DARREN BRITTEN: Okay. Well, welcome everybody and thank you for joining us today for this webinar. My name is Darren Britten, National Assistive Technology Project Officer at the Australian Disability Clearinghouse on Education and Training, that is ADCET for short. Just to let you know this webinar is being live captioned, and to activate those captions you can click on the cc button in the tool bar that's located either at the top or at the bottom of your Zoom screen. We also have live captions available via your browser, and a link to those will now be added to the chat. Now, while virtually connected today we are geographically dispersed, and in the spirit of reconciliation I acknowledge the lands of the Wurundjeri people of the Kulin nation in Victoria, from where I'm located, and my colleagues from Lutruwita (Tasmanian Aboriginal land), on which ADCET is hosted. ADCET respectfully acknowledges First Nations people and pays respect to Elders past, present and emerging, and to the many Aboriginal people that did not make elder status. I also acknowledge all other countries and lands from participants in this meeting and also acknowledge their elders and their ancestors and their legacy to us, and also to any Aboriginal and Torres Strait Islander People that are joining this webinar today.

Today's webinar, Unlock the power of Glean's newest features for more streamlined notetaking, will be presented by Lee Chambers, DSA Assistive Tech Service Manager of Glean and Jim Sprialis, Asia Pacific Account Manager for Glean.

For today's presentation, Lee and Jim will discuss Glean's enhanced features designed to make notetaking and learning more practical and efficient. Features include Scribble, Quiz Me, multi-language accessibility and soon to be released AI Outlines. Before we begin, some short housekeeping details. This webinar is being recorded and live captioned by Helen from Bradley Reporting, and this will be available on the ADCET website in the coming days.

If you have any technical difficulties, please email, admin@adcet.edu.au, and we'll try and resolve those if we can. Now, today's presentation will run for around 45 to 50 or so minutes. Then at the end there will be a 10 minute or so time for questions.

Throughout the presentation, please feel free to use the chatbox to chat with us and with each other but please remember to choose all panellists and attendees so everybody can see what you have to say. Jim and Lee are happy to answer questions at the end. If you have a question that you would like asked, please use the Q&A box rather than the chatbox so that we can find those. Without further ado, it's over to you, Jim and Lee.

JIM SPRIALIS: Thank you so much, Darren. I will hand over to Lee first.

LEE CHAMBERS: Yes. I was about to say good morning, because it is morning where I am. I'm based in the UK. It's fantastic to be on the webinar. It is 6 am, bright sunny morning here. Just a slight word of warning that my two children are asleep in the room next door, and there is a small chance at some point they will wake up and come into this room and say "daddy, what are you doing?" If I have to pause for a moment during my demonstration, that will be the reason why. Hopefully it won't come to that.

So I will be doing the software and the updates part of this demonstration, and Jim will do the introduction and talk a little bit more about some of the other things we've been doing at Glean. Over to you, Jim.

JIM: Thank you, Lee. It's nice to be back again. And I'm coming to you from the Adelaide Plains, the home of the Kuarna people. I would like to reflect on the last webinar with ADCET we spoke about how glean was highly trusted by a lot of institutions. I think it was around about 900, and that was about October last year. As you can see now, it's trusted by students in over 1,700 higher education settings, which is really fantastic, to help them use Glean for their notetaking accommodations, and as a study tool, importantly, for independent learning.

So this growth really reaffirms to us that Glean is highly valued for making that real difference for learners around the world. And by the way, for those of you who aren't familiar with Glean, it's a highly intuitive and accessible web-based learning tool that's supported with audio recording and transcription technologies. But hopefully when you registered for this event, you would have received a three-minute video, a link to a three-minute introductory video of Glean. I hope you have had a chance to look at it. If not, that's fine. Lee is going to, as he mentioned, outline those features when he demonstrates Glean.

Hopefully when you do see the demonstration that Lee does provide, you will quickly recognise that accessibility is at the heart of inclusive design, and it supports equitable access to content information, and it actually scaffolds the way that students engage and learn. So it's built on the foundation of cognitive learning theory. As I said, it's about helping students develop their own study strategies that results in improved grades, boost their confidence, learner confidence, and certainly reduce stress because everything that they're trying to process is captured by Glean.

So how do we know that it is valued and having such a big impact? Well, we have a very close and ongoing relationship with accessibility services and our students, our users around the world, and student voice is important to us. We gather feedback using a whole range of mechanisms. Now, Lee will elaborate on some of these mechanisms shortly, but one of these is our annual surveys. These surveys involve a really big sampling of respondents.

Our most recent 2024 study involved two surveys, and we had 2,000 students participate. And on your screen, you can see just three key points that we've pulled out from that report. The first one is that 85% of the people who participated in the survey reported that they felt greater confidence in their learning using Glean. Now, that's quite a high percentage number, which is crucially important because we know that confidence plays a huge role in maintaining learner engagement, and this percentage figure was also consistent with first year students, which we know can be a real challenge for young adults when they start their first year of higher education after they've left school.

So it's heartening, as we know, to create an equitable and accessible learning experience for students has a big impact on student retention, particularly in that first year. So as well as being more confident, we have 91% of students say they are better able to manage the cognitive demands that come with all the information overload and feel less stressed about their studies. We know executive functioning has a big impact on learner engagement and learning outcomes, and I'm going to talk a bit more about that in a future slide.

But this point is crucial because we know that anxiety can also play a big impact on executive functioning skills, such a focus and attention and that meta cognition that needs to occur. So that's heartening to hear that 91% of users say they are able to better manage those cognitive demands of that information overload.

The third point that we pulled out from the survey is probably the most impressive and important statistic, and that is that 84% of students actually stated they're getting better results with their studies using Glean. Some students were getting a 9% improvement on their GPA. So this is good validation for us. Anyone here in the audience today who is looking to recommend Glean to students, these figures are good validation of that. But it's also validation for us at Glean because we're always trying to continue to build a really incredibly useful tool.

Now, if you would like to know more about these figures that are on your screen, please head over to our website. This data comes from the survey called the Glean Grades Challenge 2024, and the white paper can be downloaded from our website, as I said.

Now, the next thing I would like to do is ask a question. We would like to run a poll, because that survey probably included students who accessed the accessibility services and maybe not as many students who don't. And we do know there are many students who don't register for accessibility services. I would like to ask you, just quickly, if you would like to put up “what percentage of students with disability do you think don't register for your service” or “will register with your service”.

DARREN: While people are answering, do you mind if I just jump in with a very quick question that was around the survey? Somebody asked how many Australians responded? Do you have a breakdown with your survey?

JIM: Of the previous slide?

DARREN: Yes, sorry, yes.

JIM: That's a good question. I think it was primarily US based students. Lee might be able to give me some more information, because he would have access to that survey being built and distributed, how many Australian students that may be involved.

LEE: The short answer is we survey a lot of users but I don't know off the top of my head how many of those are based in Australia or the US or the UK. I'm sure we could find out but I don't know off the top of my head now.

DARREN: Thank you.

JIM: I do think 2000 participants responding is quite a good sampling

JANE: How about I read through them. We've got a 50 to 60%, an unknown, a 50%, 60%, 8% and the 4 to 5%. And there's an 8, a 50 and a 30 as well.

JIM: Okay. Seems like they are quite prevalent around the 50 to 60 mark.

JANE: Yeah.

JIM: Okay. I'm going to close the poll and quiz. Here is share results. What's happening now? Anything coming up at that end?

JANE: No, it is a matter of clicking on that "view details". I can see it's up towards the top of the screen a bit more. You mightn't have access to it.

JIM: Okay.

JANE: You should actually, though. I'm not sure, sorry, Jim.

JIM: That's okay. I will move on, because it sounds like a lot of people probably put in around this percentage, around the 50 to 60 mark. This is from a study done by Newman and Lalor. You can see here that 65% of students with disabilities weren't registered with services. I'm not sure which country this was done in but that's a very recent survey study done in 2019.

So that has a big impact, I guess, too, because what it means is what can we do about catching those students who fall through the gaps in terms of their ability to participate and optimise their learning?

So I think there, that's where we can start to talk about building accessibility for all, rather than focusing on just building accessibility for those who are registered for services.

So if we can shift that focus in our conversations of assistive technology being adjustments for an individual, to being an option for all students, then we can try and catch some of those 65% of students who do not register for services and who really do miss out on having those adjustments provided that they sorely require to get through their studies. So it means about continuing to work towards that principle of universal design for learning where we try to minimise those barriers to accessibility and maximise the benefits for every student. It's interesting, I was listening to the recent UDL Symposium hosted by ADCET, where Dr Thomas Tobin stated if you ask 10 people to define universal design for learning you get 10 different answers. What pricked up my ears was he also went on to say that when you are talking to colleagues about UDL, you focus on the D part of UDL, you focus on the design aspect and talk about universal design for learning being something that's intentional, an intentional effort in the design of our learning spaces.

That really resonated with us at Glean because we intentionally designed Glean to enable equity and access to information and how the learner chooses to process that information. By building accessibility from the start and making everyone outside of accessibility services to have access, we aim to create that more inclusive user experience that works for every learner regardless of their ability or their learning preference.

That hits home with that survey. As I said, 91% of students said they could better manage information. If we can catch those students who aren't in accessibility services, that would be fantastic. So that's one thing to keep in mind, is about changing that shift or focus from individuals to universal design. We know that many students are doing that, whether they are implementing new design in very big ways, or even in very small ways. There was a study done by Newman Madaus and Lalor in 2019 and it showed when there is a whole site approach to adjustments and having universal design, that students are twice as likely to access support when it is made universally available. So there are also 70% more likely to graduate versus the average graduation rate of students with disabilities which is less than 50%.

So universally accessible support can make a really big impact on keeping students engaged and ensure they are actually taking up the support when they need it without having to disclose and ask for it. We know this is happening around the world, and we know it's happened here in Australian institutes as well. The mainstream of assistive technologies is happening. For example, in Western Sydney University, they recognise that students who had to disclose their disability to get access to assistive technology, and by choosing not to disclose, really, those students were missing out on accessing those technologies. So this barrier was negatively affecting the student experience.

So Western Sydney saw that opportunity for more students to become empowered, and they reframed their conversations and opened up access to assistive technology to anyone, including those students who weren't registered through accessibility services. They were trying to destigmatise AT and offer it to everyone. Western Sydney witnessed a big uptake of technology, assistive technology, and it wasn't just for students with disability who weren't registered but also for international students, or English language learners, or students who just were finding learning challenging due to some sort of mental health issues that may have come up spontaneously.

So their strategy delivered quite immediate results and that really came out from the research that they did when they were submitting for an innovation award in 2021. So we have gathered data from around the world showing evidence that when you have universally available technology, it makes a huge difference to catching those students who fall through the gaps; you cast a wider net. That's why we've introduced site wide licensing. It will make sure we catch that 51, 55%, whatever the figure may be on your campus, catching those students to have better opportunities to engage with their learning with the assistive technology they require.

As I said, having site wide also benefits students who don't have disability. I know that there was a study done that retention of students who are doing higher degrees with English as a second language, there was a 1 in 3 dropout rate. That's because there is a heavy cognitive load on processing language. For those students whose first language isn't English, that cognitive load of translating and processing was really significant.

So what we'd like to do now is just recap very quickly just four dot points, because I would love to hand over to Lee to show you how the accessibility, which is first and foremost in our design, has worked towards universal design and made the drive of accessibility for universal design, because it means now students can actually have a technology that offers them multiple ways of processing information, so multiple ways of expressing what they know, but also representing what they process as well.

So Glean does that because, you know, it records the audio, slides, notes and images. And that content can be converted into a transcript or audio and notes. So students can choose their modality preferences as well. And it's going to catch those students, as we said that 65% of students that aren't accessing assistive technology.

We've also made sure that site wide implementation will be really simple from an administrative point of view. At the moment, for those of you who do have Glean on your campus, there is an element of administration that's required where you invite students, and then you might need to revoke licences and reallocate them to other students. Whereas with having a site wide licence for all it's a much simpler way to deploy with a single sign on and also something called "just in time" provisioning as well. So it makes it easier to manage hundreds, if not thousands of students to quickly get on board and start to use Glean.

Of course, because it is offered as site wide, obviously there is a very different pricing structure for it because it's now been procured as a site wide licence. So there are lots of cost-effective benefits in terms of pricing going that way. So if you are interested in finding out more about site wide, after this webinar please reach out. We would be very happy to have a conversation with you around that. At the moment there are four institutions in Australia and New Zealand who are actively considering site wide licensing, and not just for Glean, but they have also asked about our other package, which is Glean plus live captioning with it, and we can certainly talk a bit more about the advantages of thinking about including live captioning in procuring Glean.

Now, I would like to talk about my final slide. We recognise Glean works very well for so many students, but as individuals we all know we all have quite unique learning profiles and preferences and different strengths and weaknesses. And we recognise that students have different accessibility needs. Really that's what gives us that focus at Glean on inclusive design, when it comes to product development and any feature releases that we have. It is really at the heart of our design and decisions we make about these releases.

I'm going to hand over to Lee, because as he demonstrates these latest features and explains the learning science behind them, as I said, I think you will quickly recognise the inclusive design elements that shine through. So Lee, I will just hand over to you. [I] will stop sharing my screen and hand over.

LEE: Thank you, Jim. I will then start sharing my screen. If you just bear with me for one moment, I'll make sure I'm sharing the right screen. There we go. Hopefully you are now seeing exactly the same slide you had up a second or two ago.

What I would like to do now I get to do the fun part, I'll be honest, because I'm going to be able to show you what we've been doing with Glean across the past few months and the enhancements that we've made to make it even more useable. And it is worthwhile saying that pretty much all of the feature development we do comes directly from feedback from users. We don't like to develop features just for the sake of it. We want to make sure that they are things that people are actually going to be using. So our user base are our best product team. They tell us what they need and then we go ahead and build it.

Now, I am going to show you these things, but just to give you a quick flavour of what I'm going to go through, we'll cover a few tweaks and feature enhancements first of all that we've made. That will only take me a few minutes but we'll cover a few things to do with how we manage events, some tweaks to our focus timer, how we work with transcription and a new Quick Notes offering we've got within Glean. Then we've got more fundamental changes I want to show you as well.

As Jim mentioned, we now support multiple languages with our transcription and captioning tool. I will show you how that works. Then we've got three features which I find incredibly useful myself, because I use Glean all the time in meeting environments. The first one is our Scribble tool, which now allows users to capture hand drawings and equations, which are incredibly useful if you are studying STEM type subjects. Then we will have a look at a few of the features we've got that are powered by all of these new developments in the world of AI. The first one being a tool that encourages active recall, which is a multiple-choice quizzing tool called Quiz Me, which I find incredibly useful. Then last, I will finish by showing you a feature that is going to be officially released by the end of August but that you can test out now called AI Outlines. This is designed to make your events much easier to navigate, a feature that we're very excited about. So that is the things that I want to go through.

I will come up with my slides now and jump straight into Glean so I can show you these things. I'm just going to start off with those feature enhancements, first of all, very quickly. One of the challenges we had for quite a while with Glean is that students were deleting events when they thought they were finished with them and then changing their mind. And there wasn't a way to recover events in Glean previously. We've added a tweak recently whereby when you delete an event out of here now it is not permanently deleted. In fact, it is moved to a recycle bin, as I call it, or as we've labelled it in here a trash bin. When you do a delete an event and you change your mind, it's not gone anymore. You can jump into your trash and you can see they all fit there now for 90 days. If you do need to recover one of your events you have deleted accidentally, it's as easy as restoring that now. Small tweak but one that will make it a little bit easier to work with events.

Quickly onwards, I mentioned we've made a tweak to our focus timer, which is an underutilised feature, I would say, in Glean. If you have never seen the focus timer before, what it is, is a feature that enables you to follow a technique whilst studying, which is one way you would study in dedicated periods of time and then have a break. Previously, if you wanted to do one of these study sessions and use the focus timer, you would go into your notes and click this icon here to start the timer. You could choose increments of 10, 15 or 30 minutes and then you start that timer.

Previously, once you had started it there was nothing you could do. You had to let the timer run through. And you also got no visibility on the amount of editing that you have done in your notes during this time. So you might go in here and edit some of your notes, or whatever, but you wouldn't know how much work you had done.

The change we've made to this is that now at any point while this timer is running, you can click back on here, you can pause it if you need to have a break in your study session, you can stop it prematurely. More importantly, you get a running tally of what you're doing in that session, which we've found has increased the usage of this focus timer straight away as soon as we released this. Not a new feature, but a tweak to an existing one that will make it a bit more useable.

On the theme of tweaks to existing systems we've also made changes to our transcript recently. One of the most requested things we were getting with the transcript, as I'm sure you know we have in here, was the ability to export the entire transcript, because you've always been able to select snippets of this and post it into your notes but there was no easy way to get the entire thing out of Glean. So now, very simply, if you go into your event options menu, you now have this option to copy that entire transcript to your clipboard. Then, of course, once it's on your clipboard you can post this anywhere you like. If you want to put this into a blank Word document or a Google doc, just open up a blank doc and you can paste that entire transcript outside of Glean.

But there is another small tweak to the transcript that I think is incredibly useful. I really like this one because it was something that I asked for, and I demanded, basically, and that is that you can now adjust the highlighting colours during transcription playback. As I'm sure you know, when you play back the transcript in Glean if you have used this before, it does the visual highlighting. If you haven't seen this before I will click play on here to remind you of what this looks like.

"Today we're going to be talking about studying. You might think studying is straightforward".

LEE: It plays back the recording, plays back the transcript, highlights the individual words, fantastic. The problem I have always had with this is these colours don't always suit the way some students like to work, and need to work. So we've added a feature or tweaked a feature recently which allows you to change all these background colours. That is by changing the theme in Glean. It is actually another function a lot of people don't realise you can do. See how you have got this blue theme in here, you can actually toggle between 7 different themes. You click this little rainbow icon and it toggles between them. Previously that was a superficial change, it changed the header bar, a couple of buttons but did not much else. Now we've synced this with the highlighting colours. So if you did need a different colour than that blue, you've now got a better option.

This is my personal preference. I find it easier to follow the transcript back when I've got this pink colour on. Now you will see when I play the transcript it has that different background.

"Today we're going to be talking about studying. You might think that studying is straightforward".

LEE: It is small tweaks like this that makes it a bit more personalised to the end user and ultimately makes the features we have a bit more useable.

The last tweak I want to run through before I get to the main feature changes, though, is a very, very small change, and that is a naming change. So we've always had a function in here that we call lightning mode. You might remember there was a lightning bolt button in the corner. And lightning bolt was great. I encouraged people I work with to use lightning mode because it is a way of reducing distractions while you're taking notes. Because what happens is when you go into lightning mode it does two things: it gets rid of the text box. This is quite important for a lot of people whilst they're in a live lecture environment because quite often you want to discourage someone from writing too many text notes that can inhibit your ability to listen and pay attention to somebody. By removing that text box it removes the distraction of doing that and just leaves you with the labels options and the slides. It also then puts a little shortcut icon or letter or number under all of the options you've got available. So you can literally add a slide by pressing S, add an important label by pressing 2. It's really good.

We did some analysis and discovered people that are using lightning mode were using Glean more in class. They seemed to be able to identify important things more. They could add slides easier, add important labels easier. But the problem is no one knew what lightning mode was because what does lightning mode mean if you have never used Glean before or been trained on Glean. We changed this to Quick Notes two weeks ago now. Since that small change it's nearly doubled the usage of that function. We think, we're confident by our data that people who are using this get more out of Glean, so doubling the usage of it is going to double the amount of people that are going to benefit from that function. It just goes to show that it doesn't need to be new features you can do in this. If you change the data and change things a little bit and make existing functions more discoverable, it can have a huge difference.

That's a summary of the tweaks I wanted to run through, all very recent. We've done them in the last month that they have came out.

I want to go now on to the other more fundamental things. So we have had a live captioning and transcription feature within Glean for a while now. But the challenge we always had with this was it only supported English, which if you needed to record in a different language is obviously a challenge. So we can now support multi languages. Quite straightforward. I don't speak any other language, and I'm not going to attempt to try and speak a different language. What I have is an audio recording in German, actually, that I want to use to demonstrate why this works. Why German? It is the only thing I studied at school so I have a vague understanding of it. Anyway, that part is irrelevant. I want to show you what this looks like and how this works now.

If you are doing this with live captioning, as you will know if you have the version with live captions, you have the cc button. When you turn this on you can now select the language you need to caption in. So if I click on English and then choose the language I need to use, so German, in this instance so I will choose Deutsche. Then I'm going to start recording and I will play back that audio file. I'm going to be quiet for a moment, but I will be playing back the audio file. I will start recording so you can see it caption in German for a few seconds. It is only about 30 seconds of this audio I will play. We hit record, hit microphone and then I will be silent and you will hear that audio playing in a second or two.

(Video in German language)

We will stop that there. I think that's fairly self-explanatory. It's just nice now you can do this in different languages. That feature also transfers through to the transcript as well. So now when you go and create a transcript in Glean, previously when you clicked on this "transcribe audio" button it would do it in English automatically, but now we have all those options it gives you a list to choose from. It will always default to English so you can just hit "transcribe" if that's what it's in. Again, if it's done in a different language, select it and then transcribe it in that language. Obviously, this is a completely useless feature if you don't need to record in a different language, but if it's fundamental to the course that you're on we can now support you a lot better with it.

Onwards to our other new features. One of my favourite features we've got in here now, and one that had been demanded of us for a long time was the ability to do handwritten notes and annotations. Because if you're studying a STEM type subject and you're in class and you need to jot an equation down, the features we had previously didn't really support this very well. So what we've added is a Scribble function.

Now, Scribble is available to use on both the laptop and the mobile device. If you are doing it on the laptop your Scribble feature is this one here. It now allows you to click on here and this will basically give you a blank canvas to work with. You have got a pen, a highlighting tool, shapes tool, you can change the colour and the line thickness, and then you can now draw on the screen like so. So it allows you to capture whatever you want a lot easier.

Now, I'm demonstrating this initially on the laptop, but I think it's worthwhile saying that this feature's probably going to give you a better experience if you're using Glean on the mobile app, quite simply because you're going to have a touch screen device when you're doing this on Glean mobile. I had to do it with my mouse which is fiddly. I will jump over now to show you my iPad because it's easier to demonstrate it on here. Let me quickly create a new event, start the recording. If you are doing this on Glean mobile, to access the Scribble tool it's just down in the bottom right-hand corner there. You can see you've got the Scribble function you can bring on. Then I can use either a stylus or my finger to draw on the screen. As you can see, that's the pen option, you can change the colour, the line thickness. You've also got the highlighting tool, which is the one next to it, and, like I said, you have also got a shapes tool as well. So if you wanted to do some more technical type drawings in here, you can do.

This has only been released about a month or so, but it's just meaning that it supports more user types, especially, as I said, those on STEM type subjects, so it is a fantastic little addition to Glean. We'll stop that there.

Okay. We've covered the feature enhancements. We've covered multi language support, we've covered Scribble. What we're now going to move on to are my, potentially, favourite tools in Glean. These are the ones that are powered by AI. It's actually worthwhile saying that AI has been in Glean for a while now. That is what creates the transcript, that's what powers the live captions. But we're in a new world where there have been developments leaps and bounds in this field, and we've been considering for quite a while now how we can leverage all of this technology to the benefit of students, not to the detriment.

I think that's the important thing, because I firmly believe that AI absolutely has the power to enhance a learning experience, but it's really got to be done in a considered way. I think if you just get AI to automatically write notes up for you, which you can do, it might take a little bit less effort on your behalf, but I really have to question how much learning is going to be involved in that because it's during the process of note creation where learning happens.

As I'm sure you know, learning requires effort. It is necessarily effortful. And it requires engagement. It requires practice and friction. If we use, in my belief, AI to an extent where it removes any of that, then you might have a set of notes at the end of it but you might have no idea or comprehension of that content. That's the purpose of what we're trying to help people with, is to understand and comprehend content.

So that's what we're not doing. But we still can utilise this technology, and that's what I want to show you now, how we're utilising this. The first feature to show you in this realm is something called Quiz Me. Because learning science tells us that retrieval practice is a fantastic study technique. One of the ways in which you can do this is by asking questions on content that you have. So let's just give you a scenario. You've recorded with Glean, you've got an event like this, slides, a few brief notes, et cetera. It's now after class and you are going to come back and elaborate on these notes and write them up in more detail.

I always have been a strong advocate that before you go ahead and start listening back to things in Glean, find out what you can remember from class first. I mean, just picture this webinar you're on now. If you come back to this recording in a few weeks or a month's time, instead of just listening back to us, wouldn't it be good for you to jot down or recall what you can remember from this first? It is always a good study strategy.

This is what Quiz Me allows you to do. So if you came back to an event like this and you wanted to run a quiz, you can now click on this little icon here. What this is going to do is to allow you to generate a quiz based on the content of your recording or powered by AI. It is very simple to use. That's what's nice with all of these tools, they're easy to use, but they are powerful in nature. As you can see it starts to ask me questions now. "What is the process of actively recalling information from memory recalled?" That is retrieval practice. It is what this tool is designed to help with.

You can see these are all multiple choice, tells you if you have got the right answer, and then you go through and try to answer it. If you get them wrong, like I did there, it obviously tells you, you have got it wrong and highlights the right answer for you. Initially, it will ask you five questions. I'm just clicking through these now. When you get to the end you then get to see a little summary. So it tells you what you got right and tells you what you got wrong. It's what you got wrong that I think is the most valuable part of this, because time is precious. When you come back after a class, you don't really want to waste "waste" is the wrong word you should probably not spend all of your time reviewing stuff that you already know and that you already understand. You should spend that valuable time reviewing stuff you don't understand and can't recall very well. This helps you identify those gaps in your knowledge from the lecture or seminar, or wherever you've been using Glean in. I think it's an incredibly powerful tool.

In case you're wondering, you can, after you've finished one of these quizzes, take it again or generate a new quiz with a new set of questions based on that content. Give it a go. If you have got a Glean account, have a play with this. You would probably be surprised by how good the question generation is.

Now, the last thing I want to show you, still in the realm of AI, is a preview. This feature is not released yet but you can actually try it now and Glean users can try it now, because what we did about 6 months ago is move to a system whereby when we release major feature releases like Scribble, like Quiz Me we actually make them available to preview beforehand. If you have never stumbled across this before, any features that are available to preview you can turn on by clicking on your account button in the corner and going on this feature preview. Anything available will show up in here.

Now, I've got a few different things available on my account you will only have one and the one we want to look at is this, the AI outline. So I'm going to turn that on. Once you've turned this feature on you get an extra tab here alongside your audio and transcript. Now, again, how this works is dead simple but I want to explain what it's aiming for. Now, we know that some students are more proficient at using Glean than others. Some students will not need this because some are very good at hitting that record button, adding slides, identifying key points that they want to go out to, adding a few brief text notes, and basically generating their own outline, because this is what this tends to be after you have finished, an outline of the event you have just sat in.

For those students, probably don't need it. However, we're equally aware we have a number of students who will press that record button in Glean and do very little else. And maybe that's just because they've been so engaged in the class they haven't had time to make notes, or forgot to take notes, or maybe they haven't been able to do that for whatever reason. Now, previously that would pose a challenge because it means you would have all of the audio but you would have no outline to go through. And the only thing you could have really done in that scenario was use the transcript, because if you toggle into the transcript then you can search for things. So I can bring up my search tool in here and then I can look for things that I know are in here. So maybe I'm looking for any reference in here to higher grades, search for whatever it is you want, and it will highlight any instance of that in your transcript. That was always one way to navigate the recording. But of course that relies upon you knowing what to search for. You might come back to one of these events weeks, months after you have recorded it, and you just don't know what you're looking for to review. This is where AI Outlines is really going to help.

What it will allow you to do is to go in here and then get the AI to generate an automated outline of this event for you. So if I go and click on this generate AI outline button, it's now analysing the content and it's trying to find different topics that were discussed. It's going to break those topics down into chapters. It will give each one a heading and then also a quick sentence underneath explaining what's in this chapter.

Now, this is not trying to write the notes for you. This is not telling you what's important and what's not important. But what it is doing is giving you a mechanism for going back to the content you actually want to review. Because it may be that you go back to this now and say, "Right, yes, that's all the stuff that was covered in this lecture. And the stuff that I want to go and remind myself about is this, retrieval practice methods. That's what I care about."

So the way this will work is you will be able to click on one of these chapter headings, and it will immediately take you to the point in your audio recording where this information was discussed. So then you can play it back and the onus would still be on you to write your notes up in your own words, at your own pace. What this is doing is just helping you find the information. And that's what we're trying to do with this; we're trying to remove the wasted part of learning. Hunting for stuff you care about is wasted time. Reviewing the stuff you care about is the valuable time. That's why we've included this.

So I love this feature. Give it a go. If you have got a Glean account you can trial this thing now. We're aiming for end of August for this to be publicly released. What I mean by "publicly released", quite simply you won't have to go through the feature toggle to turn it on, it will just be there. It doesn't matter what version of Glean you have got, you will get access to this feature. It's going to be a universal feature for everybody.

That is all the stuff we've been doing in the past few months. If you've been familiar with Glean before, hopefully you will find all of those features really useful. Like with anything, I always encourage people to go and try this stuff yourself because it's built in an easy way and there is nothing better than putting it through the pace yourself, seeing how these features work with real life recordings you maybe have.

That's everything I wanted to go through. So shall I pass back to Jim? Yes, I think I shall pass back to Jim.

JIM: If you bring your slides up while you are there if you are sharing the screen.

LEE: I will bring my slides back. There you go.

DARREN: Excellent. I will jump in and say thank you, Jim and Lee, for that. It's really good to see some of those features now becoming active, and certainly that sneak peak of some of the upcoming things as well, which is really good.

I'm just going to pause for a moment so that you can grab a quick breather after that presentation. Before we get into the questions, I would like to point out we're just going to add a link into chat for our survey of this webinar. If you could take a moment to fill that out now, or after this webinar while it is still fresh in your mind, your feedback would be greatly appreciated as this certainly helps us evaluating and planning future webinars.

Now, on to the questions. There's been a few questions, particularly around some of the new tools that are there. I will throw Jim or Lee, whoever can answer there, does the language support there in the transcription, is Maori available as a language? And Kia ora across to our New Zealand colleagues joining us?

JIM: Kia ora to all of you too. Yes, we've had a couple of people from New Zealand log a request for that. It's actually in the system. Certainly something we can't give a timeline on, but it's duly noted because we would dearly love to see an expansion of indigenous languages available in Glean for Glean users.

DARREN: Excellent. Good to hear, thank you. In terms of that exporting the transcript you were showing there, Lee, does that export the full transcript into Word?

LEE: What it does is it copies it to your clipboard. The idea behind copying the full transcript to your clipboard is you can just paste it into whatever platform you want to work in. So Word, Google doc, put it in One Note, whatever. It is on your clipboard, just paste it. You can get it into Word.

DARREN: Excellent. Along with that, somebody missed when the cc features is rolled out. It's already available, is that correct, the closed captions, to turn those on?

LEE: We have two versions of Glean. Basically one with captions and one without captions. It will depend on what package you have as to whether you have it or not, basically. If you're on the package that you don't have it with, speak with Jim and he can tell you how you can get it on there.

DARREN: Okay. Natalie, that may answer your question. It may be a different version there, so maybe contact Jim to check on your version. Excellent.

Another question there: with the AI Quiz Me, I did notice just before the actual quiz that it came up, it did have an accuracy note there that this was AI generated. So we've got a question here about how accurate is the Quiz Me, if it is AI generated?

LEE: It depends what you mean by "accurate", I suppose. What Quiz Me is doing, technically, is it's analysing the transcript, and then trying to decide are there any suitable questions that I can ask on this. And then what it will do is obviously give you the right answer and generate plausible wrong answers. But it is only using the content in the transcript. So it is not looking for random information outside of this. So it can't kind of make up wrong it can't make up things, if you get what I mean. So yeah, it's entirely based off the transcription.

DARREN: Now, the fact that it asks five questions this is a question from myself that it asks five questions, can you set the number of questions or can you just generate another 5?

LEE: Not now but it's a feature I would like to see. What we tend to do with feature releases is we roll something out, see how people are using it, gather some feedback and then iterate. That's one of the things I like, I like when you click on the straight button, I want you to be able to select 5, 10, 15, 20 questions, or whatever it might be. I have lots of other ideas of how we can enhance the Quiz Me tool as well, to be honest

DARREN: I have got a lot spinning around my brain as well. I just want to be quizzed on this topic along with that AI outline, just Quiz Me on this section would be really nice.

LEE: What we're trying to do with a lot of these features is get them out there, see how they're getting used, because they're never perfect, but the beauty of having a platform like we have is we can iterate often. You don't have to wait for a new version to come out. If we improve something, you get it straight away. Yeah, there will be tweaks and changes that come with that over the coming weeks and months, I'm sure.

DARREN: Excellent. Another question here from Andrew. He is assuming that Scribble would work well on a laptop with a touch screen, just as it was, I suppose, with your iPad?

LEE: Yeah, absolutely. I think you can use it with a mouse on the laptop, don't get me wrong, but obviously drawing, if you are trying to write text with a mouse, is challenging. If you are doing more about the shapes type tool, drawing graphs or charts, stuff like that, absolutely fine. But you are right, if you have a touch type of input into your laptop, whether it is a touch screen laptop or a touch device, because you can buy little touch devices that would allow you to draw as well, then yes, absolutely would have no problem with it.

DARREN: Excellent. Thank you.

JIM: Could I add to that too? We've had people ask that's great that you can create these annotations in Scribble. They said what about annotating over the slides? And that's something else that we're looking at too, keeping in mind we don't want to jeopardise the accessibility of the slides, because at the moment you can extract the text, but finding a way that we can add that, that's being looked at too.

DARREN: I would love to know how long the list of potential features is, given the feedback that you receive. It must be quite a list.

LEE: It's getting smaller, because the longer we've been out the more we can make our way through the feature requests. That one particularly, the ability to annotate directly on slides, is the main one that remains. But the two things I can't show you but I can tell you we're working on, and we're hoping to have them out within the next month or two, is that feature annotation, that the slides can combine slides with Scribble.

And then also we are going to be adding more text formatting options, because there's not much you can do with text in terms of bolding, italicising it, highlighting it. We're going to be adding them very, very soon as well. All intended to be out by the start of the, well, academic year in the UK at least in September.

DARREN: Excellent. Thank you very much. That's the questions that are there and I am just conscious of the time. So we will wrap up the webinar here. And I would ask everybody please join me in thanking Jim and Lee for their presentation today.

An email will be sent out shortly to everybody that was at this webinar when the recording is available on the ADCET website, and please feel free to share this with your colleagues.

Just a reminder as well we've got some upcoming webinars. On Tuesday, 6th August webinar Are inherent requirements a barrier to diversity? And Thursday, 22 August we have a workshop on exploring opportunities for reciprocal dialogue between faculty and students around UDL implementation and inclusive design.

If you are not already signed up for the ADCET newsletter you can do that by the link that's being put into chat as well.

Finally, I would like to thank everybody for joining us today, to Helen for the live captioning in the background, and to the ADCET crew, Jane and Kylie, for making sure that all of this runs smoothly. I realised the poll didn't but this is a new feature that we're playing with in some of the updates, but we got there in the end. So thank you everybody for joining us. Thank you, Jim and Lee, and enjoy the rest of your day.

JIM: Thank you.