENE: It is, Lucy, I think. So hopefully people are voting. We'll just give it a couple more seconds.

LUCY: Thank you, Darlene. I'm not sure whether I can see results coming through.

DARLENE: No, we can't. I think Kylie is the only one that gets that. We might then publish it. Are you right to go then and Lucy can read it out?

LUCY: So there is a bit of a spread. Nobody went for a 9 or a 10, so no one feels that it's that integrated. A couple of 7s and 8s, which is really good to see but, yes, the overall the top choice was number 1. So 26% of the 23 votes were for 1, AT and study skills are highly siloed, and then the rest, sort of, split across some of those higher marks with number 8 being the top score. So I think that does, yeah, echo what we're seeing in the UK and highlights it's not purely a UK problem. So, yeah, really appreciate you taking the time to answer the poll there.

DARLENE: So you would be able to close it off your screen now, Lucy. Yep.

LUCY: Great. Wonderful. Thank you very much for that, team. So before I move on to a quick tour of the product itself, just to recap how FindMyFlow helps. So, first of all, eLearning amplifies the reach of one-to-one training. So we're not saying that adopting FindMyFlow eLearning is going to revolutionise everything and bring the departments together. But hopefully it serves as a tool that can work for students and for individuals within those two departments to try to bring those worlds a little bit closer together. From the student perspective eLearning is available 24/7. In the UK we offer a course long licence to students. So it's kind of a through the DSA system or with institutional site licences they're giving students access for three or four or five years. It's available out of hours. It's available during those peak service usage times as well when everyone is rushing to get that in person support. It's web based, so it's accessible on any browser and any device, including mobile. And, yeah, the key thing is it scaffolds the development of those what we call AT based study skills long after one to one support has ended. And that's another thing to say, in the UK context it tends to be frontloaded or happens at the beginning of first year when you haven't necessarily had the experience of how studying at university even goes down.

The next slide is just a visual to show you those separate spheres of AT and study skills, sort of, blending together in a Venn diagram with FindMyFlow at the centre. So a grand claim but definitely where our ambition lies in what we're hoping to achieve.

And then finally, before I get into to jump into a demo, just to showcase our latest update that I think helps in that respect as well, is just last night we released an update that allows us to combine multiple pieces of assistive technology in a combo tutorial. So we call them multi software tutorials. There's an example of one on the screen, which is information on using Dragon together with MindView. So creating a mindmap using those voice commands. So video explainers around combining different AT tools to get the sort of maximum impact. Hopefully that will make more sense as I jump out now into a demonstration.

So I'm hoping that I've now switched my screen sharing to my browser and showing FindMyFlow. The FindMyFlow website at FindMyFlow.co.uk. What I'm going to do is quickly sign in and then give you a whistle stop tour of the platform and the content in here, if I get my password right. There we go. I'm in.

Now, the reason I'm signing in right from the beginning and risking forgetting passwords is to show you the onboarding show. So this is just set up steps where we ask some information of the student. Quickly filling in course information. So it asks for a start and end date and a subject area for the student's course. That potentially is helpful in identifying resources that are more relevant for STEM students or students in medicine, or whatever it might be.

Now, I've clicked on to our next step and this is where the magic happens. This is where we customise the FindMyFlow platform according to the assistive technology the end user has access to.

So on my screen I've got a list of different assistive technology broken down by category. So under text to speech, I have ClaroRead, C Pen Reader 2, Read&Write and another tool called TextAid. I have mindmapping, spelling and grammar, note taking and recording, and so on. So a student within the DSA might typically receive a number of different pieces of AT, obviously depending on their diagnosis and their strategies that are going to work for them. In this case, I'm going to select Read&Write, I'll select Mind View, a mindmapping tool, Grammarly, Glean Notes because I feel obliged for historical reasons, as well as Dragon and voice recognition.

There are other tools. So Present Power, which I don't know if that works in Australia but that's a presentation support tool. I'll select that one as well. There are various different options and combinations I would select here. And when I press next on my screen, the platform has a little refresh and what it's doing is pulling in content for the bits of AT I've selected and hiding away everything else. So it's customised just to the assistive technology that the end user, the student, has been recommended.

The final steps of onboarding is asking the level of AT knowledge, so from complete beginner to quite familiar. I'm going to select quite familiar today. And then finally we ask about study priorities. So across areas of essay writing, lectures, organisation, presentations, reading and research, and revision. And this is really just to support some kind of goal setting. Supports that process of metacognition of prompting the student to think about the areas that they might need most support on. So I am going to slide up the slider against organisation for that one and click on finish. So a short four step onboarding process and I'm into the platform proper.

So, on the screen we have what we call our learn dashboard. There are two types here. So two main ways I can engage with learning content within the FindMyFlow platform. The first is My Study Flows, and the second is my software. My Study Flows we land on by default because that's the, I suppose, the USP of FindMyFlow. Where students will typically start, I would suggest, would be under My Software. So I'm going to click into that tab and I have a series of tabs with the names of the different pieces of software which I selected during that onboarding process. The only exception being Microsoft 365. In the UK, all university students would have access to that through their institution so we also include information on using some of the features within the Microsoft suite there.

You'll see I have Dragon sorry, on my screen I have Dragon selected. And within here I have essentials and I have strategies. If I click into essentials, this is those sort of traditional software tutorials. Fairly bite sized videos that take me through the basics of getting up and running with my Dragon Assistive Technology. So I have information on creating a user profile. That's my very first video. And I'm just going to press play here to give you a flavour of some of that content.

(Video played)

LUCY: I'm so sorry. That was very loud. I absolutely should have turned that down before I pressed play.

(Video played)

LUCY: I'll pause it there. So just to give you a little bit of a taste of the content. So we create all of our videos from scratch, rather than just pulling in the vendor videos. We do work closely with vendors to recreate the information and give students a consistent experience with the same narrator throughout and making sure that things are captioned and delivered in an accessible and consistent way.

All of the content, all of the video content in here for each of the different features and set up steps for an assistive tool like Dragon also are one-to-two-minute videos, but also I have a switch to text option. So if a student is not going to necessarily engage the best with video content, and we do have step by step illustrated written versions of that same content, that they might use as their primary way of working through these steps or just as an alternative to the video content.

So on my screen is that same information around creating a user profile presented in text format. Once I've read this content, if I click "continue" at the bottom of the screen, I move on to the next article, and I have controlling the microphone, at the top of my screen and I can switch to video and engage with that content in that way. So the idea here is that a student could come in and working with the AT trainer, for example, work through the essentials, the basics, building up the skills, the how to of their AT, before then actually moving on to think about, how am I going to apply this? How is this going to support me with the tasks that I need to get done?

This is where the strategies start to come in. So with Dragon, on the screen here I have strategy videos. So these go into writing with Dragon, enhancing revision with audio. If I click into the MindView section and open up my strategies, I've got things like creating essay outline MindView, using it with revision maps. Lots of different content. So the reason we have essentials and strategies is so that all of the learning content around a particular tool is housed here in one place. I come to My Software, I come to MindView. Then if I wanted to, I could work through everything end to end.

But the strategies are actually what are pulling through into My Study Flows. So moving back on to My Study Flows tab, you'll see lectures is the first one. You'll see that's the one selected. And I have four cards on screen. These are what we call module cards within the flow. Getting the most out of lectures. There's a section on remote learning. And then finally I have lectures with Glean as a full module within there.

I'm going to skip to essay writing, which is by far our most popular content and module here. So I have a number of modules in this flow, starting off with understanding the question. So if I open this module, you'll see I've got fairly bite sized content that's focused around just getting started. I've got to write a written assignment. How do I go about deciphering the question? So study skills, best practice and hopefully what is a fairly accessible and short format. So this is a short introduction to this study skill.

So we start off with understanding the question. My next module that I'm moving into is around creating an essay plan. So, again, it is a fairly short format. Written content. Just guiding the student through in hopefully a chunked down format, how to sort of go about putting a plan together for their essay. And this is where we start to see that assistive technology content pulled in. So on the left-hand side of my screen I have the different chapters within this module and one of them is creating an essay outline in MindView, because I'd selected MindView as my mindmapping tool on that onboarding step. If I'd selected inspiration, this module would instead pull through the video content on using inspiration to create not to create a MindView, to create a mindmap.

Also here we have that new multi software tutorial that I mentioned. So using Dragon, together with MindView, to create that mindmap, if that's going to help me be most productive with this strategy. The other modules, I have writing the essay and assistive tech for writing that delve into, okay, how am I going to get this essay? How am I going to get this assignment written? So as you might expect, lots of content here on writing with Dragon, because that was a tool that I'd selected.

Also pulling through content on using Read&Write. So I have video content on using the prediction feature in Read&Write or using their word banks, for example. The content under essay writing then moves on to referencing and plagiarism. Grammarly, because I'd selected that as my spell-checking tool.

Then, finally, editing and proofreading. Again, if I open up the editing and proofreading module, I have these kind of tips and guidelines that introduce what this skill is, what to bear in mind, as well as then information because I'd selected Read&Write, my literacy support tool, on how I might use text to speech to tackle that proofreading. If it's going to be difficult for me to read that in text, to actually have that instead read back to me.

The final step looks at developing your writing, and this is really focused around some of that metacognitive practice. Taking onboard feedback and thinking how to interpret that. Throughout the platform there is a focus on wellbeing, which I think is really important, and it does also point out to the reflective practice journal, which is built into FindMyFlow. So it's linked from this chapter here on turning experience into learning, but I can also access it directly from the side bar here, and the idea is this is just a very short scaffolded reflective practice exercise with tool tips at each point. So it might be I'm going to reflect on my last essay. It prompts me to state the facts about how I felt and what happened, to then reflect and analyse why things happened the way they did. Maybe I didn't get the marks I was expecting because I hadn't proofread or I'd messed up referencing, or whatever it might be, and then to capture an action point for next time.

We do also, for UK students, have this wellbeing section which points to UK specific resources like Student Minds, which is a UK mental health charity which I suppose is intended to round off that if in the middle of the night, you're struggling, you've come to this platform to find guidance and support and so it felt important to include those there.

DARLENE: So a couple of questions were around the licensing things. I think there was still confusion. So one was around you need a licence for Dragon to be able to then you know, separate to the My Flow and the same as, yeah, Read&Write gold licence? You need to have those licences to be using them to do the yep?

LUCY: Yes, yes. That was a very important point. I meant to make out at the beginning of the demonstration. That you yes. FindMyFlow sits on top as a support resource. You would select the assistive technology that you do already have a licence for. It doesn't give you access to that software.

DARLENE: Yep. The other question was in regards to skipping ahead. So you can skip ahead to explore. Is that in there? Yep.

LUCY: Yes. Absolutely. So we do imagine that students, you know, might come into the platform with a specific thing they need to get done, a specific task in mind. So they absolutely can jump straight into referencing and plagiarism and dive into that content. They don't have to kind of work through in a linear fashion, although they can do so.

DARLENE: Yep. That's absolutely brilliant. Right. Well, that's all the questions. Actually there is one yep. No. I thought another one had come through. The one I suppose I had is for Australia, so we're not here yet. You're not here in Australia. So what are the steps if we, as a sector, are interested in actually looking and exploring My Flow more for us as a country?

LUCY: We're definitely very happy to give out evaluation licences for people to have a look at that a little bit you know, in more detail and understand whether that's going to work for you. We'd be very happy to set up one on one calls with anyone who would like to see a little bit more and maybe understand whether the tools represented on the platform map to the AT that they you know, the tools they're making available and what they have licences for as well.

DARLENE: That's absolutely fabulous, Lucy. We've put in your email address and your LinkedIn profile in the chat so people can access that. It's lucy@findmyflow.co.uk, so people can contact you if they want to follow that up. We may explore further how we can partner with FindMyFlow at ADCET. So thank you so much. It was really great to see the tool in use and quite exciting for students to learn. Sometimes we get technology and we don't really explore it, or just do the bare minimum. I think to actually have these lessons for us to explore the technologies we have even better and utilise them all would be fabulous.

So before everybody leaves, we have a survey we'll put into the chat. So if you could please complete that. We also have a couple of new webinars coming up, so please register for those. We've got Building Community and Supporting Neurodiverse Students through Study Skill Workshops, which will be presented by the University of Adelaide, one of their projects at the moment. We actually have another one from Microsoft which is Accessibility in Microsoft Office 365, Inclusive is not elusive. So both those webinars are coming up. So, yeah, please register for those and share them with your networks.

Okay. We'll let you get on with your day, Lucy. We'll all close down this end, but thank you so much for your time. It's absolutely brilliant to hear from you and I think a lot of people have put in the chat and said thank you as well. Take care. Thanks, everybody, for joining us. Thank you for the Captioner, Sharon. Take care, all.