DARLENE MCLENNAN: For those who don't know, I'm Darlene McLennan, the Manager of the Australian Disability Clearinghouse on Education and Training, ADCET for short. I am very excited to be facilitating this session. I've been very fortunate this year to be working with Justin on this symposium and a few other things. It has been great working alongside him and seeing his passion for UDL.

So this session is a hacker's guide to UDL, simple and sustainable and effective UDL strategies. This event is being captioned well, we hope to have it captioned. We are having difficulty getting our captioner in. So I think we're going to put on the automatic captions for this time being, but hopefully we will put a link in the chat if we get the captioner involved. Captions are working. Okay, thank you, Jane. The captions is now working so you can turn that on at the cc button. We also have a 1cap app you can open captions in your browser if you would like.

As I said, this session is being recorded. It is a very interactive session. If you don't want to be you can turn your video off or on. It would be great to have videos on because it is quite an interactive session. I am probably going to leave it to you, Justin, to actually explain how the session will run. So hopefully I haven't forgotten anything. Yeah, so the session will run until just before 5 o'clock. I will probably come in about 5 or 10 minutes beforehand and wrap Justin up and get final questions.

I will hand it over to you, Justin, to run this session. It is very exciting. Yay.

JUSTIN WYLIE: Thank you very much, Darlene. Yeah, look, I'm really excited to be involved in this symposium because there is such a need for an approach like UDL in education, and I enjoy spreading the word and I have seen the light a couple of years ago and I think it's an absolutely fantastic framework to use.

So today's session/workshop is called A Hacker's Guide to UDL. So my name is Justin Wylie. My pronouns are he and him. I'm a bearded man with very short cropped hair, almost no hair, I wear dark rimmed glasses, and today I'm wearing even though it looks black, I am wearing a green shirt. Green is my favourite colour.

I'm a learning designer at CQ University in the Directorate of Learning Design and Innovation. I have had 12 years' experience in education, six as a classroom teacher and trainer and the last six in education and learning design. I found that education and learning design has let me use my passion for inclusion and equity to better create student resources and work with faculty and academics to develop their skills.

And about two years ago, two and a half years ago I had a professional turning point when I discovered UDL, and then began my journey on learning more about UDL and accessibility and the implications for students and the effect on their learning, which again comes back to my passion for inclusion and equity.

So this session today is going to be recorded. If you don't wish to appear on screen, please hide your camera. As Darlene said, it will be captioned. In terms of some housekeeping, if you would like to use chat for questions or to share your thoughts, please do. Where appropriate, use the hand emoji down the bottom to raise if you want to ask questions. If I don't stop, I can be a bit of a talker, please use the mic and speak up. And just ensure when you are doing that that your background sound is quiet. And if you could turn your mic on when you are speaking, that would be wonderful.

So first I would like to acknowledge the traditional custodians of the land on which we work and live, and I would like to respectfully acknowledge the traditional custodians of the land where we work, live and learn, and I pay my respects to the First Nations people and their Elders past, present and future. I'm joining you from the lands of the Badtjala people here near K'Gari on the Fraser Coast in Queensland. So guangul jali, or welcome, and please feel free to share your location in the chat as well.

Okay. In today's workshop, I'm going to explain why I chose the title Hacker's Guide to UDL. I'm going to give you the option to use a shared document to capture your thoughts and ideas. I have seen this in a few sessions. If that's the way you work and would like to keep yourself busy there is an option there. Please be aware, I will explain that again in a second. Then I'm going to show you through some hacks creating an accessible Word document, and that would be about 10 to 15 minutes. And then we will go through activity 1 which I will provide you with a MS Word document and we can step through the process again together. After that I would like to show you accessibility hacks and UDL hacks for adding that same content to an LMS, and in our keynote today Sheryl was explaining that basically we want an HTML version of a page and a Word version of a page. That ideally covers a whole range of learners and inclusive practice and flexibility. So it's a good starting point.

Then activity 2 will be a bit optional because not everyone has access to LMS. We might work that into the questions and sharing from there. In terms of the shared document, there is a QR code there you can use to access it. And add your thoughts, ideas or questions. Sometimes these shared documents get really busy and can be very distracting for people. I just ask when you are not adding something, there is a column on the right that's a yellow column in fact, I will just open that up now if you could just park your cursor basically and it will stop distracting people and flashing all around the screen. I will just check I'm sharing the document now, Darlene?

DARLENE: I couldn't find my mute button. No, we are not seeing the document yet. We are still seeing the URL.

JUSTIN: Got you. Okay. I will have to come back to that one. I'm not sure how to get there. Basically there is a yellow column. Keep your cursor over there. I want to make the point there is no simple, single way to implement UDL. I want to be straight about that. It's there is many different approaches and the more I learn in my practice as a learning designer, I adapt my practice. So things I used to do I may change in the near future once I get some new knowledge or a new approach as well.

Okay. So why a hacker's guide? A hacker's guide, or hackers this or that, really is talking about a mindset of exploring and mastering a topic through unconventional or innovative means. I'm going to show you some practical tips and hacks I use to apply to student resources to make it a little bit quicker. We call them low hanging fruit. They are easy things to achievably build into your workflow when you're creating student resources.

So the first demonstration, as I said, I want to do is to create an accessible Word document. So I'm going to be using Word. I will highlight the hacks. Any links I use for resources I will throw them into the chat. I'm just going to stop sharing because I don't seem to be able to switch between documents properly. Hopefully this will show you the Word document.

DARLENE: I was going to offer to sing. I'm glad you found it because that would have been terrible.

JUSTIN: Thank you very much. Okay. Essentially what I've got here is a document that I might come across that an academic might provide me and they have spent a lot of time putting together resources and they have been creative and they've used colour in a way that they feel is engaging and appealing to students, and they spent a lot of time formatting. But it may not be accessible. So it does have headings that stand out. It has a structure. It has some images and some multiple ways of representing content. But there is some definite problems in there which would make it inaccessible for people with assistive technology, or who are using things like Immersive Reader or things like that in Word as well to access the materials in flexible ways.

And I have to thank Darren Britten for this one, our great Darren Britten for this one. So my very first hack is about looking at it and saying, okay, the heading structure, which we've heard about as being so important to allow people with disability to navigate between and to navigate content and also to build a mental picture, which if you decided you can do by looking at the headings and forming that understanding, the structure of the document, skimming to get some understanding, that won't be there necessarily if you haven't used the correct formatting.

So what I'm going to do, first of all, is I'm going to add a table of contents into the document, an automatic one. So that's under the references heading here. Table of contents. I'm going to pick one of these. Straight up it gives me an indication to say, okay, I can see the academic, even though they have made an attempt, they have missed the headings there because nothing has been picked up. If the headings were used correctly, they would be picked up and added here automatically.

So what I'm going to start doing through the document, and just quickly making some changes to it, so the very first thing I'm going to do is highlight my heading up here and then I can go to my styles area and I can apply heading 1 as the first one in the document. Now, you have also got so there is heading 1. Under that it's basically hierarchical. You need to make sure you have a structure that doesn't skip any of the headings but basically provides a lot of the structure. That's going to be shown in the table of contents over on the side.

So I have got my heading 1. Here is my second heading. This is a chapter out of a bigger document. So I'm going to apply heading 2. One of the hacks I've got is that you can also use shortcuts. If you love using shortcuts, control Alt 2 will turn that to a heading 2. It will basically, I can start moving through the document and making those changes. I can either flick heading 2 up here, I can go heading 2. I can see here someone has used colour for a bit of interest, but colour is not accessible to everyone with colour deficiency issues and things like that, and sometimes other vision issues in terms of colour contrast. So I'm going to remove that there. I'm going to use the stripping tool to remove the formatting. Again, control Alt 2 for my next heading.

Basically I'm just going to work through that document. And, again, either way you want to do it, I'm just going to change those headings to get them all in the right one. That one there, the colour's remained. I'm going to strip that formatting again, control Alt 2 to put my headings in. I am going to skim through as quickly as I can. Something else has been highlighted in a weird and whacky way, so I'm going to remove that colour, strip the formatting, again format that.

Now, I'm going through and doing this bit by bit, but you could, if you were familiar with the document, you could select all and you could strip the formatting of everything at once and go through and do it that way as well. So either way, strip it all if you are familiar with it, but if you are not so there is areas like this which me as a learning designer, I need to remember I have got to do something with, I'm going to do it a piece at a time. Keeping on going down, control Alt 2, I will do these headings and get down to the bottom. Strip that, control Alt 2, strip that, control Alt 2, and now I've got my headings.

So what I will do is I'll come over to the table of contents and I will update that table and straight away then I can see that now I've got my logical heading structure in place and I can see that there are some areas in there which I might still need to work on in terms of some content but it's essentially that structure that allows someone to access it by following links in the table sorry, in the contents table and taking them directly there but, more importantly, for people with accessibility issues, it also gives that instant overall structure of the document as well.

Right. So the next thing I actually missed out on one of the hacks. I wanted to rename my document. It's really important that documents have a context and show where they are within the system. Students download many documents. So I'm going to rename that actually, I can't rename that one. I won't do that at the moment. But what you need to do is make sure you've got something like a course code, a week, followed maybe by or a week or a module and then a meaningful title, so that when the student downloads this document in their downloads folder, they can easily find it and make sense of it as well because you can often find many documents called "week 1" or "activity 1" and they might have 10 of those in their downloads folder.

So I'm going to start working through the document now and looking at some other accessibility issues that need to happen. I have done my styles. It's really important that when you are showing information that you don't just rely on colour. My own son has colour deficiency issues and he would see that as black. He wouldn't see that standing out. Again, I'm going to strip that formatting and I'm going to make it bold instead. If I want someone to notice something in particular, use bold to make it stand out. The same for this one here. I am going to strip that formatting and make it bold, so that at the end it's got a way of standing out but it's not something that excludes people.

Okay. So coming down here, I'm going to look at this image and I'm going to check if it's got a text alternative because, again, people with screen readers and Braille readers won't be able to get the context of that image in place. So if I right click and I go view Alt text, I can see here there is one that's been automatically generated. Word does go through and do that for you but it's not very effective. It doesn't really apply to the content. So I'm going to change that to something like a word cloud about gamification, including words such as "achievement", "reward", so I have given it more of a context.

Now, the other thing to be aware is that in Word now, this is something that someone may wish to tell me differently but I believe that when you have images that float to the right, they can be difficult with they can provide difficulties for screen readers and assistive tech. Again, I'm going to not right click, I will go to my formatting settings and I'm going to say put it in line with the text. I'm going to copy that out, cut it out and I'm going to place it underneath the content in line with the text and just make it a little bit clearer.

What I'm going to do next, I'm actually going to give it a label. So I'm going to go to the references area and I'm going to insert a caption on this image. So I will highlight it, I will click insert caption, and I will give it figure 1, "word cloud of gamification". Okay. And then if I close that and pop it, I will need to make it smaller to fit it has now got a caption that gives an explicit explanation of what the image is. We will come back to that later again when we use our contents area and we are going to make a table of figures as well.

So moving on through the document is another image that I'm going to put in line with the text. I'm just going to move it down underneath here and stretch it out. And again then I can add a caption to it. Yes, figure 2A "an online collaboration session using video". Again, I have given it a context so that it has some meaning, and then my Alt text, "a group of people looking at the camera". I'm going to say, "a group of people using a video collaboration tool". I have given it some more context.

Okay. Continuing through my document as I'm exploring it, I'm seeing here, okay, there is a table that's put there. We often use tables for laying out purposes just to arrange content, but really a table should be used to add meaning. So something like this here, it's actually going to be better used as a as just a list of content. So what I can do is I can select my table and then I can go oh my goodness, I have forgotten where to do this one convert to text. I'm just going to convert to text. And then I've got a little bit of tidying up to do to make it make sense. Basically, tables can be very problematic for assistive tech if not set up properly. If there is no reason for using them, then we shouldn't really be doing that. I'm going to select all that, strip the formatting again out of it and then I'm going to apply a style to that one as well.

So over here I was heading 2, so I'm down to heading 3 because these are subtitles. Sorry, that's heading 2. These are headings. I'm just aware of time, so I may not do everything in the document. Basically, again I have just decided that instead of having something as a table, I can make it more accessible and flexible just by putting it back as text. There was no reason to have that in there at all.

There is a block of text here I can see that's in a different font. Again, I can strip the formatting out of that and make it just the normal font that's included. I have a diagram here, like an infographic or complex diagram it's called, so it is showing a bit of information. Again, with something like this I want to make sure that I show I give a simple alternative text and then I probably want to include a long description of that item somewhere in the content itself to give people with assistive tech an explanation of what it actually is for. So I'm going to say the diagram's Alt text is inclusive assessment options. If I could spell it would be great. Assistive inclusive assessment options. But then what would be great to do is to refer to that diagram below. I'm going to add a caption again to it, and it is figure 3 now, and I can copy that I will just type the same thing in there. "Inclusive assessment options". And then in my main content I can actually say "figure 3 shows some samples of conclusive assessment options" I'm going to bump that up, I realise that's very small "such as podcast, written assignment, et cetera". I'm just going to add that in.

But basically you refer to the complex diagram within the content means that everyone can access it and no one is excluded from that content if they can't see it for some reason or can't access it. So, yeah, putting long descriptions in the main content is another important hack to be aware of.

Okay. So if I keep moving through the document, I've got a table here, and this is something we come across a lot where someone copy and pastes a picture of a table. It's completely inaccessible. So it's something that really needs to be remade as a table or if it doesn't need to be a table maybe it can just be, as I said earlier, some headings and some paragraph text as well just to explain it. But another hack that I have found is that there is different websites that are available, and this one here not that one this one here which I will pop into the chat is a great way. It does online OCR. So I'm going to select a file and I'm going to do two. I'm going to do this one quickly first because it's a very neat image, a high-quality image. And when I upload it and convert it, it has a little bit of a process, and then down here below it's going to say download the output file.

DARLENE: Sorry, Justin, are you expecting us to see that website or we are still seeing the document.

JUSTIN: Yep. No worries. How is that?

DARLENE: Yep. There we go.

JUSTIN: Sorry. Okay. Basically I have selected a file. I have uploaded it and it was quite a neat version of a table. I have converted it and then I can download the output file. And if I open that, I then have a version of the table that I can copy and paste into my Word document and adapt.

Now, the issue is something like this, which is quite soft and fuzzy, it doesn't work as well, so you really need to select the file type as well. If I did that one, I'm going to find there is going to be some spelling errors just because it is not a sufficient image in the first place, but anything that shaves off some time working in your content is worthwhile. So this will have a little bit of a think, it will open it up, and again there I've got my document, and if I scroll in I can see it's done a pretty okay job but I can remove all that formatting and then I can change the sizes, et cetera, to make it something I can actually use. If you are a fast typer you don't need to worry about this but, as I said, the quality of that image that you are going to use in this instance is going to impact what you get out of that one there.

DARLENE: Justin, sorry, someone asked what file did you use? I think Elizabeth answered a Peg file.

JUSTIN: JPEG. I think you can use a gif there as well. That's just one website. There is plenty of them out there as well. It's just one that I happen to use quite regularly. Okay. How are we going for time? I have talked about figure and caption, talked about tables. Okay.

So another hack that's quite useful is if in a document I'm just going to go to a new page. If in a document you are inserting something like a smart object or something like that in Word, so smart art, something like this, if I just add some text in here. Now, sometimes it can be accessible, sometimes it's not. But if I want to just make sure that it's going to be accessible to different assistive tech, what I can do is copy that and if I delete that out and right-click I can say "paste as a picture". So what it does is pastes it as a single object which then I can add alternate text to. And it means there is no issues. PowerPoint in particular has a problem with this, where you group objects together and they don't read out in order very well and it makes it a frustrating experience for someone using assistive tech.

Okay. Right. So once we've finished working on the document, what I'm also going to do then is what I'm also going to do is I'm going to add first of all I will update my table to make sure I haven't missed anything. There you go. There's some other things that just popped back in because of the headings I gave them. And what I'm going to do now is I'm going to quickly add a table of figures. So the table of figures gives you some different options to pick from. Basically, it allows for oops, I should have done that down there. Basically, this allows for a really quick way for people to access the images that are included in the document as well. So you are providing flexibility, someone is thinking about, "Oh, I saw that graph earlier. It's a 25 page document. Where do I find it?" You can quickly allow them to use the table of figures to be able to click through to those images really quickly. So there you go, I have gone through to the gamification one quickly from there.

I have gone through and done some of the changes but it's really important that you make sure that you use the accessibility checker. So I'm going to go to review and I'm going to click on the accessibility checker. It's going to highlight some issues. Now, it won't highlight things like missing headings. So that's stuff you need to do manually, but it does highlight things like image is missing descriptions. I can see there is that horrible table which is totally inaccessible to most people, but if you have to have it in there for some reason, add a description and explain "a table of experiences and simulations". But to make that one accessible you really need to recreate that one as well. So there you go. I have no accessibility issues with that document and I can save it out and it's basically ready to include in LMS as a resource.

Now, I'm just looking at the time, Darlene, and I'm thinking, given I was going to do a demo sorry, get people to work on this themselves we might skip through to the LMS and have more questions and answers at the end. My apologies, everyone, for taking a bit longer for that.

DARLENE: No, that's great. Thanks, Justin.

JUSTIN: Okay. What we are going to do now is we're going to transfer content from our accessible document into the LMS. I'm also going to provide the document there as an alternative method of representation so that students can download it and, again, as I said earlier, use it in those different flexible ways that people use with, you know, Microsoft products and their own assistive tech or Windows settings on computers or on Macs as well.

What I will do now is I will just go through to LMS. Now, LMSs are fairly similar but they have their own idiosyncrasies. I am using Moodle demo at the moment. What I wanted to show you is some quick ways of checking something that maybe has been given to you or has been done for you to make sure that it's accessible. So I've got here a page, a HTML page. It looks pretty good. It's got a heading, some subheadings broken up. There is more that could be done to it but essentially it looks like it's right to go. But there is a great extension for browsers and I believe it's available for Firefox and Edge as well. This one here is called headings map. What it does is just shows you all the headings in a document. And this is the big thank you to Darren Britten who showed me this. It is a great way to be able to see if you included all the headings that you are required within the page.

I can see straight away that there is a heading 1 but no other headings under there, even though they have been manually set as bold and a bit larger. It doesn't have the heading structure. Someone using assistive tech is not going to be able to navigate this very well at all. There is going to need to be remediation done on that. I will turn that off and go back to another example. Here is one that's transferred from Word with the correct styles. So this one basically, instead of being just manually bolded and set to a font size, heading styles, if I turn on headings map again you can see on the left now I can see that logical heading style that shows me all of the headings in order moving down the page.

Now, your LMS won't necessarily start in your content page, page 1. In Moodle it starts in page 3 in the wizard area where we can add or edit content. Don't worry if there is stuff missing there. That's all okay. The page itself starts with providing multiple means, heading 3, and skipping down through the subheadings. That's essentially what we need to be mindful of with a LMS is we have that correct structure there as well.

Okay. Right. What I will do then I'm just going to copy the content across to a new to a new page. Excuse me one sec. In edit mode. And I'm going to add that new page. So I add an activity or a resource. And in this case, it's just a HTML page. And I'm going to give it a title. So the title for this particular one is multiple means. I will add that in there. I will go down to my wizard editing area. These are all different on the different LMSs but similar enough to be able to make sense.

With my content so that's the inaccessible one. Sorry, that's the inaccessible one that we were working on. What I'm going to do is I'm going to select the content and I'm going to copy it across. So select all, copy. And then I'm just going to paste that into my Wiziwig editor area. Unfortunately, if you just paste straight in from Word, it's going to bring a whole lot of Word formatting and things like that that don't necessarily do very well for LMSs and for assistive tech. You can see there is all sorts of gobbledegook in the background there. A better option is to paste as plain text. I always either right click and say paste as plain text. There is not one in here. This option here says, "paste as text". It strips all formatting out of it or should strip all the formatting out of it. The other option shortcut is control shift V which is the hack there. Control shift V removes any of the formatting that's been placed in there in the first place. Don't need my table of contents, don't need my heading there, don't need my chapter heading because it's the title of the document but I do need these headings.

This is going to be the first style I'm going to apply. I can see here Moodle only allows me to go from H3 to H6 in the Wiziwig editor so I will apply that style for H3. Again I go through my content and make sure I've added all of those styles in. So I've noticed there that there is an image I need to add in here as well. I will go up to insert the image. I'm going to browse and find my image of the gamification. And I'm going to upload that file. And again, I'm going to give it a description in there so I can actually go back to my Word document and I'm just going to go in and I'm going to copy that Alt text. And apply the same there so I am not wasting time. I'm just going to make it a little bit smaller, and I'm going to save it.

Okay. Now if I scroll through my content, I've got my image there. It's got its the figure information is carried across but it's not linked in exactly the same way but it still gives context and it's got its alternative text. Moving along I will go through to my gamification and interactive elements. Now, these are the next heading down, so I'm going to go for heading 4, do a little bit of tidying up there with formatting, and that one there just hasn't been set properly. I've got a little bit of code in there that's stopping in from working correctly, so I'm going to leave that one for the moment. There we go, heading 4. Doing the same thing. I've got a paragraph tag or something like that in there that's causing a problem. I'm going to skip that, into there. There you go.

Again, I'm just aware of time so I'm not going to go the whole way through. What you want to make sure that you do is go through and have all those headings set appropriately so that when we save and display that document and use something like headings map, we can see again that we've got our structure that's come in there. We've got our chapter up here, we've got our title for the page and then we've got the subheadings and everything like that underneath it in order.

Okay. We are rapidly running out of time. Does anyone have any questions, first of all?

DARLENE: There is quite a few questions in the Q&A box.

JUSTIN: Cool.

DARLENE: Do you want to go through those?

JUSTIN: Sure, thing.

DARLENE: That's great. All right. And it's been fabulous. A couple of people have been answering as well. Thank you to John for doing that too. So Clare asked: I would be interested in hacks relating to accessible digital interactivities rather than documents. Do you talk about these at other times or are there other sessions you would know about

JUSTIN: Yeah, there are. Using things like H5P, there is little hacks and tricks we come across for using those but I wasn't planning on talking about them today as we've only got an hour. But that's certainly something we could follow up in our community of practice or something like that, talking about some of those ways to do things. There's certain things like being able to add, say, a single choice set of H5P as a textural input which saves a bit of time. Rather than doing them one by one, you can actually do them as a group if you formatted your questions correctly.

DARLENE: Excellent. I will also put a link into the chat. We worked with UTS in creating a range of content on ADCET as well which included some of the interactivity which might be useful for people to access as well if they haven't seen it as well.

Now, so John did answer this but I might ask anyway. In reviewing an online sorry, Penny is new to UDL: I am reviewing an online guide at the moment where the colour is essential to using the document, e.g., black text equals template, red equals instructions on how to use document, green text example. I would love to know of some good UDL alternatives to this approach?

JUSTIN: You can't rely just on colour, unfortunately, to give meaning. So you do need to do something else. Probably adding just a bit more explanation, a bit more explicit instruction as to what the areas are or using labels or something like that. You know, maybe there is a portion of the box that can have a background instead of a colour you can have the slashes or the dots or things like that that also then give someone meaning. If you say that the yellow dotted area background colour or something like that means this certain thing, then you are giving that extra bit of explanation, you are explaining what it is for people that can't actually see it, but also giving some other alternatives besides colour.

DARLENE: Excellent. There's some answers there too for that question which is great. Adding Alt text to images takes a lot of time. I think sometimes it's more the thinking it takes some time but is there any hacks on how people can do this who are time poor, which I think most of us are.

JUSTIN: Well, using Words ones to start with can be a good basis. Let it do the automatic ones and then go through and see if you can use any of those, like I do half a sentence and modify it to give it more context. But it's about practice. There's some good guides available for creating alternative text and being concise. That's the key. It's being very concise to the point. And if you need if it's a complex image like a diagram, infographic, or a graph or something, that's where you need that long description to give it meaning, and it's ideally in the text.

DARLENE: That's great. Beth is asking are there particular font or specific colours that are more user friendly than others.

JUSTIN: So basically your LMS so in terms of a Word document, you want a high contrast. So sticking to the black and white as much as possible, just black text as much as possible. That also allows using a Word document allows students to change those things themselves. So in a Word document a student might decide that their heading 1 they want to be bright orange and size 30. If you give it to them as a Word document, they can make that change themselves very easily. So sticking to the generic colours of your LMS, that's controlled by someone above our level, and not using colours as much as possible is ideal. You know, it's a bit of a balance. You want to make things engaging but you don't want it to look like a bag of lollies of all sorts of colours that means it distracts people from being able to focus on the content.

I would advise sticking to very generic colours and generic fonts, Sans Serif fonts. Again, having a Word document or even with an extension in a browser that's in a web page that's set up properly, students can control the font so there is Dyslexie font, for instance, and I think we had it here somewhere, open Dyslexie for Chrome. So I can use that browser plug in or a student can use that browser plug in, and because this has been set up correctly, they can change the font, et cetera, to Dyslexie font and they can do that in their browser or operating system themselves as well just to make it more personalised to their own particular needs. I will turn that off again.

DARLENE: That's great. Another question is if you verbally refer to figure 4, would a screen reader user be able to locate that figure if you used auto figure numbering in Word.

JUSTIN: They could do a search for it, so yes. They could use Alt F and search and find it. And that figure table at the very start, it is also just a really convenient way of finding things. Again, just by doing that, if you are relabelling the images with captions, throwing that in the front there was an extra little bonus which means people can access it in a quick and flexible way. You are allowing the students who are busy, time poor to be able to find those resources quickly and easily.

DARLENE: Yep. Excellent. Now, somebody has asked for a tips sheet to remind us where to find things on the tool bar please.

JUSTIN: Yes.

DARLENE: I don't know if there is capacity to do that.

JUSTIN: I will be doing that.

DARLENE: Great.

JUSTIN: I'm going to say the dog ate my homework.

DARLENE: Fabulous.

JUSTIN: It's 9/10ths done. But I will make that available.

DARLENE: And this is being recorded so it will also be available on the ADCET website and we will add the tips sheet to that as well. I just imagine myself rewatching this and slowing you down, Justin, and going and practising on another screen what you are doing. I was really excited to know it is going to be recorded and we can keep visiting back. Now, someone talked about if the document gets converted to a PDF does any of the Alt text heading formatting get carried over. John kindly answered that but what's your thoughts on PDF and Word and so forth?

JUSTIN: I agree with Sheryl this morning. I think PDFs can be problematic in setting them up and remediating them afterwards if they are not right. I think if you allow a student the option of downloading a Word doc, they can create a PDF themselves or they can use it in different ways, but I think that's an experience thing. If you are not very experienced, it is tricky to get it right and make sure everything is included.

But the question about the headings and things like that carrying over, yeah, they will come across, as John said, but there are some things that don't quite work right when making them as a PDF and you have to go back and change things. So in terms of sustainability, again, all of this is about stuff that you can do quickly. I know I have sort of skimmed over a lot of it today but it's about modifying your practice being aware of it in the first place, modifying your practice and building it into what you do so that every Word document that you make, whether it's for someone in your team, your University or a student, everything should be accessible. We have colleagues and workmates who have disabilities and may not be able to access resources, you know, in an easy way. So it's a whole of institution approach, really.

DARLENE: Yeah. I must admit, I have probably been doing accessible Word documents for about a year, and I realise I don't think about it anymore. I remember initially, it seemed clunky and whatever. Now it's just what you do. If people are willing to make that first step and start to do it, you will suddenly realise actually it just becomes really easy. That's fabulous. So that's all the questions. We've had some fabulous chat. People have been putting links in and so forth. Any final comments you want to make, Justin?

JUSTIN: Look, again, from our keynote speech today, I can't remember the exact comment that Sheryl made but it was about being kind to yourself and saying, "Look, I can't do it all" and you can't because it's unrealistic for people's workloads. But, again, if you change your processes and start learning how to do this, as Darlene said, after a period of time you are going to be doing this as a part of your regular practice.

So one thing I didn't really highlight is the fact that after creating an accessible page, then also upload that file, that Word file that you've created, as a document that's available. So you have got the two resources, HTML or in Moodle it might be a lesson or something like that. Then underneath that have the Word document so people can download it as well and use it flexibly. That also makes your job easier when you come back to make changes. And again, there was that comment earlier about things being worked on and remediated and then they weren't carried through to the next year. If there is those two simple locations, master document is already accessible, make the change to that, continue that change through to the HTML and then basically it's going to be sustainable for you to keep on top of.

DARLENE: Well, that's brilliant. So thank you. And thank you everybody for participating and the interactivity on the Q&A and in the chat. It's great. It's been fabulous to see some of the responses and answers. I'm just posting in the chat now is a link to our poster presentations. I encourage you all before next Thursday to have a look at those poster presentations. They are online for you to engage in. And, yeah, thank you, Justin. It was wonderful to go through that and seeing the chat. People have really found it of value. Well done for sharing those hacks.

JUSTIN: Thank you.

DARLENE: Go well. Hopefully many of you can join us again on Thursday for another fabulous interactive and informative session including Thomas Tobin. I look forward to seeing many of you then. Take care. Have a great night. Bye.

JUSTIN: Thank you. Bye, bye.