# Inclusive curriculum design and the CloudFirst CoDesign Project transcript

MARY DRACUP: So welcome, everybody. This is our fourth Inclusive Education Community of Practice meeting for the year. And I'd like to start by acknowledging the Traditional Custodians of the lands on which we're meeting. So in Geelong it's the Wathaurong people. And we also have Gunditjmara, Boon Wurrung, and Wurundjeri Traditional Custodians for the campuses on which we're meeting today. And I'd like to acknowledge the elders past, present, and emerging and thank the Traditional Custodians for the care of the lands and the waters in these places for the past 65,000 plus years.

Just a bit of housekeeping—could you all please keep your microphones on mute throughout the presentation and the discussion? We will be communicating via Slido. So the instructions are on the screen there, or on your version which you've been sent through the email, if you can't see the screen. So if you just go to that URL and into the meeting code, X033, you'll be able to post comments and questions. And then I can then give them to Jo and Darci towards the end of the presentation.

So I'd also really like to thank esteemed colleagues Jo Elliott and Darci Taylor for agreeing to make this presentation for us. Darci—just a few words about Darci—she's spent the past 11, no, 15 years working in higher education in a variety of roles across research, learning and teaching, management, and leadership in three different Victorian universities. So she's currently a Senior Lecturer in the CloudFirst CoDesign Project, providing academic and scholarly leadership to the Project.

She also provides capacity building activities to support the transition of CloudFirst design into normal teaching practice, which is what we're really about here today. Darci is a PhD candidate, with her research focusing on constraints and enablers of students' personal goals in higher education. Her other research interests include students as partners, the changing nature of higher education workforce, and evaluating teaching innovations.

And Dr Jo Elliot—so Jo is now at Deakin. But she came from the University of Western Australia before, where she had other, similar roles and was also teaching and working in academic professional development. So Jo is a Lecturer in Digital Innovation on the CloudFirst CoDesign Project.

And her key responsibilities include capacity building to support the design of engaging, inclusive online learning experiences and incorporating the student voice in learning design. Throughout her career, Jo's been focused on the student experience, from equitable access to university, transition into study, and developing employability. And her research interests include the role of online learning in inclusive education and student transition, staff-student partnerships, and communication for behavioural change. So welcome Darci and Jo.

DARCI TAYLOR: Thank you. Thanks for that introduction, Mary. And thanks for having us at your community of practice. I don't want to stand up here, I prefer to move around. But given we've got attendees in the Cloud and also at other campuses, just excuse me for staying put near the microphone.

So yes, Jo and I are here today to talk about, I guess, how the CloudFirst project as a whole has tried to include inclusive education principles into the model. So what we want to do today is just give a quick outline of what CloudFirst is and have a look at how we've matched the CloudFirst learning design to the inclusive education principles. And then Jo will take you through some examples from the unit sites that we've built in Tri 1 and Tri 2 to show you what that looks like.

And then, I'll just let you know some of the CloudFirst resources that we've got that you can access to have a look at some of the templates that we've used to, I guess, guide this learning design. And then, obviously, we'll have the discussion.

So people have probably heard about what the CloudFirst Project is. And what we're trying to do in our design is think about what the students' online learning experience looks like first and really bring that to the forefront of people's mind when they're designing that learning experience.

It's for all students. It's not for a particular cohort of students. It's not just for Cloud campus students. We know that all students will access some of their learning materials online. So the idea is that by, I guess, making it a point to prioritise that experience, we draw some attention to what that design would look like. And then we complement that with the face-to-face experiences that students would have.

So CloudFirst is not just the project. There are different aspects to CloudFirst, the CloudFirst approach that the university is adopting. And these include portfolio design, the types of courses that are offered at Deakin; the learning design, which is kind of what we'll have a look at today in the CloudFirst Project; team design, who needs to be in our teams to provide the best learning experience for students; and service design, so having a look at that the range from when students enrol and are selecting Deakin all the way through to alumni, so what are the services around that support student learning?

CloudFirst, we really think of as this CoDesign process. And just to highlight that, I've just included the key, core members, I guess, of the CloudFirst team. And we've got project management. We've got digital resource developers. We've got academic staff members. And we've also got a team of educational designers. And we also work with students and external stakeholders. We work closely with Cloud campus team. And then we work very closely with faculties and school leads as we CoDesign these units and courses.

And we've worked really closely with digital accessibility and also inclusive education teams. And in particular, I'd like to thank Mary, Karen, and Francois, and Lazlo for their input and advice. And Jo and I have learned so much from them. And hopefully you can see some of that in the examples.

Just to let you know, we've worked on three courses so far—the MBA, law, and also education, at the moment. And we've done a number of units in all of those courses.

So what the CloudFirst learning design does, I guess, is it maps to the Deakin Curriculum Framework. And you might have seen these Principles of Premium Learning and Teaching. It's a bit of a mouthful.

But there are 10 principles there. And the two that I guess are mainly important for us today is that learning is inclusive and that learning is supported. So these principles guide the way that the student experience and the way that we design our teaching across the university.

What we've done in CloudFirst, then, is we've mapped, or interpreted, those principles through a CloudFirst lens. So we've looked at them and said, what would they look like in the online learning environment, or if we are designing for that online space? And so what we've come up with is five kind of clusters, I guess, that sort of highlight the synergies between those 10 learning Principles of Premium Learning and Teaching.

And I guess the CloudFirst CoDesign Project tries to model how these might look. But the important thing is is that they need to be contextualised to the discipline and the learning context. And that's really where that power comes, I guess, from the collaboration of the CloudFirst team with the faculty teaching teams and also the faculty support teams.

What we can also see, though, is that the CloudFirst learning design also maps to the Deakin Inclusive Education Principles. So they are basically embedded in the CloudFirst learning design. So what we'll do, or what Jo will do, is highlight how they've been applied in the learning design.

We don't specifically talk about them to our academic staff when we're working with them. They're embedded in what we do. Of course, it is good to remind people that they actually do exist and highlight them. But if you use the templates that we have provided as part of CloudFirst learning design they should assist you to implement those principles.

So, for example, learning is supported. This maps onto Principles 3 and 8. And the way that we sort of describe it in CloudFirst, that student services enable participation and success, academic support services, develop underpinning knowledge and skills, and we have high production value learning resources. We also have support resources, or support services, embedded in our learning design.

What we then do is we provide some guidelines or some tips of how that might look in the unit site. So, for example, each unit has multiple modes of engagement. The learning resources and the activities embrace diversity.

We use heading hierarchies in the HTML template to enable screen reading. We have high standard of multimedia learning resources. And we have tried to apply what WCAG 2.1 digital accessibility. And we've also got these support services, as well.

Just a point on that digital accessibility, as you may know, the University is moving to 2.1. When we started the Project, it was 2.0. And it's evolved to 2.1.

And I guess this is one of the challenges that we have faced, I guess, throughout the project, is what does this actually look like in reality? Is it achievable? What needs to be done? And what is the policy around this?

Given that we are moving towards it, I guess every little step counts at this point in time. And I think that's the approach that we've taken. OK. Jo, I'll hand over to you.

JO ELLIOTT: Thank you, Darci. So as Darci said, we have embedded these principles throughout our design process, so throughout the high level mapping, the learning, the narrative and planning the learning activities, and then down to the content level. At each point within those templates and that collaborative process that we're going through with the teaching teams, we're thinking about where we might actually embed those principles within the content. So I'm going to go through, now, each of those principles and some of the ways in which we've enacted those within the units.

So first, in terms of recognising and embracing diversity, it starts by looking at the student journey map and what we know some of the pain points and challenges are for students. And thinking about who the students are—so we've created a series of personas that we look at in terms of who are the students. And particularly important for the designing and inclusive learning experiences is looking at what those student's motivations are and what is it that they're bringing to study and how we can help them achieve their goals. And it's also drawing upon that diversity within the unit itself and really building a community of learners, being explicit about the fact that we are building a community of learners and drawing on all of those diverse experiences and expertise.

Creating usable and accessible learning resources—so that starts with putting in appropriate heading levels within the unit site so that it's really easy for students to navigate, particularly those students who are using a screen reader. So you can see we've got highlighted here what you do when you speak and write, pointing to those at different levels. We've got video transcripts and audio transcripts on any podcasts and text alternatives for any image or activity that is not already fully accessible. And all of the videos are captioned, in addition to that.

And of course, there are some videos where we have images in the background that are really relevant to the video that need to be explained but aren't necessarily explained in the voiceover. So where we've got that, we've created audio descriptions so that those are built in to the transcript. So a student who is either just reading the transcript or relying on a screen reader is still getting the full learning experience from that video. And huge thanks to the digital accessibility team for helping us work out how we might actually structure those in a useful way. And there's an example up there on the screen.

We also really wanted to focus on designing flexible learning environments. And you can see here that there's a range of many different learning activities that are built in throughout the units. And we wanted to show this here because it's actually built into our templates, as well.

So when you're going through and you're thinking about what you might be doing in the kind of learning activities to ensure that students' different learning preferences are met, you're thinking about the different types of activities you can do. So some students prefer to discuss ideas to really get the most out of them and share that collaboration, reflection. And all those are built in.

And another part of making it flexible is knowing that students are working through this at their own pace. So we've built in feedback to each of the learning activities so that students can work through it at their own pace, can test their knowledge when they're ready, and then get that immediate feedback without having to wait for the teaching staff to get back to them. Of course, the feedback directly from the teaching staff is important, as well. But this immediate feedback also is geared to make it a little bit more flexible.

And all of the online resources are there to be used by students when and where they want to study. But then we also have the anchor points connected in through the online or located seminars, the classes, and of course, the assessments that draw it all together. In terms of what that might look like in the unit site, you can see one of the weeks laid out there. So it goes through that introduction to the topic, moving on to culture and identity, the politics of identity, and stepping stones through the week and how they might work through it themselves, culminating in their active learning section.

Representing diversity in the curriculum—we've made a point of representing the diversity of the student cohort in the case studies that we use and also the images used throughout the site so that students are able to see themselves and their situations represented regularly through the curriculum.

Scaffold underpinning knowledge and skills—and scaffolding—we've put quite a few examples here. Because we know that scaffolding, those underpinning skills and knowledge, are really important.

So you can see an example here from one of our law units. A key thing that law students really need to learn early on and that some of them can find quite difficult is how to read case law and engage in the IRAC method. So every discipline has those discipline-specific skills that students need to learn in a contextualised way and be able to apply that. So it's stepping them through that in Week 1, showing them how that can be done.

And then, we've also highlighted here the theme at Step 1.6, where that second arrow is, that's where their class was. And by telling them that it's the Socratic method in criminal capacity, it's giving them an idea of what's going to be expected of them in class. Through the Socratic method, that's the expectation, that's how you're going to be expected to engage and interact with these tasks in class.

Darci mentioned the preterm units from the MBA before. We know that [INAUDIBLE] a really diverse knowledge base. Some students have lots of experience in business. Some students don't.

And so to ensure that all students had the requisite knowledge to be able to succeed in their first unit, we created a set of zero credit preterm units. Students go through, they can test their knowledge, make sure they know what they need to know, and then there's the information there if they need to refresh their memory on anything.

We also really wanted to normalise the generic study skills and the reading, the researching, writing skills by putting those at key points in the units and making sure that all students have access to them. So, for example, we can see in that first screenshot at Week 2, we've got in The Reading Room. And within that, there's liaison librarians and language and learning advisors giving students advice on how they might find relevant readings, how they might approach those, and how they might draw that together to be able to build their own study notes and contribute to their assignments.

And by putting that there, it meant that those staff really became part of the teaching team. And students saw them as part of the teaching team and staff that they could go to to ask for support and assistance.

This Learning Map is from one of the MBA units. And it was designed to highlight the curriculum links—the curriculum links that often aren't obvious to students until after they complete the unit and really highlighting those links in the different aspects from the very beginning. And then we also created some videos featuring past students with their own tips for success throughout the unit and also for completing particular assignments, as well. I think I'm going to head back over to Darci to have a look at a couple more examples.

DARCI TAYLOR: Thank you. And just moving on to Principle 6, building a community of learners, what we've done in the CloudFirst HTML template is we've hacked into it and created these embedded discussions. So the discussion forum still stays in the normal area of the unit site.

But it's kind of duplicated in the page. So students can involve themselves in these discussions on the page where the content is. And they don't need to click to another area within the site.

There's also sort of more social media functionality in there. We've got the like buttons. And you've also got the opportunity to put your face there, which also brings that more personalised aspect to the learning.

Principle 7 is assess equitably. And I think this is an area where we've still got some way to go. Here's an example of a assessment task that enables students to have a choice, Option 1, 2, and 3, depending on their interests and the career path that they have chosen to pursue. But I think this is an area where we would like to do more work in.

Principle 8, feedback effectively. We've got an example here of a H5P interactive object. And you can see here that the student gets feedback, explanatory feedback if they get it correct or if they get it incorrect. And they are also directed to where they could go within the unit site to find some more information or to revise information to assist them. There's also a retry button there, as well, so that they can have a go at this as many times as they want.

Principal 9, reflecting and evaluating on practice. We've got some resources in CloudFirst 101, which we've got access for everyone who's attended today. And what we've focused on here is trying to build staff capacity, about getting them to reflect on their teaching practice, and try and think about how they can evaluate their teaching innovations.

And we've got some templates to assist staff with their active learning sessions. And at the start of those, we asked people to talk about what their teaching goals might be for the lesson. And then at the end, we've asked them to reflect on what they might be, have they achieved them, how did it go. And then that can feed forward into next time that is run.

We're also working closely with the Learning Analytics project at the University and piloting some dashboards and having a look at the type of data that we can get out of CloudDeakin that allows us to have a look at what student cohorts are doing in real time. And we can have a look at have they engaged in those H5P interactive objects, when do they do that, is it before their assessment tasks, having a look at how students may be using the discussions, the videos, do they stay longer on the page and engage in the material, depending on what's in there and so forth. So that's kind of still in its sort of pilot phase at the moment.

So that's it for some examples, I guess, of how we've worked with faculty teams to embed those inclusive education principles into the unit design. We've got lots of other resources for you if you want to have a look at them in CloudFirst 101. And this is kind of designed using that CloudFirst learning design. And it steps you through. I guess it's self-paced, so you can have a look and dip in when you want. And it's got Liz there, talking about the vision of the CloudFirst approach. And there's opportunities to engage in those discussions, as well, at the bottom of the pages, like I showed you in the other example.

Some more resources that are under construction—so that's CloudFirst 101 that talks about the learning design. And we're just in the process of creating CloudFirst 102, which talks about the sorts of teaching strategies that you might use in that flipped sort of model classroom, which blends that online content to what would happen in the face-to-face synchronous components.

We've got another CloudFirst learning design seminar coming up in November. And we're also happy to work with teams to do individualised types of workshops that are tailored to your needs around CloudFirst. So that's our little CloudFirst coach that you'll see on CloudFirst 101. But we'd just like to thank you for coming today and also, thanks to all of the unit teams and the faculty support staff that helped produce those units I guess we're presenting today. But there's a lot more people that deserve the acknowledgement for the resources that we've shown.

So I think we've got some discussion questions. Or we'll wait for Mary to come up and tell us what we're doing next.

MARY: Thank you very much, Darci and Jo. I'm sorry I missed most of that. I was trying to organise those connection problems. But I think they've been fixed. OK.

So the next part of the session is in your campus groups—and your facilitators should help facilitate this—could you just sort of, as a group, discuss how have you enacted the inclusive principles in your teaching and what challenges you've encountered. And I hope that that will prompt some questions for Jo and Darci. So please, could you send them in through the Slido? Again, the meeting number is X033. So if you just go to Slido.com and join the meeting with the code X033, you'll be able to post questions there.

And also, some responses would be good. If you, as a group—perhaps your facilitators could coordinate a group response to each of these questions. That would be fantastic. So we've got plenty of time. We'll come back at, say…

Hello everybody again. We're just about to come back and have some questions and answers and comments time.

So perhaps we'll kick off with just, perhaps, Darci, if you could perhaps just talk about some of the discussion that you had with your group. And if there was a question that was raised that you were able to answer, could you start off with that? And then I'll go to Jo.

DARCI TAYLOR: We were just talking about—well, the last thing that we were talking about is, I guess, trying to keep up with the different tools that are available. You know, we're looking at free feedback fruits and some other tools at the moment and trying to keep up with whether or not they're accessible and inclusive.

It feels like you're sort of forever chasing your tail. And how do we make sure that all of those new tools that are coming on board meet these sort of inclusive principles and accessibility principles. So I guess that's probably a challenge just to think about, I guess.

One of the other things that we spoke about was, I guess, the differences between embedding these principles in the CloudFirst learning design, or whether or not the best approach is to highlight them and make them explicit. Because, I mean, Jo and I, through working on this project and getting advice from Mary and so forth, we've learned so much. And now we know that that's kind of part of our practice. But it's only because it had kind of been highlighted to us.

So we're just wondering about what the best approach is—embed them? And so it kind of just becomes what we do. We'll highlight them so that people know about them. And then it becomes normal practice. So I don't really have an answer. That's just—

[LAUGHTER]

MARY: So my response is that, I guess, our project, the inclusive education project, is aiming to make inclusive education routine practice so that it is embedded and people don't have to think about doing special things, because they've designed inclusivity in from the outset. But it's a learning curve. Because a lot of our software hasn't been particularly accessible to start with. It's improving a lot.

And you made a comment about people using platforms that might not be particularly accessible, even though the LMS might be accessible in the first place. Well, in the future, next year we're hopefully going to be getting a rollout of Blackboard Ally into the new version of Desire2Learn. And that will include multiple formats for all the files that we upload there as resources. So if it's text, there will be audio options. If it's video, there'll be text options provided automatically. And there'll also be checkers so that it will be made quite obvious to the unit chair where there's material there that's not digitally accessible.

But digital accessibility is only one aspect of inclusivity. You know, there are lots of other pedagogical sort of considerations which you've been really, really good at engaging with. And they're not easy. We're all on a learning curve. So well done, you, for getting this far. Jo, what was your group discussion sort of centring on?

JO ELLIOTT: We talked about quite a variety of things really. Towards the end, we were talking about audio descriptive transcripts. And those are really important when there's imagery showing up within the video that's not necessarily described in the voiceover. But it needs to be understood for the rest of the video to make sense.

So of course, obviously, it is easiest if you can talk about what's on screen as you're doing the video. But sometimes, that's not always practical. And yeah, for us, it was simply a case of going through and describing what we were seeing in the video that we thought that learners needed to be able to understand and then denoting in the video—I think we just showed it in italics in the transcript that this is what's being shown there.

So that anyone listening to it through a screen reader, or who's reading the transcript, does get that full video experience. It is time consuming. But it's necessary.

And one of the other things we were talking about is when we're involving students in projects and in curriculum design, the importance of making sure that we involve a wider group of students. And it can be really tempting, when you know a student that has great expertise or skills in a particular area and you know would be perfect for a project, it's tempting to tap them on the shoulder and go, oh, we think you might like to be involved in this. But it does mean that we only get a certain group of our students involved.

So it is very important to put that call out really widely. And sometimes, it's a case of tapping other students on the shoulder, students who might not normally put their hand up to be involved. But talking to them about what they might be able to bring to this experience, and contribute, and why their contribution is important.

JO ELLIOTT: Mary?

MARY: Thank you, Jo. I hope you can hear this microphone. Does it sound like it's working? Does it sound like it's working? Good. OK.

We have a question from Slido. And thank you very much for all those contributions. The first one is My MA, and I assumes that's Master of Arts mixed mode was fundamentally inclusive, as I had a baby and a toddler, and it allowed me to study. The online experience, however, was lonely. Do you have a comment on that, Darci or Jo?

DARCI TAYLOR: Yes. That's a common experience, that students studying online feel like it could be a lonely place and that they're isolated. Having the learning design principle around social—or amplifying, I guess, the social nature of learning, we're trying to address that. And some of those things are including that discussion board on the page and also having that social media type aspect to that.

We've also got synchronous opportunities in all of the units so that the students feel like they have more connection with staff. There's the personalised videos at the start and the end of the units, again, so that students feel connections with staff. And some of the user testing that we've done so far has shown that students feel connected to teaching staff.

But there's always work to be done, I guess, in ensuring that there's that peer support for learners. And yeah, I think that's an area to still work on. It's very diverse in terms of what sorts of students like having that peer interaction. Some like to just get in there and do their bits and pieces and get out. But yeah, hopefully, there's some tips that we've got in the learning design principles that assist in developing that that connection and that belongingness to the University and also to their peers.

MARY: Thank you, Darci, for that. Yeah, belonging is so important to retention, isn't it? OK. Another question is, how do we support students in rural/remote communities with connectivity issues to participate fully in this model?

DARCI TAYLOR: Yes. So most of our videos are relatively short so that they're easier to download. And we've got the transcripts there that students can read, as well.

JO ELLIOTT: Podcasts.

DARCI TAYLOR: We've got podcasts, as well, so that they're not so, I guess, onerous to download. But there has been a consideration in the design about making sure that people with connectivity issues can access the content.

JO ELLIOTT: I think also about having that learning map in place and students being able to navigate easily through the content, to be able to see where those videos sit within the unit, as well, so that they can plan out for, OK, I know that I'm going to have to watch this video, or this video, and this video. So I'm going to plan to download them when I know that I'm going to have access to a more stable internet connection rather than getting to it at the last minute.

And going, I know my internet is really dodgy right now. And I still need to watch this video. So being able to plan it out a bit better.

MARY: Well, I think, Tom, that was your question. Does that answer the question?

AUDIENCE: Yeah. [INAUDIBLE].

DARCI TAYLOR: Yeah, I think we are on a journey and still learning about how to do this the best way. And hopefully, we've shown some examples. But we're always open to better ways to do things. And this is an iterative process. So we can embed those better ways in the future rollout.

MARY: OK. And we have another question. Indigenous students benefit from yarning, which is active dialogue circles and relationship building as a learning practice. Is this replicated at all in CloudFirst design?

DARCI TAYLOR: It's not yet. But it's on my PPR to do.

[LAUGHTER]

I'm working with the team at IKE, actually, on another project that will feed into this, looking at the different types of learning contexts, the types of software that are needed, and the pedagogies behind them. And one of those includes the yarning circles. But we haven't got that in here yet. And it's a gap that I'm hoping to address very soon.

AUDIENCE: Mary, could you explain what the yarning circles are and how they might be [INAUDIBLE]?

MARY: Would you like to answer that question, Tom?

TOM: Yeah. Hi. I'm Tom Molyneux. I'm from the Diversity and Inclusion Team, Cultural Engagement Officer, so specifically looking at helping to ensure inclusivity for our Aboriginal and Torres Strait Islander students across the University, hence the question. Yeah.

So a yarning circle is, typically, and often, literally, a circle, where dialogue can happen quite naturally. Ideas ping across the circle as people build on what they're hearing. And it's particularly focused on relationship building at its core, the idea that you need to have a safe space to discuss things, and you need to build relationships with people before the true learning can happen. It's a pretty integral part of Indigenous culture.

So yeah, in terms of having that replicated somehow in the Cloud environment, I'm sure the IKE team have spoken to you about the importance of it. So that's great to hear, that it's on the radar.

DARCI TAYLOR: Yeah. Yeah. There is also another project that's going on, looking at different ways of knowing. And that framework is soon to be released. And I'm hoping to draw on that, that's created by the IKE team to also map into or feed into this project. So yes, watch this space, I think, over the next couple of months.

MARY: Right. Thank you. And we have a question from Petra. How can we better encourage off campus students to engage with the learning material and each other, e.g., attend online seminars for learning activities?

DARCI TAYLOR: Whoever's got the answer to that!

[LAUGHTER]

Look the feedback so far from the unit chairs has been that the attendance at the online seminars has been pretty good. What we've tried to do is really connect what happens in that online space to the synchronous space, whether that is drawing off comments that students have made in the discussion area, using those as themes for the online seminars. But making, I guess we've created sort of a learning pathway in the online material that then gets applied in practice in those synchronous situations.

So we've tried to design those synchronous ones to be really high value, active, collaborative, learning spaces. And the online content is the theoretical kind of content, you know, ‘acquire’ sort of area. So we've tried to, I guess, bring those two together so that the face-to-face synchronous are very high value, active, and collaborative learning experiences. But I'm happy to take other suggestions.

JO ELLIOTT: And I think adding to that, recognising that engagement doesn't just mean attendance, as well. So students are going to engage with the learning materials in the way that they feel they need to to be able to get what they need from those materials. Some students are not going to actively participate, as in comment in discussion forums.

But it doesn't mean that they're not still engaged with those: just because they're not actually there attending a synchronous session doesn't mean that they're not going through it. So they might be working through the active learning questions themselves without actually joining that synchronous session.

DARCI TAYLOR: I might also just add that the learning design is evidence-informed. And we've sort of looked at national, international literature around online learning. But in terms of the CloudFirst project at Deakin, we've got a formal evaluation going on that's being run by CRADLE. And they're interviewing staff and students and also getting some survey data on the students' experiences of CloudFirst so that we can then feedback that back into the project and see what's working well and what we need to change.

We've also done two rounds of user experience with a small sort of focus group of students. And that, as well, is informing the project. So it really is this iterative type of a project. And we're trying to get that feedback from multiple sources to improve the model, I guess.

MARY: Thank you. OK. There's a message from Siobhan, who wants to know the differences between WCAG 2 and 2.1. Now I'm not an expert in this area, but WCAG 2.1 has just recently been adopted by the University as the standard that it aims for. So it builds on WCAG 2.

And actually, the WCAG people are in the process of creating WCAG3. So WCAG2 is kind of an interim measure. I mean, I've just googled it myself.

What's the difference between them? And there are 17 differences. Mostly, a lot of it is about interoperability between platforms and the capacity to magnify, scale presentations and everything for mobile devices. But there's also a lot about navigation and better use for screen readers and that kind of thing.

Yeah. So I'm sorry, Siobhan. I'm not the expert. If only Karen Brassington were here, she could give you the full run down. But this is her last day at Deakin, unfortunately.

So DLF and E-solutions are carrying on with Karen's work. It's not going to be a gap. And it's still something that's really highly valued by Deakin, and it's still something that's a stretch objective, I guess, something to reach for. And that's sort of the best we can do at the moment.

Thank you. I don't think there are any more questions from—oh, there's just one come in. So that one is—just navigating—do students in different time zones end up having difficulty in fully engaging, particularly with synchronous teaching examples?

DARCI TAYLOR: Well, obviously, they would if it's the middle of the night and they don't want to be up. All of the synchronous sessions are recorded. And we do know that the students do look at those recordings in their own time and look at them as they are preparing for their assessments and exams.

We haven't got the answer to providing those synchronous opportunities for everyone in different time zones at this point in time. What some staff members have done is they've sort of surveyed their student cohort. They've put a couple of times that are available.

And the ones that get the most votes, that's when they schedule them. So there's a few things like that to try and sort of, I guess, meet halfway. But yeah, it sort of is what it is at the moment.

MARY: Are there any more questions or comments from the room? Perhaps responses to the questions that were set, in what ways have you enacted inclusive education principles in your teaching? Would anyone like to add anything?

OK. Well, I think the discussion aspect is probably over, then. Thank you very much. So yeah, Darci—

DARCI TAYLOR: I'll just pop that up there. Yeah, if you have 30 seconds to spare, just to give us some feedback on the presentation and the discussion today, that would be appreciated. And you've got all the slides.

And we'll send through the link to CloudFirst 101, as well, so that you've got access to that. And if there's any problems getting access, just send us an email, and we'll follow that up for you. Thanks for having us today.

JO ELLIOTT: Thank you. Thanks, Mary!

[APPLAUSE] Thanks, everyone.

AUDIENCE: Thanks very much. It's fantastic.

MARY: I'd like to thank you very much, both of you, for a really interesting and useful presentation. I'm really glad that we were able to have you come and do this. I understand you going to be doing it for other groups, as well. So we're the first, and I feel privileged.

JO ELLIOTT: Thank you for the invitation here.

MARY: And thank you to all the campus facilitators for holding things together in your groups and for facilitating the discussion there and feeding through the Slido questions. That's been great. And thank you, also, participants, for coming and sharing and asking questions and being part of this learning experience for all of us. Because it is a community of practice. So this is what it's all about.

And now, there should be food where you are, if you're at one of the campus venues. So please do stay on, partake, and carry on sharing about what difficulties or what good things, what successes you've had with your inclusive practices. And yeah, just feel free to take this time as a learning time for yourselves. Thank you very much.

Our next community of practice event will be on October the 30th. And I'll send you out an invitation. You're on our list if you've registered for this event. And this will be Sarah O'Shea talking about retaining, understanding, and supporting our diverse students.

So Sarah is an international expert in helping equity group students achieve at the same level as mainstream students. And we're really, really privileged to have her come and talk to us. So I'm really looking forward to that one.

Put it in your diary. And we'll hopefully see you there. Thank you.

OK. And if you'd like to unmute your microphones now, we can all give a collective clap to Darci and Jo for their presentation.

[LAUGHTER]

[APPLAUSE]

JO ELLIOTT: Thank you.

DARCI TAYLOR: Thank you!