ELIZABETH HITCHES: Welcome to our third session already of this UDL Symposium online. Please note that closed captions are available for this session and can be enabled by selecting the cc button. If you have any questions, please put those into the chat and we'll ask the presenters at the end.

Now, this session is How Anyone Can Make an Engaging Podcast in an Hour. So I am very excited to hear about this. Presenting the session for us today is Mark Shelton, Sophia Holmes and Dr Brigid Morrison from the University of Tasmania. This workshop will go for about 55 minutes, we do have some very tight times. So we could do a whole day but 55 minutes is all we've got, so to start us off over to you, Mark.

MARK SHELTON: Thank you, Elizabeth, and thank you for having us. And thank you for all of those in attendance. We are really excited about it as well. This is a session that we've run a few times between the three of us, but we've made some technical changes to hopefully make it as interactive as possible today. We want you to all be engaged and to get a bit of experience in making podcasts yourselves.

One thing that I will add right at the start is that we do have a link that we can include at the end that will provide you with an overview of everything that we've covered today. So please don't feel as though you've got to franticly take notes or write down links or save anything like that. We have got a link to a document that will help you to make your own podcasts in the future. So just relax and sort of get involved in the process.

So just some brief introductions from us. My name is Mark Shelton, a lecturer at University of Tasmania, as Elizabeth mentioned, in Applied Technologies. And we, as a collective group, have been making podcasts for a little while now. We sort of co taught a unit. This is all based on our experiences and trying to identify some of the barriers and to proactively help you work your way through some of those barriers so you can make your own podcasts in your practice. So I'll throw to Sophia now for a brief introduction from her.

SOPHIA HOLMES: Hi. I am Sophia Holmes and I think Mark summed it up. Mark and I teach alongside Brigid, and we've had such great success, and such enjoyment in collaborating with each other to create podcasts. Over to you, Brigid.

BRIGID MORRISON: I am Brigid, and I think important to note that when we really started to do this work in earnest, it was at the beginning of COVID and numbers went from having 30 students in a class to 250 students in a class, and we were looking for ways to be able to engage in a fully online environment.

MARK: So the problem that we were faced with, as Brigid sort of just said up there, was access to that fully online environment. So a lot of our students and we'll go through some of the statistics from University College. So we work at a part of UTAS that focuses on pathway programs, so we deliver predominantly on diploma level and associate degree level qualifications. And a lot of our students are what would be sometimes considered non-traditional.

Some statistics about our cohort: 56% are mature aged; 44% first in family; 70% are from either low or medium socioeconomic backgrounds; 45% or more are in one or more diversity groups; and 81 in our little part of the world that's actually 100% of our students’ study by distance online. So as you can see there, 45 in one or more diversity groups. UDL is central to everything we do and if it is not, we are desperately trying to make it that way. It is one of those things it is all about continuous improvement and bouncing ideas off each other.

But for our cohort, we wanted to make sure that they could access information and content in an engaging manner. I think probably the other thing that the research told us when we started to head down this path was it wasn't just about students that had identified as having some sort of disability or another. Certainly from my experience, when I started working with UDL you would often consider students that might be dyslexic or had dyslexia or had other learning difficulties. But the thing that we learnt was that access and equity was also about our students that couldn't necessarily make it to our tutorials.

So to be perfectly honest, the impetus for the podcasting was that we just didn't have students showing up live during our tutorials that we were hosting once a week. That wasn't necessarily because they weren't engaged or that they weren't interested. It was purely that they had a heap of other stuff going on in their lives. And when you think about a cohort with a heap of mature aged learners, of course they are going to be juggling a range of different things.

So some other statistics and for some of you who aren't from Tasmania in the audience and I am sure there is plenty of you only 52.8% of Tasmanian men, 46.9 of Tasmanian women read at a functional level. So that's a huge amount of our population. And if you look at places like the northwest where I am from, those numbers are even more significant. So in the world of the University Accord, where the objective is for us to eventually be able to reach 80% of Tasmanians, we need to make sure that everything that we do in relation to especially in our pathway programs, supports different learning preferences and needs.

Our students are now working in jobs more than ever. Some of the statistics there, 86% are working while they are studying. For us, the average hours that our University College students are working a week is 27. And a lot of them are doing at least a part time, if not full-time university load on top of that. These are a lot of the challenges we were facing and some of the reasons that they weren't attending our online sessions.

The number one cause of stress for those students is being able to balance that study with the external responsibilities. That's where we were. And we sort of put our heads together, had a bit of a look at what the research was telling us, but essentially we had to think differently. We had to approach this differently because the other thing that we learnt was that our tutorials, while they were good when people were there live, weren't necessarily as engaging or interesting when people were watching the recordings later on.

So we are not suggesting podcasting as a full solution, in no way shape or form. I think if we think about some of the principles that underpin UDL, it is about taking a multitude of approaches to cater for as many needs proactively as we can, as opposed to reactively, but podcasting was something that jumped out at us. I think that's predominantly because it is something that we do in our own time, as much as anything, but it seemed like a really good flexible solution to a lot of those problems.

78% of Australians are listening to online audio monthly, whether that be audio books, or podcasts. So that's a huge percentage of Australians who are already doing that off their own bat. 40% are listening to a podcast at least once a month, which is, again, huge numbers. That puts us, I think don't quote me on this I think Sweden has just overtaken us, but I think we are the second most avid podcast listening nation on the planet, behind Sweden, and we podcast and listeners spend on average 7 hours a week tuning in. So people that do listen to podcasts do it a lot. I'd hate to see the statistics on my Spotify about how many podcasts I listen to a week. It would be pretty significant.

But it was all about the accessibility and portable nature. That's what we wanted to tap into, because lives are busy, especially if you are talking about people who have caring responsibilities, employment responsibilities, or a combination of these things.

So I might just throw to Sophia, just to put her under the pump here a bit. But here are some of the points that we thought were very specific to UDL as to why podcasting could play part of the solution.

SOPHIA: So we really looked at how podcasting and how audio centred content really can cater for a more diverse range of students, including people with dyslexic needs. The ability to really easily develop those audio transcripts for our podcasts, as well as people who, again, that non-traditional learner whose first language isn't English, who found podcasts more enjoyable, more useful, and were able to really listen to them more than once, which people tend not to really want to reread content, but they are very happy to listen to it when they are driving, and then back at home doing the washing up. So we certainly found that there was a different way that students were engaging with the podcasts. I will go back to you, Mark.

MARK: Fantastic. Just some student feedback, we actually received we didn't seek this out. This actually came from a conversation that one of our peers was having with her group of students, who are also in our course. So they were the same group of students were completing another unit, and she asked them what they liked about studying at University College. They were just doing an online session. And the topic of our podcast in our unit came up.

So we thought it was really valuable insight because we weren't involved in the conversation, we weren't there, so the students could speak freely about what they did and didn't like about the podcast and it wasn't sort of solicited. So we wanted to share this is what they were genuinely thinking at the time. As you can see, it is all about creating that accessibility. I just saw a little note in the chat about people not being able to be Jillian attending the session online because she couldn't attend the symposium in person. I think that's the key point, isn't it? We want people to receive all of this information, and if you can do it, as Sophia just mentioned, while you are in your commute or in the backyard, or whatever the case might be, you are far more inclined to stay up to date, you are far more inclined to engage in the content.

So that's just some of the feedback that we received. To be honest, we were quite blown away. So our attendance rates in the online tutorials was less than 30%. We had in excess of 80% of the students listening to the podcasts. And it wasn't compulsory. So they were sort of voting with their feet, or with their ears, I suppose, is what they were up to. But they engaged in a way that we certainly couldn't have imagined at the start.

So we'd just like to throw over to you for a moment and to get your thoughts in the chat, because we are about to move into the interactive component of this session. But just to give us an idea, in the chat if you can just quickly pop in what might stop you from making a podcast? Let's say that we did a good job of convincing you that it was an awesome thing to do today, what are some of the challenges, as an educator, that would stop you from going back to your workplace next week and putting together a podcast for your students? Because we have found along the way a lot of similar things pop up. It would be great to see some of the things that you might be a bit worried about.

Lack of a radio voice, absolutely. Having to edit, most definitely. Time and skills, wonderful. Familiarity. Time constraints. Quality. I think it is fair to say that this is looking pretty familiar, which is good because we have, hopefully, in the session that we are about to sort of deliver to you and Sophia is just adding a few of those chats up on the screen now setting up a quiet space. That's a hard one, Vanessa, isn't it? That's certainly a challenge.

BRIGID: These are all things that we were predicting, Mark, and we have experienced ourselves. And, yeah, they are all exactly in line with what we thought.

MARK: Absolutely. So just to address a couple of those points off the top before I sort of show you it in action, the vast majority of the tools I am going to show you today don't cost anything. There is one tool that does have a cost associated, and I'll point that out when we get involved in that. That's one that I sort of wanted to put out there.

The other thing that I'll be intentionally doing, I have a fancy microphone here at my desk, but I will be intentionally just using the microphone in my headphones to show you that you don't necessarily have to spend a huge amount of money on equipment either. So that's something else that we'll do.

But a lot of these a lot of time and resources. I'll be quite honest, as of last week, up until about Tuesday last week, this presentation and the interactive part that we are about to jump into was going to be hosted on a completely different platform. And we've done this presentation a few times to different groups, and that platform, I would suggest, is probably which is quite simple is probably about 10 times more complicated than what we are about to show you.

We've come across a tool that absolutely has changed the game in relation to podcasting. I geek out on this stuff and I was very excited when I showed these guys the other day about this tool because I think it does a fantastic job of taking some of the fear out of it. Changed the game forever, absolutely Vanessa.

Okay. So I will hopefully address a lot of those points as we progress. So what we are going to do now, I am just going to make sure I haven't skipped a slide here. We are going to make one from scratch in half an hour. That used to be a real flex when we first sort of delivered this, but actually we are going to be able to do it much quicker than that. We are going to be able to do it in about half an hour with me waffling on about everything we are doing. So it is quite a straightforward process.

I am going to stop sharing this part of the screen for a moment. What I am going to do is, firstly, I am going to put and you can follow along at home, if you would like to. So in the chat, I am just going to put a link, and I'll see if I can so you'll see right at the bottom there, 11.01 am. There is a link to an online editing tool called Adobe Podcast. I am sure a lot of you will be pretty familiar with Adobe, and I will share my screen and remember to include sound.

This is, as it stands today, free to use. It is in beta mode, which means there are some glitches. The other thing that I will point out is that I am currently on this Zoom from the northwest of Tasmania, which is notorious for not fantastic internet. It is the nicest part of Tasmania, though, for those of you who are thinking about coming to have a visit. Never mind about the south and the north, where the other two are from. The northwest is spectacular. The reason that I bring this up is that if the bandwidth and the internet where I am can cope with this while I am also on a Zoom, that suggests that most half decent internet is going to be able to cope with doing this recording.

So you'll see that it is a bit slow at times, but really, all things considered, I am in, you know, not a great position to be able to do things in an online environment in my garage in the northwest of Tasmania, but here we go.

You'll have to sign in. It is free at the moment. You can upgrade. Look, to be honest, the tools for Adobe Podcast, it is just not worth it at this point. Will it always be free? I am not too sure. If some of the other tools from Adobe Express that they've released in the past few years are anything to go by, there will always be a free version, and you'll have to start to pay for certain elements of it at some point. But for the most part, it should stay relatively free, I would suggest, for quite a while yet. I have got about four screens open now trying to see what I'm doing here.

So there are three main tools in the Adobe Podcast suite. The Enhanced Speech, the mic check and the studio. We are going to focus on the studio today but we are going to incorporate via the studio one of the tools called Enhanced Speech. I am not necessarily keeping track of the chat, by the way, but if anyone has any technical questions, please pop them in the chat and I'll get to those at some point. As I mentioned right at the start, we'll absolutely be sharing a document that will show you how this works. So don't panic if I go over anything too quickly.

So we are going to go into the studio, and hopefully me waffling on there for the last few minutes has given you guys a chance to sign up for the Adobe Podcast. That was the intent of dragging that out a little bit. I am in the studio, there we go. So I am going to start a new project. You'll see that you've got multiple projects here that you can come back and edit later on. You'll also see that there are templates that you can use for your audio, so that's a really good way to learn some tips and tricks as well, and then there are some links to other tools.

If you wanted to actually start a podcast and share it on Spotify or Apple podcast, whatever, it even links out to Adobe graphics template, so you can create a really cool little graphic, but I am not going to speak about AI generated graphics with Sophia in the room who works in that industry. I will keep that off the table for today. We are going to use AI for a really powerful reason today, a really beneficial reason today.

So you are going to click on your project and it will bring up a canvas, which is really simple, really straightforward, and we'll be able to jump straight in. Rather than me sort of tell you about these, we are just going to use them as we go. The first thing that I want to do and I have got a few options here to get voices into the podcast is to start recording. So I am just going to record by hitting the little record button in the corner. It is all pretty intuitive. Start recording. You'll see that I pause for about a second until the timer starts going. These are the things that you pick up as you go along. I'll do my little intro now.

"Hello and welcome to the podcast. Today we are at the UDL Symposium and we are going to give you a rundown of" and I am intentionally saying "um" here a bit "I am going to give you a rundown of all of the wonderful things that Adobe Podcast can do."

Now, I stuttered a bit there for good reason, because I will show you how I can take that out of my recording, because for someone that does a fair bit of this stuff, there is always stuff that you want to take out. Just in general terms, though, I would never recommend over editing a podcast for students. You want it to sound natural. I think that's a really important component.

So another element of UDL, of course, when we talk about all things podcasting, is the importance of transcriptions. And you'll see on the screen that while I have been talking there for the last 15 seconds, it has transcribed everything that I have just said. So if I play that back

"Hello, welcome to the podcast. Today we are at the UDL Symposium and we are going to give you a rundown of um and I am intentionally saying "um" here a bit I am going to give you a rundown of all of the wonderful things that Adobe Podcast can do."

Okay. So all this stuff in the middle I want to take out because I didn't want to do that bit in the middle. So what I can do is just get my cursor. And I am going to take out here from here, and I am going to drag this down just using left click and dragging down. I am going to hit "delete", and I have just deleted that from the transcript. But you'll notice if I hit "play"

"Hello and welcome to the podcast. Today we are at the UDL Symposium, and I am going to give you a rundown of all of the wonderful things that Adobe podcast can do."

It is close. It is still a bit wonky, isn't it? If I hit that dot where there was a bit of a pause and I hit "delete", and I'm doing this as I go, and I go back to the start

"Hello, and welcome to the podcast. Today we are at the UDL Symposium. I am going to give you a rundown of all of the wonderful things that Adobe Podcast can do."

So it is a really simple way to edit. You'll notice the volume go up and down a bit though, from one shot to another. If I had to rerecord it, I can rerecord it. I can just delete that by coming over here to the bin. Hopefully you can see what's going on, but it was an easy way for me to take out the guff in the middle, and I have got my transcription.

Annoyingly, that transcribed everything perfectly, but I can if my transcription was wrong and I'll show you exactly what that looks like.

"My name is Mark Shelton and I am coming to you live from Wynyard in northwest Tasmania."

I know for a fact that's going to get "Wynyard" wrong. There is no way that it's going to pick up on Wynyard. That's just one of those words it always does. So in my transcriptions when that happens, while it is transcribing give myself a couple of seconds

SOPHIA: Mark, there is a request for a Scottish accent next.

MARK: A Scottish accent? Leave it with me. "I'm coming to you live" it has got Wynyard correct. I can't believe that it did that. If Wynyard was incorrect, which that's pretty good that it's picked up on that I can come over here to "correct transcript", and perhaps I was meant to say Burnie, and you'll see that it changes it. Changes it in the transcript. Maybe it is going to tell me that the transcript is correct. If I hit enter. No, it is a bit glitchy. That should be doing that. I will come back to that. I am not sure why it is doing it. That should be changing. I don't know why it is not changing. But the "correct transcript" this is always good when you are live, isn't it? It is not doing it today, but you can correct the transcript. I think if I hit "refresh" it will probably do it, but I am a bit worried about doing that. Let me come back to that in a minute.

I have just recorded two bits of audio there. The other thing that you'll notice, because I am recording on my headphones, if you have a listen to this.

"Hello and welcome to the podcast."

It is a bit tinny, doesn't sound great. That's not perfect. That's not what we want to hear. One of the powerful things that Adobe Podcast can do from an AI perspective is add this filter. If I add a filter to this, you'll see that I can enhance the speech, and you'll see now that the speech is enhanced for this whole section. Now, you have a listen to the difference.

"Hello and welcome to the podcast. Today we are at the UDL Symposium and I am going to give you a rundown of all of the wonderful things that Adobe..."

It makes it sound so much cleaner, makes it sound like I am in a far more professional recording studio. So even if I don't have the equipment, even if I am not in a perfectly quiet room, you can do this in a way that was otherwise unthinkable until very, very recently. So that's the filter button which is a really powerful thing to do.

The other thing that I might like to do, because I want to make my podcast sound as professional as possible to my students, is incorporate some music. So Adobe Podcast, if I come over here to the left, has collections of royalty free music. I don't have to worry about putting commercial music in a podcast. Everything here I can use for Adobe Podcast. It is royalty free. It has got these different genres that I can choose from. So I might go with lo fi and I might want an intro that is low energy. I can have a listen to that to get an example. If I'm happy with that, I just hit +, and you will see that it adds a lo fi intro into my podcast there.

Now if I hit "play" at the start and it works chronologically from top to bottom here, which will start to become

(Music playing)

It will play my intro music as I go. I could have gone for a short intro. The other thing I can do, though, is I can come up to here on the music and I can fade that out. So what that will do is get my I'll just play from here this time.

(Music playing)

And it puts it in.

"Hello and welcome to the podcast."

I can also, if I was so inclined, set it as the background if I wanted to have background music. So now when I play it.

(Music playing "Hello and welcome to the podcast. Today we are at the UDL Symposium and I am going to give you a rundown of all of the wonderful things")

MARK: So I have got all this background music for a bedding track. I can assure you that having to do that, we would have spent 15 minutes me showing you how to edit that in in one of the other bits of software that we used to use. That is so much simpler, it is not even funny. The other thing that I can do, because I am going to bring Sophia into the mix in a minute, is I can put a little now, which I choose lo fi. I can put a transition that goes from one section of the podcast to the other. You'll see that I have selected that I want it here, and I want that low energy transition

SOPHIA: Mark, while you are adding that, I had a great question about background music and distracting. We've certainly talked about that, and it is something that we kind of ended up on thinking that there is more research that needs to be done. And that whether you offer two versions and you know that you have one with the music, which is for 80% of your audience, and then you have one without. But yeah, as Brigid pointed out, it can be a really good signposting, giving students a moment to pause.

But definitely being conscious and selecting I think when Mark and I were listening to someone playing around testing the other day, we found some pretty funky stuff that we loved that was definitely not appropriate.

MARK: Yeah, steer clear of the 11 base one. Yeah, it's and I think signposting from a UDL perspective is probably the important one, and that's where these transitions come in.

Now, the other thing that I might want to do is add a placeholder, and I can drag if I can put that in the right spot. If I come to the end here, and put in a placeholder, I can split that in two if I wanted to, and I can move these around. I can make them put them wherever I want to, which is kind of useful. But the other thing that I can do is just get rid of them altogether. So if I click out here and go to "placeholder" and that's where I might say something like, "I want to get Sophia's thoughts here." That tells me that's where I want to put something for later on. That's just a little note for me.

To make this more collaborative, there is a couple of ways I can do it. The first thing I am going to do is to invite Sophia through the podcasting software application. Now, there is a bit of technical difficulty here. Hopefully we get this right. The difficulty isn't with the software itself. The difficulty is that I am about to invite Sophia through this program while we are both on the same Zoom. So hopefully we are not going to have any audio trouble. But in most cases this is actually quite simple. If I go to "invite guests". So let's say I wanted to bring in some industry expert advice, or I wanted to bring in my students, I put their email in there. They'll get a little prompter in their email box pretty soon thereafter. So I can send an invite. And you'll notice in a minute, once Sophia has clicked on it, at the moment this is me, I'm connected. I will get a little icon saying Sophia is here.

The other thing I will add while Sophia is doing that, we found that conversational was a really good approach to podcasting. One person talking has merit if you just want to get across short, sharp, quick burst facts to help people sort of retain information. For engagement, conversations were always a much better approach. So incorporating conversations with either industry experts or people in the field is always a really fantastic thing to do.

Sophia is just logging in now and I am padding for time a little bit but we will see how we go. Here she comes. So that was pretty simple. So now I have got Sophia Holmes. So she is now connected as well. If I go to "record", you'll see that there are now two people involved in the recording. Sophia, can you give me a brief rundown of your favourite podcast that you are listening to at the moment?

SOPHIA: Absolutely Mark. My favourite podcast is Swag Family Worldrise. It is by my sister and brother-in-law and their three kids. They are currently riding around the world on a tandem and a triplet, and they are recording a podcast in a tent. Insane.

MARK: Unbelievable. Now I hit "stop recording". That does sound like a good podcast, Sophia. I want to listen to that. If you can record one in Peru, then you can pretty much record a podcast from anywhere. It is automatically recording now as we speak, so we will have a transcription that will go between the things that I said and the things that Sophia said.

That's a really easy way to bring someone into the podcast, and you'll see that appear in a minute. So it is transcribed and it is going to play those in order.

"You'll see that there are now two people involved in the recording. Sophia, can you give me a brief rundown of your favourite podcast that you are listening to at the moment?"

MARK: We'll see if we can get your name correct. There we go. Correct transcript is actually working. It just would not let me change Wynyard. It just wanted to make sure that Wynyard was involved. Maybe it was because the words were too different. I'm not really sure. So now we've got our transcription there, and I can run the filter on those to make sure that they are enhanced as well. So I can make sure that that conversation is enhanced. So we put our enhance speech on. So that's one way to collaborate.

I am about to throw over to Brigid because the next thing that we want to do is to get your thoughts and to get you guys involved in the podcast itself.

SOPHIA: Mark, there is one more question. Would you recommend recording in shorter stints for ease of editing, or all in one go like in the real world?

MARK: I would that's a really good question.

SOPHIA: I was just thinking about that.

MARK: I would record in short stints and stop every couple of minutes, if it was just me recording by myself. If I am interviewing someone, I think you are much better off letting them go. And if they say something that they want edited, just get them to pause for five seconds so you can easily find where those issues are. That's a great question.

SOPHIA: That's probably the biggest thing Mark and I have learnt in doing lots of podcasts together, is that when one of us messes up, we pause. We do a deliberate pause. And because we are often looking at each other, we're like, "Okay, we are going to cut this bit." Then we will go 5, 4, 3, 2, and then start talking again.

MARK: We even have a colleague Anna who makes podcasts who has a blooper reel at the end of semester for her students, and she said that's her most listened to podcast of the entire semester, which I think is a wonderful idea. I will throw to Brigid because I have been talking for a while now. Am I sharing my PowerPoint? Have I got that right?

BRIGID: Looks good to me, Mark. I believe we only have 20 minutes left to finish here. So we are going to work right through this one because you do have to put the Scottish accent on over those if you can, Mark. I noticed in the chat somewhere there were some questions around best practice and are there guidelines for best practice for podcasting in teaching and learning environments. And that is a question that we've asked ourselves, and we are actually working on developing up a paper around that.

We are obviously using UDL to guide us in that process. But one of the ways that we are experimenting to make sure that we are achieving a really good quality teaching and learning experience is by integrating into the podcast for things that are a little more complex, learning experiences that are a little more complex than interviews or conversations is integrating liberating structures into a podcast. So liberating structures really just being workshopping activities, whereby we can incorporate the student voice into the podcast, or more than one participant. And it is the idea that we have some structure, a workshopping structure so that we can get outcomes. So that we know what the outcome of the activity is going to be, but enough freedom to liberate new ideas. We are going to run with this little experiment here today, which is a workshopping activity around envisaging alternative futures.

This is a method that I am really enjoying at the moment because it is a method that's intended to help us envisage alternative futures so we can achieve the level of transformation that we actually need to do in a fairly quick time.

So this one is called Memories of the Future. I can provide a link for this one later. It is called Time Travellers. We are actually going to use this method to help us liberate new ideas and ways of doing things so that we can bring UDL into the classroom at an accelerated pace. Because if we can't see what it is that we are wanting to achieve, then we can't actually be it. So Mark the next slide.

So in this activity we are going to ask you, each and every one of you, to imagine an alternative future. It is not utopia. Nothing is perfect because we are human beings. But we are going to ask you to think about a real world where education environments are driving the transformations necessary to accessible futures, and where education is key to the success of all people and the communities that they live in. So say in 10 years' time from today, so we are going to jump in a time machine and we are going to arrive at a place where the most remarkable, the most remarkable transformation in learning environments has occurred, and the people that helped us to get there, the organisations, the teachers, the institutions, the policies that helped us to achieve that have gone down in human history as the most remarkable people that enabled this.

So we are going to ask you to close your eyes for 2 minutes. We are going to turn on the time machine and travel to that future. So if you feel that you'd like to, it is easiest to close your eyes, we are going to go quiet for 2 minutes while you imagine what that educational environment looks like where UDL is at the centre of everything that we do. We'll come back in 2 minutes. What does it look like and sound like, feel like and smell?

Okay, that feels like 2 minutes.

MARK: Wonderful. So now we are going to try to get those thoughts into the podcast, Brigid. Thank you for that. What I would like you all to do is go to another bit of software called Vocaroo, and I'll walk you through this. So I will post the link to Vocaroo in the chat. This can obviously be recorded in any way. You can do it on your phone or you can do it using other bits of software, but Vocaroo is just a ridiculous straightforward way to and you can do this with a group of students to make a more engaging online presentation too, by the way.

I will show you what you have to do. We are going to I will share my screen get you to record for about a minute your thoughts. What does the world look like when UDL is central to everything that you do in your educational context? All you have to do is to click that "record" icon, and then you'll have an option to go to "save" and "share", and I would like for some very brave people in the room, once you've done your recording now make sure your microphone is on mute when you do your recording, otherwise we'll hear you. I would love you once you have gone through, to "save" and "share", for some of you to post your recordings via the link that's provided in the chat. Makes a lot more sense when you actually do it, But you essentially hit "record" hit "save" and "share", record your thoughts for a minute, copy the link and paste it into the chat for us. Then I'll bring that into the podcast itself.

NEW SPEAKER: Sorry, can you repeat those instructions?

MARK: If you can go to vocaroo.com, then hit the little red "record" button, and you'll automatically be recording. So just share your thoughts based on the questions that Brigid has just posed. So talk about how UDL, if it was implemented perfectly in 10 years' time, how would that reshape your educational context?

NEW SPEAKER: I've got it, thank you.

MARK: Then hit "save" and "share", copy the link and post the link into the chat. We'll see who is going to be brave and post their first thoughts into the chat. Victoria, fantastic. So what I am going to do, I'll just click on that and I'll download it at my end so it will be downloaded onto my computer. Thank you for being brave. So now I have got that here on my computer. So I'll share my screen and show you how I get these into there. So I'll go to share.

SOPHIA: There is another one from Darren and Brigid.

MARK: Wonderful. All I have to do here, and I will make my screen a bit bigger so you can see all the different elements. So another way to bring in prerecorded video is to go to "upload", then in "my download section", I know that this one is Victoria's because I just downloaded it. Then I go to "open". And you'll see that that now uploads. Essentially, anything that is MP3, and I can press "play" here.

"I don't know".

MARK: Thank you, Victoria. You can see how easy that is. The other thing that I can do is to go to "transcribe", so we can see exactly what Victoria shared with us, right. So this is a nice short and sharp one. That's going to be for the purposes of this exercise, that's going to be perfect. So I can bring the MP3 in, I can transcribe it. See. That should have been there we go. The other thing that I can do, because Victoria has probably just recorded that straight into her laptop, is to go to these filters and I can clean that up just by enhancing the speech.

"I don't know".

MARK: And it creates a much clearer version of that. I won't go back.

SOPHIA: That's also a great example of Andie's question where it really lifted that level up.

MARK: Yes, it does. And it evens the levels out. For those of you who are familiar with audio editing tools, there is no more of this, because I can assure you when Sophia and I used to record my levels were here, Sophia's were always up here. That became a bit of a challenge for me too to bring together.

The other thing, the Scottish accent, we've got 8 minutes left. So that's just another way to be able to bring people in. One of the things that I saw when we asked you the question earlier, "I don't like my voice, it is not a radio voice", this is a very common thing that we come up against. I am going to show you another tool now. This is called 11Elevenlabs, and I will put a link into the chat. There is a free version. The free version is relatively limited insofar as the quantity that you can do, but it does do everything that I am about to show you. So there is a free version, but you are limited to the sheer quantity that you are allowed to do. But I am going to show you how amazing this is. So I can do text to speech, which is a bit roboty.

"Here is a section of audio for my podcast."

So I can generate that speech. It's because I'm on Dorothy, maybe. I will do speech to speech. Instead of doing text to speech, I am going to record some audio here. So that is just a quick example of how amazing 11Elevenlabs is if I didn't like my voice and I wanted to sound more professional or, potentially, even Scottish. So now I've got my recording. So if I play my recording back to you. Have I shared my audio? Cool.

"So this is just a quick example of how amazing 11Elevenlabs".

So now I get to pick someone else's voice. Now I don't know which ones are Scottish. I am going to it has made it a bit hard. I am just going to go with Bill to show you, but one of these on here will be Scottish, right. So now when I do it, if I generate that using Bill, it picks up every inflection that I just used with a completely different person's voice.

"So this is just a quick example of how amazing 11Elevenlabs is. If I didn't like my voice and I wanted to sound more professional, or potentially even Scottish."

There we go. I did spend six months a long time ago in Inverness and I could not understand a thing that anyone said for a whole six months, but it was always an adventure. But you'd be able to find the right voice here. I was a bit racist. I went for Patrick to see if that was a Scottish voice but it wasn't. There are big libraries that we can find. It is a really easy way to change your voice. I could change it to...

"What worries you masters you."

I can change it to American. Let me do that for a second. As I said, it picks up all those fantastic inflections. And we've been mucking around with...

"So this is just a quick example of how amazing 11Elevenlabs is. If I didn't like my voice and I wanted to sound more professional."

Martin, that's a fantastic point. Do you lose connection? Potentially. Do you know how I would use this and I am already planning on doing this by the way all I have to do now is download that and then I can so if I go to "download" I can drop and drag that into my podcast, and while I am doing that I will explain it. What I am thinking about doing when I want to share a reading with one of my groups for my students, so there will be me talking, and there might be a section of the reading that I want to share with them, I will do that in a different voice. I think there is a real value in doing that. I agree, losing authentic inflection is a worry, but absolutely you can bring different voices into it. This is using the free version, absolutely, Greg. It is just a limit in the quantity that you can do.

Now I can upload 11Elevenlabs into here. Where did I put that? Did I upload that correctly or did I put it somewhere else? Hang on.

SOPHIA: It is at the top, Mark.

MARK: Oh, there it is. So the first thing I would need to do is to drag that down. So I use a little drag tool. The drag tool can be a bit glitchy. And I can put that halfway in a conversation as well. So I can literally plonk it right in the middle of that conversation and then go to "transcribe". There we are. So, we've got three. Can your content be used to train the AI data? That is a fantastic question. Essentially, you can put it into the AI generator and create a voice. Unless you do that as far as the software tells you, no. No, you can't. It is as private as putting your voice anywhere on the Internet is, so I wouldn't vouch for that, but yeah. But certainly there is an option where you can create a replica of your own voice which would be shareable.

Sorry, noting time, and I have waffled on far more than I thought I would, and hopefully we've been

ELIZABETH: Thank you so much. We've got about 2 minutes left. You've done such a great job answering questions in the chat as we go. I have got one from Andrew previously, that Audacity is very screen reader friendly and they'd be interested to see how or if podcaster is screen reader accessible. I am not sure if I have any information on that?

MARK: Screen reader friendly, in relation to using the software itself?

ELIZABETH: I believe so.

MARK: That is a good question. And to be honest, I haven't tried it. Based on my experiences with other Adobe products, I'd be very surprised if it wasn't very good. But the fact that it is in Beta mode, there is a potential that that's okay, Victoria, we'll put some stuff in the thing. But based on other Adobe products, it would be good. But potentially if it is in Beta, it might not be.

ELIZABETH: Thanks so much. We have another: is it easy to provide the transcript for students? So if you wanted to put this in a learning mode, how would we get that podcast and the transcript for students?

MARK: Wonderful. Yeah, I would go to download, and all I'd do is go "download transcript", "download final audio", and the transcript right there in about 5 seconds that you probably can't see on my screen. I will have to share another screen. The transcript is there. And it differentiates between each of the speakers. And you can copy and paste that and put it into a Word document. Great question.

ELIZABETH: Fantastic. Thank you so much. I hope we didn't miss too many questions that came in at that last moment. On behalf of everyone here, thank you so much, Mark, Sophia and Brigid, for a really interactive and engaging session. So thank you so much.

MARK: Thanks a lot.