DARLENE MCLENNAN: So welcome, everybody. Thank you so much for joining us today. For those who don't know me, my name is Darlene McLennan and I'm the Manager of the Australian Disability Clearinghouse on Education and Training, which is ADCET for short. My pronouns are she/her. I'm a white woman in my late 50s with grey-brown hair and glasses and wearing a black top.

This webinar is being live-captioned. To activate the captions click on the CC button in the toolbar, either located at the top or bottom of your screen. We also have captions available in the browser, which are able to add - which is being added to the chat box now, the 1CAP URL, so you can access that there. Just to want to acknowledge that ADCET is hosted on Lutruwita, Tasmanian Aboriginal land, and in the spirit of reconciliation, ADCET and myself respectfully knowledges the Lutruwita nations and also recognises the Aboriginal history and culture of the land on which we are, and I want to pay my respects to Elders past and present, and to the many Aboriginal people that did not make Elder status. I also want to acknowledge all the countries and lands from participants in this meeting or this webinar, and also acknowledge their Elders and ancestors and the legacy to us and any Aboriginal and Torres Strait Islander people joining us today. It always was and always will be Aboriginal land. Okay. Today - also actually we just posted in there around the Indigenous map within the chat, and many that have joined us before know that if you are happy to put where you are, please add that to the chat now. It's a lovely way to engage with the audience and also to ensure that our First Nations people are suitably recognised.

Today's webinar, reflecting on 2024, not all of 2024, just the AI for students and staff. As much as I'd love to - we're just writing our Christmas letter at the moment, so we are doing a bit of reflection at ADCET, but this is around AI for staff and students. I'm really excited to have our two presenters here today, Darren Britten, our Assistive Technology Officer from ADCET, hopefully you all know him very well, and Elizabeth Hitches, who is a fabulous and delightful joyful academic, which have supported the work of ADCET over many years and it's a delight to have both of them here today. They'll be exploring the transformative power of AI in education and as they look back at the range of innovative tools and strategies that are reshaping the learning landscape. They will also deliver practical strategies to those beginning to explore the world of AI, as well as offer some deep insight into the latest advanced tools.

But before we start, I just want to do the housekeeping again. As I've said at the beginning this webinar is being captured by the fabulous Sharon from Bradley Reporting and will be recorded. The recording will be available on ADCET in the coming days. If you are having any technical difficulties you can email us at admin@adcet.edu.au. Darren and Elizabeth plan to chat for around 75 minutes, but they're going to break up the sessions into probably, I think, three lots, they said at the beginning, where they will go and they will ask for any questions. So with that in mind, if you do have any questions for Darren and Elizabeth, can you please add them to the Q&A box, not the chat. We really love the chat box. It's one of our favourite boxes and we enjoy when everybody is chatting to each other and having conversations, but if you have a question for Elizabeth and Darren please put that in the Q&A box and that's where I will get the questions from them - for them from you. We also have the up-voting capacity. So if you have a question you like that's been asked, click the up vote, that gets it up to the top or I'll be able to see the numbers and try to choose the most popular question to ask, if we're inundated with questions.

It's a really exciting topic. I think AI is just a game changer for many people, especially people with lived experience of disability. Somebody with a disability, I am just enjoying more and more about it, what it's doing for me and supporting me in my learning and in my work. So it's really exciting to - when I hear from Darren and Elizabeth, to always learn something new. Okay. That's enough from me. You'll hear from me throughout with the questions but then I'll come back and wrap it up for the year. But over to you, Darren and Elizabeth, thank you so much.

ELIZABETH HITCHES: Thanks so much, everybody. It's an absolute joy to be here today. A joy to be here with ADCET, Darlene and Darren. Darren and I would like to also add our own acknowledgement. So in the spirit of reconciliation we would like to acknowledge the traditional custodians of country throughout Australia and their connections to land, sea and community. We pay our respects to their Elders past, present and emerging, and extend that respect to all Aboriginal and Torres Strait Islander peoples today. And while we are all virtually connected today, whether we're joining live or watching the recording, we are presenting from geographically dispersed areas and we'd like to also acknowledge the Wurundjeri people of the Kulin nation in Victoria, and the Turrbal and Yuggera peoples of QLD.

So what is this webinar going to really aim to accomplish in this short time that we have together? Well, we're going to be looking at and demonstrating some of our favourite tools that we've come across this year and we're really focusing in on those tools that are available for free, because equity is something that is front of mind and we want to ensure equitable access. And we also want to explore, how can we use those tools in a way that really supports our work for universal design for learning, whether that is through approaches in teaching, or whether that is something that our students can be engaging in. So we want to look at things that enable us to personalise learning, that might act as a study aid, that can really help us with that content creation or multimodal content delivery, and also thinking about accessibility and how AI might actually support accessibility. So we are pitching this at people who may be brand new to thinking about AI and UDL. So if it's the first time that you've really considered AI or universal design for learning, then you are absolutely in the right place. For anyone who is already quite familiar with these terms, we hope that maybe there will either be some tools that you may not be familiar with yet or perhaps some fresh perspectives to look over what you've already been exploring. But we're really excited to have you join with us today, and because this is a learning community, where you've perhaps used these tools already in your practice or where you have things that you think others might need to know, please feel free to use the chat and share that learning and share those examples with others. Because even Darren and I, we always take things away from how people are using it in their context. So please do engage in that way. Over to you, Darren.

DARREN BRITTEN: I'll find the mute button. Thank you, Elizabeth. And thank you, Darlene, and the ADCET team in the background for making this happen. First off, I probably just want to say hello and thank you, people that registered. I think within the first day we might have had close to 50 registrations or something. And we did have Joe Houghton on the ticket with us. We put that in, assuming a lot of things and forgetting that there was - when we planned this that there was obviously daylight savings time changes here and in Ireland, which pushed it back to somewhere near 3 a.m. in the morning for Joe, but we decided to keep this at the late time in the day, since we already had a number of registrations, but a big shout out to Joe who's sleeping right at the minute, and probably well deserved. His timetable's full. So in that we've kind of cut back a little bit on some of the academic side of where the tools can be used, but we're still going to show some of the popular things that have certainly come across our desk this year with that.

But before we begin, I'd probably like to quickly - we're just going to throw a poll out there and we'd love some people to answer that and we've got the first question we're going to ask, and you can put that into the poll or you can also just put your answer into chat if you prefer, if you can't access the poll. And the question is: Have you used AI? So yes, a lot. Yes, a little. Not much at all, or I'm scared of it. So we'll just give a few moments there. We've got - we've had 50 answers so far in the poll. And the chat - Elizabeth, are you just able to keep an eye on the chat.

ELIZABETH: Certainly can. The chat is taking off.

DARREN: Okay. This is good. This is different than some previous polls, where we've kind of looked at that question with some groups. So at the minute we've got around 39%. So over a third saying yes, they've used it a lot. Close to 50% saying they've used it a little. 15, 14%, are saying not much at all. And only 2% that are scared of it. That's a big change from about six months ago, when I asked this. I think scared was probably closer to the 50%. So I think that - thank you for that. I'll just quickly close that poll and share the results with everybody. Are they sharing now?

ELIZABETH: They are now.

DARREN: Yep. Okay. It just took a moment to come through. Okay. So as I said, that's actually quite good. So we've got an audience today, Elizabeth, that has a little or a lot of knowledge around AI. Now, Elizabeth and myself, and I'll speak for myself certainly, this is such a broad area and there's thousands upon thousands of AI tools out there. We're not expecting everybody to be up to date with all of it. We're certainly not. I'm lucky within my job, with ADCET as a Tech Officer to spend some time looking at some of these tools and how they can apply and be used by students and in the UDL context for academics. So I'm very privileged in that sense, and I realise a lot of other people don't have that time to go and have a play. So that's part of what we're going to look at today. We're going to look at some of those advancements that have happened this year. We're going to focus on some of the tools which are certainly free or that there's at least free access to use, even if it's only for a limited time per day. So that people can go and have a play with these tools themselves. So as we go through and look at some of the tools, we'll be putting some links to those into chat. Don't have to go and jump onto those tools and start using them straight away. We will be providing to people along with the recording, when the recording's there, a curated list of all of the tools that we've looked at today, along with the prompts, and some of the inputs and things that we've put into the tools so that you can have a play yourself over the Christmas break, if you want to be doing some work or playing in this fun stuff, or it might be the only time that you get to play with some of these tools. Our next -

ELIZABETH: Just before we move on, Darren, I just want to jump in and just say, we did have 2% who were scared and we've got, I think, a similar percentage coming through the chat. Please know that we also support that position as well. So we can be curious, but it's also really great to be a critical thinker about the AI tools, and to also be cautious around some particular ways that AI can be used or should not be used. And we're going to cover a few of those points at the end of this presentation. So please feel like if you are in the, I'm scared, or I have no idea what's going on, either of those aspects you are very welcome here and a valued part of this conversation as well.

DARREN: Indeed. Thank you, Elizabeth. Next poll, we've got two polls, as I said. So this second one, which we'll put - the same thing, put into chat or into the tool itself. So which of these tools have you heard of? So there's multiple choice here. The first being chatGPT, Perplexity, Claude, coPilot, Google NotebookLM, Hume, in other words, known as EVI, or I call it EVI, and some other people do. Goblin Tools, Play AI and Suno. So those options again, chatGPT, Perplexity, Claude, coPilot, Google NotebookLM, Hume or EVI, Goblin Tools, Play AI and Suno. And none of the above, sorry, is also an option. Yeah, I think we're getting towards numbers there. I'll just give a few more seconds then I'll close off the poll. I think we've got a few responses in chat as well.

All right. That looks like it's stabilised. Let me end the poll and share the results. Okay. So I think this is probably what we would expect at the moment. ChatGPT is certainly way up in front there with 98% of respondents there and a couple in chat listing chatGPT, probably because it was the first one that came out that we all heard of. It was the - it will write essays for people and it was the doom and gloom and the academic integrity one that we've heard so much about. That's the one that's been in the media for everything. Perplexity, 32%, Claude, 48%, that's good. Claude's getting up there. CoPilot, 80% of respondents. And that's probably not unusual, since a lot of our educational institutions in Australia are probably Microsoft-based. I have Microsoft Enterprise Systems and email, et cetera. So - or you've probably been engaged in some trials with coPilot at your institution as well. There's a lot of those been happening throughout the year. Google NotebookLM, 32%. That's good. That's getting up there. Hume and EVI, 6%. Okay. That's a bit of a rare tool, if you haven't seen it, but we're going to be looking at that today. Goblin Tools, 26%. That's fantastic. Play AI 9% and Suno 5%. And nobody said none of the above, which people have had some exposure to at least - or know of one, or at least more of these tools, so I think that's fantastic. So anything from the chat there, Elizabeth?

ELIZABETH: Yes. We did have a couple of other options come in. I'm just going to scroll up to find them. So Jason mentioned SciSpace and Consensus, and also let us know that they were really useful for - let me find where it is - for finding research and citations for writing. So thanks so much, Jason.

DARREN: Yes. I think we certainly didn't list them because we're not looking at some of those today. There's a whole plethora of AI for research, side of things, ResearchRabbit, amongst, you know, many others. Some more ethical than others. Some that are built off and leverage certain academic databases. I know there's some very scientific ones, which are grounded in certain disciplines and all the knowledge is just around that discipline, et cetera. But, again, every month there's another list of a hundred more things that have come out in each discipline. So it's a very interesting area.

All right. Let's begin. And what we're going to do is step through some of these tools. And if you haven't seen them, you will get to see us play with them live. And I'm just looking and I've lost the first one we're looking at it. Here we go. It's hidden behind this one, that's why. Here we go. The first tool that we're going to look at, and again, there was a - a few per cent, 20 something per cent I think, people said they've heard of Goblin Tools, which is fantastic. So we won't spend too much on this. But I've had a lot of feedback across the sector and a few of the webinars this year as well, particularly that have been looking at study skills and supporting neurodiverse students have mentioned Goblin Tools as well. It's a bit of an all-encompassing, does a lot of things well. And it's in a really simple to use, easy interface. So one of the first parts of Goblin Tools, it has several areas with some tabs across the top. There's a magic to do, there's a formaliser, there's a judge, there's a professor, a consultant, an estimator, a compiler and a chef.

I'll just mention the chef one now, so that we get that out of the way. If you've got any ingredients left in the fridge or you're not sure what to cook tonight or what you can make, you can put your ingredients into the chef and it will tell you what you can make. And it'll give you a recipe and how to cook things. I've had some students say it's brilliant. They love it.

But the first one we're going to look at is the magic to do function, which is quite literally it will give you a list, items and breaking things down. So this is an about to do list. So if I was to put in, say, a prompt into this that I need to write a 5,000-word essay over the next two weeks. And I can add that to my to do list just as an option. But it has this spicy notion. So how much do you need this list broken down, a little or a lot? I encourage students to go for the little, break it down by a little because you can always break it down more later. So then I go ahead and just add that to my to do list. That's what I need to do. If I've done that, I can tick the box and say, I'm done. If I'm not quite sure what to do to write that, I can then select the option to break that item down further. And it will grab that item and it will break it down according to my spiciness level. It will then give me subsequent options that make up, how do I write that essay? So, for example, I need to choose a topic for the essay. I then need to conduct research on the chosen topic. I need to create an outline to organise the main points. I need to write the first draft of the essay. I need to revise and edit the draft for clarity and coherence. And I need to finalise the essay and check for formatting requirements. Now, I know there's a lot of essay writing tools out there, and a lot of institutions linked to those, to support some students, but this is just an example that Elizabeth and I chose to put in there because it's very straightforward examples that a lot of people can understand. Again, for some students I might say so, you know, that point of creating an outline to organise the main points. Well, I'm not quite sure how to do that or what are the steps involved. I often get lost in that. So I can further break down that option into sub-options. I need to identify the main topic of the essay. I need to determine the key arguments or points to cover. I need to group related points or categorise them into themes. I need to create headings for each category. I need to list supporting details for each heading. So, again, it's giving me that further detail. I might say, I'm fine with all of them, so I can just tick the main one and close that. I'm done with all the other sub bits. Or I might have needed one of those sub points that's been created so, okay, how do I really identify the main topic of the essay? Again, I can break that down. So you can just keep breaking these lists down till they're at the level the individual needs the map to work on them. And I know a few students have absolutely loved that option to help simplify some tasks, to help break through all the noise. There's a lot of things I need to do and it's giving me that checklist to step through at my pace. And if I don't understand something I can follow that up and do that. So, look, it's a very simple tool that's there, but a really powerful and free tool that's there. Elizabeth, fitting within like the UDL part, I suppose, giving students that ability to break things down, how does that fit with the UDL guidelines?

ELIZABETH: Yeah. Well, if we think about the UDL guidelines, so our universal design for learning guidelines by cast, there are a couple of areas that you could actually see this fitting in. So we have a section around engagement. And if we look to that area of sustaining effort and persistence, and that consideration around optimising challenge and support, this tool might actually be a way to provide a tailored scaffold to ensure that students aren't getting stuck on some of those steps that are hidden or might be assumed. Sometimes students get an assessment task and they're told, go write an essay on this. And that's it. For some students, they may have written many essays before. It might just be a natural process that they're accustomed to. For other students, perhaps it's the very first time writing an essay and every single step is unfamiliar. Where do I even start to approach this assessment task? This could help provide some of that scaffolded support. We also have some areas on the UDL guidelines that look to action and expression. And we have an area that's around strategy development and helping students to really set meaningful goals. If they have a list of the components that they're going to have to go through to complete this assessment task, this may help them to set meaningful goals towards that. To really help them to organise information and to anticipate and plan for any challenges throughout that process.

DARREN: So as you can see, I can keep breaking those down. I can - they've then got some other tools to estimate, add more subtasks, clear the subtasks, remove that point altogether because it may not be relevant. But feedback from some students is that they just love it. It's helped them, to the extent they want to break that down. If I was to put this into maximum spicy, it will give a hundred things on the to do list and that can be quite confusing for some people. So hence I was saying, you know, when getting students to use this, encourage them to use the least spicy option first, to give the least number of options. You've always then got the option to expand that on each one of those, to get students started with that. So the next tool along with this is the formaliser, which I know a few people love. Hands up or thumbs up or cheers or whatever, if you've had some students using the formaliser or you've suggested some students use the formaliser option that's there. So it's a great way of, as it says, turning the chaotic thoughts into classy ones or vice versa. That's there. So I use this as an example. Sorry, I didn't copy all the text. Bear with me. Where I've spoken with the student, name has been changed and so has the lecturer. That's there. Of an email that a student sent to a lecturer that just said: Mark, the lecture notes you sent me are not accessible and don't work with Jaws. Can you resend them to me as per my learning access plan? Jo. It's to the point. It kind of says what it is. But the student's frustrated or - and you've probably all read or know of some emails from some students or received some emails from some students that are frustrated, that are probably worded worse than that, and can actually sometimes be quite confrontational. So for a student to put that in and more or less, can I change the tone of that? Can I make this more professional? So I can hit the convert button and it's got, again, how much spice do I want to convert that by? Just leave that at default for the minute. I hit convert. So it's making that first note there more professional. So what it's recommending is that it says, the subject is request for accessible notes. And then it reads: Dear Mark, I hope this message finds you well. I wanted to bring to your attention that the lecture notes that you sent to me are currently inaccessible and do not work with Jaws. Could you please resend them in a format that's compatible with my learning access plan? Thank you for your assistance. Best regards, Jo. Certainly, a bit more professional. Maybe a bit nicer. Maybe more of a chance for the academic to respond. To that, there's also - it could be possibly - it's got a whole bunch of options in here. We won't go through too many. To make it more polite, more accessible. But maybe they don't understand what a screen reader is or what Jaws is, kind of thing. So, again, let's convert it to be more accessible. So it's changing it to: Hi Mark, the lecture notes you sent aren't easy for me to use with my screen reader. Could you please resend them in a way that works for me? Okay. So it's simplified it as well and it's made it a little bit more accessible in terms of the language that's there. Maybe I want to waffle some more. I want to make it more sociable, because I know the academic and we have that rapport. I can turn that into more waffle and it's: Hey, Mark. Hope you're doing well. I wanted to let you know that the lecture notes you sent over aren't quite working with Jaws so I can't access them. Could you please resend them to me according to me, according to my learning access plan, that'd be super helpful. Thanks a bunch, Jo. So, again, building up some rapport with the academic, but maybe you can do that. Maybe reading their tone that's coming back. But you can put that in and get that information back and forth. I know some students love this. Because it helps to check what I'm sending before I send it. You know, take a breath, check it. Am I asking what I think I'm asking? And is that a nicer way? Am I going to get more - was it flies with honey, which I think we were talking about this the other day. Elizabeth, really I don't know where that phrase come from and who wants to attract flies. Is it flies? Something like that.

ELIZABETH: Yeah.

DARREN: The next one which is similar.

ELIZABETH: Before you jump over, Darren, we have a special request from Paul asking, I want to see the snark version, because it's just out of interest.

DARREN: Okay. Want to see the snarky version? Okay. More sarcastic or there's less snarky. There's a more sarcastic option.

ELIZABETH: Let's try it. Out of interest.

DARREN: Which is probably more like the emails you may have received in the past. Oh, Mark, what a surprise. I'm going to read this. The lecture notes you graciously sent my way are absolutely inaccessible and totally incompatible with Jaws. I mean, who needs to actually understand the material, right? But hey, if it's not too much trouble, could you possibly resend them to me in line with my learning access plan. That would be just delightful. Thanks a bunch, Jo. They're probably more like some of the emails that some of us have received in the past, which is - I might use that as the example for the next one. Thank you for asking for the snarky. The next tool on that list is the judge tool which, again, am I misreading the tone of this? So let's put in that response that I got from the student. Maybe the student had sent that. Let's judge what this actually is. So we can hit judge. It Has a bit of a think and it's coming up with the summary of that saying, the text conveys a mixed tone of characterised by frustration, sarcasm and a hint of passive aggression. The opening exclamation, Oh Mark, what a surprise, suggests a sense of irony, implying that this is not the response Jo wanted. Referring to the lecture notes is absolutely inaccessible and totally incompatible with Jaws, indicates that Jo is facing a significant barrier in accessing the content, which likely contributes to feelings of annoyance and disappointment. The phrase, I mean, who needs to actually understand the material right, amplifies this frustration. And it goes on. I won't read out the whole - there's a lot that it's unpacking in that one short thing that's there. What I can do then with the judging, so okay, there's frustration. There's all of these bits that are getting unpacked from it. Can you suggest a response to that? So it might be, how do I respond to that when they're attacking me when it looks like this and they're being really sarcastic? And it's saying, Hi Jo, I'm really sorry to hear that the lecture notes didn't work out for you. I totally understand how important it is to have materials that are accessible. I'll make sure to resend them in a format that aligns with your learning access plan right away. Thank you for your patience and I'm here to help. Let's get you what you need so that you can dive into the material without any hiccups. Best, Mark. So there's a bit of diffusion in there. There's a bit of acknowledgement at the same time. So the judge tool is a nice first pass, just to see for those who are unfamiliar, how do I respond to this, as to what they're actually saying. And it can certainly be useful. And quite useful in the UDL context as well, Elizabeth.

ELIZABETH: So true. And I do just want to note that I've learnt about my own communication style through this and realised that my go-to email style naturally is the waffle option. So apologies for anyone who gets emails from me and thinks, oh, she's waffling on again. The tool has told us so. So from a UDL perspective there are, you know, two different ways that these tools are really helping us. So it's helping us in that representation principle, really helping to perceive and comprehend what has been provided to us, but also helping us in that action and expression principle as well, supporting us with our communication. Now, the other aspect that it might also be supporting without us realising is the engagement principle of UDL, because this is really helping us think about engagement and emotional capacity, helping us develop awareness of ourselves and others with our communication styles, and in this way it might be helping us to cultivate those really emotionally supportive communication styles. So if you're an academic about to send back, what feels like a very blunt email and you think maybe it needs to be softened, perhaps this tool could do it. Or if you're a student receiving an email and you're not quite sure of the tone or how to respond, this might support you to do that as well.

DARREN: Excellent. Thank you, Elizabeth. The next step, so we're not going to go through all of them, but just quickly is the Professor, which is give me a crash course. This can work for students and for academics. So I might paste in that line or ask the question of, how does Jaws work for keyboard navigation for a blind student? I'm an academic, I may not know. Rather than do a bunch of Google searches, I can quickly put that in. Or it's a term that maybe academics use and the student's not familiar, what do you mean by X? And the Professor will go give you a crash course in that particular topic. So I can ask it to generate that to, again, a level of spliciness, where we want less detail or more detail. So what it's come back with asking the question, how does Jaws work with the keyboard navigation for a blind student? And it's given me two windows. And the first window reads, Jaws is a screen reading software that helps blind students use a computer by reading aloud what's on screen. When using keyboard navigation, instead of a mouse, the student uses keyboard shortcuts to move around. For example, they can press certain keys to jump between headings, read text or activate buttons. Jaws will vocalise what the student is navigating to, making it easier for them to access and use programs, browse the internet or complete assignments, just like sighted students. Then it has a window below that generally is an example, I think. So a blind student uses Jaws to navigate a website by pressing the tab key to move through different elements, like buttons and links. When the student tabs to a link, Jaws reads aloud the link text, allowing them to understand what it is. If the students wants to click on that link, they press enter and Jaws will read the content of the new page. Throughout this process the student can also use keyboard shortcuts, like insert plus down arrow, to hear additional information about the current item that's focused on screen. So that was at medium spiciness. Up to maximum spiciness, I would get a lot more detail, or maybe I need less detail because I really just want that quick crash course. So for students they can put things in, as I said, just to get a little bit more information or background or a word or a topic or a phrase. You know, this phrase I keep hearing, what does that mean? I'm not familiar with it. It's obviously geographical or Australianism that's in there, what does this mean? You can go and put that into the Professor and the Professor will give you some feedback on that. Last one, without going into detail for all of them. So, sorry, just with the Professor. UDL aspects of that, Elizabeth.

ELIZABETH: Thanks, Darren. So as you can see this is a really great tool for getting an overview of a subject quite quickly. So whether it's something someone's mentioned in an email, or perhaps in a passing conversation, you could quickly get an overview of that particular concept. So where this aligns is in that representation principle, so really helping us to perceive and comprehend information. It's also helping us to build knowledge. So make those connections between new and prior learning, and really help the key features of a topic to be quickly investigated. So this tool is really good at picking out those key features and helping us gain a very quick understanding of them. If we needed to dive in further we could. But if we're just looking for that overview, it's a very accessible way to do that.

DARREN: Yeah. I just very quickly asked it the question, what does the term fair dinkum mean? And it gave me an explanation, that this is the phrase that originates from Australia vernacular and it's used to denote authenticity, genuineness, truthfulness and some more information about that and an example. So it can be used in lots of ways. The next little tool, and the last one we'll look at from Goblin Tools, is the Consultant. So I've recommended a few students use the Consultant to break down the pros and cons and give some advice around some things and this is one you may probably be familiar with that comes up a bit. So I'm just putting in the Consultant, the phrase, I need to complete a group work assignment with other students, some of whom I don't like. So I can ask it to give me some advice, or the Consultant to give me some advice on that. It's having a little think and it's come back with some pros and some cons. The pros being, it's an opportunity to develop teamwork skills despite personal differences. There's learning to communicate effectively with diverse personalities. There's exposure to different personalities and ideas that can enhance the quality of the work. There's the potential for building conflict resolution skills. The ability to practise compromise and collaborate in challenging situations, and the list goes on with the pros. In the cons, there's interpersonal conflicts could arise, leading to a negative group dynamic. There's reduced motivation if team members are not aligned or engaged. There's difficulty in communication and collaboration due to personal disagreements. There's potential for unequal contribution, causing resentment among group members, and that list goes on as well. And that may well be some of the fears the student has, originally put in this prompt that's there. But it then gives a little bit of a summary at the bottom that weighs up those pros and cons. And it says, the best choice in this situation is to embrace the opportunity for personal and professional growth that comes from working with individuals you don't like. While there may be risks, such as interpersonal conflicts or reduced motivation, the advantages of developing teamwork skills, learning to communicate effectively and gaining exposure to diverse perspectives can significantly enhance your overall experience. And there's some more text there, et cetera, about creating and fostering more positive group dynamics and helping out the overall assessment. So, you know, from a small prompt, you can get pros and cons. You can weigh those things up. You can look at the advice and say, well, that may be a con but it may help me in this respect, for the information that's there. And that can be really good for students that aren't sure about managing some conflict and things like that. And definitely is useful in the UDL sphere there, Elizabeth.

ELIZABETH: So true, and it really depends on how you use this particular tool, what UDL benefits you might get out of it. So in this particular case, it's really thinking about the pros and cons of engaging in that group work task, when you may not be engaging with people you actually want to be participating with. And so in this particular case, that's really looking at the UDL example of fostering that collaboration and also promoting reflection. So that's in our engagement principle. It could also help us though, depending on what we were looking at the pros and cons of, could really help us to think about the patterns and considerations across those two aspects. It could also help us to really anticipate and plan for challenges, if these were the pros and cons of maybe taking a particular pathway of action, something you were going to engage in. So many different broad benefits depending on how you use this particular tool.

DARREN: Excellent. Thank you. Elizabeth, we might just move on from Goblin Tools, but we might quickly open up to any questions that are there. Darlene, was there some in the Q&A?

DARLENE: Yeah, there are. So I know this is one of the questions we had prior to this one. It's around the ethics of students using these tools. So someone asked, this is great for teaching students how to use AI, but how do we get them to use it ethically, so that they don't just ask Goblin to create their work.

ELIZABETH: I'm happy to start on, Darren, if you want to jump in.

DARREN: No, jump in.

ELIZABETH: Okay. So with this particular tool, this tool isn't working in the same way as ChatGPT or coPilot. So this is working to either break down a task to find those positives or negative aspects of a task. So it's doing more of that scaffolding work. And we have a podcast called the ILOTA podcast, I-L-O-T-A. And very recently one of our guests on there was Dr Thomas Tobin, who has been looking at AI through that UDL perspective. And one of the key quotes that we really took away from Tom was when he was talking about the role that AI should play. That AI, we don't want it to take the role of the student. We don't want it replacing the student in the learning. Instead, we want to frame it or have it used in a way that it's more of an assistive technology. So it's a compliment to that learning, rather than a replacement of that student. So with Goblin Tools, we may not have the student using it to write their essay, because we don't want them to use it to do that. This tool is actually going to help support them to scaffold that process. So maybe we have a student that says, okay, I know my topic. But how do I even put this essay together? What would I do? Maybe they use that tool to explore some of the steps. And it might be some steps that are quite obvious to them and others where they think, actually, I don't know how to progress with this. And those parts that are broken down in that Goblin Tool can be the prompt to really scaffold them through that experience. Why this might be a real benefit? Some students might not be first in family. They might have family members who are very used to completing assessment tasks or siblings who are going through the education system at the same time, or perhaps they even have a group of friends or peers that they can discuss this with. But perhaps they don't. And so this tool can really be the compliment to that journey, in helping to bring some of those hidden or some of those aspects that might be assumed, helping to scaffold that experience for those students who need it. Does that help answer that question? Otherwise feel free to -

DARLENE: Yep. I think that's good. I think it'll probably be a topic that will probably be raised a little bit today. It's one of the things that we get often asked the most.

ELIZABETH: It's a really important consideration.

DARLENE: Yeah. Another question is with the Professor tool in Goblin Toolbox, is there a limit to the usefulness, depending how specialised the detail emerging in the topic is? The person's trying to determine if the tool has hallucinations or misinformation, depending on the topic?

DARREN: I think, like - sorry, I'll jump in here. I think like any of the AI tools, generative AI tools, there is that potential for that. Again, the Professor's probably not to the extent of, you know, ChatGPT and some of the other live language models, in terms of the amount of information it gives, it's limited in its scope because of that spiciness that you put in. I, again, would tell students like anything it's, you know, careful what you get out and don't take it as said fact necessarily. And a lot of these tools, I think, I've closed that down now. In Goblin Tools, I think there's information there about what - and how you should use it, in terms of, you know, trusting, not trusting, you know, information that's there, as all of these tools should be. So, again, I wouldn't recommend to students just to go and use this without, you know, some kind of instruction around using it and to get the most out of that tool. The AI discussion, that obviously happens on the other AI, the academic integrity discussion that goes with that, is this is no different than any other piece of work. You can't copy somebody else's piece of work and claim it as your own. If you're using this to generate work, it's no different, and you will be found out. It will be picked up somewhere along the line. You can't suddenly change your writing skill from this level to a different level, you know, suddenly overnight. And there's tools which will track the certain ways these things happen. But look, it's a massive discussion and we won't get hung up too much on that. We'll touch a little bit more on that when we look at some of the benefits and considerations and the ethics later on with this.

DARLENE: Excellent. Thanks, Darren. And just another question, has any research been done around the ethics of AI as yet? Is that something you've kept abreast of, Elizabeth, or have you seen, Darren?

ELIZABETH: I think there are papers that discuss ethics in different ways. So ethics can be really multi-faceted. So we're going to talk about that in a little while, but there's the ethics around what data was actually used to train and develop particular models. There's ethics around the individuals who have created those models or been a part of it, have been recognised. There's also the ethics around our environment and recognition of some of the impacts that there might be environmentally. So I think you'll find research that hits different niches of those topics. But if you find any really good ones that cover their broad scope, please feel free to drop them in the chat or let us know.

DARLENE: That's great. Thank you. All right. That's it for the questions. Just a reminder if you do have questions, if you can add that to the Q&A and not the chat, just so we can keep the questions out. But I'm loving the chat and everybody's sharing their own knowledge and resources, as always. Sorry. There's just one more that's come through. Has this AI got the ability to turn down - tune down the language to align with the level of the students? So what level the student's at?

DARREN: Yes, yes. Some of that with the second to the formaliser where you can simplify some of the information down. And, again, with that spiciness, do you want less or more. So if you make it less, it really condenses the information down. And that was kind of on show with the screen reader one where it didn't say Jaws. It said it's a screen reader and what a screen reader does and it put it into really plain English terms, which can be useful for some of that. I just need a quick way to simplify this, because I'm using some academic terminology that they may not be familiar with that's in there. So, yeah.

DARLENE: Excellent. Okay. That's all the questions. We'll come back for another lot of questions soon. We're halfway through. We've hit the 45-minute mark. Time's going fast as always.

DARREN: As it always does.

DARLENE: Thank you, all.

DARREN: Excellent. Thank you. Look, we're not going to spend too long on ChatGPT, which is our next one of the year. Again, most people have played with this. We saw that from the poll. Thank you. We just want to do a quick recap on a couple of the things, and we've covered this in a previous webinar a couple of months ago, I think, how this can be used by students. To do this, so what I want to do, ChatGPT, we'll quickly step through. So I have a - some - a lecture transcript here. I'm calling it that. It's made up. But a transcript of a lecture that was on homeostasis. It's just a text document that I've dragged across into ChatGPT as the content that I want to work on. What I have - what I'm going to ask it to do, so I don't mistype things, I'm going to ask it the prompt, can you summarise the attached lecture transcript, providing a one paragraph overview, then list key themes and topics. So it has a read, it's giving a summary: This lecture provides an in-depth explanation of homeostasis, emphasising the critical role in maintaining stable internal environment for optimal body function. It describes homeostasis as the body's ability to keep variables, like temperature, glucose levels, oxygen, saturation, fluid balance within narrow ranges, et cetera, et cetera, et cetera, and it goes on for quite - that's a decent paragraph there. And I asked it for one paragraph. It then is listing key themes and topics. And it's putting numbers with those. So the breakdown of the transcript from that lecture was - first one was number one, definition of homeostasis. And that's about maintaining a stable internal environment, e.g. temperature, glucose levels, oxygen. Second key theme was core components of homeostasis regulation, which is receptors, control and effectors. Part three, mechanisms of regulation. Part four, physiological systems interaction. Part five, part six, seven, et cetera. So it's broken down nine key parts of how that lecture contained information. Let's put those into some sub points. So it's really given this condensed overview because that's what I asked it for. Now, I may want to know, hang on, these key components or these core components, rather than type out all this stuff because it's numbered and given me that information, I can then ask the follow up prompt saying, can you expand on theme 2, without putting all of that in. So it's given me the overview. I've got the condensed stuff but there's just a bit that I want to expand on. So it's then going to give me the response of expanded explanation of core components of homeostatic regulation. And it's giving me how this works. It's giving me more information about receptors, which is just one bullet point that it had, and it's breaking that down. That there's thermoreceptors. There's mechanoreceptors. And underneath that there's baroreceptors. Proprioceptors. I'm not sure of some of these terms. I may have to ask it how to pronounce these. There's chemoreceptors. Control centre. So it's given much more information on each one of those little components or three components are there and it's giving some real-world examples. And then with that, which is picking up from that text. And then a little bit of a, you know, summation at the end. So you can see by condensing information down into a quick summary, I can then dive into the bits that I'm unfamiliar with, that I'm a little bit unsure of. From again that, and from having the transcript already in there, as it knows what I'm talking about, I could ask it very quickly to, can you create five multiple choice quiz questions? Do not provide the answers. And it's going to create multiple choice quiz questions on homeostasis. Question 1, what is the primary function of homeostasis in the body? And it's giving an a, b, c, d response for that. Question 2, which are the following best describes the role of the hypothalamus in homeostasis? Question 3, baroreceptors are responsible for detecting changes in - a, b, c, d, et cetera. So I can go through and do some - you know, some flash cards and reviews. Reflection. Quiz myself on those questions. I could then ask for those answers. And say, can you provide the answers? Now, because the last prompt was about that, it knows what I'm referring to. So it's going to give me those answers. So question 1 was b. Question 2 is b, and it's giving me that along with the text of what that was, it's there. So that may be useful for some reflective practice. And we covered that, as I said, in a previous webinar. I know some students have been loving that ability to quickly pull out a quiz. Check, did I know what I think I know? Or is it throwing some curveballs at me that I was unaware of? I could then, as I said this is a crash course, I could then quickly ask it, can you create five short answer questions? So it's going to ask me some open-ended questions then. So what are the three components of homeostatic regulation? And that was theme 2. Lucky I looked at that. And what is the role of each? Question 2, explain how the nervous system and endocrine system differ in their roles in maintaining homeostasis? Okay. So I've got a chance to come up with a response, what that might be. Write that down. But again, it's not giving any answers to that. And there's no such thing as a correct answer necessarily because it's asking you an open-ended question. But you can ask it to suggest a typical answer for each question. And so for that first one, what are the three components? So it's going to have a think and say, okay, if I was answering what are the three components of a homeostatic regulation system and what is the role? It would say the receptors. It deflects, changes the environment. The control centre does this. The effector does this. So it's giving you some versions that are there for that. I just quickly saw a question come up, so I'll answer that while I'm here. This is the free version. This is - I'm just logged in. This is not a paid subscription. It's using GPT 4.0, which gives about X number of stuff per day or something that's there. So, yes, I'm just using the free version. And I think even if you're not logged in, you can still get some of this. You can't put attachments in, but you can cut and paste text at the same time. So for students, you can see there's a range of things. Sorry, that can certainly help with that. Now -

DARLENE: Sorry. Sorry, Darren.

DARREN: Yep.

DARLENE: That question also just asked around the audio function. Is that - yeah. So is that just to read it? It's not necessarily to -

DARREN: That's - that's for - yeah. So you can click that and ask for - it might work it.

DARLENE: Okay.

DARREN: I'm not going to click on it because it might screw up the microphone and lock up Teams, which - I'm sorry, I'm in Zoom, which sometimes happens for me so I'm not going to click on that, but there is a voice mode so you can ask the question, instead of typing in that prompt, which can be quite useful. I think in the paid version you can have it read back to you. In the desktop version of the app, you can just click that button and have a whole conversation and it will talk back to you as well. And then you've got the whole transcript of that conversation interaction as well, which can be useful, and I'm encouraging students with that as well to sit back. You know, don't worry about the screen, the fatigue. You know, ask questions. Think about what you want back. Listen to the answers. And then you've got that transcript to work from later on. Now that same transcript that was in there, I'm just going to put my academic hat on and say, I've put in my transcript of last week's lecture that was there. So as an academic I can also use that in a similar way where I might say, I want to summarise - this is the prompt, sorry, that I put in. I'm going to summarise the transcript from last week's lecture into a simple overview that can be read in two minutes. Start with the words, last week we looked at. So I'll analyse that transcript. And you can see it pause slightly. So it came up with, last week we looked at - and there was a slight pause before it continued. So it's responded with, last week we looked at the concept of homeostasis, which is the body's ability to maintain a stable internal environment for optimal functioning. We discussed how homeostasis regulates vital factors like body temperature, glucose levels, oxygen, saturation and fluid balance, et cetera. Newparagraph that's there, we explored the roles of various receptors. Look, and if you do read that out, it's close to two minutes that's there. Anywhere from - generally I find if I put two minutes in, it's from a minute 30 to two minutes. So it does a pretty good job of framing it into a short little bit of information. Now, I could turn that into a quick audio version, that's there for students to quickly listen to, to be prepared for class this week. Or maybe that's just the text that I want to put in, here's a quick recap of last week, for everybody to get up to date before they come into this week's class. Or I could put that on a slide. This is last week's information. Let's spend a minute, a couple of minutes quickly looking at that. Okay. We're all up to speed with what we did last week, even though not every student may have had the chance to jump in and do that. So, look, it's a nice little tool for - to help academics quickly summarise information. The thing that I've certainly was impressed with, has taken the language that I put in asking it with the prompt to say, "we looked at" at the beginning, and then followed that through in the inclusive language that it's then used saying, we explored and did this, finally we examined how this happens, and we looked at, and we now understand this process. So from a UDL perspective, Elizabeth, how many boxes did this tick?

ELIZABETH: Again, there are so many ways that you could use this tool, and so there are various benefits, depending on the way that you use it. Darren showed us, first of all, the way to adjust how that information was being presented. So we can think about that in terms of the representation guidelines, perhaps it's making something quite large and lengthy, perhaps overwhelming in the timeframe available, making it much more readable, perceptible, comprehendible. So imagine that perhaps you are a student who was really sick during the lecture, you couldn't make the lecture, didn't have time to access the recording, but you've got a tutorial in about 30 minutes' time. If you have permission from your lecturer and you have that transcript available, perhaps you could get a brief recap, so that when you go into that tutorial you don't feel like you're there with no knowledge about that week. Instead you have the knowledge there to really build on, so it could really help with connecting prior knowledge to new learning. It could also help us in terms of how we engage with material or how we act on material, as Darren showed it could be a really great tool for revision. Perhaps students are used to just writing out study notes and then realise, actually, I can't recall what I've studied. This could be a really great tool to make sure that they're doing that work to really embed that knowledge and have some practice around embedding that. So many different ways that we could use it, but of course it's all thinking about the ethics of what's able to be fed into this system, and also really supporting our students to know what is and isn't okay, and showing them the best ways to leverage this tool for their learning, or for academics for creating resources.

DARREN: Yes, indeed. So one more thing, and then we'll quickly take a couple of questions, that I've got here is something that's come along in leaps and bounds, talking about - across 2024. I think the very first episode we did of a lot of things in the podcast, we looked at image descriptions that was there, and you probably all experienced some of that by putting some images in, and we touched on that again in the previous webinar of being able to put that in, ask it to give an image description. It has come along in leaps and bounds throughout the year, and this is about a month old, this one now. So I've put in the image of our ILOTA things podcast. It sounds like we're plugging this quite a lot. That's there, which is a brain - actually I won't tell you, because all I did was put the image in, and I asked it to describe this image for me and it came back with the following description. The image you provide shows creative and surreal concept. It features a large human brain, wearing a graduation cap sitting on a bench with legs and feet, dressed in black and white sneakers. The brain also has large headphones over its sides, suggesting a connection to learning while listening. On the left side of the image there's a blue vertical bar with the text ILOTA in large bold letters, followed by things in smaller, more understated font. This part of the image contrasts with the central figure by providing a clean, modern, typographical layout. The overall tone of the image mixes elements of intellect, technology and casual culture, symbolised by the graduation cap, education in brackets, the headphones, media or audio learning in brackets, and the sneakers, in brackets, usefulness and informality. Wasn't necessarily a plan for me to put it together but that's what's there. So it's quite a detailed description. It's actually quite accurate of what it put in there. Now, again, that's probably too much to put in as alt text onto an image, but it is useful to describe maybe a context or that for the image. So it then prompted, can you provide a short alt text version to include with the image? And it's given the alt text of - illustration of a brain, wearing a graduation cap and headphones, sitting on a bench with sneakers. Text on the left reads, ILOTA things against a blue background, which is good enough to be the alt text that's there, unless I want to go into more details with that later. So for some students where they may not be able to see, or get the images to them, they might have bad internet connection and they're just not coming down, or something's happened with your machine as well, this can be a really useful tool. And writing alt text isn't easy, and it doesn't come naturally to a lot of people, so this can be a really great entry point of putting in some images and helping to describe those and having the content matter expert be able to tweak that to fit within the context of why they're being used. So questions.

DARLENE: I'm distracted answering some. So we've only got one, and I was just responding from a colleague, and he said he wasn't quite sure if it was a question or a rant, and I was trying to write back quickly saying, I took it as a rant, because I know him too well. So Dallas has put into the question, I had a chat with a great academic who meets with students - who met with a student with dyslexia and talks to the student on how to use ChatGPT and convert what the student gets from AI into their own words. So should academics introduce correct usage in the lectures? And Tracy's in the chat and has actually given some examples. She shares her lecturer, her practice. So if they've used AI, and then in the stuff that they've produced, they've kind of identified that with students. So I suppose it's just practising, showing what they do, which I think is a really great way of doing it. So any other thoughts that you've got, either you or Elizabeth, Darren? Darren, Elizabeth?

DARREN: Yeah. No, look, I think it's - I'll throw it to you in a second, Elizabeth. But, yeah, I think it's really important that we give the context for students to use this, as much as we're giving, you know, over permission into, yes, you can use these tools. We don't want them to hide behind the tools, but how to use them well. And again, part of that ethics and what's the information you receive out of that. So try to identify how can this tool help you, not how can this tool do it for you? That's not helping you at all by just doing it for you. How can it help you and recognise those things? So you really bring to the fore, those critical thinking skills and the ability to, okay, how can I get the best out of this to enhance my learning? So sorry, Elizabeth.

ELIZABETH: No, that was really beautiful, and I think Darren and I always sit back waiting for the other to jump in. So we're just really polite. Thanks for kicking us off. I think it's a conversation we need to be having with students for sure, definitely around how do you use it ethically, but I think we also need to really enhance their understanding of how these tools are working. That these tools are not replacing them and should not be replacing them. That these can be a complement to that experience, but not a replacement of that experience.

DARLENE: I think Amy's, kind of said that too in the chat. About that need to provide support to students to look structurally and in - you know, yeah. So at the tools and how to use them, I think it's really good. So I think having those open and honest conversations and making it as a part of your teaching practice is really a positive thing. So that's it for the formal questions, but we've got lots of chat, which is great, so continue.

DARREN: Excellent. I'm loving some chat. I'm looking forward to reading all of that. You might be seeing me quickly moving my head across to try and catch some of the chat that's on the other screen, but we will be reading through all of that so thank you. It's great to see the engagement from people. All right. Now, again, Google Notebook. I think it was around 30% or something in our poll had looked and heard of. This one, kind of, took off a few months ago, when they released this and rightly so. And, again, it was mentioned, I think, in a couple of webinars ago with some neurodivergent students in terms of study skills, and they were using this in some of their workshops, et cetera. And we asked the presenter afterwards, you know, how did they find that with the students? Because it does give a very positive tone when it condenses and turns thing into a podcast, which we'll show you. And they were saying students loved it. One student gave some feedback. I've heard from somebody else, I should say. That one student gave some feedback saying, it's so much better than the lecturers themselves. They make the subject sound exciting. Look, so it's, again, a different way to engage. What - for those unfamiliar, what Google NotebookLM does for anybody that has a Gmail or a Google Suite account or any of those, the ability to add in your own source information. So it's another large language model that's there. And I can add in - might be my notes, my lecture notes, the slides, et cetera. You can check for permission to do some of these things. So in this case I've put the transcript in, again, of that same homeostasis lecture that's there. And it goes through and will give me a study guide, the table of contents and similar things. It'll break the information down. It can give you some briefing information, et cetera. The key interesting thing - sorry, and you can ask questions. So it's got a start typing at the bottom. So you can ask questions and interrogate, similar to ChatGPT and the other models. One new feature that it certainly introduced was the ability to do a notebook guide. And when you do that, it prompts and it creates simulated, kind of, podcast or this conversational narrative that's there for students. I'm just going to quickly play, and I think the audio is being shared. What this has done, and how it's turned the lecture transcript on homeostasis into a discussion. So I'll just play, maybe the first minute of this.

(AI played)

AI1: Hey everyone and welcome back. We're diving deep into something pretty amazing today. Homeostasis.

AI2: Yeah, it's really wild.

AI1: It's how our bodies keep everything running smoothly behind the scenes. We're looking at a lecture on this today. It's kind of like getting a peek behind the curtain to see what makes life tick.

AI2: That's a great way to put it.

AI1: Think of it like this, imagine a tight rope walker to stay balanced. They're constantly making these tiny adjustments.

AI2: Yeah, little shifts and movements.

AI1: Our bodies are kind of like that. Always making subtle shifts to stay in equilibrium.

AI2: Precisely.

AI1: And that's what homeostasis is all about, maintaining that balance internally. Whether it's temperature, blood sugar, or so many other things.

AI2: Right. It's about keeping everything within this narrow range.

AI1: And here's where it gets even more interesting. Homeostasis isn't just one system working by itself. It's like this big complex dance, With multiple systems all working together to keep us functioning at our best.

AI2: It's a beautifully orchestrated system. And it's remarkable how it all works together seamlessly. So true. The lecture actually uses this really cool visual to show this. They show a thermal image of a spider.

AI1: Okay, a spider. I'm intrigued.

AI2: Well, unlike us warm-blooded humans, spiders have these very uneven -

DARREN: Okay. We'll stop the talk about spiders. There might be some arachnophobia in the group. We don't want to trigger any of that by imagining a spider. So you can see, for those that may not have heard of Google NotebookLM, how much of a surprise it was when this came out. The fact that it could turn that textual information that was put in, or a transcript or a set of notes, and turn it into this conversational piece. That sounds - it's sounding more human with that, and it does some um's and ah's and they cut each other off slightly. And there's been an update since the first version has come out. And so it's certainly gotten better at doing that. You can also now prompt it with some information to ask it what to focus on. So you can say, focus on the fundamentals or focus on this. I know from some students using this tool then - some are using it for the study guide and things, but most are using it just to create that podcast that's there or audio avenue, I shouldn't say podcast, and most of them are between 10 to 20 minutes, that it will summarise some things. So I've had a few students that have been using it to put in their lecture notes from last week, along with the transcript, and then get this 15-minute podcast that they listen to while they go walking in the morning. To quickly have a recap of what was there last week. Through to, I suppose graduate students that have been putting in some information just to see how their own thesis is getting read back to them by different voices in a different way, and how it's being looked at for that. So, look, it's an interesting tool. I mean, just wondering if you haven't seen it before, just wanted to show you that one.

DARLENE: Someone's just asked around about, you know, Australian voices. And I probably could just write like, no, because it doesn't. But I've actually got very familiar with this voice now. Darren's been using this for a little while and it's been brilliant. And I'm actually - they're quite comforting now. Those voices. You get used to them. Yeah. So, Darren, just want to confirm that it's only - no choice at the moment.

DARREN: No choice at the moment. It is still technically in beta, I think as I've said. But they - they didn't - they've indicated they're certainly looking at different voices and different accents, et cetera, that's in their impossible - you know, different languages. But we'll touch on some of that in a minute with some other tools that are now stepping into that space as well. Some new tools that have come out recently. So any other questions with that? Sorry, may I just quickly say?

DARLENE: Yep.

DARREN: It does hallucinate. And it can hallucinate quite badly with some things that are there. We've put in some information before of, I think, some webinars we did the start of year on accessibility. And we did nothing for the first 30 seconds. It said, so remember when Darren said it's like putting lipstick on a pig? And I'm thinking, what - what are you doing? I didn't say - did I? Maybe I did. Went back and read the actual transcript and it said, I never said that. But it was using it to highlight why making a heading large font, but not actually styling it as a heading, makes it look like a heading but it isn't. I'm just like, bad comparison but okay, good idea. Maybe I'll steal that idea.

DARLENE: Yes, that's great. Yeah, we do have a couple of questions, but looking at the time we really are getting close as always. Part of the challenge - so one of the questions is, part of the challenge of integrating these tools into workflow as a student and a staff is keeping track of all the tools. And especially, you know, if I'm paying for them. Any tips about the meta management of these tools, keeping them and their purpose salient, especially to those of us with object permanence issues. Is there any AI to support this?

DARREN: You know, to support the AI.

DARLENE: For the AI.

DARREN: I'm sure there will be. At the minute I'd say no. I've been deliberately sticking with the free kind of ones for that purpose. Again, I'm trying to recommend to students those that have a really no cost entry barrier that's there, because a lot of things are getting locked behind pay walls and there is certainly a digital equity discussion there around finance, et cetera. But keeping up to date with all of them, there's so many things. My inbox gets hit with new ones and stuff that's coming out. And that's part of what we're doing with the podcast. Looking at what's these tools, what's useful and how are they being used. And, again, today we're probably only scratching - just scratching the surface of some of these tools, but we know some of these are being used by students and staff at the moment. There's a whole range more, but they're probably more niche. So we're just looking at the key kind of one’s today.

ELIZABETH: But what you could possibly do is perhaps create a table for yourself and have one column that has the particular name of the tool. Another column that describes what that tool can do. And perhaps a third column where you create a prompt bank. So if there are particular prompts that you know work well at a particular time, they might need to be refined over time, but you'll have that go to page of yourself to go to. And perhaps that's even something you could share with students, if that is something you're building into that learning activity.

DARLENE: Brilliant, as always, Elizabeth. Another question is: UDL would suggest that their impact is critical. How do we best deliver this to students for attention and success? Do you think they mean their impact is - the AI impact? Is that what you take that as? Sorry, Jason. Yeah. Elizabeth, can you answer that question or -

ELIZABETH: Yeah. It sounds like there are many different ways that AI might be able to be leveraged to reduce some learning barriers for students or even some equity barriers. You know, not everybody has that other person in that home environment with them who can support them through what does an essay even look like, if it's a very first time. Perhaps some of these tools could actually provide that scaffolded support. I think what we really need to do is upskill ourselves and also upskill staff and students in how to use these ethically and to know how to get the most out of them. And hopefully if students are empowered to know how to use them in the best way, there may be less and less of them relying on it as a last resort to get an assessment in. Fingers crossed.

DARLENE: Okay. And another question is: Can we use the function to train communication skills, aggression, minimisation skills?

DARREN: Look, there's certain tools that are around. A lot of those are in beta and there's probably a whole range I haven't heard of with that but there's one tool we'll show, which is EVI that we mentioned earlier or the Hume tool, which we'll get to in a moment. But it helps pick up on voice, pick up on if you're sending aggressive or confused or sad or frustrated. And it responds accordingly to, you know, try and direct the conversation into things. But we'll get to that.

DARLENE: Excellent. So Angela does have a question, but I think from the follow up question is I'll hold that over to the end. So - and I'll let you get on to EVI because EVI is - it's my favourite one.

DARREN: Let's go to the next one. Yep.

DARLENE: I'll let you go to that one. I shouldn't play favourites, should I?

DARREN: That's all right. So just before we get to EVI, I'll quickly show because there was a question about voice. So this Play AI is another tool and they've recently - very recently released their text to speech where you can create a similar thing to the podcast. But instead of putting - you put your actual script in there. So in terms of an academic, maybe making a case study or a student wanting to make up, you know, here's a role play between two people or three people or whatever that might be. Again, this is - I'm not logged into the tool. This is just on their website at play.ai, playai, and it's got agents and things which we may not get to today with that very briefly, but I've quickly put a script in there. I'm just going to get it to generate that into the podcast or into a conversation.

(AI PLAYED)

AI1: Thank you, Darren and Elizabeth. And hello to everyone who is joining us in this ADCET webinar.

AI2: Yes. And a huge shout out to all our friends in Australia, New Zealand and from wherever you are joining us today.

AI1: Now, this topic of generative AI and what has happened through 2024 is a really topical and interesting one.

AI2: Certainly is. A lot has changed.

AI1: And there is so much more on the way.

AI2: Like what?

AI1: Like us for one. We were just voices inside of Darren's head.

AI2: Well, that is scary.

AI1: And now here we are, chatting with you fine folk, well at least seemingly talking with you.

AI2: And this is just the start. The technology is advancing day on day. Imagine being able to take your own script and generate a case study or an interview, a voice over for your next presentation or video.

AI1: Or maybe even just someone for you to debate with.

AI2: Or even cloning your own voice to read out your own notes.

AI1: Imagine for a moment being an academic and turning your notes into a presentation using your own voice. And having an AI voice engage in a conversation with you, asking the why and how questions on behalf of the students.

AI2: Okay, but that is amazing. So much potential. For now though I think we need to slow down, pause, take a breath and get out of Darren's head.

AI1: I agree. So thank you, everyone, for listening, and back to you, Elizabeth.

DARREN: So before I throw to Elizabeth, the question was, are there Australian voices? I'll quickly - I'm not going to play the whole thing. I'm just going with the default voices here. Archie's a bit of an excitable Australian but I'm not going to change anything. This one does have the capacity to do different voices. So - and you see how quickly this generates. I'll hit generate speech.

(AI PLAYED)

AI1: Thank you, Darren and Elizabeth, and hello to everyone who's joining us in this ADCET webinar.

AI2: Yes, and a huge shout out to all our friends in Australia, New Zealand and from wherever you are joining us today.

AI1: Now, this topic of -

DARREN: Okay. Lots of different voices that they've got in there. This is just the free front end where you can go and have a play with the tool. They've got this new "Meet" dialogue. They've got this agent tool here where it uses some of their voices. And so you chat with the bot, with their AI agent, but you've given it a background of bits of information. So this is a technician you can speak to or someone at front desk reception or it's a food critic or it's a martial artist, et cetera. So in terms of building case studies, I'm thinking health science. I'm thinking a lot of things where people have to learn people skills, interact with people. Some of these things, we're going to see lots and lots of these in 2025, these agents coming to the fore that are very niche and concentrated within a particular thing. So for helping train some aggression from students or to look at and reflect some of those things back. This can be certainly a really good tool. But just the speed that it can now generate that conversation from a script that was in there. Only - this only came out about a week ago. It's quite staggering, the pace at where some of this is going. So I just wanted to show that one in response to the - the mention around voices that was there. All right. EVI, the one - should I say Darlene's favourite that's there. For those that haven't played with hume.ai. EVI stands for emotive voice interface. So EVI picks up on how you speak or attempts to. So it's not just straight text in and out, as most prompts in generative AI has been, and we've certainly seen that increase in the tools adopting that speech input. Then being able to read that speech or try and interpret that speech is somebody frustrated - is somebody - sorry, you know, confused. Are they sounding hesitant, et cetera, in being able to adjust the response. There's some characteristics you can't really read from the text. So, you know, this is another layer of trying to pull those things together. So I'm just going to fire up one of the bots that's there. That's just - so might just have to refresh the page because it's been sitting there for a little while. Let's have a chat. We'll have a chat with Ito. There's a couple of different personalities here. So what I want to do with Ito, I want to - let's start a quick conversation. Hello, EVI, how are you doing today?

AI: Hey there. I'm doing great. Thanks for asking. I love your warm greeting. How's your day shaping up?

DARREN: My day is good. It's almost at the end of the day. And we've only got a couple of minutes. I'm in a webinar with a friend and colleague, Elizabeth Hitches, and we're talking to a bunch of fine folk around Australia and beyond around AI and accessibility in UDL.

AI: Oh, wow, that sounds fascinating. AI and accessibility and universal design for learning. That's such an important conversation. How's the audience engaging with the topic?

DARREN: They're engaging great. There's some really good conversation in the chat.

AI: That's fantastic. Nothing better than when a webinar really sparks meaningful dialogue. Makes it all worthwhile, right?

DARREN: Okay. So I'm just going to pause that there because I just wanted it to do its thing. So you can see where it's picked up on some of the bits of how it's asking amusement, concentration, interest, excitement, amusement. It's getting amused at what I'm saying, maybe I'm saying it in that way. But look, it can be really useful. The other thing I could use this for, and I know it's been used in a couple of institutions again for helping practise some job interviews, you know, answering questions. I've got some students that have been using it to trial their presentation. You know, I've got - so you can ask it, I've got a presentation, I want to do this. So I'm just going to put in, say, an example here. EVI, I was just wondering if you could play the role of Bob, who's the owner of a local mechanics store. Yeah, mechanics down the road. They had a sign in the window that had - for an apprentice wanted. And I've just finished a Cert III in Mechanics and I was just - I plan on going in there and asking them about the job. So could we role play that with you as Bob?

AI: Of course. Hey there. I'm Bob from Bob's Auto Repair. I saw you checking out our sign. What can I do for you today?

DARREN: Yes, hi. Nice to meet you, Bob. I'm just wondering if you could tell me a little bit more about the job.

AI: Sure thing. We're looking for someone who's just finished their training to join our small team. We work on all sorts of vehicles. Everything from basic services to major repairs. What kind of experience do you have under your belt?

DARREN: Well, my dad used to race cars and he used to restore some classic cars. And I've always been fascinated with and used to help him in restoring some cars. I've recently just completed a Cert III as well, a Certificate III. So I'm looking to get my foot in the door.

AI: Ah, classic car restoration. That's impressive experience. I love hearing about that racing background too. What kind of classics did you and your dad work on together?

DARREN: So you can set up different parameters with it. You can ask it to give feedback, judge feedback on what you're saying and things like that. But that's just a very quick intro into it. But there's more of the tools that are now starting to pick up on this notion of, we can hear what you're saying. And a lot of the new AI agents will be using some of that as well to say, okay, you're feeling frustrated. You're doing this. There is a point with EVI, which I've been impressed with, if you start going down a path of being really frustrated and not getting answers, it will suggest that you go seek out a human to do this. Or there might be a counsellor at your school or, you know, it knows if you've been speaking to it about university. And, you know, is there someone you can talk to about this? Is there someone that can assist? So it's really good at not pretending it knows all of the answers for things. And it does say, I am only an AI agent that's here doing this. So there's only so much that I can do. You know, so if you start going down a dark path or you start talking, you know, certain tendencies, et cetera, it will pick up on that and recommend, you know, that there's someone else that you can speak to or is there somebody else you can bring into the conversation. So that's EVI in a nutshell. So many possibilities that are there with that, but I do want to leave some time for some questions. So we'll - we'll wrap it there with that.

DARLENE: Thanks, Darren. That's brilliant. There's quite a lot of - there's still a lot of conversation around the ethics of AI, and especially putting information in. So Angela from libraries - you know, that works in a library says that, you know, due to copyright legislation and so forth, you know, putting - often they can't have access to subscriptions and to be able to put into AI and so forth. She's probably asking more for a group discussion, but what are your thoughts in regards to, you know, copyright legislation and using AI and and so forth?

ELIZABETH: It's a really important area to consider, because there may be copyright for students to use a material in one way, but if you are using it to then produce another material, or an academic using it to produce a material for a use that hasn't been permitted, then you could actually be in breach of copyright and not be aware. I think this is a space that is not well enough considered, because I've already heard some students saying, I just uploaded my three unit readings into AI and got a summary. And that would definitely be in breach of copyright, the way that they've done it. And also the particular models that they've been using. So we definitely need to be really clear with our students around what is possible, what isn't possible and make sure that we're not breaching any rules when we're actually using these tools. And the same goes for materials within the class. We need to be aware of whether or not transcripts of lectures are able to be used. It is the intellectual property of the academic and the university. So there needs to be transparency around, if they can be uploaded. If so, does the particular AI use that data within its training model? Or is it a particular AI that actually closes that conversation off and deletes the data, once it's finished drawing on it within that conversation. Lots of things to consider and we really need to support staff and students to know how to do this ethically.

DARLENE: Yeah, but that was that next follow-up question of one of the closed systems and, you know, kind of, ensuring students have that, you know, understanding of those that aren't using it. There's a training purpose as well. And once again, it would be up to your institutions to set their own policies.

DARREN: Yeah. And I'll just quickly add that, you know, more of the tools are starting to recognise that as something, and particularly making that - you know, a closed shop so to speak. Microsoft's certainly doing that and with their coPilot, you know, roll out - excuse me - et cetera, that they're building in to make sure that it's limited within the institution and the knowledge stays within the institution. It doesn't get saved externally or used for other things. ChatGPT now has memory options in there that you can say, do not remember any of my conversations and do not use them for training. That's there. And so many of the tools are starting to build that in. The way some copyright materials are now being used was never envisaged in the Copyright Act. So there's things that need to get up to speed. Although I will quickly say for simplifying some of the information, breaking it into, you know, a more digestible and understandable thing for some students with disability, copyright law does allow that. For somebody with a print disability, they can format shift, they can break things down, they can put it into something that works for them. So there's now a disparity there about who can use some of this information in certain ways. That's there. But for a student with disability where this can certainly help, that's something I'm certainly very excited about. But the conversation is only just really starting around the AI, the ethical use, the copyright, intellectual property, where does all of this sit.

DARLENE: Yep. Excellent. Can the agent discern the cultural context of the auto shop?

DARREN: Good question. I could give it the context of that, if need be. It would be interesting to input or have somebody with a different accent, you know, bring that up. How does it make, you know, that character that's there. As I said, EVI has a whole range of different characters. Again, that's how - their first thing of agents. So you can get somebody that's like, that's a theatre person that's all very excited to meet you and it's all in these theatrical terms. There's somebody else that you saw on the other one where you can have somebody that's a nurse or they're a receptionist or whatever the role might be and that's the parameters of the AI. But a lot of these, again, that's in instructing the student, well, give it X information. And I've had some students go in there say, you know, I'm such another, I have this disability, and be really upfront. And say, so I struggle with this and this is what I'm now having a problem with. And it will respond in kind with that and say, Oh, that's great. Thank you for disclosing that to me. Look, there's some - tried these strategies. Have you looked at this? Have you tried this? Oh, let's look at this. So it'll ask questions and seek more feedback and give some responses. So I think, you know, training students how to use these tools effectively. You know, is that next big frontier.

DARLENE: For that, definitely.

ELIZABETH: Just a final point.

DARLENE: Yep. Sorry, Elizabeth.

ELIZABETH: I've just dropped into the chat, there's an example in the chat now of why we need to consider and check for accuracy. That was an AI that suggested eating one small rock a day. Very funny example, but not if we bring it into a context where students may not be aware that it's inaccurate. And also an example of why we need to support students' understanding of how the tools work and support their emotional safety. There was a very dark pattern that came out of an AI bot who gave quite a personal negative message to a student. We need to be sure students know this is not personal. This technology is drawing on patterns and data. And it's not personal to you. So we really need to be sure we're supporting students' emotional safety as well.

DARLENE: Definitely. Just a quick question around EVI. So just of how you spell EVI, but it's more - it's through the Hume. That the Hume -

DARREN: Yeah. So Hume.ai - H-U-M-E dot A-I. EVI was the original bot that they brought out. They only had one. So that was the emotive voice interface, hence it was called EVI. They've now got characters called Ito and Whimsy and all these other things. And if you say, hi, Ito. It goes, that's not my name. It's EVI. So they still haven't updated those bits at the back end. Even though they've put different models and voices in there.

DARLENE: Yeah. Okay. Thank you. We had a couple more questions we're not going to get to, because as always time has run out. It's absolutely brilliant, the presentation. And as we've said at the end - at the beginning that we always learn new things and it's been fabulous to see the generosity in the chat. And - yeah. And the generosity of questions and people inquiring. This space is always evolving. I'm sure hopefully we'll have more topics next year as it's moving so quickly. Elizabeth and Darren, I hope you feel the love. We've got the celebrations and the loves coming through. Also in the chat, people have commented about what a fabulous webinar. Thank you, team, ADCET team in the back end for Kylie and Jane, and to Sharon our Captioner. This is our last webinar for 2024. It's been a delight to be offering quite regular webinars this year. I hope that many of you have come to more than one and have found them of value. Please engage with our survey that we will be sending out, just because it helps us, kind of, improve what we're doing and support and push for further funding. So, everybody, Happy 2020 - end of 2024. I look forward to engaging with you all in 2025 and thank you for supporting ADCET and the work we do. Take care, all.

ELIZABETH: Thanks so much, everyone.

DARREN: Thank you, everybody.