DARLENE MCLENNAN: Thank you for joining us this afternoon. It is this afternoon where I am. My name is Darlene McLennan. I am the Manager of the Australian Disability Clearinghouse on Education and Training, ADCET for short. Just to let you know this Webinar is being live captioned, and to activate the captions please click on the CC button in the tool bar, either at the bottom or the top of your screen. We also have captions available via a browser and the team will put the link into the chat now so you can access that in your browser if that's your preference.

ADCET is hosted on Lutruwita, which is Tasmanian Aboriginal land. In the spirit of reconciliation, ADCET respectfully acknowledges the Lutruwita nations, and also recognises the Aboriginal history and culture of the land. I wish to personally pay my respect to Elders past and present and to the many Aboriginal people that did not make Elder status. I also acknowledge all the countries participating in this meeting today, and also acknowledge their Elders and ancestors and their legacy to us and any Aboriginal and Torres Strait Islander people participating in the Webinar. It always was and always will be Aboriginal land. For those who have joined us before, you know that we really encourage you to write in the chat on which lands you are today too to pay the respects of our First Nations people in our chat.

Okay. Today's Webinar, Opportunities For Supporting Diverse Learners Through Generative AI. Fabulous topic, and we've seen by the registration of nearly 300 people who registered for this session, so we know it is a topic that's really exciting and going to be well valued by the sector.

Our presenters - we have Darren Britten, who is the National Assistive Technology Officer with ADCET; we have Joe Houghton, who is the Assistant Professor of UCD Smurfit, Graduate School of Business in Dublin, Ireland; and Elizabeth Hitches, who is a PhD Candidate at the Institute of Social Science Research, University of Queensland. I have been listening to these three in their podcast - I think we are up to number 4 - for the last week or two, so I feel very familiar with their voices, their energy and friendship. It is great to hear the warmth through the podcast and it will be great to see the demonstrations today.

They are going to do demonstrations on how artificial intelligence, more specifically generative AI, can be used to support academic and teaching staff in supporting their curriculum and student engagement, and how diverse learners can leverage these tools, all within the context of universal design for learning as overseen by the facilitator Elizabeth today.

Before we begin, just some housekeeping. As we said, the session is being captioned by Mel - thank you, Mel - and the recording will be available on ADCET in the coming days.

If you are having any technical difficulties, you can email admin@adcet.edu.au. These three will run a presentation for 45 or 50 minutes, but knowing these three - I am trying not to laugh to think how we are going to keep them to that time. Anyway, we will attempt and then we will have some questions at the end that Elizabeth will wonderfully facilitate.

Throughout the presentation we encourage you to chat with each other. It is one of the great mediums we can use within the Zoom platform to chat to each other, so just remember to choose all panellists and attendees. To make it easier for Elizabeth to manage the questions, can you please add any questions to them in the Q&A box rather than chat. Just to confirm, chat with each other, chat with us in the chat box, but to ask questions, please put it into the Q&A box.

Okay, now I am going to go over to you, Elizabeth, and I look forward to catching up at the end of this session. Thank you.

ELIZABETH HITCHES: Thanks so much, Darlene. It is wonderful to be with everybody here. It is a real honour to be able to be speaking alongside Darren and Joe, who I hold in really high regard. And what we really hope to do with this session, even though there is a lot of rhetoric around challenges with AI and academic integrity, and lots of things we need to be careful of, we also want to showcase perhaps some of the positives that might actually come from this technology. So if we're really trying to support a diverse range of learners, what opportunities does AI actually give us, and also how can we perhaps speed up some of those processes that we would have used before through AI.

We can only showcase a very small portion of this today, but we really look forward to doing that. Now, we would also like to acknowledge the traditional custodians of the lands on which we join on. So in the spirit of reconciliation, we would like to knowledge the Traditional Custodians of country throughout Australia, and their connections to land, sea and community. We pay our respect to their Elders past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

While virtually connected today, we are presenting geographically dispersed and acknowledge the Palawa/Pakana peoples of Lutruwita (Tasmania) - I'm probably going to say this terribly - please forgive me - the Wurundjeri people of the Kulin nation in Victoria, and the Turrbal and Jagera peoples of Queensland, and anyone who is also joining us from overseas.

So this particular presentation, as Darlene has mentioned, we are really hoping to focus in on demonstration. So we are going to have some areas that we are showing really practically and talking through practically. Then we want to be linking that back to UDL. For anyone who hasn't come across that, Universal Design For Learning (UDL) is really a proactive approach where we think about how we can design learning experiences for the broadest range of individuals possible. So we are going to think about opportunities for supporting staff in doing this, how AI can do that. We are going to think about opportunities for supporting students, and also some of those considerations. So what are those things we need to be careful of, as well as thinking about those benefits.

At various points we'll also be talking about particular technologies, or particular links, and one of those is going to be www.perplexity.ai. And when it comes to that point, we'll drop that into the chat. Any time we talk about UDL, if you want to explore that further, you can see the CAST UDL guidelines, and that link I will be popping into the chat shortly.

Before I do, I'd love to throw over to Darren and Joe to introduce themselves. So Darren, would you like to say hello?

DARREN BRITTEN: Hello everybody. I am Darren. As Darlene mentioned, I am the National Assistive Technology Project Officer with ADCET, and I am very excited about today. It's a chance for us to showcase a couple of things we've been talking about in the podcast series. So inclusive learning opportunities through AI, and to show how we can leverage some of these particular technologies for the benefit particularly of students, is the angle I am coming to you from today. Over to you, Joe.

JOE HOUGHTON: Thanks, Darren. Great to be here. It is 7.07 in the morning here in Dublin in Ireland, and I am getting used to the time difference with my two colleagues above me in the chat there. So, yeah, we've been working together a little bit now, and it is great to be here and to be kind of hopefully contributing to the discussion around UDL and accessibility. So really looking forward to today. And somebody must have put a link to the ILOTA podcast in the chat for everybody as well, just in case they haven't had a chance to catch up on that. So wonderful.

ELIZABETH: Thanks so much. That particular podcast, we've had a look at some things like alt text, what to do with visual images, those aspects. We are going to be exploring some other aspects today which we hope you'll enjoy. And I'd now like to officially throw over to Joe to start us off on our first practical demonstration.

JOE: No pressure, hey? Okay. Today we are going to explore one of the possibilities - one of the myriad possibilities of kind of generating material. So I am a college educator and I've written a few books now on AI. And I am loving the possibilities for AI. So I am going to share my screen. I am hoping that this is all going to work fine. So let me just double click on that. Is my screen coming up okay for everybody? Somebody tell me it is.

DARREN: All good.

JOE: All good. Thank you, right. I am going to use Perplexity today. This is one of the AI ChatBots that you may have come across, or you may not, but it is very powerful. So I actually use this now as my default search engine, and also it tends to be my go-to when I am doing initial AI searches and things.

Same kind of interface in here as you might get in ChatGPT or in Copilot, or any of the other AIs, you know, basically just a box that you can put text into or attach other files and then ask it to do things. So you can see that I've already put something in here. I don't know - I can't make that any bigger on the screen, but I am going to read it out. So here is my prompt for Perplexity. "I have a student who is partially sighted. As I create a masters level module on project management risk, how can I apply UDL and make all my materials more accessible, not just for this student but for all learners? Give me ideas and back them up with references to accessibility, best practices and to the CAST UDL guidelines."

Now, one thing that's quite interesting is that later on next week CAST is updating its UDL guidelines to guidelines version 3. So it will be interesting to see whether the AI kind of picks that up at all, whether we get any of the new guidelines in or whether it is just the old ones. So I am going to hit the "okay" button now. This will go off, and this will now start to do quite a deep search. And you can see the process that it is going through on the screen at the moment.

One of the reasons that I particularly like Perplexity as an AI is that it uses sources and it cites its sources. So you can always go back to the original material that the AI is looking at and whatever, and it flags up videos and it flags up audio and all those kind of stuff. So here we are. So here is the answer that's coming up. Now, I mean it is too long to read out completely. But what we are starting to see here is, okay, so we've got multiple means of representation. We've got multiple means of action and expression, multiple means of engagement, digital accessibility. And it is giving me - it is offering me some advice on building in accessibility, building in UDL, this kind of stuff.

It is not particularly detailed as yet, but it is a starting point. I mean, I wrote a book on kind of accessibility and UDL last year because I realised just how ignorant I was as a 20-year university educator about accessibility, so it started to kind of inform me, and I find that a lot of my colleagues have very little knowledge of accessibility and UDL.

So using tools like this can help people start to become aware, give them an awareness. We are not going to make UDL and accessibility experts of every teacher in the world overnight, but we can teach people how to fish. You know, it's that teach a man to fish, isn't it, and he'll feed himself and his family for all-time.

So starting to use these AI tools allows us to surface information far quicker, far easier than before. Now, it is not just about surfacing information, it is then about making this information available. And another thing that I love about Perplexity is that when you do surface information you can share it very easily with others. So in the top right-hand corner of the screen there is a "share" button. So I can make this a shareable link. So we can say make it secret or make it shareable. And if I copy that link and I put that in the chat. So there is now in the chat a link. If you click on that you should get to that search. The little circles in the text of the search link back to the sources that it has used to access this information. And if you scroll back to the top of the search and you click on any of these sources here, the sources then will open up. So there we are, that's taking us off to another site. So this is just, you know, really, really good from that perspective.

Now, I'm using the Pro version of Perplexity, and Perplexity when you have the Pro version also allows you to then take a search like this and create a web page, a persistent web page of that search. So I am going to do that now. So up here I have a button called "convert to page". So I am going to click on "convert to page", and this is now going to create a little website based on the material in that search. So it has given it a title and a little introduction, and now it is breaking down the different headings from that search. And over on the right here we've got a little clickable kind of table of contents.

What it is doing now is writing out that page. Now, in the top here, it has given me a graphic. If I don't like that graphic, I can change it and I can pick something else out that I might think would be more kind of realistic. So maybe I want the famous kind of three brains from CAST, so we'll pop that in there. Now, multiple means of representation, it is okay, but I'd like to give my readers a little more detail on this, so I can come in and edit. And rather than concise, I can say, "make this a detailed description and do it in bullet points", because bullet points maybe pull out the information a little bit more easily than people having to grab nuggets of information from a big paragraph. So there we go.

It is funny, because I tend to say, "give me more detail". Darlene has just made the really good point in the chat that if it is too long, you can also cut this down. You can say, "make it more concise". So again, different people, different types of learning, different ways of accessing the information. All this stuff is really, really important.

So the ability to adapt and edit this stuff. And again, it is not - you can't kind of just go in and just edit this text by retyping, but there are ways of going in and making changes now. So you provide glossaries or concept maps. I could, say, replace that text with something different, like "give me diagrams", like that, and it will rewrite the bit that you've highlighted. So you've got options like this. It hasn't done a very good job of rewriting that. It doesn't always. Sometimes it does well, sometimes it does, you know, poorly.

Now we've got a list of suggestions around multiple means of representation. If I want to add some media to represent multiple means of representation, it has gone off and it has found some more media for me and I can now come in and pick up one of these. So maybe that one there from Novak Education, or whatever. Now I can come back into the action and expression and do the same type of thing. Don't want the same thing again, let's find something different. There we are.

So you see this is building up now into quite a nice little resource that we can put together quite quickly.

ELIZABETH: I'd like to jump in with a question here, Joe, that we've got.

JOE: Yeah, please.

ELIZABETH: Ruth is asking, did I see that it attributes the image that you choose on the web page that it has created? So that image that you put in, does that have the attribution to it?

JOE: There we are. It is attributing where we got them from, which is good. And if you click on that image once the page is live, then it will take you to the source. So that's good. When you are looking for media, it doesn't just give you the option of images. If there is a relevant video - so you see in the bottom left-hand corner, these five, actually, are all images. But you can also search for - it will also bring up sometimes videos. So quite often, you know, the top image might be a video on the subject of, pulled from YouTube or whatever, like that. So really, really clever there.

It is citing its sources in that it is giving you the sources here, and all these little circles, okay, are pointing to the sources. So if I click on this one, that's referring to the AHEAD Best Practice Guidelines, Peter Edwards in the chat. There we are, that takes us off to that publication there. So you've got links to all these sources.

It doesn't give you a kind of references section at the bottom like it would in, say, an academic journal article, or whatever, but it is a lot better than a lot of the other tools at giving you sources in text and stuff. So I just think this is a really, really good tool. I can edit this, I can move things around, I can insert new sections. So you know, "Give me advice on making my materials more accessible to partially sighted learners."

I know that partially sighted learners are only one type of accessibility challenge that we might have in the classroom. So it is just an example of pulling out stuff. So there we are, we've got that, and I want that in bullet point format, please. I'll leave it concise, Darlene, rather than asking for it to be too verbose again but now you can see it is dragging that out into bullet points. We can do that and in a few minutes I have created this resource. So now I am going to make that resource available, so now that's live as a web page, and I can click up here and I can pop that into my chat again now and you should be able to click on that link now and get straight to my web page. So I don't know whether anybody can confirm that. Elizabeth, have you got it?

ELIZABETH: While that's happening Joe, I'd just like to ask - Sue is asking is the Pro version of Perplexity a paid version, and how does the free version perform?

JOE: Perplexity obviously has, like all the others, a paid and a free tier. I am on the paid tier, which is 20 Euro a month. So I don't know what that is in Australian, but it is $20 a month, is it? Thank you, fantastic.

You don't get the ability to create pages in the non-paid version. That comes with the paid version. But the other stuff you can do. So you can share - as far as I know, you can share chats and stuff like that. So it is well worth having a look at. That was my ding for, I think, my 14 minutes. So I am doing my best to stay on time. I can't believe I did that whole demo in under 15 minutes. ELIZABETH: That's got to be a record.

JOE: So I'll hand back to you, Elizabeth, unless there is any more questions that we need to cover?

ELIZABETH: Thanks, Joe. We have got another one that's coming in. Is our data protected in Perplexity, or is it open source and uses our data for others to benefit from?

JOE: The kind of general, as I understand it - and we believe what we're told, don't we - as I understand it, Perplexity doesn't by default use your chats into its training data. So I believe that it is kind of safer than some of the other tools to do this. Now, obviously if you then publish, like I've just done, then it is now kind of like a web page and the web pages are scrapable and searchable and all the rest of it. So if you are that worried about this, then you might not want to be sharing this kind of stuff. I will answer one more question that Lyndal has just put in the Q&A, and that's can you see all the pages that you've created or curated or published? One of the other options here now is that I can add this to a collection. So you can see I've got a number of collections that I've already created here. If I want to create - start a new collection now on, say, accessibility, then I can, and I can give it an emoji of whatever emoji that I want and a bit of a description. I can even make that shareable or make it secret, that collection, okay, so I'll create that collection. This is now added into that collection, okay, so I can remove it or whatever. I could go in and share that collection with you as well so that you would have a whole series of pages that have been created on this particular topic. So yeah, it is a pretty cool thing. So, yeah. That's my 15 minutes. Darren.

DARREN: I'll just quickly jump in. One thing that I noticed there, if you've got a moment just to touch on, while you can publish it to be public, you can still make those pages private but you can allocate contributors. Say maybe your student's doing group work, or something like this, you can also publish and say, "But only these people have access to the page"; is that correct?

JOE: I don't know about that, you are going into a level of detail I haven't looked at.

DARREN: I thought I just saw that when you went into the sharing part, sharing the lists. You can make contributors to the list.

JOE: We'll have a look at that and see. Super. I am done, I think.

ELIZABETH: We just have a couple more questions for you, Joe, just really, really quickly. One of them is from Ray: it looks like the images are embedded versions of the online original, rather than just making a copy.

JOE: Yeah.

ELIZABETH: So then does the alt text depend on what's been added to the original? Do you know what the alt text looks like?

JOE: I guess it would do, Ray, because as far as I know what Perplexity is doing is, as you say, linking through to the original. So if the original has been alt texted, then that alt text would come in. I know we've got a couple of screen reader users online, because Andrew and some others have talked about it looked good with a screen reader. So I don't know whether anybody can check and see whether the alt text is coming through? It would be interesting to know. So, yeah. So there we go.

ELIZABETH: Thank you so much, Joe. Just a really quick few points from me on UDL, because I know we've got a lot to get through still, and so many things that you'd like to have demonstrated. What I'd really like to pull out here is the customisability. We have that ability in this particular software to be able to change the length. We can also do a lot of things with the prompts to really make the prompts refined for our audience. And Darren is going to show us a bit more about prompting, so I won't talk too much about that, but one of the key aspects for UDL for representation of information is around accessibility, but also around customisable formats. So I think that's really exciting to see here.

This could be something that we are doing as educators, it could also be something that students are putting together. So it may not just sit in that representation part of UDL. It might also shift into that action and expression and be a way that students can actually start to curate their understanding and communicate what they know. So enough from me now, and Darren, I'd love to hand over to you - actually, the activity around this, sorry.

DARREN: We are going to just do a very quick activity here. If people can go to - I've put the link into the chat, there, for perplexity.au, if you don't already have it open from Joe's presentation. And we'd like people to enter a prompt that Elizabeth will put in there. I seem to have lost my chat window now. Where are we? There we go. Asking Perplexity "can you define accessibility for me in one sentence?" I'd be really interested if people can post back their responses, because something to remember, certainly, with these engines, and as Joe touched on, you'll get different responses, even if you put the same prompt in. So that ability to critically analyse, I suppose, that information coming back, looking at those sources, which is certainly an advantage in Perplexity as Joe mentioned. I would be really interested to see the responses people get back. There we go.

ELIZABETH: We have a few currently in the chat. This is a point now just to bring out some of those considerations with AI. So if we were using this for students, or students are relying on this, we also need to think about the equity of information available, and really take into consideration that not all students are going to receive exactly the same response. That's something to be conscious of if you are using it in your practice with students.

DARREN: While we are quickly there, I'll get people to extend that prompt and now ask the same prompt but with some context. "Can you define accessibility for me in one sentence in a European context?" And we'll see how varied the responses are that come back, or how particular those responses are. That's great. I can see some of those responses coming in. You can see because we put a specific context in with that, it is starting to refine that prompt in that area. So it is referring certainly to UK legislation and European rights, Acts, et cetera, that are there, the rights of persons with disabilities. You can see it is giving a little bit more context. So again, being really as specific as you can be about the context of what you are after or, as Joe said, how much detail you want. Do you want less detail, more detail? Do you want it in plain English? Do you want that redescribed? Do you want a glossary of terms? There's all of these different things that you can do within that space.

Thank you, everybody. I'll just swap my sharing to my next part.

Okay, I am just going to be using ChatGPT and the free version of ChatGPT, just purely to show this is something that's accessible to students. The free version uses, I think, 3.5, if that's correct, Joe, although it does use version 4 of ChatGPT 4.0.

JOE: They've just stopped updating 3.5 right now, almost as we speak, with a version called 4.0-mini, and that is slated over the next few days to completely replace 3.5 and it is a much more powerful model. The free version is getting a big upgrade.

DARREN: What I wanted to show in the free version you get X amount of queries you can do that access the 4.0 engine, just until you get a paid version. I haven't touched this all day deliberately, so I haven't used up my free quota so I can show this without it being in a paid context. What I have is an example that I have been using - certainly I've been using with students in terms of reflective practice, and that ability to note take, to refine and to review and analyse a lecture that's been given. Trying to get hold of a transcript of a lecture to use from an institution has been rather problematic. Nobody wants to give up their material. So I went and created one, and I used ChatGPT to go and create a 30-minute talk for me on climate change, and this was using ChatGPT 4. What I have is a transcript, which I have already loaded in there, and I have just attached that to the chat, which is something you can do in most of these engines now, or cut and paste the text in, but I think there is text limits within those.

So I have got a transcript, which I will just quickly - because I am just trying to find it - it is on another screen - so I can give you the context for that. I have got different things going everywhere. So here is the context of me talking about climate change in a 30-minute presentation. So "Good afternoon, everybody. My name is Darren Britten and today we are going to discuss one of the most pressing issues of our time, climate change and its environmental impacts on humanity. Climate change is not just a buzz word or a political talking point. It is a real measurable phenomenon that's affecting our planet and our lives in profound ways", et cetera, et cetera. There is a 30-minute talk that's there that I have added some information into about natural factors and a whole range of things.

I have now attached that into ChatGPT. And I can simply ask it to "can you please" - if I can type properly - "summarise the attached transcript and provide a bullet summary". Much as Joe showed in the other. So it will go through and give a quick overview that there was an introduction of climate change and its significance, human activity since the industrial revolution, the causes of climate change, that there was natural factors that are affected by various things, there is human-induced factors, there is evidence of climate change, there's environmental impacts, et cetera. It has gone through and done exactly what I wanted. It's kind of put it into key themes, given some bullet points and things. For some students, just having a transcript of the lecture and being able to use that to quickly reflect, grab some notes from and build on that or, again, "can you please convert this into plain English?"

There may have been subjects, especially terms that I am not privy to, or some information that's in there, or it is a fairly dense, a new subject, new information, new material that I am unfamiliar with. So it can go and do that. I could then also ask it for "can you provide a glossary of key terms and their meaning?"

Again, some students reflect back on new information, new terms may have been introduced, et cetera. So I can quickly get just a glossary from that transcript that I can add to my notes that I can then use to enforce or connect dots to, et cetera, even to mindmap some of those things.

Any one of those I could then explain further. So we've got coral bleaching there as an example, and I can put in "can you please expand?" And we'll get into the adding "please" or not later when we talk about considerations when using these. "Can you please expand on coral bleaching?"

So from that single dot point, it is going to bring that out. It is putting subpoints within that, relationships to other things that's there. I can also say "using only the transcript", so only the information that's there. "Don't go and look up new information, only go from what was given within that lecture material that was there or that transcript."

So you can see from some fairly small prompts, you can get, much as Joe was saying, putting a page together, you can get some fairly complex results and some really useful results depending on your need as a learner. It maybe I just want a quick summary, or "can you please provide a one paragraph overview?" Because I didn't specify what to do, it has given a one paragraph overview just of coral bleaching because that was the last prompt that was in there. If I still had it from the transcript, or I was to expand that prompt and say, "can you please provide a one paragraph overview of the transcript", it will give a one paragraph overview.

You can then - and I am just going to copy, because it is a long prompt that's here, because I really want to get into a discussion with some of these things. Hang on, sorry, before I do that, correction. So I've gone through, I have grabbed this. I can then copy that information. You can see from the copy button. I'll put that into a Word document. I have added in my own notes, if need be. "Can you please provide me with 10 multiple choice questions based on the transcript?"

Again, because I am in coral bleaching at the moment. So I can go back and ask it, "can you give me 10 multiple choice questions?" Again, making flash cards, and I have had a couple of students mention, "Oh my God, I realised all the flash cards I make is from stuff that I already know, not the stuff that I didn't pick up when I was reviewing." It has gone and created exactly what I asked it to do, 10 multiple choice questions based on that transcript. So it is asking "what's the primary cause of rapid increase in global temperatures over the past 250 years? Is it volcanic eruptions? Is it eruptions? Is it (b) solar activity, (c) human activities, (d) Milankovitch cycles?" And it's put in the answer. I can also specify, "Don't give me the answer", so that it wouldn't put the answer there, and then I can test my knowledge.

I can also ask it to "can you please provide 10 short answer questions?" So again, if you know the makeup of, if there is one, an end-of-unit exam, or an end-of-subject exam for the semester, then you can also ask it to start creating for that exam at the end of semester.

So this has been useful in helping, certainly, some students alleviate some of that fear about I don't know what the exam is and I need to practise this, but practising from my own flash cards, I don't know what the question is going to be. Every time I put in "can you give me 10 questions", it will give me 10 variations or different questions as well.

Now, some of those might be on things like Darren mentioned yadda yadda, which has nothing to do with the subject matter. So again, a critical eye over what this is presenting is really important, that's in there.

One of those considerations, which we'll speak a little bit more about in a moment, is also to think about what is actually needed in the context from the student's point of view. What am I actually asking it to do? And what am I getting out of that? And is it a benefit? So you still have to go and watch the lecture. I tell students this isn't a replacement for any of that. If the transcript was bad and it was full of rubbish, and the grammar was bad and it gave completely wrong information, then that's what you're basing this on. This is just an add-on as a useful tool to help you reflect, to help you do that.

So I can, after all of that, and rather than go through and do all of that piece by piece, I could put in a prompt like this that says "with the attached transcript could you provide a two-paragraph overview, followed by key themes and supporting bullet points? Can you also provide a glossary of specific terms and their meaning at the end, along with 10 multiple choice questions and 10 short answer questions? Do you provide any answers."

It will go and have a think. It will read the document. It will give a quick overview in one paragraph. I like how it tells me paragraph 1. It's paragraphing everything. It's doing something slightly different now. I did say two paragraphs, didn't I? Sorry.

So it has given me 2 paragraphs of the summary of the whole thing. It has given now headings of the key theme and supporting bullet points. So much as like the query that we put in before. It's then given a glossary of specific terms that were brought up, along with some definitions and meanings of those. So I can use that to reflect back if I have forgotten a particular term or, hang on, that came up in this lecture, or there was something about this disease. What was that disease name? What was that relevant to this? Then it has given me multiple choice questions without the answers, because I specified don't give me the answers. That's there. It's still creating questions. There is question 10. Then it is going to give me the 10 short answer questions there. "What's the primary cause of rapid increase in global temperatures since the Industrial Revolution? Name two human-induced factors?" These are the type of questions you may get across a whole subject field, across the whole 10, 12 weeks, whatever that unit may be.

I could then, if I want to check my answers "could you please provide the answers?" Again, this is in the context of the last prompt that was in there, and the last thing was about that whole transcript. So this prompt is now acting on that output. So just asking to provide the answers. It is going through the whole thing providing the answers.

JOE: I want to derail us a little bit when you finish this point, and I want to show you something that will take this on a little further as well.

DARREN: Excellent. I am conscious of the time, so I might just leave this. This is going through and it will put answers, et cetera, at the end. So I will just stop sharing. But I wanted to give a quick overview of that. I have got several students who are using this to refine their notes, to rethink about the subject that's there to check what they don't know. Even, "Okay, I understood the class, I don't need to go through and do the notes. I'm pretty on top of that. All I want to do is just ask it to quiz me. Did I get everything out of the lecture that I thought I needed to understand? It asked me 10 questions; I got them easy. I asked for another ten. Okay, can answer all of those. I'm pretty much on top of that class. I can put that lecture away and say I got it." Or "I may have missed last week's and I watched through the key points really quickly and scrubbed through the video, but I want to ask for a summary of last week so that I can get up to speed with this week's because I don't have the time to watch the 2-hour lecture that was recorded. So can you give me a quick summary of last week's video that is there?" It is still going and now it is putting out answers, et cetera, that are there. So I will just quickly stop that share and I will share the slides back up. Joe, you had a point there.

JOE: Okay. Right. So let me just share my screen again. Got to show you this. This is amazing. So Darren's climate change. So we now want to create that as an interactive quiz on a shareable web page, okay. So I've gone into Claude, which is another AI. Claude AI. I will put the link to Claude in the chat right now. Claude has just come up with a new tool called Artefacts. Here is my prompt: "Create me an HTML quiz." In fact, I'll put the prompt in the chat as well in case anybody else wants to go play. There we are. "Create me an HTML quiz on factors contributing to climate change. For correct answers, increase the score by 1. For incorrect answers, give me the correct answer. Stop when the score reaches 3 correct answers."

What Claude does now is it splits the screen, and now it is generating the HTML. So it is generating the web page code for an interactive quiz. You can go back and tweak this and ask it for new things and whatever. So here is our quiz. I have no idea. So let's say that carbon dioxide is a major greenhouse. Submit. Next question - I don't know, agriculture. No. The correct answer is. So we just keep going through now and answering, and when we get to 3 - no, no, I am not very good on this, am I? I have got my three. But that is code now, so I can publish that, and I can copy the link. And now you guys can go play on that particular web page and that quiz.

So, you know, we can take Darren's material and generate in a matter of seconds an interactive quiz for all the students that they can go play with, and the possibilities here for education are endless, aren't they?

DARREN: Exactly.

JOE: Quite a little derail.

DARREN: That's okay. Some of these tools, and the fact that you can do that, it would be so valuable in terms of some group work, people contributing multiple things in there and testing each other's knowledge, and some of these where they are shareable bits of information that at least help you along that line.

I saw a question in there about hallucinations and bits and pieces in there. Again, I have told students to be very aware of what they are putting in, but again, if I ask the prompts to refine it to the transcript only, then it is not going off and having to look stuff up and ideally making stuff up. I so far haven't come across it doing things. It will just miss stuff. If it doesn't understand what's there and can't put it into context, it will just leave it. So you may have gaps in the transcript where there was lots of errors, or lots of words that didn't make sense, or some misspellings and things that are there. So again, it's to be used with a critical eye. I will just quickly bring these slides back up. So over to you, Elizabeth.

ELIZABETH: Thanks so much. Just before we move onto the benefits and considerations, it is really great just to give a very short overview of some of the UDL aspects that we've just explored with Darren and Joe there. So from an educator's perspective, you have the ability to turn a very large transcript into a really short summary very quickly, or perhaps to pull out bullet points of keywords, or even ask it to pull out subject's specific terms and have definitions for those terms.

When we are representing information, we have a variety of ways that we can modify that quite quickly, and that could support a range of different learners, perhaps English as a second language learners, having that list of definitions could be really helpful, or perhaps if students find a large amount of information very overwhelming, having that overview as a starting point to really ease them into that longer document could be very helpful there too.

As we saw for students, using those tools to create questions for themselves, really helping to provide those opportunities to test out what they know, so working under that action and expression area and using it as a study tool or a study aid.

So let's now think about those benefits and considerations. So the benefits we've probably covered throughout this particular presentation. You can see that some of the options that it actually now opens up allow us to do things with UDL that we would not have been able to do in the same timeframe or in the same way, and I think that's really exciting.

Joe and Darren, any benefits that you'd like to highlight before we think about the considerations?

DARREN: I'll quickly jump in. Certainly with some students putting the prompts in - and this goes along, I suppose, with that notion of, well, maybe they should be speaking to the tutor, they can speak to somebody else, still encouraging students to certainly do that, but this is a safe place to play. You know, to ask one of those questions, to do something without fear of "I don't understand that, I'm not going to ask that in the tutorial because I might be the only one", whereas it might be half of the class that's there in the tutorial may want to know the same query. So giving the students the opportunity to say, "I don't understand that, can you explain it further? That example doesn't work. Can you give me a different example?", and then it can go off and look up a different example. Or "can you give me an example as it relates to football, because I'm into football", and see what it can come up with that gives something in those means that's more suited to me and my interests. Okay. Now I get it. Now I understand what you were talking about. I didn't understand when you were talking about fibres connecting to things in a very scientific way using that terminology."

Certainly the other big benefit is being able to simplify things down, break it down into bite-sized bits of information, rather than looking at the whole lecture or the whole transcript all the once, say "can you focus just on the introductory parts. I got all the rest of it, I just didn't understand the part about blood circulation and white haemoglobin", et cetera, et cetera, "can you give me more information?" And just break into really specific parts and go further and further in depth as to what's there, or "only quiz me on this part. It doesn't have to be across the whole thing because I'm up to speed with X, Y and Z." So it really allows for tailored, I suppose, querying from students, and that prompt is really important. So I am teaching, as much as I can, students to really critically think about that prompt. If you don't get the answers that you are looking for, you are unsure of what that is, then refine that prompt a little bit more. And keep that prompt. So students are starting to build their own prompt that's very much tailored to their individual needs.

JOE: The thing with students using AI, I build this into all my classes now. I open all my modules now and say, "I am expecting you guys to use AI. I am encouraging you to use AI", and I actually teach them then how to use AI. We run a session on the proper use of it and the ethical use of it and all the rest of it.

I mean, as educators I think we should now be encouraging students to use AI almost as kind of a research buddy, as another helper next to us. So it doesn't have to do all the thinking for us, but it can do the research for us very quickly, much more quickly than we ever could before. Many of my students have English as a second language or as a third language, so they can be running their AI, they can be running translations in real-time now, they can be asking questions in Chinese or Vietnamese, or Urdu, whatever their native language is, and that allows them to retain and process information far quicker than having to do that process from English to their native language and then back and stuff like that.

Using this as a tool rather than seeing this as an awful threat to passing exams, cheating and all the rest of it, really is the way we should be moving forward, because the world is not going back. This is not going back into the box, so we should be leveraging AI and helping our students to see the possibilities of leveraging.

DARREN: I think, just on that, with the potential for, as you were saying, educators and for educational designers and developers in there to quickly add into the context of a unit that already exists - and a lot do, and it's already got material that's there - it takes - all of you saw how quick it was - if there is a transcript there, to say "give me a quick overview of last week's lecture that I can put into this current week", to say "if you missed it last week, here is the key points and the key things that came out of it." As the academic, I can quickly check that and go, "That's right. I didn't have to spend time writing that." I can also feed in my current PowerPoints, if there is lots of information and whatever else I might be using with my speaking notes and say, "And this is what we will be covering this week." So really putting that scaffolding --

JOE: If you're recording your lecture on Zoom, say, and I do that as a matter of course now, if you turn on the AI companion in Zoom, about 3 minutes after the lecture finishes, you get this wonderful email from Zoom saying, "Here is a summary of your Zoom meeting", or whatever, and it gives you a summarised transcript. It is not a full transcript, it's a summary of all the key points, with headings and paragraphs, and all the rest of it. And at the bottom, if there is action points that came out of your meeting, or whatever, it lists them all and who is supposed to be doing what. It is 80 to 90 per cent accurate. And I typically just share that with everybody straight away, and then that's another way of representing all that information, isn't it?

DARREN: Quickly I did want to touch on the consideration again. AI is still not 100 per cent, and even automatic speech recognition. It still puts some grammar in bad places and things like that. So I encourage students where possible to use human intervened transcripts, ones which are much more accurate because you will get a much better result out of the system. So it is certainly something to consider. But also, I am happy with that because it means we get more accurate transcripts done by institutions. By default that's a good thing.

JOE: There is a question in the Q&A from Andrew that I just clicked on that, "Do the shared links from Perplexity and Claude remain or only when the author is still on the page?" No, they persist. So even when we're finished, those links should still work, so if you copy those links, Andrew, you should be able to get to them later on. Elizabeth, you're muted.

ELIZABETH: I am. Okay. So I think I can see one more question in our Q&A box that hasn't yet been answered. If you have happened to put a question in the chat and the chat has moved on really quickly, please feel free to drop it into our Q&A box now and we'll definitely get to that. So I have one here from Erin, "Has any speaker modelled using GenAI with students in the context of exercising their judgment to help them develop formative learning or assessment, and if so, how have you done this?"

JOE: I am using this all the time. I mean every class now when questions come up, we will discuss them in class, but then we'll also throw them out to the AI. Then we'll discuss the responses that the AI gives, you know, and maybe 2 or 3 groups go off and do research using AI and come back. Like we did earlier on, you know, kind of put this prompt in and see what comes back. But it is just the wording of the prompts, because each group then goes off and uses slightly different wording, different prompts come back, different responses come back, and then we have a discussion about things like hallucinations, and we have a discussion about, "Okay, well, does this take us towards the right answer or the answer that we are looking for?", which is kind of the formative part of getting through. Then what is the right answer here? Is there a right answer? Are there multiple right answers depending on perspective or depending on experience, or whatever? So, yeah, Erin, again using AI as another voice in the room are well-informed, but sometimes not perfectly formed voice in the room is definitely that.

DARREN: Joe, you may be able to quickly answer this other question as well more precisely than I can, where I was saying by putting "please" into the prompts, there has been some research done on that.

JOE: There has. I mean one thing, Darren is just a polite guy, so he tends to put his please and thank-yous in. But it is interesting, the AIs respond better if you actually treat them nicely. There was some research done by, I think it was Connor Grennan about 6, 9 months ago. If you add a prompt into the sequence of questions that you are asking the AI, it's saying something like, "This is really important to me. I need you to do a really good job for me." The actual kind of hit rate in terms of kind of how accurate your responses become goes up. So be nice to your AIs. Okay?

DARREN: Even just quickly on that - I am very conscious of the time - having students even put in and feel that they can, the authenticity and put in, "I have X and I have trouble understanding X. Can you help me break this down further? I am still having issues with this, and I often miss", et cetera, et cetera. So it will help format that material a little bit different for what's needed for the students.

JOE: You don't have to say thank you and please.

DARREN: I am saying thank you right now, though.

JOE: Absolutely. I mean, even Alexa, I've got Danny and April at home, my kids, and we just routinely say thank you to Alexa and please to Alexa, because I mean it is just educating us into normal social behaviour, isn't it?

ELIZABETH: Thank you so much. This is our thank you slide. What we'd like to do is invite you to learn a little bit more about some of the things we've been talking about already. So we talked a bit about alt text, we talked a bit about image creation. I think we talked a bit about summaries as well, and we have got many more episodes to come. Please join us at the ADCET ILOTA Things Podcast. That's adcet.edu.au/ilotathings. Thank you so much everyone and thank you ADCET for hosting this Webinar.

JOE: Thanks for having us, Darlene. It's been brilliant.

DARLENE: It's been great and been fabulous. Thank you, everybody, for participating in the chat and asking some great questions. It is fabulous to have you all here. We will be sending out a short survey. We encourage you all to complete that. Also, we have lots of webinars coming out, which I think Jane has just put a post into the chat. But they are all on our website. So we have Unlocking the Power of Glean is our next one, Inherent Requirements: A Barrier to Diversity after that, and one Exploring the Opportunities For Dialogue Between Faculty and Students Around UDL Implementation. And that's just three, but we have got a lot more locked in. So we are really hitting our stride in actually having webinars coming at you quite quickly. Thank you, everybody, for participating. It was a different time for us to suit Joe, but it was great to see so many people still engaged later in the afternoon. Really appreciate that and appreciate everybody's time. So thank you all and thank you to Mel for captioning. Take care.

DARREN: Thank you, Mel. Thank you, all.

JOE: Thanks a lot.