Educational Technology Users Group
Langara's Assistive Technologist Project: An Un-siloed Approach to Improving Digital Literacy Across the Institution
November 4, 2022, Session 2
Presenters: Luke McKnight and Briana Fraser

LUKE MCKNIGHT:
We want to acknowledge we're presenting from our campus today, which is on the unceded traditional territory of the Musqueam First Nation. Langara was honoured to receive the names snəw̓eyəɫ leləm̓ from the Musqueam, which means house of teachings in their language. And we're very happy to be here today.

BRIANA FRASER:
So just apologies off the top. We have a camera over here, computer over here. We're looking at each other, so we probably won't really be looking at you. We also have notes on paper or on our desk. And we don't have slides, so we're just going to talk. And the way we've organized this is we're going to ask each other questions to keep ourselves on track and to make sure that, maybe that the talking points we'd have on a slide are being spoken. So bear with us. I don't know, this might be a little bit hokey or little bit weird, but we're going to give it a try.

So we are here today to talk about our Assistive Technologist Pilot Program, and Luke is our Assistive Technologist. And really how this program supports digital literacy as well as accessibility, which is a big part of the Framework. So just to get started, I think it's worth asking Luke. What the heck is an assistive technologist?

LUKE:
An assistive technologist as someone who works with assistive technology, a lot of words. But basically what we do at Langara is provide students with one-on-one support using their assistive technologies specifically within Langara's digital learning spaces and platforms. We started this project quite recently. But Briana, if you could tell us a bit about the history.

BRIANA:
Yeah. So way back in 2019, feels like a really long time ago. A multi-disciplinary group in the college got together. So there was representation from the Educational Technology Department, from the library, from Academic Innovation, which was the umbrella organization for quite a few of the departments. An accessibility librarian, as well as Accessibility Services got together to try to figure out how students that use assistive technologies at the college could be better supported in accessing and using learning materials as well as digital platforms. So the idea for an assistive technologist came about. We apply to the Ministry of Advanced Education and Skills Development for grant funding for one year. And we were successful and we got the grant and that grant paid for, in the first year, a consultant who did environmental scans. A lot of research, surveyed students, surveyed instructors, led the project. We also hired the assistive technologist, Luke, at the closer to the end of that first year. We can talk more about that later if you're interested. But we had a little bit of trouble finding somebody who could fill the role.

But we were able to launch in that first year. And the end result of that first year was one-on-one support for student users of assistive technologies, as well as a report and strategy that would allow us to expand the project. So after that first year, we were successful in getting two additional years of grant funding from the province. So that's where we are now. We're in the middle of our third year. So Luke, why don't you tell us what a typical day for the assistive technologist looks like?

LUKE:
Yeah. So my primary role is to assist students who use assistive technology. Quickly assistive technology is computer software or hardware that assist people with disabilities to independently consume and interact with websites, documents, other software, their computers, basically. Common types of assistive technology or text-to-speech synthesisers. Maybe you've heard of ReadSpeaker or Read& Write, Kurzweil screen magnifiers like Zoom text, voice control and dictation. Dragon is a common one. Screen readers like JAWS or VoiceOver. Closed captioning, switch controls. There's a huge diversity in access means when it comes to assistive technology. And we take a dynamic approach to supporting each. By doing that, what we want to do is when a student has a barrier, encounters a barrier, we want to try and recreate the problem as exactly as they are experiencing it. So I have a computer with basically all the assistive technology that students are using. And then I go into the same platform, try and recreate their issue. Talk with the student, talk with the content owner if possible. Either get a remediated version or maybe try and build some skills with the student to use their assistive technology. Unfortunately, not everything. Some things are just inaccessible. But there are a lot of opportunities to not only resolve a barrier for a student, but teach them a little bit about how their assistive technology works and how Langara's digital spaces work. I think that maybe can just help raise their digital literacy in a general sense. And then students, demand for student support ebbs and flows throughout the semester. So I spent a lot of time researching new assistive technology, learning when an update comes out and what they added or think they improved. Managing the closed captioning for Langara, as well as working on accessible document creation supports. I think with that, we wanted to talk about how that relates to today's discussion at ETUG. So Briana, if you can tell us what lessons we've learned so far.

BRIANA:
Yeah, so I think the lesson that we immediately learned and that is most relevant today, that offering one-on-one support to students is absolutely essential for this role, but we also have to offer support to instructors. So educators more generally, as it's referred to in the strategy, to create accessible course materials. As well as provide advice around selecting digital platforms and digital tools. Because of course, no matter how well an assistive technology works, it is not going to work with inaccessible materials or in accessible platforms. One thing again, that we really want to highlight today, and this is something that we would encourage you to look for if you can, is for these unique opportunities where we can support more than one audience. So at Langara, having a position that supports both students and instructors is highly unusual. Normally we target an audience, we target students, we target instructors, we target employees more generally. I think that as we work through this discussion today, one of the

reasons why this program is so successful is because it is un-siloed. We're not just targeting a single audience. Luke, can you give us a couple of examples of how you support students?

LUKE:
Yeah. So supporting students, the most common one is meeting with a student, learning a little bit about what devices they're using, what assistive technology they use on those devices. Then generally introducing them to some of the digital spaces though they'll be using most frequently would be our LMS. Generally, I meet with a student and I will run through a practice quiz in our LMS using their specific assistive technology. And then have them complete the quiz with me just so that they learn how the assistive technology is likely to behave. Maybe some shortcuts, just what to expect. Because if they're new to Langara, they're not going to be seeing a lot of it. It's going to be brand new to them. And when you layer on using assistive technology in an unfamiliar digital space, I think that probably creates a lot of anxiety and apprehension for some students. So our approach was to eliminate that by allowing them to see it and use it in a real example before they have to sit down for the first midterm or quiz or whatever it might be. Then that also just gives us an opportunity to introduce myself to students. I don't know what other people's experiences are, but I find, I think we find that a lot of students don't know that there's any support available. My work goes on a referral basis from Accessibility Services. But it's still, I think, put a face to the email thing. Introduce myself. Tell students, Hey, if you run into another problem, just email me. I'm more than happy to help, It's literally my job. Then another really common thing I help students with is the online learning systems that come with their e-textbooks. Unfortunately, the vast majority of them are pretty inaccessible to varying degrees. They do some interesting coding and design choices. They use a lot of proprietary code. And it makes it basically invisible to a lot of assistive technologies, whether that be the text itself or menus, just navigation in general. A particularly egregious example was in the fall, I met with the students. This was last year, I met with a student who was having trouble getting their text to speech to read their e-text. Met with them twice, figured it out, got it working. Then in the spring on the same device, the same assistive technology, the same department at the college, the same publisher, but a different e-text, their assistive technology no longer worked. So I met with them again and in this case, it just was not going to work. So we did have to get an accessible format. But it completely breaks the usability for the student. Some of you, some of the time, and unfortunately there isn't always a solution right away. I think another thing is that really damaged that student's confidence and anxiety. You know, he said to me like, Oh, I've used this for my course. I won't have to worry about it and then opened it up and broken. So that's something that is increasingly common. And I don't think we're going to take on the big academic publishers today, but just my two cents on that.

BRIANA:
Yeah, I mean, I think their role there, right? We can really immediately see that digital literacy is not just creating accessible documents, right? It's helping, perhaps or giving information around choosing platforms. So there's a whole digital literacy piece there that is huge and is potentially a barrier for some students that they just want people to come, which means that they can't participate. They are excluded from learning. And so this is really, I think that it's maybe a little bit glossed over in the strategy. It's something that as teaching learning centres educational

technology departments, we really need to think about how we can support digital literacy in this sense and accessibility. You want to give us maybe a couple of examples of instructor support?

LUKE:
Yeah, I field general questions from instructors like, is this PowerPoint accessible? How do I caption this video? What's alt-text? Those are less frequent and not a huge part of my job. A big, big focus of mine is I do manage the closed captioning at Langara for students who have accommodations. And that also extends to other, other instructors will ask about closed captioning just because I think it's an assistive technology that people are aware of. People have used before, even if they don't need it. I think it's going to become a bigger and bigger thing as people use more and more video, we're going to need to be captioning videos. We're trying to get ahead of that a little bit. Specific to the closed captioning project, I had an instructor who was hired quite I imagine, just a couple of days maybe before the beginning of the semester. And so on top of building course, learning our LMS, learning all of the bureaucracy that they need to know, they also had to provide closed captions for their videos. So they had to also learn our video content management system and then a sort of unique tool within that system. And we do have an existing workflow for captioning videos for instructors. But in this instance, I just felt that there was no way the instructor was going to be able to do their part of it. I met with them twice, talked it through. What are you going to be doing? What do you think? Videos, how many? When, where from? And just via Zoom screen share, here's exactly how you do, what you're going to need to know how to do. And we just set up a little bit of a back and forth and everything has gone really smoothly after that first email where they were completely panicked about how to do any of this. And honestly maybe even smoother than some of the instructors who say, Oh yeah, I know how to do that. Or I've done, I've done captioning before, don't worry, I don't need help. While some, a lot of instructors are really great at it. I think some people have developed this just the way I do it. And it may not necessarily be the best way to do certain things. And so it's sort of, it's easier to not learn bad habits than to break bad habits later. And this just worked out really fortunately with this instructor. On the note of bad habits, and this isn't necessarily a bad habit, this is just the way an instructor did it. I was approached by a student saying, Hey, I got all these PDFs and my assistive technology won't read them. And I had to look at them and what they were, were print to PDF copies of webpages. And that produces, that method produces basically the most inaccessible version of a PDF, just a flat image. It doesn't recognize text, images, any of the content. It's basically just a picture of text that is actually a particularly difficult PDF to make accessible. So I met with the instructor and they were like, Oh, that's just how I save a webpage. Because if the URL moves or if, I believe it was a museum. In this instance, he said, you know, if the museum revokes public access to this, I don't want the students to have broken links. And that's fair. That's actually a really good thing to be thinking about. But I thought, well, there's a bunch of other ways to share webpages, to archive web pages, to save webpages. I met with them and I showed the instructor Raindrop, Pocket, Zotero. The Internet Archive Wayback Machine, Archive.today. Even just like, Oh, there's the Save As tool in a browser, you can save a complete HTML page. Unfortunately, it doesn't work as well anymore because very few web pages are built on HTML or they are, but they rely so much on other

things that it doesn't work as well. But the instructor was just, Oh, I'd never heard of these. I learned in 2002 to print a PDF and that's how I've been doing it. And I think we came to a solution and everyone was happy and we came to a hybrid. But ultimately what I took away from that is it's not the instructor's job to know about all those different platforms. And I don't think directing that instructor to a resource or to a list of links would have helped them. They needed someone whose job it is to know about those things to show them the way.

BRIANA:
Yeah, that's awesome, Thanks for those examples. So getting back to the strategy. So partway through this project, the AEST draft Digital Literacy Strategy was released and landed on my desk and I was asked to review it and provide some feedback. And given how involved I've been in this project, I couldn't help but look or view it through an accessibility lens. One thing that struck me again immediately was the inconsistent use of accessibility throughout the strategy. So it comes up frequently. But I think in different places means different things. In the Digital Literacy Framework. I think it is used fairly consistently, but isn't really defined. I actually wanted to kind of throw it a couple of definitions today. And if you haven't ever tried to find a definition for accessibility is actually really difficult. But I'm going to give you three. So according to Accessibility Services Canada, accessibility refers to the design of products, devices, services, or environments for people who experience disabilities. Wikipedia's definition builds on this stating accessibility can be viewed as the ability to access and benefit from some system or entity. The concept focuses on enabling access for people with a disability or enabling access through the use of assistive technology. Then, the National Centre on Accessible Educational Materials notes that educational materials and technologies are accessible to people with disabilities if they're able to acquire the same information, engage in the same interactions, and enjoy the same services as people who do not have disabilities. As a person with a disability, you must be able to achieve these three goals in an equally integrated and equally effective manner with substantially equivalent ease of use. I think that the examples that Luke showed demonstrate that we are probably quite far from being able to meet accessibility, probably across the board. And I think the more time that I spend with Luke and hear about the experiences students who use assistive technologies face, I feel like the gap is just really, really huge and we need to think about really creative ways of bridging that gap.

LUKE:
Yeah, so with the accessibility definitions, with that lens in mind, how do you think the Assistive Technologist Program supports digital literacy?

BRIANA:
Yeah, So the Strategy, so the Langara and the Framework specifically I think put a pretty heavy burden on teaching and learning centres. And the Framework includes a call to action which states, and this is in the section for educators. You will work with teaching and learning centres or equivalent to ensure that course materials, assessments, and activities are centred around accessibility and inclusion. So centred around is an odd phrase to me. I'm not actually have no idea what it means. And seemed like an odd choice of wording for a document that's meant for higher education where we're pretty focused on outcomes and being able to measure things.

So I don't really know how we can measure a centred around. But when I really think about this call to action as well as the thematic competencies that are introduced. I think that two requirements, that there are two requirements that we have to meet. The first one would be digitally literate educators. And the second would be the knowledge and skills to create accessible and inclusive teaching and learning materials, assessments and activities, as well as the knowledge and skills to select accessible, usable, and inclusive platforms and educational technologies and tools. So let's just take a couple of minutes to wrestle with these requirements. So the first one, digitally literate educators. So I'm just going to put on my hat here in educational technology. We sit next to our teaching and curriculum development centre. We support instructors. I work with instructors and faculty and even thinking about my own digital literacy skills, I think we are pretty, pretty far, like a really long way from meeting this first requirement of digitally literate educators. We do, we definitely have some. But I think we also have a lot who aren't. And in some cases, we're going to have learners who may have significantly higher digital literacy skills than educators. And while three pathways, I guess, are identified in the Framework for increasing digital literacy, I think that more is required. And I think that in order to ensure educators or digitally literate, we really have to be. So this is the teaching and learning centres identified here. We have to be really creative, so we have to come up with creative initiatives to meet this requirement. And this is particularly challenging, I think, at this time because when I speak to colleagues across the province, we're coming back from COVID, we're struggling a little bit to figure out where we fit in our institutions, the kind of support that we provide, how we can do that effectively. And we're also dealing with educator disengagement a little bit with programming that we offer. Which means that we have to again, as I said, really be creative when we think about how we're going to develop and offer training to support accessible document creation and the selection of accessible and usable and inclusive platforms and educational technology tools. And the resources that we create, we're going to have to create resources to support people. So for instance, in our department, we've created accessible HTML templates for our LMS. We also have to be really creative and effective in our communication so we can inform educators about the training that we have available, the resources that we've created, and then how they're going to use them and implement them.

LUKE:
Yeah, so it's not all doom and gloom because I think we have some plans on how we can meet these demands and requirements. Briana, do you want to tell us what we've been up to?

BRIANA:
Yeah. So it's not all doom and gloom, right? So we want to offer our Assistive Technologist Pilot Project as an example of how we can effectively begin to bridge that gap. So as I said, having an un-siloed approach to providing support is unique. Our Educational Technology Department, as well as our Teaching and Curriculum Development Department, we support employees, mostly faculty. Our Accessibility Services Department primarily exclusively supports students. But having the assistive technologist position allows us to bridge that gap. And it allows us to look, build off the lessons learned through the project so we can identify these gaps. We know where students are running into barriers. And we can build effective training resources and support to

increase digital literacy and digital accessibility for both educators and learners. So by taking this dual support role, we've been able to develop resources that support both educators and learners. And we want to show two of those to you really quickly today. So the first resource that we want to show you is a Brightspace course that we've created. So Brightspace is our learning management system. And our project team, and Luke specifically, work to develop this course. It is designed for students, so student users of assistive technologies to introduce them to Brightspace before they begin classes at the College. So that means that they can try out the different tools in Brightspace. They can get familiar with the space using their assistive technology with that tool that they're going to be using in almost every single class. They can try out discussions, they can try out quizzes and all the other different things that they're going to have to do daily. Do you want to show us what it looks like?

LUKE:
Yeah. This up on screen. Can everyone see my screen share there? Yes. Perfect. Thank you. Yeah. As Briana said, we developed this. It's a Brightspace orientation course for assistive technology users. And I think from my perspective, it came up because I was troubleshooting issues with students using our LMS. And it revealed that there's a huge range in digital skills and knowledge. Even basic things like web navigation and things like that. Regardless of their assistive technology use, they just weren't familiar with even just some basic elements of the web. And then, because this is kind of a unique platform that they're probably seeing for the first time, we thought it would be great. Let them get in, let them break stuff, let them play around, let them figure out how the LMS is going to work before they have to learn on the fly for their course. So we tried to build it with basically no assumptions about someone's existing digital skills and knowledge. I hope that we've done that. I think from, we just launched it at the end of the summer. So we haven't had a lot of feedback yet, but from what I've got from students is that they're really happy with it as a resource. This is the Brightspace homepage. We provided some multiple ways to navigate either a link or the menu, go into the content. And the way the course is laid out is there are, while there's seven, eight modules, but there's five modules focused on different assistive technologies, specifically the ones that we're helping students with. JAWS screen reader, Dragon, keyboard navigation, screen enhancements like Zoom or colour corrections, coloured versions, things like that, and text-to-speech, which is the most common one. Yeah. And then what we did was within each module, we start with basically the same sort of welcome page. Because even though there's five modules, most students are only going to be going into one. So each module begins as a course introduction just then with a language tailored to their specific assistive technology. And we just wanted to make it really consistent. We've used the Brightspace templates here. And then basically what we wanted to do was walk them through, sorry, I've just got to move our little Zoom thing here. Walk them through using their specific assistive technology in real-world examples. So we talked a little bit about assistive technology. At a glance as I'm scrolling through this, this probably looks quite dense, and in a way it is. But really as you break it down, it's just very basic step-by-step instructions. And most of these students, I will have met with and showed them this, but we would like to, we want them to have this as an asynchronous resource so then they can refer back to it as well. If they go, Oh, what was that keyboard shortcut or how do discussions, how are they nested? I think I know where that is. And then the other thing is,

while again, it is, it is quite dense. We've used multiple heading levels. We've used all of the, a lot of the built-in tools like accordions and tabs. And just as an example as well, for someone who's creating a Brightspace course, we believe this is one, that's an accessible course, and I think it has good design with consistent layout. And it does take advantage of most of what Brightspace can do. I'm going to skip ahead to another page. Again. It's just focused on, again how Brightspace is organized. It starts with these really basic elements where the menus are, where the sidebar menu is, how to navigate between pages. And then that prepares them for, that starts them at a base level. And maybe they already knew that, that's fine. But we know that they know this now. And then as we work our way through each module, we introduce them to the tools that are going to be using like discussions and then provide them a practice post. An assignment and they can practice submitting an assignment. A quiz, and they can practice taking a quiz. And then we introduce some other things that they may see like surveys and checklists. Yeah, and I think the thing is, is that what we wanted to do was assume no prior knowledge of digital literacy skills in general. And of course, specifically of our Brightspace platform. And then also this provides them with a resource for future reference. And I think every page ends with a shameless plug of my email address so that if a student hasn't been introduced to me by another avenue, they may reach out for help that way. I'm not great at shameless self-promotion, but that's, I can always drop the link. Again, like I said, the intended audience is students. But I think the course is a great example of an accessible, consistent use of Brightspace and something that instructors could look at and go, Oh, well, I didn't know I could do that or Oh, that's a way. Oh, I didn't know that that was accessible, or I didn't know I could do it this way or that way. For the purposes of our conversation today, this is within our LMS, so it's not really shareable outside of our organization, but I would absolutely be happy to talk with anyone at a later date about the course. Maybe do some more intense demo.

BRIANA:
Yeah. This course is available for self-registration and anybody can self-register, which means that instructors can also register. And we've tried to really get word out about this. We've tried to advertise it. Again because if instructors come in and look at it, they can see how our accessible HTML templates are used. They can see how every video included here, it has closed captioning. We've included accessible activities, so H5P activities. Again, just to provide an example of what an accessible and usable Brightspace course looks like. Luke, do you want to show another resource that you created? This is our Accessibility Handbook for Teaching and Learning.

LUKE:
Yeah, so this is a Pressbook, Accessibility Handbook for Teaching and Learning. We put this together initially just as I was just compiling documents and resources on accessible material creation. And we thought, well, if I've got it all, we can repurpose it. We can start collecting it, organizing it and Pressbooks seemed like a really good way to do that. Pressbooks as a platform is very accessible. So that's always a good place to start. I'm just going to do just a quick demo of the book. We got a little cover, an introduction. Basically, the first chapter is a guide to how to use the book. And again, I wanted to start with no assumptions about someone's digital literacy. And for a lot of people, they'll say, Oh, I don't need this. This is, this is too basic. Skip to

the next page, but there are going to be a lot of people who will benefit, I think, from this. And again, not only is this resource trying to teach people about accessible document creation, I think in self-referential way, it's an example of an accessible Pressbook of a well-designed Pressbook. So we explained in this chapter just how navigation in Pressbook works. Again, that's just to lay a very base level of knowledge. I'm going to skip ahead using the table of contents and we're going to go to this page. So this is an early chapter and it's just laying out some broad ideas about digital accessibility. Here is a section talking about headings. How important they are in a document. One thing we've tried to do in this is why you're doing this for students or readers or whatever your audience might be. Why are headings important for a screen reader? Why are headings important for all readers? But then we also include what are some benefits for instructors or document creators. In this instance with headings, it's very easy to create a table of contents. It's really easy to move blocks of text around without copying and pasting. I won't get into all of them, but please use headings in your documents. They're very important. Again. We start by introducing these basic concepts. Then we try and build on those with more advanced things. I'm just going to skip ahead in the book to Microsoft Office Accessibility chapter. Even in this chapter we start with like, Okay, well here's how you add the meta tag for a document title. It's a very basic thing. But maybe we then try and build on that. And I'm going to skip ahead again, but I promise you in-between, there's all sorts of useful information. And here we've got an interactive video of how the word accessibility checker works. There is an audio issue with this video in Pressbooks. It's not Zoom. And it's not Pressbooks' fault. It's my fault. But we walk you through step-by-step how to do these, how to use these different tools, what the accessibility checkers for, what it checks for, how to do it. Then we finally build to maybe some more advanced knowledge and this table here is the reliability of the checker, which is not something everybody needs to know. But I think because we've built that base layer and showed people tools and advanced until they got to the point where maybe by the end of this you can be very confident, if not sort of expert user of Office, of Word in this example. I think that's really important because we do things without thinking about them because they're the way we've always done them. And I think by starting again, maybe at a more basic level, we can improve. Not just accessibility, but digital literacy in general.

BRIANA:
Yeah, and I think this resource was created initially with instructors in mind. And then as we again began to realize that the scope of what's required to support digital literacy, we shifted our focus, and even though that language is still there around, benefits for instructors, benefits for students, it's really around these are skills for document or for creators, right? So it doesn't matter whether you're a student creator, educator creator, or more general employee creator. These are the digital accessibility skills that we all need to develop. And that being a Pressbook, I'm more than happy to share. I will put it in the chat. Or maybe if there's a collection of resources after we can look at that, sharing it that way. Yeah, so thanks for showing these examples, Luke. So these resources support digital literacy, they support digital accessibility. However, the pervasive nature and significant barriers faced by students with disability, I think really compel us to be creative. Look for ways to build resources that support as wide an audience as possible. While we've been lucky so far at Langara to be able to hold onto Luke and

hold onto this position. And we've been able to really take advantage of all of the lessons that we've learned through this pilot, that there are things that we can all do, even if we don't have the privilege of being able to create a position that supports both students and employees. We can look for building resources that identify benefits, right? This is why you should be doing these things. Here are the recommendations, but this is why it works for you. This is why it's going to work for your students. It's win-win when we incorporate these things, when we use headings, it's going to improve everybody's ability to find information, quickly move information around in a document. But the added benefit, of course, is for student users of accessibility, they can actually use that document, use the headings to easily navigate. So looking for those opportunities to really highlight, I think benefits is helpful when we're struggling to get educators to engage with our programming, when we can tell them why it's going to benefit them, they may be more likely to engage. We should also be looking, I think wherever we can to build examples. So if we're building courses in our LMS, or building resources in our LMS or building resources in Pressbooks, things like that, incorporate accessibility wherever we can. Maybe just say, Hey, this is accessible because we've done X, Y, and Z. Really try to make those things visible. Again, it's going to continue to help, I think build digital literacy skills slowly over time. But I think we need to be really creative and we really need to be very conscious of doing it. And we need to look to do it wherever we can. Because that burden, I think, on teaching and learning centres to support digital literacy is a pretty heavy burden. And so we need to be able to look to fill those gaps wherever we can.

LUKE:
Yeah. Thanks, Briana. I think we got two minutes to spare, but if there are any questions, I haven't had a chance to look at the chat or anything like that, but yeah. Thanks, everyone.

JON FULTON:
I had a quick question. Have you had to deal with descriptive video at all?

LUKE:
It's getting pretty early for us. It's something that I'm aware of. It's on my bucket list of pilot projects, I would absolutely love to. There are some issues with not all players support multiple audio tracks. So there is a, there is a big tech burden there that we would have to get over. And then also of course, having someone with the skills to actually provide descriptive audio. But I would absolutely love to pursue it in the future. Yeah, We've looked at it a little bit.

PARTICIPANT:
It's very expensive if you get a third party to do it. Yeah.

ANDY SELLWOOD:
Alright. Do we have any more questions? I know there were some questions in the chat. I'm just going to scroll in.

BRIANA:
Yeah. In the break or during the next session, and we can answer questions there. Okay. But we didn't really get a chance to read them all while talking. Sorry.

ANDY:
Yeah. Well, thanks again so much for the links and the great resources. You know, it's awesome to see this and look at what we can do at our own institutions and get some, get some great ideas.