DARREN BRITTEN: First off, thank you and welcome, everybody, to this ADCET webinar this afternoon and for joining us for this presentation on this vendor demonstration of Lernabl. My name is Darren Britten and I am the National Assistive Technology Project Officer with the Australian Disability Clearinghouse on Education and Training, that is ADCET for short. I'm a white male in my mid 50s I say mid-50s, getting to mid-50s with very much white, greying blond hair and a beard and wearing blue rimmed glasses. I'm also wearing a white hooded top today as it's very cold here in Melbourne in Victoria.

Just to let you know this webinar is being live captioned and recorded. To activate the captions, please select the CC button in the tool bar that will be either located at the top or bottom of your screen. We also have captions available via a browser, if you prefer to follow along there, and the link to that will be added to the chat box now.

ADCET is hosted on Lutruwita land, that is Tasmanian Aboriginal land, and in the spirit of reconciliation ADCET respectfully acknowledges the Lutruwita nations and also recognises the Aboriginal history and culture of the land, and we pay our respects to Elders past and present and to the many Aboriginal people that did not make Elder status. I am joining you from the lands of the Wurundjeri people of the Kulin nation in Victoria, and I would also like to recognise all other countries and lands from participants in this meeting and acknowledge their Elders and ancestors and their legacy to us, and to any Aboriginal and Torres Strait Islander people joining us today.

Today's webinar, Prepare For Exams Your Way by Lernabl, is a vendor demonstration presented by Sam Cock, developed in response to students' demands for more personalised and diverse study methods. Lernabl provides a comprehensive and holistic solution for the entire revision process. This presentation will introduce the software and Sam will provide a demonstration of its key features.

Before we begin, just a couple more housekeeping details. A reminder that this webinar is being recorded, so if you want to keep your camera off to make sure you're not visible during the recording, please do so. And the recording will be made available on ADCET in the coming days. Also, thank you to Sharon from Bradley Reporting who is live captioning today's session.

If you have any technical difficulties, please email admin@adcet.edu.au and we will try and get things sorted for you.

The presentation today will run for around 40 to 45 minutes, and then we'll have time for questions at the end. Throughout the presentation, please feel free to use the chat box with us and with each other, but please remember to choose "everybody", who you're chatting to, so everyone can read what you have to say. Sam is happy to answer questions, as I said, at the end, and if you have a question that you'd like asked, please put that into the Q&A box, rather than into the chat box so it doesn't get lost. Also, please feel free to use the reaction emojis during the presentation, as this is a great way to pass on your reaction to the presenter who can often not see the chat or the expressions of participants while they're presenting.

With that being said, thank you, and over to you, Sam.

SAM COCK: Thank you, Darren, and thank you very much for introducing me there, and thank you to everybody at ADCET for inviting me on for this demonstration.

Hello, everybody. I am Sam Cock. I am 36. I had to think about that for a second. White male, with slightly receding brown hair, and a bit of a stubbly beard on the go, not as well kept as Darren's. I'm definitely jealous of that. So that is me.

Just a little bit of an introduction to myself, I have been working in assistive technology for 12 years or so. Previously, I used to be an assistive technology trainer. I also might need to mention at the beginning I am from the UK, coming from my UK base today in a town called Stafford in Staffordshire, which is just outside of north of Birmingham, South Manchester is the easiest way to describe it. It's actually very cold for you guys today but it's actually very warm here which is why I'm in a T shirt today.

I've been working in assistive technology for, I think, around 12 years now. I am now currently the solutions expert for Lernabl, which is the product that we're about to look at today for this demonstration. My previous experience in assistive technology has been in assistive technology training over various different pieces of assistive technology assisting students at university with additional needs here in the UK. So that's my background. Today's presentation is going to be looking at Lernabl, the revision study tool that we described in the introduction to this.

I have a few slides, just to kind of set the scene. I'll let you know what it's about, but I do like to kind of explore software’s together with everyone in the audience so the majority of the session will be a live demonstration of the software, which is always exciting because you never know what might quite happen but hopefully we'll be okay. There are some links going into the chat. Lernabl is created by a company called the Pro AT Group. That link is to our socials and other assets there in the chat.

As I said, any questions, please put them forward and Darren will put them to me at the end of the session. It's 7 a.m. here, so good afternoon to you guys, good morning to me. Let's see how I function. I tend to be more of a lunchtime as my kind of best working time of day, but I think we'll be okay. We'll go through that. So without further ado, we'll get into the presentation now so I can show you and speak to you all about Lernabl.

Okay. My right arrow hasn't been moving the slides. There we go. So what is Lernabl? So Lernabl is a tool that's been created to help with the kind of entire revision study process, which was basically developed to create more personalised and diverse study methods in preparation for exams. So one thing we definitely noticed in the UK is when it comes to preparing and revising and studying for exams, students don't get a whole lot of support. This again can be in, like, finishing standard school education from 15 to 18 bracket, and obviously in university as well. The student starts school and the qualification I'm using a university for example today. Part of their course is assessed through an examination. That could be one of the modules that they're studying. There are tool aspects of the course as the semester goes on and that part of the course is assessed through an exam. How does the student prepare for that? Obviously they have lectures and seminars they can go to where they can take notes, but then they are tasked with the individual task of preparing for that exam. Is that going back and re reading the notes that you took from class? Is it perhaps developing something like flash cards to help remember key points? Are you looking for your tutor to put on a revision study session that will meet the exam to review things? That's not always case.

We found that students can have difficulties preparing for that. So what we wanted to do was create something that can allow you to prepare in various different methods, and that is what Lernabl does.

Lernabl has a whole suite of engaging proven revision methods. Currently there are 10 revision methods in there. I might refer to them as games from time to time, but gamification study material is always a great thing to try and increase engagement. We will be looking at a couple of those today. We won't look at every single one but I'll tell you how the system works.

Lernabl is a web app based application. We're always developing new methods to add in, and with the way that it's created being web updates we can add those in very easily, and anyone who is currently in possession of a licence will get upgrades free of charge.

One thing to note about Lernabl is it's designed to be a year round study aid and not just a cramming tool. Cramming is obviously one of those things that does tend to happen. It can be a little bit unavoidable and, yes, it will probably get utilised if a student does start coming towards the end, but the way we've created this program is more to base a scaffold approach to learning where we continuously engage with the software, adding new material as the course progresses. These things kind of align with space repetition and retrieval practice, which are key effective ways of learning in the way we add material and engage with Lernabl itself. So that's kind of what Lernabl is.

In terms of who it can help, perhaps those with additional needs, who need extra support. ADHD is certainly where we, kind of had ideas of creating this product for to begin with. Being able to study in a multiple of different methods, definitely the case for those with shorter attention spans and a need for something that's more engaging. If we have more variety, we have got more engagement, which will hopefully then process into knowledge. That's what we've got there.

Again, students with ADHD, if you told them the task of what we mentioned before of some traditional revision methods, "Go back, re read your notes and write them up", how long they can stay on that task for remains to be seen. But if you have some gamification elements to your study material, then hopefully that is going to increase your engagement.

Privacy a couple of points to take back from seeing this program today is the main thing we want to do for students using Lernabl is to increase engagement with their study material and build confidence with their knowledge so they feel like they are prepared for when their exam takes place. If we can do one or both of those things, we are going the right way.

Lernabl has a multisensory learning approach with the methods that are built in there. So there are different methods that kind of focus on whatever task you might be able to do. You can tell Lernabl what areas you want to work on that day and then it will filter out which methods are best for that area that you want to work on, whether that's kind of comprehension of your test or memory retention, which again can offer more personalised study sessions.

As well as the study methods that are built into Lernabl, we also have a mock exam test feature, which allows you to create a kind of quiz which again you can further test your knowledge there as well.

Forgive me, I have a slight cold at the moment. Students with vision impairments can also take advantage of certain methods that are built into Lernabl, and we have text to speech functionality built around the software. But we also have certain methods, such as the record audio feature which you can read notes and save them in there, and that feature can play them back. We also have text to speech where you can upload notes and play them back into there as well. Again, kind of great methods for memorisation recall.

Students with ASC could definitely benefit from using a program like Lernabl. What the program offers is a more structured approach to your revision with routine and predictability. Every study method that we have in the system has clear instructions of how to use it which is set up in the same way. You can have it played back or read it yourself, depending on what you prefer. It also tells you why engaging with that method is going to help you as well, to again be beneficial so you have a purpose for engaging with that study method. So the step-by-step guides are very helpful and make the program easy to pick up in terms of learning a new piece of software.

Also, they kind of make the process less overwhelming as well. There is also another add in feature to Lernabl, which is the study planner. It's another layer of support. And this allows us to bring in our academic diary. We can then tell Lernabl when we work best and it can plan out a study schedule in the lead up to that exam which you can then bring into your you can export out and you'll get notifications of when to engage with the software as well. Great for those who need a bit more of a structured approach to the revision process.

Finally, mental health conditions as well. I've bolded the words "stress" and "anxiety" there, just because if you play word association game with the word "exam", I'm sure those two words wouldn't be too far behind. You know, what we have found in the UK is exams, or the way of assessing elements of courses by way of exam, is increasing with things like AI and ChatGPT and it's offering so much assistance when it comes to writing essays, which is another formal way of assessing a student on a course. Universities are looking to put students back into exams in more controlled environments as a way of assessing for their course. So that doesn't always go to everybody's skillsets, especially if you do have a lot of stress and anxiety about an examination assessment.

Again, we do have another area which is a wellbeing and tips area to give advice, how best to prepare for your exams. And as I mentioned before, the two things I want the program to do are to increase engagement and build confidence. So if you do engage with the software with your study material, you're going to build confidence in your knowledge and you will feel more prepared because you know that you have processed what you've learned and hopefully you will bring that to the table when the exam starts. So, yes, that's our aim with the software.

You'll be glad to know there's no more slides from me. I'll go straight into the software to show you how it all works. Let's get ourselves here. As I mentioned before, Lernabl is a web app-based application. Students have their own Lernabl accounts that they log in and that allows us to use this on PCs, Macs, Chrome Books. You can use it on a tablet as well. It's not utilised for mobile phones, just so you know. That's currently the plan, to bring that to the front in the future.

I'm going to show you how a student would set up and start adding the material and then engaging with their material with this demonstration.

So this is the Lernabl home page that we are currently on. We have a whole bunch of menu buttons on the left-hand side, and I'm going to click the "add exam resources" button at the top there. This is where you first tell Lernabl when you've got an exam and where you can start adding your study material. The important thing about Lernabl is you need to engage with it constantly to feed the material you've been learning. So we'll click "add exam resource" and then we'll have a look at these different elements of the software that we're going to fill in. Around the software and various places you will find the ‘i’ button next to headings on there. which you can click for adding instructions and tips. We also do have the accessibility and user guide button in the top menu bar in the middle with the question logo there.

So my example I'm going to use is a student doing a nursing degree and they've got a human anatomy module that they're going to have an exam on. So we'll say they're doing adult nursing. And then I'll add the module code. Forgive me, I'm a terrible typer, when it comes to talking and typing at the same time. Adult nursing module 2355, human anatomy. Okay. Again, you can put your location there. I will go for well, I'm talking to you guys in Australia today so I'll put Australia. A bit of a wide example location, but again we can fill these in, we can put the time and date in. These can be changed. These are locational building changes for the exam, or the date and time of when the exam is going to take place changes as well. Let's say we're going to have it on Halloween. Currently it's based on my time. As you can see, it's 20 past seven here but we will put the very mean exam time of half seven in the morning and we can put the exact length that exam is going to be as well.

So once you've set those parameters out, we then move down to the topic card. So this is where you tell Lernabl what you've been learning, and in itself is kind of a study session. It gives the student time to reflect on what they did that week, what notes they took, and we can add in various places. So in our human anatomy module that we did, the first week we learnt all about the heart. So that is going to be my topic card name. Then we have some various spaces to add information in. So we have a space for key terms and definitions. So any new words or words we need to learn we can put into there. We have a space for our study notes, so the notes we took in class. We have an images space for any diagrams we might find useful and need to use, and we can even have web links where we perhaps do some reading after class as well. Then you can rate your topic cards, how you are feeling about completion and how confident you are with them.

So as I said, this is kind of something to do post class, you know, maybe a couple of days after, or whenever the time is right for the student. So it's a time to kind of bring and retrieve the notes you took from class that week. So you might be using another piece of assistive technology at this time. You guys might be familiar with a software formerly called Glean. I think it's now called Genio, which is a lecture note record software. We've worked with them in the past with collaborative webinars utilising both. You might not be perhaps aware of another recording software called Idi Notes, which is a record, caption and mindmapping software. Or the student might not have assistive technology and they might be making notes traditionally on something like a Word document as well. This is a simple task of kind of assigning what we took and inputting it into the system.

So I have a definition of the heart that I can add in. My study notes themselves, you know, this is a great time to reflect to see what I took that week. Maybe be more concise and take bits out that I don't need, or if I struggled, it's a time to go off and add more material in. Obviously I am copying and pasting just for our example today. You can type in there. You can use other assistive technology programs like Dragon, for instance, to dictate straight into there if you wanted to add your notes that way. It works in there perfectly fine.

We've also used these in the past with things like the scan marker pen where we've had a student with a textbook and they're going through their notes, or notes of the book, scanning in directly and having those notes inputted into the study notes section. So a few ways of inputting material in there.

As I said, we can add images in. We'll click on that and add some images in. You can add images in multiples at a time as well. We can open those in and they look like thumbnails to begin with, but you can open them up and see them much larger if you need to.

Once you've created your topic card, you can then add another topic card. Perhaps if the lecture changed slightly and you feel like it should be broken into two, it's a slightly different topic, or if you're coming next week to add the next lot of material you've learnt in.

For this topic, I'm going to call the brain, and I'm going to show you some features to the software we didn't mention before. So we do have some buttons below the key terms and study notes called autogenerate. So if the student is struggling to add content in, they can use the autogenerate button which uses AI to bring you five, 10, 15 key terms based on what your exam title is called, and what your topic is called as well. And so it knows that I'm doing human anatomy module, and it knows this topic is called the brain and, hence, why this time it has given me kind of parts of the brain there of all those different bits of language we have.

It does have a boost in the study notes section as well. We've only kept this very short to kind of 50 or 100 words summary. We don't want AI taking the full notes because AI isn't the lecturer setting the course. But say, for instance, the student really struggled to take any notes in class that day, or perhaps didn't attend at all, this might give them a little bit of a starter where they can go and do some reading or study material from what's in there, add it on to there. So we kind of have three main ways of inputting. We can input it in ourselves. We can use the autogenerate to help us. You can also see up the top, and if I move my mouse to the top right-hand side of the screen, there are two buttons here which say you can access sample exam resources. So we are in the process of adding premade topic cards on certain topics in there, which is probably more for high school based education as opposed to university at the moment, but we do also have the input exam resources shared by your teacher or institution as well.

So these topic cards themselves can be exported, created and saved and shared with other Lernabl users. So if an institution was to have a site licence, for example, a tutor or a school, for example, a tutor or teacher can create topic cards with information already in, share those with other Lernabl users, and they can be imported in as well. So we have various methods of adding in the contents. Once you're done, press the save button which is on the bottom right-hand side of the screen. It does then ask you if you want to perhaps go back and add more content, but then on the right side you can click save anyway and that will then take you to your exam section. Because the topic cards creation bit is quite blank, in terms of the content you add in, it doesn't necessarily matter based on what your subject is because you're putting the content in or your educational level. So it gives scope for Lernabl to be used for many different topics, and anything from high school and education college, university, or even a workplace qualification if you were doing something that was exam based as well. That's why I've got lots of different exams in here. Whether it's geography with rivers of the world, D Day landings, zoology. I've even got my Spanish in there as well. This is my exams section, which if I press the home button in the middle of the screen there, it's the second menu button down there, and this is where you'll go when you want to keep adding to your topic card. So you'll go to my exams, Lernabl will load them up, and then the right hand side you can then view your topic cards to then add more cards if you want, but then that's also where you can share files, where people can import them in as well, and they can use the button on the top right hand side that says "import exam resources" if they've been shared a file.

Okay. So that is how we feed Lernabl. Obviously that is a very important part of the software, because the more you put into it, the more it can extract and get out with the methods that it has.

So we're going to look at engaging with the methods now. On the screen we've got one, two, three going down the middle of our options. The first thing is to choose the exam that you want to do some revision on. Select that from all the current exams that you currently have. You then have an optional menu below which is what you want to focus on. This is where it tailors the methods for you. If I have none selected, you'll have the third option which is choose your study method. You can use the left and right arrow buttons there to cycle through. So currently there is 10 in there. We have flash cards. We have a pneumonic that you can create and use AI to assist you with that. Re tell check, concentration, recording audio, read a minute, bullet a minutes, funnelling which is a summary tool of where you have to start with text and work on your summary skills to fit it into a smaller and smaller box. We have Cornell notes, we have fill in the blanks, text to speech, and finally we have created a meme, which makes it amusing, but after getting some feedback recently, it's one of the most popular things the students do. I guess it's a visual cue for you to remember something you want to and you can share with your friends. That was me running through them very quickly. As I said, we're not going to look at every single study method at the moment.

What I'm going to do is go back up to menu 2, which is telling it what I'd like to focus on, and I'd like to focus on comprehension. That will then show me which study methods work best for that task. We can see here there is a method called fill in the blanks. It's given us one of the options. We can click on one, two, three, the method you'd like to engage with, and that will load that particular method.

The way Lernabl lays itself out is it has the title of the method at the top. You can also switch between what exam you want to study from and what topic card you want to work on at the time. Next to the title there will be an ‘i’ button. And when clicking this it will then bring out a pop out menu which explains what study method this is. You can read it yourself or there is a read aloud button for it to playback so you can listen to that if you would like. Certainly for those with resource reading fatigue, maybe with dyslexia and things of that nature.

So now we have a how to use the fill in the blank’s topic. We also have a how this can help me. So engaging with fill in the blanks can help with self-assessments because it gives us a chance to read our notes, note comprehension. It's motivating me to read my notes because we've got an element of gamification there because we've taken out the words and we're going to have to make a decision about what's been taken away. Hopefully that's going to help with memory retention as well.

So this has a hard and easy mode on it. You can then hit the slider to give you a choice of five words, as opposed to trying to guess which one it is without that. So starting off might be an easier way of engaging with your notes. So I start reading. "The anatomy of the skin is a complex something that involves understanding the three main layers of the skin. I've got options of cushioning soft layers, hypodermis, fat or topic. I think topic fits in there nicely.

The epidermis, the dermis and the something. So I think that might be hypodermis as I read through. The epidermis is the outer most layer and is made up of several something. Maybe sublayers goes onto there. Okay. And obviously the student will take the time and read and make the decision of what they want to put in. I'm not going to read the last two. Hopefully I get them wrong if I get them wrong, I'll get them wrong, and that will serve me right for not reading the full topic. In fact, I have not done that one. So once you've added in and read the text you can reveal and you can see there we go. I didn't read properly towards the end there. I've actually got two wrong. You can reveal the hidden words and see which ones you got right and which ones you got wrong.

Obviously, what we're doing there is we are rereading our notes but we've gotten out of gamification there to motivate us to read them. If we really like this particular method, I can hit refresh, change the hidden words there. So I can hit refresh there and you can see it now gives me other options in the text. I can quickly switch to another topic card and it will load up the notes from that topic card. You can even switch to a completely different exam, if I want to, and load the notes that way if I desire. As I mentioned at the beginning, I want to increase engagement for the students. So we want the students to engage with the study material for as long as possible, and that way we're not having to move in and out of things. If the student really likes this method, we can stay in there for as long as they can and hopefully that will increase engagement with that study material.

After I've finished with that particular method, I can press the home button on the top menu of the screen and I can go back into another method if I'd like to. I'm going to choose something else now and have another go.

Let's go to a different exam, a rivers of the world one. Let's say I want to look at memory retention, for example. You can click multiple focus areas to then offer suggested methods. If you want to learn more about the focus areas on the left-hand side menu, the second one from the bottom is the focus area, but that will have a write up of what these areas are and how they're going to help you. And I can cycle through and pick the different study method. Just to show you the variety of what is in here.

We have one now called concentration game. So I'm going to have a look at the water cycle for this one. So again, if I'm using a method and I'm not sure how to use it, it has the title, it has the ‘i’ next to it, it has the instructions of how it's done, how it's going to help, and it will obviously also be read aloud if you want it to as well.

This one offers the ability to set a timer as well. This essentially works from the key terms and definitions you've used there. Maybe I want to try and get this completed in two minutes. This was quite a visual game before. We were reading heavy text before, which is fine, perhaps, for those who want something a bit more visual. It kind of shows you the scope of the matters that are available. If I click start, flip a card over, I have a key term, runoff. So as I say, we're on geography now. I bet you didn't think you'd be learning about anatomy and geography in today's session but here we go. Runoff is water and it's fallen down and making its way to the river. We flip over. If you get them wrong they will flip back over. So that one there, the process by which water seeps into the ground and becomes groundwater. It sounds like runoff, but perhaps infiltration. There we go. We're very lucky that time and we flipped that one over. But once you've got them right, it will stay over like that.

The process by which water vapour cools and changes back into liquid forming clouds? Water cooling. That sounds like condensation, potentially. Not evaporation. I'll flip over. The process of water and liquid turning into water vapour when heated. Now, that sounds more like evaporation. Again, I'm matching everything. Any form of water that falls from the atmosphere. Snow, sleet, hail. Okay, what might that be? I have never done so well at this. I'm usually terrible and keep flipping them over and not really out of time, but we're doing quite well today. One thing I will say, though, you can hear me kind of explaining the options, is because I've used this quite a few times and I've actually surprised myself with this. I've got my key terms and definitions memorised in my head from engaging with this method. So I was quite surprised it does work. Condensation, there we go. And the last one, the movement of water over land usually resulting from precipitation. That was the first one I flipped over, which was runoff. There we go. I did it with 17 seconds to spare, so that's nice.

So just another button to point out. You'll see in the bottom right-hand side there's something here that says save. Now, various methods built into Lernabl might have disable on there. If you do press that, it saves that completed task. The reason for that is if we click the home button at the top of the screen and we go over to that left hand side menu, there is one, two, three, four options down is the save sessions section. In here it will load up the exam at the top but you can then click on the dropdown menu on the switch to another exam, and it shows you which saved sessions you have completed for a particular exam.

So you can see here for my rivers of the world exam, I've had a go with funnelling. I've created a meme. And I've engaged with a concentration game and I've even created a pneumonic as well. These have check boxes on them. What you can do is create an offline study resource for that particular exam. So if you want something that you might print out, or just a way from engaging with the software, it will create a Word document with these on. So you check the sessions that you would like, and we can kind of add one with each one and click create study resource, and then that's downloaded as a document now which I can open. Given that's opened on my other monitor, I'll bring that over. Come on. So here is your revision pool. I'm not quite sure why it looks like that. It doesn't normally. My Word has been playing up recently. There we go. That's better. So you get the title of what your exam is. Rivers of the world. The topics which we have utilised some of those saved sessions. There we go. Now we've got our matched key words and definitions. We've got the funnelling system where I've got some notes and I've summarised, and I've summarised again. A pneumonic that I've created. And there's my meme that I also created as well. So we've got that kind of offline resource there. So the saved sessions is one of the elements to the software. I'll click home again.

We're going to explore some more areas of the software now. Obviously I've shown you two methods but there are obviously ten to engage with. We do have the study wellbeing and tips area. So again, for those who want any help or advice in preparing for exams, it has various menu options on the side. The environmental, where best to study. Food and drink. You can click into these and learn about those. You can read it yourself. You can download it on to a document, if you want to use any other I want that available offline, use any other assistive technology with that. If you're using other websites, also using screen readers, you should be fine within here, but we do also have our own read aloud button here as well which will read it aloud. That's our study wellbeing and tips area.

We also talked about time management and that's where the study planner can come and help. So what we have here when we access the study planner from the menu on the left-hand side is our study planner, currently blank. We have some buttons on the left-hand side that we can use to import some information. So we can import our calendars. So we can go to our Google or our Outlook or iCal, go into settings there and export that part of the file, particularly if it has our academic schedule on. That will load into Lernabl. If you don't have it in that form, you can add commitments in. This is a bit of a longer process if you don't have an online calendar, but you can still utilise this if you wanted to. So I play squash on Thursdays. So I will put that as my title. The event date is today's date. I play that weekly, so I'll put that in. And I'll say I'm going to play that for the rest of the summer, so I'll put that in for a couple of months or so. And I play from let's say it's 11 a.m. till 12, and then hit save.

Once you've added those into the calendar, so you can put commitments in that way if you want to. But as I said, importing from an iCal file is probably the most common way this is utilised. Once you've done an import into the calendar writing your commitments in, you can tell Lernabl that you want to create a study plan. So you click the second button from the menu button there. You choose your exam. Let's say it's our rivers of the world once again, for example. You can then choose which topics you want the study sessions to be on. So if you are more confident in one you can leave it out. Once you've added those in, you click create my study planner. It will then know when that exam is, so it's now got some preferences. And this is where it tailors the session to when we want to work.

So it has today's date, when the first session may come in. It knows this exam is scheduled for the 9th of February 2026. We can tell it when we like to work. So maybe we're a middle of the morning person, so I'd like it between the hours of 9 and let's say 11.59 there. So maybe I have less classes on Mondays, Thursdays and Fridays, so those are the days I'd like those study sessions to be on. I feel focused in the morning and afternoon, but maybe I have ADHD so the next menu there is asking me how long I want the sessions to be. Twenty minutes is probably as long as I can focus for. So once you put all those preferences in, you click updates on the planner. It then populates the calendar with those study sessions and it won't conflict with anything else if added into the calendar, particularly if you've imported your own iCal file because now if I click export calendar, it will turn it back into an iCal file with the new events on, so you can go back to your Google calendar, your Outlook calendar, your iCal, iPhone, and you can import that calendar in and then you'll get notifications on your phone when to engage with Lernabl. So particularly good for those who need a time management aspect to preparing and for revising.

The final element of the program I want to show you is the mock exam feature. So after you've engaged with the software and you've had a go with the methods and you're feeling like you perhaps want to give yourself a little bit of a test, then the mock exam feature allows you to create a quick kind of quiz like test. So again, you've got your exam at the top there but you can use the dropdown arrow to switch between those. You can choose the topic you want the questions on. You can choose the type of questions that you'd like. So it will do the mock exam in the form of multiple choice, true or false, or fill in the blanks style questions. You can set how long the test is going to be, how many questions you'd like to do, and then you can also choose your educational level as well, A level university school on there. I'm not sure whether you hit go and then it develops the test for you, but you will see below it also shows you previous mock tests that you've created. So you can also retake ones that you've done previously. So I've got one here I did on 3rd of July. I only got two out of five. I want to retain that one to see if I can do better. But you can also create new ones as well. So once you hit retake or if you hit create, it will then start the test. Your timer goes off at the top. Your question is there. You also have on the right-hand side the topic which that question is based on which is parts of the river. I can then click and then go on click on the options that we have and then hit next question on the bottom right-hand side. There's also options at the bottom to leave the exam or restart the exam. So I can hit on the right side, next question. I'm going to go through this very quickly and not to read the answers just to show you why you should always spend time reading the questions and making informed decisions. Next. I'll hit next again. You can submit the exam whenever you're ready. This one is just five questions, so I will now hit submit. And then you can see once you've completed the exam, it will then tell you your score, two out of five. Not great there but that's probably because I didn't read the questions properly. I didn't utilise the time I had available. I had 15 minutes. I only used 55 seconds. I've got 40%. I've got my start and end time. But what you can do is go to the breakdown and see which questions you got right and which ones you got wrong. Question2 I got wrong. That was the water cycle. I can see what the answer was. Question 3 I got wrong. That was also the water cycle. So maybe what I need to do is go back go back for that topic and do some more revision within the software as well. At least I've got that kind of feedback from doing that.

And that, essentially, is Lernabl. Just to summarise, it is a revision study program, web app based. It allows students to feed their study material and engage in various study methods to help prepare for their exams.

In terms of licensing, we do individual licences. A one year licence forgive me my Zoom bar is in the way. I did some conversions to Australian dollars. A one year licence starts from $155. We do course long licences for entire course duration. We do site licences for institutions. We also do loan licences as well, which is where you can buy a batch starting at five licences as an institution. You can then allocate those to students and you can then de allocate it and give to somebody else and you have full control over the management system. We have other flexible options as well.

So thank you very much for listening to me. I think there was a couple of questions dotted around the place, so we'll address those now.

DARREN: There are indeed a few questions. Thank you, Sam, for that presentation going through Lernabl. One of the first questions hits on something you were just talking about there at the end and that's with licensing. Martin was asking if the university has a licence, maybe one of those batch licences that are there you were saying you can swap students in and out of, are students able to sign up with their university credentials, as happens with other programs? Or how is it they can use their one email rather than multiples?

SAM: If they're doing site licences, we can base that on creating the student email address. Also we do have the ability to sign up with your other social account, in the sense of your Gmail or Windows account as well, which makes registering a bit easier as well. There's multiple ways of creating your accounts there.

DARREN: Okay. But through the site licence you can certainly

SAM: Yeah. Through the site licence we could have that with your app and within the institution.

DARREN: Beautiful. There's a question here, is there something a student can use to create their own study materials without having a teacher having to preset it up? This is for cases where a school or training institute is not currently using Lernabl but the student wants to use it to improve their study results. Which kind of probably leads me into expanding on that a little bit. The question I've got, with students getting information on how to use this, you've got training resources and videos for students to go through to learn all the parts of this and how this all operates and how to set it up?

SAM: Yes. To start at the beginning of that question, is there something that students can use to create their own study materials without a teacher or trainer having to set it up, yes, 100%. When they add their exam resources in, those plain boxes at the beginning we can create our own topic cards ourselves. That's probably the majority of the way that this program is utilised. It does have the added option, which I've mentioned before, pre-loaded topic cards which you can load in. So you've got both ways of doing that. In terms of training and school and learning how to use the software, there are various icons around that provide information of what's happening and how to engage with that particular part of the software. We do also have quick access to the user guide at the top of the menu, and then we also have videos on our YouTube channel. And we're actually developing I think there's a few up already, but by I think it's either in the next kind of six weeks, they should all be on there, which have like individual study method videos how to use that particular method as well as being able to read. You can see that visually with our YouTube channel. A training session would always be recommended, I think, to get things started. We're on various eLearning solution platforms as well based around assistive technology.

DARREN: Thank you. Dallas, I think it's got hi Sam. It's just got "I am", when transferred this across. Hi Sam, we have students who are able to negotiate memory prompt sheets in exams due to the impact on their conditions. The student needs to submit a sheet to their academics prior to the exam. Does Lernabl have the capacity to generate a memory prompt sheet? I know that you had the exporting, where that will create that study plan, is that what it was called?

SAM: Yes. The save session study resource, yes. That probably would be a perfect thing for that, if they've got two A4 sheets going on there. I think the one that we made it says eight pages. But you could cut that down to a few of them are on there, essentially. A lot of the methods we've engaged with do export on to a sheet like that. Perhaps with a bit of editing, changing the font sizes and that. You can probably get that down to two sheets.

DARREN: Of course, and approval from the academic, so it's not just full of answers for things, but they're prompts in there and pneumonics’ and thing you add in there were great ways for prompting other things for some of that recall that's there.

SAM: Yes.

DARREN: Dallas says thanks. I've got a couple of quick questions as well. Certainly around accessibility, being that this is web based and across multiple platforms. How does this work in terms of the accessibility. There's an accessibility button in the centre of the main menu there but also with screen readers and other assistive technologies.

SAM: We do have a few accessibility things built in. Mainly with colour options. There is a dark mode you can use as well. You can change what fonts are displayed around the software. It will then access whatever voices you have installed in your system there, or with the Google ones, with me being in the Google browser, for playing out. In terms of screen reader compatibility, because it is browser based, so if the screen reader works when using within Google Chrome, it should be fine with reading menu options and things around that as well.

For those mouse based, you can tap around the menu options as well to have them read out to you.

DARREN: Excellent. Thank you. I just had another question that has just skipped straight out of my head. Importing. Yes. The auto generating. A student putting notes in, is there the ability or two questions. One around the AI, the generate with AI. That's generating and pulling the notes from the web, I'm assuming, or pulling its information from the web?

SAM: Yeah.

DARREN: Is there any concern, I suppose, around the accuracy of that information and the level of that information that it's pulling, and also with that can you import, say, transcripts of a lecture, or transcripts of a session in there as the material that it's using?

SAM: Yeah. There are some parameters built into the AI to try and make sources as viable as possible, but I can't remember off the top of my head of what they are. I will get back to answer that so you can circulate that if you like. But what it does mean in a user sense is the topic card's name and exam name to kind of generate those pieces. We talked about importing transcripts and stuff into there. There isn't like a word count and such in the study notes bit. If your transcript is a whole bunch of words there, you can copy and paste those in. We are developing some more ways of importing study material as well in the future. I'm not sure how far down the line it is but people being able to import slides and for it to extract material from slides into topic cards as well and other documents, like an article or chapters of a textbook as well. So we do get quite a few questions about the variety of importing material. At the moment it is obviously quite text based, but we are developing those as we speak.

DARREN: Yep. And I suppose along with that, and I'm sorry I am conscious of the time as well, so please bear with me, the ability probably for that practice exam. Is there an ability to model that up from an existing exam, because different units of study might have different formats and standards for those exams. So is there a way to import or to build an exam that's going to be familiar to them when they go and do that, rather than the one that it generates from your notes, et cetera?

SAM: Yeah. No, I yeah. I understand the question. At the moment it is kind of more as based more of a quiz-based thing to kind of test the knowledge, but there has been queries over that in the past to maybe kind of tailor more than that. So that may be something we look into in the future. But currently as it stands, it's set the parameters with those question types or multiple choice or fill in the blanks or something else that was on there, but yeah. It is as we've seen at the moment, but maybe the good thing we do with this software is we always base it on feedback from other AT users, people in the field to add features. So if you do have any ideas that you think could work, then we're very receptive to it.

DARREN: Yep. Fantastic. All right. Look, we're and it's almost 5 o'clock and I know some people want to run away here in Australia, maybe here on the east coast. I might wrap up there and say thank you very much, Sam, for the session today, and thank you very much to Sharon for the live captions today. Very much appreciate it. Go ahead, Sam.

SAM: Thank you very much for having me and, yeah, again thanks everybody at ADCET for all the work in organising this.

DARREN: Thank you for being up so early.

SAM: I didn't realise I had such a goal my nose has decided to go I won't go into too many details about that but I was a bit sniffly during that session, so apologies for that.

DARREN: It is early in the morning. You're very much forgiven. Thank you, Sam, for the presentation and getting up early for this. Just to let everybody know an email will be sent out when the recording of this webinar is available on the ADCET website, and please feel free to share that with your colleagues. We'll also provide a link into chat for a short survey on this webinar and an ability to sign up to the ADCET newsletter if you're not already subscribed, and these links will be added to the chat box.

Please save the date for an upcoming webinar as well, which is Myth Busting Accessibility in the Australian Tertiary Education which is coming up later this month. Further details on that are in the chat box as well. But with that being said, we're going to give you back two minutes of your day, according to my clock. But thank you, everybody, for joining us for the session today. Thanks again to Sam and Sharon and the rest of the ADCET crew for putting this on. Please enjoy the rest of your day and go well. Thank you, everybody.

SAM: Thank you, everybody. Goodbye.