My Tertiary Education Day (MyTED)
Final Report

myTED: READY, SET, JUMP!
This project is sponsored by the Australian Government Department of Education through the Higher Education, Participation and Partnerships Programme (HEPPP). The MyTED team acknowledges the support of the Australian Government, community members, participating schools, members of the MyTED project reference group, volunteers at the University of the Sunshine Coast and all of the people mentioned in this report.

Submission guidelines:

• a completed declaration form, signed by the Vice Chancellor, in PDF format;
• a completed report in Word and PDF format in accordance with the requirements set out at clause 6.4 of Part A the Conditions of Grant;
• an acquittal report in accordance with the requirements set out at clauses 6.7 and 6.8 of Part A of the Conditions of Grant. An income and expenditure statement template is provided for you to complete in Excel and PDF format; and
• any internal or external evaluation of the project. Please refer to the evaluation in relevant sections of the final report.
• For inquiries please contact equity@education.gov.au
Executive Summary

This report provides an in depth description, analysis and evaluation of the project titled: My Tertiary Education Day (MyTED): encouraging primary school aged children and their parents from low SES backgrounds to consider higher education opportunities through the development of an e-book.

The report provides details of the Key Performance Indicators and how the project team successfully met all of the requirements, often exceeding expectations. The results from an evaluation of the eBook show that students enjoyed the eBook and its various components. Results of the data analysed show that as a result of participating in the MyTED program Year 4 students from Gympie priority schools capacity to aspire to attend higher education increases. Students understand the meaning of aspirations and are able to articulate their aspirations to teachers and peers. Students identified that their aspirations changed from the beginning of the program to the end as a result of the new information they received. Students have a greater understanding of the different levels of education and can identify whether they are required to attend higher education to reach their aspirations.

Four types of evaluation took place to determine the effectiveness of the program namely formative, Impact, process and outcomes evaluation. The methods used in the evaluations include a survey, photovoice and myvoice analysis, user tracking and continual observation by the MyTED team.

Recommendations of the evaluation include:

- A multi-strategic approach that starts at Year 4 is required to ensure students revisit their aspirations during each year of schooling,
- The mode of delivery include direct contact with university and TAFE staff,
- Embedded Indigenous content,
- Inclusion of parents and caregivers,
- Inclusion of Education students in the delivery of the program,
- Greater use of the MyTED website to ensure sustainability,
- Continued funding.
- The major limitations were the timing of the excursion days and the pressure put on staff during semester time, available trained staff to deliver the program in a timely manner and the minimal resources such as iPads that were available at any one time. Overall, the program successfully encouraged Year 4 students and their parents to aspire to attend higher education through the development of an eBook.
# Table of Contents

My Tertiary Education Day (MyTED) .................................................................................................................. 1
Higher Education Participation and Partnerships Programme (HEPPP) ......................................................... 2
Executive Summary ............................................................................................................................................. 3
Project Description ............................................................................................................................................ 6
Project Delivery .................................................................................................................................................. 6
MyTED Team ...................................................................................................................................................... 7
MyTED Associates ............................................................................................................................................. 8
MyTED Interviewees ......................................................................................................................................... 8
Reference Group ............................................................................................................................................... 8
Reference Group Meeting Outcomes ............................................................................................................. 9
  2014 Reference group meeting outcomes: .................................................................................................. 9
  2015 Reference group meeting outcomes: .................................................................................................. 9
Program Overview ............................................................................................................................................ 10
  Priority Schools ............................................................................................................................................ 10
  In-class lessons ........................................................................................................................................... 11
Lessons Outline ............................................................................................................................................... 12
  Lesson one ................................................................................................................................................... 12
  Lesson two .................................................................................................................................................. 14
  Lesson three ............................................................................................................................................... 16
  Excursion ................................................................................................................................................. 17
  Lesson four ............................................................................................................................................... 17
  Caregivers session ...................................................................................................................................... 19
WiFEx Students ................................................................................................................................................. 21
Ready, Set Jump! ............................................................................................................................................... 22
Excursions ......................................................................................................................................................... 24
Website and Email ............................................................................................................................................. 26
Linkages ........................................................................................................................................................... 27
  Longreach Schools and Central Queensland University ........................................................................... 27
  Author Gary Crew ..................................................................................................................................... 28
  Collaboration with CQU ............................................................................................................................. 29
  Smart Steps ............................................................................................................................................... 29
Year 6 Program ................................................................................................................................................. 30
  The lessons ............................................................................................................................................... 30
  Lesson one ............................................................................................................................................... 30
  Lesson two ............................................................................................................................................... 32
  Lesson three .............................................................................................................................................. 34
  The trial ..................................................................................................................................................... 35
  The game ............................................................................................................................................... 35
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons learned</td>
<td>36</td>
</tr>
<tr>
<td>Age of participants</td>
<td>36</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>36</td>
</tr>
<tr>
<td>Excursions</td>
<td>37</td>
</tr>
<tr>
<td>Results</td>
<td>38</td>
</tr>
<tr>
<td>Data Analysis and results 2013 pilot program</td>
<td>38</td>
</tr>
<tr>
<td>Data Analysis and Results 2014</td>
<td>40</td>
</tr>
<tr>
<td>Data Analysis and Results 2015</td>
<td>42</td>
</tr>
<tr>
<td>Project Evaluation</td>
<td>43</td>
</tr>
<tr>
<td>Key Performance Indicators</td>
<td>44</td>
</tr>
<tr>
<td>Key Performance Indicator: Targeted Participation</td>
<td>44</td>
</tr>
<tr>
<td>Key Performance Indicator – Scheduled activities</td>
<td>44</td>
</tr>
<tr>
<td>Key Performance Indicator – Dissemination</td>
<td>46</td>
</tr>
<tr>
<td>eBook Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>Recommendations</td>
<td>52</td>
</tr>
<tr>
<td>Multi-strategic approach</td>
<td>52</td>
</tr>
<tr>
<td>Mode of delivery</td>
<td>52</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>52</td>
</tr>
<tr>
<td>Website</td>
<td>53</td>
</tr>
<tr>
<td>WiFEx Student Support</td>
<td>53</td>
</tr>
<tr>
<td>Acquittal Report</td>
<td>54</td>
</tr>
<tr>
<td>Declaration</td>
<td>55</td>
</tr>
<tr>
<td>References</td>
<td>56</td>
</tr>
<tr>
<td>Appendix</td>
<td>58</td>
</tr>
<tr>
<td>Appendix I: Invitations to Principals</td>
<td>58</td>
</tr>
<tr>
<td>Appendix II: Parent Letter</td>
<td>60</td>
</tr>
<tr>
<td>Appendix III: eBook Literature review</td>
<td>62</td>
</tr>
<tr>
<td>Appendix IV: Feedback</td>
<td>66</td>
</tr>
<tr>
<td>Appendix V: Teaching and Learning Week Poster</td>
<td>73</td>
</tr>
<tr>
<td>Appendix VI: Rules and procedures for “On a Role”</td>
<td>74</td>
</tr>
<tr>
<td>Appendix VII: Participation</td>
<td>76</td>
</tr>
<tr>
<td>Appendix VIII: Newsletter</td>
<td>78</td>
</tr>
<tr>
<td>Appendix IX: Article abstracts</td>
<td>82</td>
</tr>
<tr>
<td>Appendix X: Queensland Widening Participation Consortium sections</td>
<td>84</td>
</tr>
</tbody>
</table>
The MyTED program aims to build the capacity of young people from low socio-economic areas to aspire to attend higher education. In an effort to inform, guide and encourage students, the program focuses on the critical stages of primary school. The research tells us that students from low SES backgrounds have substantive aspirations, but have less developed capacities to bring them into fruition. According to Gale et al. (2010), interventions to encourage students to consider their aspirations are more effective when aimed at primary school students. The literature indicates that the prime developmental time to begin discussions about aspirations is between the ages of eight and ten. The MyTED program is based on the similar premise that a child cannot aspire to attend higher education if they do not have the knowledge or resources. The MyTED team have ensured a common language that supports our aim of capacity building rather than that of raising aspirations to eliminate any value judgements of the aspirations of a child. MyTED is a multi-strategic, literacy-based program directed towards students in Year 4 in primary school. The program consists of four, in-class lessons, delivered by the MyTED team, an interactive eBook, video narratives from people with non-traditional pathways to higher education, parent/caregiver interactive sessions and an excursion to the Sippy Downs campus of the University of the Sunshine Coast. Higher Education and Tertiary Education are used interchangeably during the MyTED program and refer to opportunities offered by TAFE, Universities and private providers post secondary school.

In 2013, the MyTED program was delivered to 80 students in the priority area of Gympie. In 2014, the program extended its reach, being delivered in six schools to 212 students. The program was delivered in Gympie, Maryborough and Proston. 2014 was also a year of exploration for the MyTED program. The MyTED team delivered the program to two schools in Longreach, Central Queensland. This enabled the MyTED program to be experienced by a more diverse group of students and allowed for an examination of its value to the wider Year 4 cohort in low socio-economic rural and regional areas.

Due to the success of the program, and feedback from schools in 2013 and 2014, the MyTED team applied to extend the HEPP grant until 2015 with the remaining funds. The MyTED team saw an opportunity to further extend the program, endeavouring to deliver to a larger number of students.

In 2015, the MyTED program was delivered to 265 students in six schools; five in Gympie and one in Proston. Due to the diversity of the schools in the Gympie area, the program was delivered to three composite classes consisting of Year 2, 3 and 5 students that further allowed the MyTED team to measure the efficacy of the curriculum mapping to our target audience. A pilot Year 6 program was also delivered in 2015 to continue to support the capacity building of primary school students.
MyTED Team

**Dr Uwe Terton** Project Manager 2013 – 2015

Uwe Terton has a career in New Media, Photography and Film and is working as a Lecturer in Design and Serious Games. Uwe was the project manager for the MyTED project. Along with other team members he was responsible for the development and delivery of the project with a focus on the development of the eBook, that was essential tool of the program.

**Dr Ruth Greenaway** Post-doctoral Research Fellow 2013 – 2015

Ruth Greenaway has a career in education, is a registered teacher and worked as a project officer, postdoctoral research fellow and as a consultant on the MyTED project. Along with other team members she was responsible for the development and delivery of the project with a focus on the educational aspects.

**Dr Jackie Holt** Project Officer 2013

Jackie Holt was the innovator behind the project. She initiated the grant funding, developed the original ideas and formed the project team. Jackie assisted in the project delivery in its first year.

**Ms Sandra Elsom** Project Officer 2014 – 2015

Sandra works primarily in enabling education, supporting wider participation in Higher education. She joined the MyTED team in early 2014 as a Project Officer. Sandra was responsible for the organisation and delivery of the program in 2014 & 2015.

**Ms Samantha Davoren** Literacy Co-ordinator 2015

Samantha Davoren has a career in education and is a registered teacher working on the program. Initially, she acted as a team consultant during the creation of the Year 4 MyTED in 2013 before formally joining the team as Literacy Coordinator in 2015. She supported the team in adapting the Year 4 program and eBook based on observations and findings from previous years. Samantha was responsible for the development and delivery of the Year 6 MyTED program.
MyTED Associates

Dr Steven Boyd
Dr Anne Drabble
Hayley Ritchie
Kate Terton
Julie Lusk
Liz Blight
Professor Gary Crew
Anja Jennings
Nils Terton
Indigo Styler
Gemma Elsom
Tuise Tofilau

Original member of project team
Original member of project team
Illustrator
Digital designer, T’n’T Media Design
Co-ordinator of Smart Steps
USQ Smart Steps
Associate Professor in Creative Writing
Story editor
Videographer
Videographer
USC drama student – hosted the virtual tour
USC drama student – hosted the virtual tour

MyTED Interviewees

2013

Professor Gary Crew
Maatakirirapirape Ruki
Lyris Snowden
Stuart Ross
Dr Steven Boyd
Tim Shilling

2014

Professor Greg Hill
Alise Thomas
Corey Collins
Rebecca Buckley
Gemma Elsom
Mick Dan

2015

Barry-Jay Bernie
Lucy Patterson
Rohan Ward

Reference Group

Professor Birgit Lohmann
Professor Karen Nelson
Associate Professor Jennifer Rowe
Associate Professor Michael Christie
Dr Christian Jones
Dr Eva-Marie Seeto
Mr Graham Young
Ms Liz Toohey
Ms Sally Lawrence
Dr Ann Stewart

Deputy Vice-Chancellor
Pro Vice-Chancellor (Students)
Former Associate Dean, Learning and Teaching
Lecturer, School of Education
Director, Engage Research Cluster
Director, Student Life and Learning
Manager, USC Northern Campuses
Lecturer, School of Education
Indigenous Education Expert
Head, student Access, Equity and diversity

Reference group meetings were held on 6th February 2014 and 29th January 2015.
Reference Group Meeting Outcomes

2014 Reference group meeting outcomes:

- The Deputy Vice Chancellor suggested that we invite both Proston State School and Riverside Christian College to participate in the MyTED program. Their inclusion created greater community links, awareness of the USC Gympie campus and promoted the educational opportunities in the University catchment area. Proston State School took part in the program in 2014 and 2015. Riverside Christian College took part in the MyTED program in 2014 with positive feedback. However, they were not approached in 2015 due to the identified need to focus on the USC priority schools.

- It was suggested that the MyTED program be adapted to be delivered by classroom teachers. However, this did not take place as the benefit of having higher education representatives in the classroom was observed to be engaging for students. The classroom teachers knowledge of the program, its essence and higher education was seen as a barrier that may impact the efficacy of the program and its benefit to students.

2015 Reference group meeting outcomes:

The 2015 reference group meeting was attended by Dr Uwe Terton, Dr Ruth Greenaway, Sandie Elsom, Sally Lawrence, Professor Birgit Lohmann and Dr Ann Stewart.

- To support a greater community approach, the reference group advocated for a greater number of education students from the USC Gympie campus be approached to participate as part of their Wider Field Experience. It was also suggested that students completing a Bachelor of Primary Education be first offered the opportunity.

- Feedback from the previous year was used to determined that a multi-strategic, multi-level program should be created to support students capacity to aspire. It was proposed that a Year 4-5-6 program be developed between 2015 and 2016. This would include the existing Year 4 MyTED and Year 5 Smart Steps and a Year 6 program which would continue to build the capacity of the students in our priority areas to aspire to higher education.
Program Overview

Priority Schools

The schools approached to participate in the MyTED program were selected from the universities Priority Schools list. Gympie was chosen as our focus area due to the low socio-economic status of the community and the establishment of the new USC Gympie campus. The proportion of students from Gympie studying at universities has remained static for the past 15 years and is well below the representation in the general population at 7% (Best, 2010). While working with students on the MyTED program we have observed that students in Gympie do not lack aspirations but rather the capacity to nurture their aspirations into fruition.

Located north-west of Brisbane, the Gympie population has a significantly low educational attainment rate. At present, 6% of the population in Gympie has a higher education qualification and 47.8% of the populations have a non-school qualification.

In 2011, the Australian Bureau of Statistics created indexes from the Census of Population and Housing. This was created to measure the social and economic conditions of geographic areas across Australia. The index of relative socio-economic disadvantage placed Gympie as a high priority area with 49.7% of the population being placed in Quintile 1; the most disadvantaged. With the opening of the new USC Gympie campus, USC and the MyTED team saw an opportunity to build the capacity of the young people in Gympie to realise the opportunities available to them.

When approaching the priority schools, the MyTED team travelled to Gympie to meet with the principals of each school. Face-to-face communication and building partnerships are integral to the success of the MyTED program. During these meetings, principals were informed of the essence of the program, the research, the learning goals and outcomes which the program aims to achieve for their students. They were also shown the unit plan, lessons and how these are aligned with the Australian Curriculum.

After these meetings, the MyTED team left the school with additional information and a consent form. Principals discuss the invitation (Appendix I) with their teachers to ensure it is a mutual decision to participate. The feedback from principals over the past three years has been extremely positive and enthusiastic.

Table 27  Population by Index of Relative Socio-Economic Disadvantage quintiles, Gympie Regional Council LGA, 2011

<table>
<thead>
<tr>
<th>LGA</th>
<th>Quintile 1 (most disadvantaged)</th>
<th>Quintile 2</th>
<th>Quintile 3</th>
<th>Quintile 4</th>
<th>Quintile 5 (least disadvantaged)</th>
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<tr>
<td>Gympie (R)</td>
<td>49.7</td>
<td>30.4</td>
<td>18.5</td>
<td>1.4</td>
<td>0.0</td>
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Source: ABS 2033.0.55.001, Census of Population and Housing; Socio-Economic Indexes for Areas (SEIFA), Australia - Data only, 2011, (Queensland Treasury derived)
In-class lessons

When developing the Year 4 program, the MyTED team discussed a range of methods to engage with the Year 4 students and to introduce the concept of aspirations. Through these discussions, it was concluded that to enhance the efficacy and impact of the program, the MyTED team would enter the classroom to deliver the program to all students in order to establish positive relationships and partnerships.

The in-class lessons and resources were adapted and refined throughout the three years of development after a period of reflection and evaluation. These changes were based on observations made by the MyTED team and feedback from stakeholder.
Lessons Outline

Lesson one

The learning objective of lesson one is for students to understand the definition of aspirations and to build their skills in recognising them in themselves and others. In the beginning, the MyTED team introduce themselves, explain their role at the University and ask students to become researchers just like them.

Students are then shown a short video clip of the Wizard of Oz as a ‘hook’ or engagement tool. The video clip shows the different characters in the popular culture story, their aspirations and challenges as they journey along the yellow brick road to reach their dreams. The Wizard of Oz was chosen due to its metaphoric representation of a pathway or journey. The diversity of the characters, aspirations and challenges further enable students to engage with the idea of individual journeys.

During the Wizard of Oz activity, students discuss the ‘wishes’ and ‘dreams’ of the characters in the video and identify the wishes or dreams they have for themselves as they journey down their pathway. Students are introduced to the word aspirations as a synonym for wishes and dreams and brainstorm other words which also may act as a synonym on the whiteboard. This strategy creates connections between prior and new knowledge for students.

To gain a deep understanding of the definition of aspirations, students complete a Frayer model vocabulary organiser (Frayer et al., 1969). This literacy strategy is used to deepen understanding of major concepts, allowing students to differentiate the characteristics and concepts of the vocabulary. Adapting the strategy to encourage higher order thinking, the concepts of the model were changed from non-examples of aspirations to an image for the students to draw what they believed represented the definition of an aspiration. This encourages students to interpret, synthesise and create, leading to long-term memory and activating metacognition. A widely promoted literacy strategy in primary and secondary schools, this strategy was also seen as beneficial with many schools also using the strategy; creating familiarity for students.
After gaining a deeper understanding of an aspiration, students brainstorm all the aspirations they have for themselves in primary school, secondary school and as an adult. At this stage it is reinforced to students that they may write down any aspirations they have for themselves. Some students have identified increasing their reading level, being accepted into a particular sporting team or occupations and career paths for themselves. Students are encouraged to share their aspirations with their parents/caregivers and to ask them what their aspirations were when they were in Year 4.

To build relationships between University staff and students, the MyTED team introduced their Aspirations Pathway, showing students their aspirations when they were in primary school, secondary school and as an adult. These pathways also demonstrated the multiple journeys people follow to higher education. In the final lesson, students will create their Aspirations Pathways, placing images that represent their aspirations along their yellow brick road.

The final Aspirations Pathway shown to students is that of Edwina. Edwina, or Ted, is an Eastern Grey Kangaroo. This particular native animal was chosen as a mob of Eastern Grey Kangaroos reside at the University; students are therefore able to make connections between Edwina, her story and the University.
Lesson two

The second lesson of the program focuses on Edwina, her story of reaching her aspirations and the support networks that are available to help her. At the beginning of the lesson, students revise the definition of aspirations and are reintroduced to Edwina.

Edwina’s story features in the eBook ‘Ready, Set, Jump!’ and follows her journey to reaching her aspirations of going to school. Ted starts her journey at a rescue wildlife park and her carer Kate, who is also a primary school teacher. Along with her friends Jamie, Sally and Rudy, Ted is nurtured and grows up to be a very interested and keen learner. Well enough to leave the wildlife park, Kate releases Ted and her friends into a mob of other rescued Kangaroos led by Aunty Grey, an Eastern Grey just like Ted. Aunty Grey teaches Ted all the vital skills of surviving in the wild including how to find shelter, food and avoid predators. However, one day as Ted was asking her many questions, Aunty Grey explains that she has taught Ted everything she knows and that if she wants to learn more she needs to go back to Kate and go to school. Ted does return to Kate and goes to school to continue learning. At the conclusion of her story, Ted and her peers have visitors to their classroom. The visitors are from the University. It is through Edwina’s story that students are introduced to the concept of higher education.

Throughout the story students are prompted by questions that promote higher order thinking and hypertext links that further his or her understanding. Both questions and hypertext have been used as a tool to teach the children about the Australian wildlife, to think about emotions and feelings and to explain Aboriginal terminologies. Some of the questions encourage students to explore, evaluate and synthesise whilst others stimulate a reflection of the students’ schooling experiences. For example, students were asked to reflect on their first day at school and how they felt on that day. Sound was used throughout the eBook to identify the calling noises that Australian native animals use and to promote a higher level of engagement with the story.
The ‘Tree of Life’ was a resource introduced in 2015. In previous years, students were explained the three levels of education in Australia and their value after the introduction of higher education through Edwina. However, to enhance the understanding of students, the MyTED team saw a need for a visual reference to support understanding. The concept of a tree to represent primary, secondary and tertiary education was chosen to connect with students’ prior knowledge of how a tree grows. When presented with the ‘Tree of Life’ students are explained the role each level of education plays in supporting them to reach their aspirations. Primary school, or the roots, provides students with a strong foundation. It helps them to gain important literacy and numeracy skills as well as important knowledge across all subjects. Referred to as the trunk, secondary school continues to support students to grow taller and strong. In secondary school, students continue to develop the literacy, numeracy and core knowledge and skills but also begin to explore their personal interests. Before finally, tertiary education is explained as one way of allowing students to ‘flourish’, grow and reach their aspirations. During these discussions, students also discuss other support networks available to them including parents/caregivers and the community.

After introducing the concept of tertiary education, students are asked to engage with their curiosity. The students complete the first two components of a KWL chart (Ogle, 1986), asking what they know about tertiary education and what they would like to know. This informs the MyTED team’s practice and delivery of following lessons; allowing them to recognise misunderstandings or gaps in understanding which may deter students from aspiring to higher education. The ‘L’ component of the KWL chart is completed in the third lesson, asking students what they have learned about tertiary education.
Lesson three

The third lesson aims to build a greater depth of understanding about aspirations and the multiple pathways and experiences had by others in the community.

At the beginning of the lesson, students revise the three levels of education and the role of tertiary education, before viewing a range of video narratives of students and staff at the University. In these video narratives the staff and students tell of their aspirations, journeys and the challenges they have faced on their path to higher education. Each narrative highlights the diverse journeys and challenges faced including medical, geographical, financial and social barriers. At the conclusion of the video narratives students are asked what their favourite narrative is and why. This encourages students to evaluate the information they have been presented with as well as reflect on their own, personal perceptions.

Initially created for schools that could not attend the excursion due to distance, a virtual tour of the University was created. This tour showcases the wide range of resources and study options at the University, showing such areas as nursing, midwifery, paramedics, drama and sport and exercise science. Despite being created for students unable to attend the excursion, the virtual tour was embedded into the program as it was seen as an engagement tool that instigated excitement and enthusiasm for the excursion.

At the conclusion of the lesson, students complete the ‘L’ component of the KWL chart. Students identify what they have learned about higher education over the last two lessons. This activity acts as a reflection for students on their learning journey and as an observable measure for the MyTED team as to the efficacy of their teaching.
**Excursion**

Between the third and final lesson, students embark on an experience aimed to immerse them in the wide range of opportunities offered by higher education. Held at the University of the Sunshine Coast, students, staff and parents are invited to attend the excursion day. This excursion day is discussed in greater detail further in the report.

**Lesson four**

On returning to the schools for the final lesson, students reflect on their experiences during their excursion day. They are asked a number of questions including what they enjoyed and what they learned.

Students also complete a blank version of the brainstorming worksheet they completed in lesson one. On this sheet, they are asked to complete the activity in the same way, identifying their aspirations for their future. This strategy enables the MyTED team to evaluate the efficacy of the program, measuring whether we have broadened and built the capacity of students to aspire to higher education.

Following the brainstorm, students create their own Aspirations Pathways. They can draw pictures or use iPads to take photographs that represent their aspirations for primary school, secondary school and as an adult. Engaging with popular culture, students start by taking a ‘selfie’ which is placed at the beginning of their pathway. This photograph also gives the student ownership. After placing their images on their Aspirations Pathways, students select their favourite photo or drawing and complete either Photovoice or MyVoice to contextualise their image.
Photovoice is a qualitative methodology used to contextualise images and empower students. In the activity, students complete a range of questions on their selected image. These questions include asking students what they have taken a photo of, what it represents and their aspiration. Importantly, students need to think beyond the image, answering what they must do to achieve the aspiration represented in the image. This allows the MyTED team to assess whether students have understood the role of higher education, or education in general, as a support mechanism to allow them to reach their aspirations.

MyVoice, was created by the MyTED team after the pilot of the original program. It was observed that some students preferred to draw pictures that represented their aspirations rather than take photographs. MyVoice, reflects the same questioning as Photovoice however allows a greater range of students to engage with the reflective process through supporting individual learning styles. At the end of these worksheets, students ask two questions. Firstly, ‘Do you need to attend higher education?’ and secondary, ‘Have your aspirations stayed the same or changed?’

To conclude the program, the MyTED team and students engage in a discussion of all the experiences and knowledge that has been acquired during the program. Students are given the opportunity to ask any final questions. The Year 4 students are given a MyTED USB of Edwina which is sent to the schools after the program. The USBs include a copy of the eBook and their Aspirations Pathways. The worksheets are also returned to the students.
Caregivers session

During the development of the MyTED program, the team envisioned a holistic approach to building the capacity of young people to aspire. The inclusion of parents/caregivers, as well as the community, was seen as integral to the success of the program. Firstly, parents/caregivers are the most influential people in a child’s life. Whether they are intentional influences or subconscious teachings, the support and participation of these key stakeholders are vital to the efficacy of the program. Secondly, the professional experiences of the MyTED team in education identified a need for the conversations and information to filter from the school, into the home in order for the program to meet its objectives. From professional experiences, those programs that stop at the school level are less effective and hold little, long-term impact.

In 2013 and 2014, the parent/caregiver meetings were held at the end of the second lesson; after students had created their Aspiration Pathways. In these meetings, parents were made aware of the program, the learning experiences and were asked to create their own Aspirations Pathways, as their children did earlier that day. In these sessions, parents who had their children present engaged in conversations with them about the aspirations they had for their future when they were in Year 4, the challenges they faced, how their aspirations changed and the things that supported them. These conversations were seen to be valuable in fostering positive connections. Further, the parents/caregivers became aware of the aspirations their students have for themselves in primary school, secondary school and as an adult. Without the inclusion of the parents/caregivers in the MyTED program such conversations may have not occurred. In 2013, the parents/caregivers were asked what their aspirations for their students were, with many saying they simply wanted their students to be happy. In 2014, the parents/caregivers were asked what their aspirations were when they were in primary and secondary school and as an adult. They were later asked if their aspirations were realised and what challenges they faced along their journey.

In 2015, the parent meetings were held at different schools at varying times during the delivery of the program. Although the MyTED team had preferred to hold the parent meetings at the same time, this change enabled the MyTED team to observe whether the original placement of the parent/caregiver sessions was at the most advantageous time in the program.

Due to the apprehension of parents at one school, the teachers requested that the parent meeting be held following Lesson 2. The MyTED team were informed that many parents were unsure about the value of the program due to the age of the students. The teachers at the particular school believed this was due to a misunderstanding as to the intension of the program. An invitation was written by the MyTED team and sent home with students (Appendix II). From this information session and the letters sent home, an additional 11 students participated and attended the excursion day to the University.
At other participating schools the parent meetings were successful in meeting our goal of parent/caregiver inclusion. A parent meeting was held at a new participating school prior to the excursion day. There were some parent concerns about the excursion, however great support for the program. The invitation was sent home with students and consequently eighteen parents attended the meeting. During this meeting there were many questions regarding the aims of the program and the ways in which we were supporting their student’s aspirations and their literacy development.

At our remaining schools the parents/caregivers meetings were held at the end of the program, after the students had created their Aspirations Pathways. Due to changes made to the program the Aspirations Pathways were created at the conclusion of Lesson 4, rather than Lesson 2. At these schools we had a high level of attendance and participation by parents/caregivers. These meetings were most effective and many of the caregivers attended the meeting with their students. During the meetings caregivers were informed about the program, its aims, the lessons and the resources. They were asked to reflect on their own aspirations, whether they had achieved their aspirations, what barriers they faced and what support networks they had in place.

Parents/caregivers created their own Aspirations Pathways that provided valuable insights about their barriers and enablers to reaching their aspirations. Based on observations over the past three years it has been concluded that holding the parent meetings after students have created their own Aspirations Pathway is the most effective method of creating a common understanding between parent and student and provides a stimulus for further discussion at home.
WiFEx Students

Education students at the University were specifically targeted as volunteers to support the delivery of the MyTED program. Students training to become registered teachers through the Queensland College of Teachers (QCT) are required to complete wider field experience to demonstrate the professional standards for teachers. The QCT believe this allows preservice teachers to gain greater insight into the services and resources available within the profession, the role of different welfare agencies in the community and the broader educational context. This program not only allowed the preservice teachers additional professional experience in the classroom but also exposed them to new research and programs being designed to enhance the future opportunities of young learners. A literacy-based program founded on recent literature and research, which is designed alongside the national curriculum was seen as significant experience for the teachers of the next generation. Exposure to a greater number of educators and opportunity to interact in the classroom leads to an extension of knowledge and the honing of important micro skills. The preservice teachers were exposed to a diverse low socio-economic and regional community that included engaging with educators within the profession, students with diverse needs as well as parents and caregivers. These experiences meet all of the Australian Professional Standards for Graduate Teachers.

When recruiting preservice teachers to participate in the delivery of the MyTED program, the Project Officer and Literacy Coordinator presented the opportunity in multiple education lectures in Semester One. Stemming from the reference group meetings, the MyTED opportunity was offered to students at the University’s Gympie campus. This decision was based on the desire to forge greater relationships between the students in the priority area and the University community. Further, the need for preservice teachers to travel to Gympie from Sippy Downs was considered.

The training of preservice teachers to assist the program was conducted through a number of sessions. Initially, students were informed about the theory and research behind the program, its aims and the outcomes from previous years. Students were guided through each of the four lessons and learning experiences and given advice as to how each experience should be delivered. During the final training session, students also completed their own Aspirations Pathway using the iPads. These would be used in their classroom when teaching the initial lesson.

Positive outcomes were seen from the inclusion of preservice teachers, including the ability to deliver the MyTED program to a greater number of students. The preservice teachers participating in the program ranged in age from 21 to those in their early 60s, with different subject areas and primary and secondary training. The Year 4 students were thus exposed to a greater number of people with diverse aspirations and pathways, being able to see the different journeys and individual experiences of people in the wider community. In addition, each preservice teacher hosted their respective class on the excursion day, heightening the comfort and engagement of students.
The eBook, Ready, Set Jump!, was designed to support the literacy component of the MyTED program. It aims to support the awakening of aspirations and other capacity building elements that encourage students to dream and think about their aspirations. A thorough review of the literature was undertaken to inform the literacy and technical components of the eBook (Appendix III).

The eBook was designed to be student-centred and led, and comprises a number of interactive activities where by students can broaden their understanding of higher education at a pace which best suits their learning style. The lessons and resources in the eBook were written to be accessible by students unable to participate during in-class lessons; including students in rural and remote areas attending distance education. The eBook contains comprehensive lesson structures and activities for students to guide themselves through the program. Ready, Set, Jump! includes the story of Edwina, the Eastern Grey Kangaroo, all lessons and required resources and videos. Students can also save their work and email Edwina with any questions. Further included in the eBook are interactive versions of the worksheets in the MyTED program. These include the Frayer vocabulary model and participatory research activities such as Photovoice and MyVoice. These are used to stimulate the thoughts of the students and parents to consider their aspirations and career pathways.
When reading the story students are prompted by hypertext links and questions promoting higher order thinking. This component is seen to be very beneficial to students and the self-paced lessons allow all students to be successful. The story, hypertext and questions also act as a teaching tool, informing students about Indigenous languages and native wildlife. They also encourage students to consider emotions and feelings in different circumstances. The questions included in Edwina’s story support students to evaluate and analyse whilst others ask students to apply meaning and reflect on their own experiences.

Through consultation with Indigenous elders and Indigenous organisations, the concept of storying was highlighted as a positive way to engage students in conversations about higher education. Storying is used by Indigenous peoples to impart knowledge from one generation to another and is seen to increase the retention of information through the human connection and interaction. The MyTED team used storying throughout the eBook to engage students in this way. The story of Edwina, was designed to help students recognise the aspirations of others and apply this understanding to oneself. The MyTED team also included a number of video narratives in the eBook which are also embedded into the lessons. The video narratives are of staff and students at the University, telling of their aspirations, their journey and challenges to reaching higher education. All narratives highlight different journeys and challenges including medical, geographical, financial and social barriers.
The concept of an on-campus experience was first raised during the initial brainstorming of ideas for a grant called My Uni Day. The original intent was to create relationships between schools and the University in order to engage students with tertiary education and provide them with greater insight which would broaden and raise their aspirations. However, the excursion day component of the Year 4 MyTED program has shown to have greater value than the original aim.

Taking place between Lesson 3 and 4, all students, parents and staff were invited to attend the University. Due to the success and growth of the program, the excursion day in 2014 and 2015 was extended to two days to better cater for the number of participants and to ensure the efficacy of the immersive experience.

When the students arrived at the University, they were presented with a passport, lanyard notepad and pencil. At the beginning of the MyTED program, the students are introduced to the occupation of a researcher and were asked if they wished to be a researcher as well. Throughout their exploration of the University, the students use the notepads and pencils to make notes about what they are learning from the various professionals and students they meet. The passport is used as a collection tool and keepsake for students. They receive a stamp at the end of each experience as a reminder of the many experiences they had whilst at the University. Some of the many experiences students engage with whilst at the University are discussed below.

Nursing and paramedics are two aspirations commonly noted by students. During the excursion students explore the nursing simulation labs where the nursing staff at the University show students the various equipment used in a hospital. They also show students the ManiKin, a human simulation mannequin with a heartbeat and who can cry, sweat, call out in pain and express bodily fluids including blood. The realistic hospital setting enthralled the Year 4 students. They also completed CPR training with the paramedic students, using the defibrillators and mannequins used by the students during their training. Students also visit the midwifery unit where they engage with the mannequin babies used to teach the University students. The students thoroughly enjoy this activity, learning how to correctly weigh and nurse a baby.

The exploration of serious games in the Engage Research Lab has been a student highlight since the first excursion in 2013. In the lab, students use and experience a range of equipment in new game development technology including 3D printers, the Oculus Rift, motion sensors and a 27-inch multi-touch tablet. They also visit the Immersion Studio and discuss with developers about the potential for gaming in education.

In 2015, the Year 4 students explored the new Engineering Learning Hub at the University. Students were able to experience Cave2, a 3D immersive visualisation platform that is used in engineering to provide students and engineers with an experience that matches human visual acuity. This was a very rare experience for students as there are only two Cave2 systems in Australia. During their engineering presentation, students also visited the LiDAR lasers used to generate 3D images, strength testing machines used for steel, contract and...
asphalt as well a Ground Penetrating Radar that discovers things underground. Also in 2015, the sport and exercise science team joined the excursion, introducing students to athletic skill testing and the role of exercise science in sport.

During the excursion students are shown a number of the University facilities including the library and the art gallery. When they arrived at the art gallery, the curator spoke to students about the art gallery, its role at the University and the current exhibition. The students are given time to explore the art gallery and the work completed by University students and members of the community. At the library, students are shown the wealth of resources and systems in place to support their studies. On the tour, students view the computer labs, resource books, the specimen room and study areas.

Lunch on the excursion day is provided by the Student Guild. This experience is extremely valuable for students as they are able to interact with numerous University students who are studying a wide range of degrees. The presenters are also invited to attend and interact less formally with students. In 2015, the USC Quidditch team also attend both of the Student Guild luncheons and played an example game. The Year 4 students enjoyed and engaged with the Student Guild as they demonstrated the social, emotional and physical components of university life.

Feedback on each excursion from 2013 to 2015 has been extremely positive from staff and students. Many of the presenters from the University are returning presenters, seeing the value and enjoyment in the experience for students. Letters from students and staff who attended the excursion can be seen in Appendix IV.
The MyTED website was made public in 2014. Comprising of a number of resources and interactive components, it has been designed to be a functional resource for students, parents, educators and academics. Included on the website is the MyTED philosophy, research and aspiration. It also includes a step-by-step explanation of the four phases of the program and a copy of the Year 4 and 6 eBooks which can be downloaded. Students accessing the website can email Edwina which is received by a member of the MyTED team.
Longreach Schools and Central Queensland University

In 2014, the MyTED team saw an opportunity to extend its coverage, travelling to Longreach to support Year 4 students, experiencing diverse challenges. Known as the “Gateway to the Outback,” Longreach is a small, isolated town of 3,000 people situated on the fringes of the Australian outback. Located 700 kilometres from the closest urban city, Rockhampton, it is more than 7 hours away from the closest university or TAFE institute.

Although Longreach is not within the University of the Sunshine Coast’s catchment or priority area, the team was approached by the teachers of Longreach to assist them in raising the aspirations of their young people. The students in Longreach were seen to be facing two significant obstacles to aspiring to higher education. First, Longreach was experiencing its fourth year of severe drought, financial difficulties and geographic isolation. Secondly, many of the students in Longreach would be the first in their family to attend higher education. Therefore, the cultural capital available in the town did not provide students with an opportunity to gain an understanding of higher education and its complexity and to explore the possibilities and ask questions.

The team believes that all students, regardless of their demographic, should be offered opportunities to help build their capacity to aspire. Through this venture, the team was also able to measure the efficacy of the program for Year 4 students in a diverse range of settings.

The MyTED program was delivered to the two primary schools in Longreach. The Year 4 students at these schools completed all four lessons, engaging with all elements of the program. Due to the distance to the University of the Sunshine Coast, the MyTED team created a virtual tour of the University where they could engage with university students, the facilities and programs available in tertiary education.

In Longreach, MyTED collaborated with the Sunshine Coast-based Indigenous Education organisation Goombuckar Creations; a travelling organisation that aims to immerse young people in both the Australian Indigenous culture and to help awaken the aspirations of young people.

With no existing members of the Innigai people, the Indigenous tribe native to Longreach, Goombuckar Creations exposed the students of Longreach to a living experience of Indigenous culture and to the Indigenous storying of ‘awakening’.

The students explored the interconnectedness of the country to people, a sense of place and to identity. These learnings encourage students to look within themselves, their aspirations and personal pathways. The Year 4 students also had an Indigenous art lesson. They learned about basket weaving and Indigenous painting, using bark, paper, glue, dirt, feathers and sticks to create symbols and characters of the stories they explored.
Author Gary Crew

In 2014, award-winning author Gary Crew travelled to Longreach to be a part of the MyTED program. Gary features in the eBook, ‘Ready, Set, Jump’, starring in a video narrative discussing his aspirations and life experiences. The students of Longreach were particularly engaged with Gary as they were studying his book, The Water Tower, at the time. Longreach also has a water tower which resembles the one Gary wrote about in his book.

Although not a part of the Year 4 program, Gary and the MyTED team engaged with the local high school. Here, Gary conducted two creative writing workshops with the Year 11 and 12 senior English classes prior to their upcoming short story submission and Queensland Core Skill Test. The MyTED team went to Year 9 English classes and delivered an adapted version of the Year 4 program, engaging the Year 9 students with aspirations, literacy and higher order thinking. These experiences in the Year 9 classrooms and the feedback that was received was the catalyst for MyTED extending its reach not just to Year 6 in 2015 but to Year 9 in 2017.
Collaboration with CQU

Whilst in Longreach, members of the Central Queensland University widening participation team (see image below) met and observed the MyTED team as they delivered the program to Year 4 students. The members of the CQU team were interested in adopting the program and delivering it to the Central Queensland area on behalf of the MyTED team. CQU were looking to implement a Year 5/6 program to primary schools, which engaged students with higher education.

The MyTED team at the University of the Sunshine Coast worked with CQU to tailor the program to an older target audience. The program was realigned to meet the Australian Curriculum for Year 6 English and Year 5-6 Arts. The team also adapted the resources and questioning to reflect an audience with greater skill development in order for them to reach their own higher order thinking.

Smart Steps

Smart Steps: Jobs to go is a Year 5 targeted program which exposes students to a range of occupations and career pathways. The program consists of two phases including three in-class lessons delivered by classroom teachers and a careers expo held at the University and TAFE. Smart Steps: Jobs to go aims to increase career aspirations in low SES communities. As research indicates, children develop attitudes towards particular occupations and careers at an early age. These can be associated with required educational pathways, socio-cultural status or self-efficacy. The Year 5 targeted program offers career education in primary school, when attitudes and aspirations are forming, in an endeavour to raise students’ awareness and to develop positive attitudes towards education and careers.

Reflecting the same values as MyTED, the MyTED and Smart Steps teams worked together to build purposeful connections between the Year 4 and Year 5 programs. In 2015, members of these teams endeavoured to extend and continue the aspirations building of students, creating a Year 6 program which reflected the underlying philosophy of both programs and continued to build the capacity of students in Gympie to aspire to higher education.
In 2015 the MyTED team sought to create a Year 6 program which continues to support the aspiration building of young people. The attempt to create a multi-strategic approach to building the aspirations of the young people in our priority schools is a shared view by the National Centre for Student Equity in Higher Education (NCSEHE) who promote the use of multi-strategic programs in education across year levels. The NCSEHE believes that this work encourages connection-building, cultural scoping, capacity-building, collective work and the trust bindings that the low-socioeconomic, priority areas are currently without.

The program focuses on the concepts of ‘hurdles’ and ‘helpers’; challenges they may face on their journey to reaching their aspirations and the people, programs or qualities that may support them. The vocabulary of ‘hurdles’ was chosen in place of such words as challenges, obstacles or barriers as hurdles are a common concept for students and represent something that is not definitive. Hurdles can be jumped over or navigated.

The lessons
The Year 6 program is comprised of three in-class lessons and a careers game. The rule booklet can be found in Appendix VI.

Lesson one
The first lesson in the Year 6 MyTED program is a culmination of raising prior knowledge and the introduction of the vocabulary of hurdles. After a brief discussion and overview of their Year 4 and Year 5 experiences, students view a short stimulus video from the film ‘Cool Runnings’ to engage them with the concept of aspirations and hurdles.

Following the video, students complete a vocabulary worksheet, learning the definition of hurdles before brainstorming examples of social, physical and academic hurdles as a class. Students then conclude the worksheet by independently considering their own personal hurdles that may challenge them on their journey to reaching their aspirations. It has been noted that for the efficacy of the exercise that students need to be informed that none of their peers will see or know about what they write in their reflections; it is simply an exercise for them to grow.

Aimed at showing students the variety of different aspirations and journeys, students are shown the Aspirations Tracks of the MyTED team. The Aspirations Track was developed for students to think about their aspirations. They place their aspiration on the finish line and run life’s natural race; identifying their hurdles and taking photos of their helpers. Showing students the journeys of the MyTED team was seen during the pilot to also foster a positive relationship between the team and students, with the students being more responsive and enthusiastic. This echoes the success of the same strategy in the Year 4 program.
The final activity students complete in the initial lesson raises their prior knowledge of the ‘helpers’ available to them. These helpers could be in the community, their immediate families, the school or themselves. Students in each class are divided into multiple groups and given a scenario about Edwina and the hurdles she is facing to reach various aspirations. The groups are given time to read the scenario and discuss possible helpers that Edwina can use or access to jump over her hurdles and reach her aspirations. They are then given time to share their findings with the remainder of the class. This strategy was seen to be beneficial to students as through the sharing process, students were exposed to a number of different aspirations, hurdles and the helpers that their peers had raised.
Lesson two

During the second lesson students shift their focus to the support networks or ‘helpers’ that will allow them to overcome their hurdles. Initially, students raise their prior knowledge of hurdles and the potentialities which may occur on their journey to reaching their aspirations. Following this, students brainstorm ‘helpers’, things that they feel might help them to overcome hurdles. They may include education, family, community members or themselves.

Students are reintroduced to the ‘Tree of Life’, the resource developed for the Year 4 program that enables students to visualise the three levels of education in Australia. Using the ‘Tree of Life’ students are further able to see primary education, secondary education and tertiary education as a process of growth whereby one level inevitably builds upon and extends the other.

After the analysis of the ‘Tree of Life’, students ‘zoom in’ and analyse the ‘TEd Tree’ or Tertiary Education tree. This resource was developed to extend students understanding of higher education as well as fill the gaps which were identified after the Year 4 and 5 programs were complete. Anecdotal evidence between 2013 and 2014 showed that students were unsure which career paths or occupations required tertiary education, as well as the tertiary education institutions, university or TAFE, which they needed to attend.
In order to analyse the TEd tree, students started by selecting the two branches that first caught their attention, based on their name only. From this, students then explored their chosen branches, completing a table of stimulus questions to prompt their investigation. The questions included reflecting on why they believed they were attracted to particular faculties and occupations and which tertiary institution they needed to attend.

As students were in the process of transitioning to secondary school, it was felt that a focus on transitioning through the three levels of education was important. Using video narratives of current students, the Year 6 students viewed accounts of the hurdles and helpers others have encountered as they journey towards reaching their aspirations. The first video narrative was of a young female student who had just completed her first year of secondary school. This video narrative was the most enjoyed by students as they felt it provided them with an insight into the possible experiences they will encounter in the following year. The second video narrative was of a male student who was completing his secondary education and the final video narrative was of a young male who had just completed his first year of university. The third interview was also seen by students to be beneficial as the male student was first in his family to attend any tertiary education institution and was also from a regional town, similar to our priority schools.
Lesson three

The third and final lesson of the Year 6 program focuses on the students and their personal aspirations, hurdles and helpers. The students begin the lesson by recalling the definitions and examples of hurdles and helpers before brainstorming all of their aspirations for their future. The students complete the brainstorming sheet, noting all possibilities they might consider as they journey along their path. After brainstorming all the possibilities they dream for their future, students select one aspiration of their choice and complete a Y-Chart activity. The use of a Y-Chart was chosen as it supports students to reach the upper levels of higher order thinking. Further, it encourages them to imagine and see the authenticity and true possibility of their aspirations.

In the strategy, students envision what their dream would sound like, feel like and look like. This strategy was noted as a particular favourite of students when asked at the conclusion of the program what stood out to them the most.

From the Y-Chart, students then created their Aspirations Tracks, identifying possible hurdles they may need to ‘jump over’ in order to reach their aspirations. Students then took photos that represented their possible helpers which will allow them to hurdle to success. This strategy enables students to promote the positive support networks they can individually access to reach their goals.

At the conclusion of the lesson, students complete a Photovoice activity, reflecting on one of the photos or helpers they placed on their Aspirations Track. This activity contextualises the photograph and asks students to describe what they took a photo of, what it represents and also articulate how this helper will enable them to hurdle to success and support their journey to reaching their aspirations.
The trial

The Year 6 program was piloted at the end of 2015 at two primary schools in Gympie. Both schools approached to participate in the pilot were chosen due to their participation in the Year 4 program in 2013 and thus their Year 6 cohort had experienced the Year 4 MyTED program.

The two schools selected also enabled the teams to measure the alignment between Year 4 MyTED, Year 5 Smart Steps and the new Year 6 program, with one school participating in the Year 5 Smart Steps program and the other not.

On commencement of each trial, the students at both schools recognised the badging of MyTED, Edwina the Kangaroo and could recall prior knowledge of aspirations and the activities they completed in Year 4.

The game

The game is the culmination of all three outreach programs that explore what aspirations are, what career options are available, how they can be achieved and how barriers can be overcome. The game ties in various aspects of the programs in a fun, enjoyable and educational manner to cement the lessons of the outreach programs, to remind children to follow their dreams and to support their peers to follow theirs. “On a Role” is a fun and active classroom game that helps children to understand that people have varying aspirations that require different skill sets. Although people’s goals may be different, aspirations are achieved by setting a goal and working towards it regardless of what those goals are.

The game cards were designed based on the goals stated by year four children after the completion of the MyTED school outreach program in 2014, and some of the artwork was created specifically for the game by students in years 3-6 at Proston State School. Other artwork mimics the artwork and characters in the MyTED eBook, Ready, Set, Jump. Students must complete academic, physical or creative challenges to earn points and achieve the aspiration on their game card. The points required to fulfil each aspiration are reflective of the actual skills required to achieve that goal. The challenges have been designed to require a mixture of easy and more difficult skills so that children with disabilities or learning disorders are able to compete. The game can be adapted to a co-operative team game so that an entire class can play at once. Thematically, the game incorporates elements of party Games, card games, trivia games, action games and humour games. Many of the challenges are designed to provoke laughter and enjoyment as a means of keeping players engaged.
Lessons learned

Age of participants

Throughout the three years of the MyTED program, the MyTED team has had the opportunity to deliver the program to students from Years 2 to 5. When delivering the program to composite classes, the MyTED team were able to observe and evaluate the appropriateness of the learning experience and structure for Year 4 students.

Students in Year 2 found the program challenging, particularly the literacy components. They were seen to enjoy the use of iPads and the story of Edwina. When reading Edwina’s story, the Year 2 students were unable to grasp the embedded meanings and implicit links to individual aspirations. Exhibiting what can be seen as age appropriate behaviour and understandings, the Year 2 students were engaged with the characters and graphics as well as the teachings about native animals in the eBook. The vocabulary worksheets and Photovoice activities were difficult for them to complete without consistent teacher support and the rephrasing of questions. The Year 3 students also found the literacy components challenging however managed to complete the activities to a high degree and with limited teacher support. These students were also able to engage with the content of the program however at a slower pace than the Year 4 students.

When completing the MyTED program, the Year 4 students engaged with all components of the program. The literacy strategies were age appropriate and the learning experiences were enjoyed by all. The Year 4 students enjoyed the story and answering the questions. The Year 5 students also engaged positively with all literacy strategies and learning experiences. They promptly answered all questions with enthusiasm. However, the story of Edwina was seen by some as a little young. The Photovoice activity and the creation of their Aspirations Pathways was a significant learning experience enjoyed by all age groups.

From these observations it is clear that the program is not only aligned with the English Australian Curriculum for Year 4 but the learning experiences also reflect the targeted age group. From these experiences, it can be said that the age of participation in the MyTED program is, as designed, for ages 8 to 10.

Lesson plans

The lesson plans were adapted each year based on observations and outcomes from the previous year. The MyTED team believe in reflection and continual improvement for the benefit of students.

In 2014, the second lesson was adapted to include the eBook. Projected for all students to view, the interactive story, sounds and questioning enhanced the experience through visual and audio cues. In addition, the virtual tour of the University was introduced into the third lesson when the program was delivered in Longreach.
In 2015, the Photovoice and MyVoice activities were moved from the beginning of the program to the final lesson. This adaption was so students were able to make informed decisions based on the experiences gained during the program and excursion day. Initially, students were creating Aspirational Pathways without the knowledge of aspirations and higher education. By placing the activities at the conclusion of the program, students were reflecting, synthesising and creating after they had analysed, explored and recognised the aspirations and journeys of others, and the opportunities available to them.

Further, the 2015 lesson plans saw the introduction of the Tree of Life into the eBook and second lesson. Similar to effectiveness seen in 2014, the introduction of a visual aid supported students to better understand the three levels of education in Australia. The concept of a tree was seen to be an effective resource, linking students’ prior knowledge of plant growth with the process of education and personal growth.

**Excursions**

When organising the excursion days to the University, a number of challenges needed to be overcome. Selecting dates for the excursion days was difficult, needing to align the program with availability at the University. Challenges that occurred included the accessibility to classrooms and facilities as well as the availability of USC staff to host students in their respective areas. In 2013 and 2014, this could be overcome, however in 2015 the University and school holidays coincided. This unfortunately meant that the paramedic department could not participate due to examinations.

The MyTED team also recognise the significant time and effort given by USC staff on these days. Due to the growth of the program, these staff members provide two full days of their time to support the aspiration building of students. Consequently, the timing of the excursion days is also vital for the continued support by staff.

The inclusion of University students in the excursion day was also seen to enhance the engagement of the Year 4 students. Interacting with a wide range of preservice teachers and students at the Student Guild provided considerable insight into student life at the University. This in turn provided a dual-strategic approach for the excursion day, with staff immersing students in the various schools and opportunities at the University and students aiding any social, emotional or cultural misconceptions students have about attending higher education.
Results

Data Analysis and results 2013 pilot program

Three classes from two primary schools participated, one state school and one independent school.

Change in aspirations

| Change perception of change - Have your aspirations changed or stayed the same |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| Change                         | School 1 Class 1a | School 1 Class 1b | School 2        | Total           | %               |
| Yes                            | 12/26            | 16/24            | Students were not asked this question | 28/50 | 56% |
| No                             | 12/26            | 4/24             |                 | 16/50           | 32% |
| Incomplete                     | 2/26             | 4/24             |                 | 6/50            | 12% |

Observable change in aspirations

<table>
<thead>
<tr>
<th>Change</th>
<th>School 1 Class 1a</th>
<th>School 1 Class 1b</th>
<th>Total School 1</th>
<th>School 2</th>
<th>Total</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16/26</td>
<td>19/24</td>
<td>35/50</td>
<td>70%</td>
<td>17/30</td>
<td>52/80</td>
</tr>
<tr>
<td>No</td>
<td>10/26</td>
<td>5/24</td>
<td>15/50</td>
<td>30%</td>
<td>9/30</td>
<td>24/80</td>
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<tr>
<td>Incomplete</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4/50</td>
<td>5%</td>
<td></td>
</tr>
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</table>

Tertiary Education

To reach my aspirations I need to...

<table>
<thead>
<tr>
<th>School 1 and School 2</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake Tertiary Education</td>
<td>30/80</td>
<td>38%</td>
</tr>
<tr>
<td>Work hard / Practice</td>
<td>25/80</td>
<td>31%</td>
</tr>
<tr>
<td>Other</td>
<td>25/80</td>
<td>31%</td>
</tr>
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</table>
At the end of the project students were given the opportunity to ask questions about TAFE and university. These question and answer sessions were video taped and went for approximately 15 minutes. Questions were primarily concerned with the time frame of a program and what courses are offered at University as opposed to TAFE. From these sessions it was clear that students had not considered that they would attend further education for extended periods of time. The length in years of a program of study was of particular interest and fuelled further discussion. At the beginning of the project it was noted that there was no mention by any students of attending tertiary education.

**Key Performance Indicators**

- Target participant numbers achieved
- High participation
- Learning outcomes are aligned with Year 4 Australian Curriculum English strands Language, Literature and Literacy and achievement standards
- Student perception of change in aspirations
- Observable change to the aspirations of participating students
- Knowledge of tertiary education

**Progress as at 31 Dec 2013**

- 2 priority schools participated, 3 classes, 80 students
- 56% of students said their aspirations had changed
- 65% of students had an observable change in their aspirations
- 38% of participants indicated that they need to attend tertiary education to reach their aspirations
- 31% of participants indicated they have to work hard and practice to reach their aspirations
Data Analysis and Results 2014

Nine classes from 6 Primary schools participated, three state schools and two Independent schools and one catholic school.

Change in aspirations

<table>
<thead>
<tr>
<th>Change</th>
<th>School 1 N=56</th>
<th>School 2 N=27</th>
<th>School 3 N=17</th>
<th>School 4 N=71</th>
<th>School 5 N=27</th>
<th>School 6 N=14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>13</td>
<td>4</td>
<td>17</td>
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<td>6</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>31</td>
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<tr>
<td>Incomplete</td>
<td>7</td>
<td>4</td>
<td>3</td>
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<td>2</td>
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</table>

Observable change in aspirations

<table>
<thead>
<tr>
<th>Change</th>
<th>School 1 N=56 (Lost Data)</th>
<th>School 2 N=27</th>
<th>School 3 N=17</th>
<th>School 4 N=71</th>
<th>School 5 N=27</th>
<th>School 6 N=14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>19</td>
<td>12</td>
<td>6</td>
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<td>9</td>
<td>9</td>
<td>28</td>
<td>13</td>
<td>6</td>
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<tr>
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<td>3</td>
<td>24</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Tertiary Education

To reach my aspirations I need to...

<table>
<thead>
<tr>
<th>Change</th>
<th>School 1 N=56 (Lost Data)</th>
<th>School 2 N=27</th>
<th>School 3 N=17</th>
<th>School 4 N=71</th>
<th>School 5 N=27</th>
<th>School 6 N=14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake Tertiary Education</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Work hard / Practice</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td>36</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

Student Change
2013 – 56%  
2014 – 37%

Observable change
2013 – 65%  
2014 – 34%

Undertake Tertiary Education
2013 – 38%  
2014 – 16%

Work Hard / Practice
2013 – 31%  
2014 – 47%
MyTed works on the premise that a child cannot aspire to attend tertiary Education if they do not have any knowledge of or about university or TAFE. The aim of MyTED is to offer opportunities to enhance the capacity to aspire to attend tertiary education in Year 4 students. Researchers in the project have ensured a common language that supports our aim of capacity building rather than that of raising aspirations to eliminate any value judgements of the aspirations of a child.

At the end of the project students were given the opportunity to ask questions about TAFE and university. These question and answer sessions were video taped and went for approximately 15 minutes. Questions were primarily concerned with the time frame of a program and what courses are offered at university as opposed to TAFE. From these sessions it was clear that students had not considered that they would attend further education for extended periods of time. The length in years of a program of study was of particular interest and fuelled further discussion. At the beginning of the project it was noted that there was no mention by any students of attending tertiary education.

**Key Performance Indicators**

- Target participant numbers achieved
- High participation
- Learning outcomes are aligned with Year 4 Australian Curriculum English strands Language, Literature and Literacy and achievement standards
- Student perception of change in aspirations
- Observable change to the aspirations of participating students
- Knowledge of tertiary education

**Progress as at 31 Dec 2014**

- 6 priority schools participated, 9 classes, 211 students
- 37% of students said their aspirations had changed
- 34% of students had an observable change in their aspirations
- 16% of participants indicated that they need to attend tertiary education to reach their aspirations
- 47% of participants indicated they have to work hard and practice to reach their aspirations
Data Analysis and Results 2015

Nine classes from 6 Primary schools participated, three state schools and two Independent schools and one catholic school.

Change in aspirations

<p>| Student perception of change - Have your aspirations changed or stayed the same |
|--------------------------------------------------|--------------------------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|</p>
<table>
<thead>
<tr>
<th>Change</th>
<th>School 1 N=23</th>
<th>School 2 N=50</th>
<th>School 3 N=24</th>
<th>School 4 N=67</th>
<th>School 5 N=18</th>
<th>School 6 N=83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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<td>27</td>
<td>14</td>
<td>37</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
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<td>30</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Incomplete</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Observable change in aspirations

<p>| Observable change in aspirations |
|---------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|</p>
<table>
<thead>
<tr>
<th>Change</th>
<th>School 1 N=23</th>
<th>School 2 N=50</th>
<th>School 3 N=24</th>
<th>School 4 N=67</th>
<th>School 5 N=18</th>
<th>School 6 N=83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>30</td>
<td>14</td>
<td>41</td>
<td>9</td>
<td>53</td>
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<tr>
<td>Incomplete</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>6</td>
</tr>
</tbody>
</table>

Tertiary Education

<p>| To reach my aspirations I need to... |
|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|</p>
<table>
<thead>
<tr>
<th>Change</th>
<th>School 1 N=23</th>
<th>School 2 N=50</th>
<th>School 3 N=24</th>
<th>School 4 N=67</th>
<th>School 5 N=18</th>
<th>School 6 N=83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake Tertiary Education</td>
<td>Total = 134 students said they have to attend tertiary education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work hard / Practice</td>
<td>This question was not asked</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

Student Change

<table>
<thead>
<tr>
<th>2013 – 56%</th>
<th>2014 – 37%</th>
<th>2015 – 54%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable change</td>
<td>Undertake Tertiary Education</td>
<td>Work Hard / Practice</td>
</tr>
<tr>
<td>2013 – 65%</td>
<td>2013 – 38%</td>
<td>2013 – 31%</td>
</tr>
<tr>
<td>2014 – 34%</td>
<td>2014 – 16%</td>
<td>2014 – 47%</td>
</tr>
<tr>
<td>2015 – 60%</td>
<td>2015 – 51%</td>
<td>2015 – Not recorded</td>
</tr>
</tbody>
</table>
Key Performance Indicators

• Target participant numbers achieved
• High participation
• Learning outcomes are aligned with Year 4 Australian Curriculum English strands Language, Literature and Literacy and achievement standards
• Student perception of change in aspirations
• Observable change to the aspirations of participating students
• Knowledge of tertiary education increased due to the changes in the eBook to include the tree of life activity that explicitly explains primary, secondary and tertiary education.

Progress as at 31 Dec 2015

• 6 priority schools participated, 12 classes, 265 students
• 54% of students said their aspirations had changed
• 60% of students had an observable change in their aspirations
• 51% of participants indicated that they need to attend tertiary education to reach their aspirations

Project Evaluation

Four types of evaluation were used to determine the effectiveness of the program and more specifically the eBook. A formative evaluation was conducted at the end of each year and changes were made to the program at these times to ensure the success of the program. Impact evaluation determined whether the outcomes were being met during the program and how they will be followed up into the future. Process evaluation of the delivery of the program and the organising structures was the final form of evaluation conducted. The methods used in the evaluations include a survey of the students using the eBook, assessment of the artefacts the students developed, user tracking of the aspirations pathway and continual observation by the MyTED team (Diehm, 2005). An outcomes evaluation was conducted to answer the question “To what extent have the program objectives been achieved?” This question was answered through an investigation of the Key Performance Indicators of the grant which are outlined below.
Key Performance Indicators

Key Performance Indicator: Targeted Participation

A minimum of three primary schools (approximately 200 students) engaged with the project

The MyTED project exceeded the Key Performance Indicator for participation reaching 557 students overall and liaising with 10 different schools. Exact breakdown of numbers of students and schools can be found in Appendix VII.

Total number of primary schools – 10
Total number of students participating in MyTED – 557 students
Total number of parents/caregivers participating in MyTED – 129 adults

Key Performance Indicator – Scheduled activities

eBook to be published

Three eBooks were published as part of the MyTED program. The eBook, ‘Ready, Set, Jump!’ was published in 2014 after extensive research and development. An eBook that met the needs of the Central Queensland University widening participation program was adapted from ‘Ready, Set, Jump’ and an extension of ‘Ready, Set, Jump’ was created for year 6 students. The eBooks were created in Adobe Acrobat Interactive PDF format to make them accessible to all.

The eBook has two main functions as part of the MyTED program. Firstly, the eBook has been written and developed to be accessible by students unable to participate in in-class lessons. The language, hyperlinks and resources have been written to reflect a classroom teacher’s direction. Secondly, the MyTED team wanted to engage students through the use of technology. Students use the eBook during in-class lessons, reading Edwina’s story, using the interactive questions and viewing the video narratives and Tree of Life.

The testing and development of the eBook was completed with the co-operation of the teachers and students from schools located in low socio-economic areas in South East and Central Queensland. The students were asked questions about the story, the learning content and the eBook prototype, design and layout. The responses from the students helped the researchers to develop and customise the final eBook concept on the basis of the students’ preferences. The requirements of the Australian Curriculum also informed the development of the eBook, in particular, the learning content. The students were asked to complete a feedback questionnaire.

The eBook was presented in 2015 at the CSEDU conference in Lisbon, Portugal by Dr Ruth Greenaway and Dr Uwe Terton. CSEDU is an international conference on computer supported
education discussing new educational environments, best practices and case studies on innovative technology-based learning strategies and institutional policies on computer supported education including open and distance education.

**High participant evaluation of content and personal value of uni experience days**

The efficacy and value of the MyTED excursion days was measured through written and verbal feedback. The MyTED team asked teachers to evaluate the excursion day, giving feedback on the activities, presenters and structure of the day. Teachers were also asked their thoughts as to the value of the day as part of the program. Frequently, teachers commented that students enjoyed the experience and that greater conversations of higher education or aspirations had been more apparent in the classroom. Feedback highlighted that going on campus and exploring the University demystified higher education and decreased the anxious thoughts students were experiencing. Due to the low socio-economic status of our priority area, many families do not have exposure to people who have attended higher education outside of their classroom teacher.

Over the three years, student evaluation of the program was completed through discussions with the students. Using anecdotal evidence, the MyTED team were able to evaluate the most commonly enjoyed activities and those which did not make a significant impact. Based on the most regular responses, participants tended to seek more value in the technological advancements, engineering and sciences; specifically nursing, midwifery and serious games. This can be related to the digital learners of the current generation. It was also felt that the hands on activities conducted in each of the faculty areas were more engaging than a static presentation. The feedback also gained from students discussions was helpful in the improvement of the days each year.

As per Appendix IV, students also provided insightful feedback through ‘Thank You’ letters. From the contents of the letters, it can be seen that students have either made connections between their aspirations and the opportunities of higher education, or they have been introduced to a new program they were not aware existed, thus broadening and deepening their knowledge base and capacity to aspire. Due to the growth of the program, the university day was carried over two days to manage the number of participating students.

Students and staff both felt they gained significant insight into the various occupations, study options and degree programs at the University. However, students did have remaining questions about life as a university student. Based on this evaluation, the MyTED team approached the Student Guild to participate in the excursion days. University students from a wide range of degrees interacted with the Year 4 students during the lunch breaks in the student common areas and answered any questions students may have had. Students had additional exposure to current university students with the inclusion of preservice teachers in the delivery of the MyTED program.
Key Performance Indicator – Dissemination

Change agents or opinion leaders interested in interventions to support students from low SES backgrounds that attend USC identified

The MyTED program was made possible through the support of a number of people and groups who shared the same view of the importance of building the capacity of young people to aspire to higher education.

Indigenous liaisons
When initially developing the program, the MyTED team met with Indigenous representatives and groups who assisted in the development of the program and informing the team as to embedding Indigenous perspectives.

- Sally Lawrence, an Indigenous sessional tutor at the University, shared Indigenous perspectives and acted as a liason to speak with the elders within the community.
- Beverly Hand, an Indigenous elder of the Gubbi Gubbi tribe, sat with the MyTED team, providing considerable guidance and knowledge. It was Beverly who raised the concept of storying and narrative as a way of imparting knowledge. She explained how Indigenous peoples share culture through story.
- The North Coast Region Indigenous Education Unit is a part of Education Queensland; the Department of Education, Training and Employment. When developing the curriculum for the MyTED program, the team consulted with the unit to ensure that the curriculum mapping to the general capabilities and the cross-curriculum priorities were aligned and met. The MyTED team sought advice to ensure that Indigenous perspectives were accurately embedded in the program rather than tokenistic. After consultation, it was confirmed that the unit and lesson plans of the MyTED program were both aligned and the activities and resources were the most appropriate.

University Support
Members of the University community also supported the MyTED team in creating and delivering the program.

- Birgit Lohmann, Deputy Vice Chancellor, led the MyTED reference group and also ensured continual University support.
- Graham Young, assisted in promoting MyTED in the Gympie priority area and liaised with the schools he engages with when making connections between schools and the new USC Gympie campus.

The MyTED team also recognises the principals of the participating schools as vital change agents. It is only through their support and endorsement that the MyTED program was able to reach students and work towards its aim to build the capacity of students to aspire to higher education.
**Creation of resources and links pages on USC website.**

The University of the Sunshine Coast website contains considerable information regarding the MyTED program. This includes an abstract describing the program as well as description of the program’s four phases. Additionally, it identifies the participating schools and the members involved in the project. Members of the MyTED team can be contacted through the USC website. The webpage also includes a link to the official MyTED website. [http://www.usc.edu.au/explore/vision/learning-and-teaching/my-tertiary-education-day-myted-project](http://www.usc.edu.au/explore/vision/learning-and-teaching/my-tertiary-education-day-myted-project)

The MyTED website is the home of the MyTED program and is open to all educators, students and the community. The website includes an overview of the program and an in-depth description of the four phases which it encompasses. Also included on the website are the Year 4 and Year 6 eBooks, including all resources. These are available for students and staff to download. Through the website, publications and journal articles relating to the program and its research can be found. Users can also email Edwina and members of the team. [http://myted.edu.au](http://myted.edu.au)
At least 1 manuscript prepared and submitted to relevant journal and an abstract for a poster or presentation will be submitted to the USC Annual Teaching and Learning week and Research Week (2014 and 2015).

The MyTED program has been extensively disseminated informed by the D’Cubed guide to effective dissemination (Hinton, Gannaway, Berry & Moore, 2011). One manuscript has been peer reviewed and published and one is in draft form awaiting the completion of the final report. The following table outlines the other ways in which the program has been disseminated.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Audience</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 July 2014</td>
<td>University of the Sunshine Coast Research Week</td>
<td>USC teaching, research and administration staff</td>
<td>Interactive presentation by Dr Ruth Greenaway and Ms Sandie Elsom. Awarded Best Researcher Presentation for the Faculty of Arts and Business. Poster Competition entry (Appendix V)</td>
</tr>
<tr>
<td>4 September 2014</td>
<td>University of the Sunshine Coast Learning and Teaching Week</td>
<td>USC teaching, research and administration staff</td>
<td>Interactive presentation by Dr Ruth Greenaway and Ms Sandie Elsom</td>
</tr>
<tr>
<td>14 November 2014</td>
<td>Managing Cultural Diversity seminar at University of Applied Science, Koblenz in Remagen Germany. Theme: Social Responsibility in Education</td>
<td>Approximately 30 academic staff and students from various universities across Europe</td>
<td>Workshop presentation by Ms Sandie Elsom</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Audience</td>
<td>Format</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>27 January 2015</td>
<td>Newsletter Parent/Caregiver information letter</td>
<td>All participating school principals, reference groups’ members and interested parties</td>
<td>A copy of relevant documentation is attached to the report (Appendix VIII).</td>
</tr>
<tr>
<td>18 May 2015</td>
<td>Widening Tertiary Participation Queensland Consortium Cairns (National Centre for Student Equity in Higher Education)</td>
<td>Academics and researchers from other widening participation programs, Education Queensland</td>
<td>Presentation by Dr Uwe Terton</td>
</tr>
<tr>
<td>23-25 May 2015</td>
<td>CSEDU Portugal</td>
<td>Academics and university researchers from international institutions</td>
<td>Presentation by Ruth Greenaway and Uwe Terton at CSEDU Conference</td>
</tr>
<tr>
<td>23-25 May 2015</td>
<td>ISSOTL Melbourne (International Society of the Scholarships of Learning and Teaching)</td>
<td>Academic developers, directors, Deans of Learning and Teaching from national and international institutions</td>
<td>Presentation by Ruth Greenaway</td>
</tr>
<tr>
<td>December 2015</td>
<td>The Queensland widening participation consortium: Case Studies 2011-2015</td>
<td>Universities and community groups nationally</td>
<td>A copy is attached to the report</td>
</tr>
</tbody>
</table>

**Final report presented to the Australian University Community Engagement Alliance for inclusion on their website.**

On acceptance of this report a copy will be sent to the Australian University Community Engagement Alliance for inclusion on their website.
eBook Evaluation

The results of the survey conducted suggest that the idea behind the MyTED eBook is valid and that it is possible to design an educational eBook that engages Year 4 students in a program that is awakening their aspirations and is stimulating discussions about career pathways. Students were able to identify the interactive elements of the book such as clickable hyperlinks highlighted in red, clickable buttons and in-text links that make the images change and bring up additional information.

Navigating through the eBook posed no problems for the students. More than half of the students thought that it was easy to work with the worksheets. This required them to fill in text, insert photographs taken with an iPad during the Photovoice activities and to name and save the worksheets. Almost eighty percent of the participating students enjoyed taking photographs with an iPad. Most activities incorporated into the eBook were received well. Some comments from students include: “I like the activities that you picked for us”, “It was lots of fun”; “Can we do it again in grade 5?” Another activity in the eBook requires students to draw images of their aspirations instead of taking photographs. Surprisingly, 91% of students found this activity even more “fun” than taking the photographs using a digital device. Some students engaged with the activity so intently that they forgot about time and space. The following quotes illustrate how engaged students were with the process of drawing and reflecting on their aspirations and possible career pathways: “I liked drawing most”; “You can use your imagination”; “I drew a teacher because I really want to become a teacher”; “I like drawing and I want to tell people what I want to be”; “You can be more creative”. Further investigation could ascertain if the MyVoice activity would have more impact than the Photovoice activity for reflection on aspirations and career pathways.

The illustrations of the eBook also received positive feedback with over 90% of the children liking the illustrations, the style, the artwork and characters of the Edwina story. Fifty-eight percent of all students liked Edwina’s story very much, thirty-five percent found the story “OK” and only five percent did not like the story at all. Two schools out of the six stood out as finding the story “just OK”. Those schools are located within rural farming communities where kangaroos are seen as a pest that eats a lot of grass which could go to feed the cattle instead. Overall, the students would not like to have seen a different story in the eBook and were very happy to read about Edwina’s journey. The majority could relate to her and became quite attached to the character which became clear when the students came to the University. The first thing they wanted to see was Edwina and all of her kangaroo friends that are living on the campus grounds.

The students were asked if they would like to see animations in the eBook. The literature is suggesting that animation is very popular with children aged 8 to 10 years due to the high level of entertainment they provide. Interestingly enough, only 61% of the 211 students surveyed thought that animations would be of benefit to the eBook. Surprisingly, when asked if they would like to see teaching games integrated into the eBook, 90% thought that this would be a great idea.
The schools that participated in the research program are well equipped with computers and children play educational games on a regular basis. Therefore, it can be assumed that many students are already familiar with computer games and are enjoying playing games. Overall, students indicated there was a high level of pleasure associated with engaging with the MyTED eBook. To the authors, perhaps the two things that came across most strongly from both eBook trials in 2013 and 2014 was the enjoyment and pleasure of being outside away from the constraints of the classroom and taking photographs for the Photovoice activity. It was quite clear from both written student feedback and follow up discussions that working in groups on the eBook activities, implementing content into the work sheets and being away from the classroom was a major attraction of interacting with the eBook. Important feedback provided by teachers and the parents of the students was that the MyTED project has started conversations amongst students and outside of school with their friends and families about aspirations that they otherwise would not have had.
Recommendations

Multi-strategic approach

It is recommended that the multi-strategic approach to build the capacity of students be continued. Multi-strategic programs, which are consistent across year levels, offer an opportunity to make a greater impact on students. Through the ability to build on messages and prior knowledge from year to year, the capacity of students to aspire to higher education can be extended and moved from a short-term experience to long-term memory; making implicit connections between a student’s thinking, their aspirations and higher education. It is also recognised that a literacy program that is mapped to the Australian Curriculum is integral in making meaningful learning experiences alongside capacity building.

It is the view of the MyTED team that multi-strategic programs that build the capacity of young people in low SES communities to aspire to higher education, must start with early intervention in primary school. It is also believed that these programs must continue to grow and support students throughout their transition into early secondary school. This is a shared view by the University of Newcastle who discovered through their Aspirations Longitudinal Study that the aspirations of young people significantly decline in Year 7 (Gore, 2015). Although there is no quantitative data to assess why this happens, qualitative research and observations believe this is due to the transition to secondary school and the social, emotional and cultural changes incurred by the students. Therefore, it is recommended that a Year 7 MyTED program be developed to continue to support the capacity building of students to aspire to higher education.

Mode of delivery

The MyTED program was developed with the intent of having university staff enter the classroom, to forge positive and open relationships. Although this has shown to be time intensive for staff, this approach was highly beneficial in engaging students with the program and developing these relationships. In addition, students are intrigued and ask staff many questions about their experiences in higher education. Many of the students in Gympie do not have a member of their extended family or relationship in the community with someone who has attended higher education and therefore cannot have their questions answered. This is seen to renew the cycle and thoughts toward higher education. The lessons delivered by university staff has also seen a greater enthusiasm and will to participate in the excursion day, having people who are familiar in a new environment. It is therefore recommended that the MyTED program continue to be delivered by staff at the University to ensure the positive relationships between higher education institutions, schools and students.

Stakeholders

Due to the success of the program, it is recommended that the MyTED program gain further financial and staffing assistance, to access a larger number of schools and students. With a greater student cohort and time constraints on staff to deliver the program, it is also recommended that the program be delivered twice a year; once in semester 1 of the
university calendar and once in semester 2. This would enable the program to build the capacity of a larger number of students to aspire to higher education as well as alleviate stress on university resources.

Website

The MyTED website is an important resource which can be better utilised. It is believed that this resource should be reformed to increase its role in the program. At present, the MyTED resources and relevant research are readily available to all. However, it is suggested that the website introduce accounts for teachers, past and present, to access additional teaching resources and literacy activities. Such accounts would also allow additional support for teachers and schools who have participated in the program and support its objectives. Further, these accounts would also enable the MyTED team to monitor the use of various resources and to maintain relationships with schools and teachers.

WiFEx Student Support

To increase the effectiveness of preservice teachers in the delivery of the MyTED program, a number of changes are needed. Firstly, there is a need for greater number of undergraduate students. In 2015, 10 of the 14 students were graduate diploma students. The timetabling for these students in a one-year course is rigid. This made the allocation of teaching teams to schools and the scheduling of classes difficult. Due to the timing of the program a number of students were unable to deliver the final lesson as it conflicted with their final practicum. Undergraduate students have a more flexible timetable. With greater numbers of classes, students and year levels, their availability was easier to schedule.

Secondly, it would be desirable to recruit a greater number of students from the Gympie campus if possible. The relationships between those from Gympie were seen to be greater than those from Sippy Downs, with many preservice students interacting with their Year 4 students coincidently in the community. The travel for Sippy Downs students also required a greater number of cars as well as more days in Gympie. With greater Gympie-based students, a number of lessons could have taken place on the same day, rather than over a number of days.

To support a beneficial working relationship between teaching teams, it is recommended that preservice students be paired with another student based at the same USC campus. Teaching teams that were based at the same campus were seen to be more effective in the classroom, being able to meet and discuss the delivery process and resources prior to each lesson. Teaching teams comprising of students from different campuses found it difficult to communicate and were less organised and comfortable when delivering the program. Further to this, it would be desirable to have a member of the MyTED team as the lead teacher in all classes, with a preservice teacher supporting.
Acquittal Report

**Detailed Income and Expenditure Statement (Financial Report)**

Covering the period December 2015 to 31 December 2015

**University:** University of the Sunshine Coast

**Project Title:** My Tertiary Education Day (MyTED)

<table>
<thead>
<tr>
<th>INCOME</th>
<th>Budgeted</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total at commencement</td>
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<td>$0.00</td>
</tr>
<tr>
<td>Partnership Grant</td>
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<td>$243,414.00</td>
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<td>Other HEPPP Funds</td>
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<td>University Funding</td>
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<td>Other Sources of Income, State Funding, other, Federal Funding, other, etc</td>
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<td>$0.00</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>$323,414.00</td>
<td>$325,627.20</td>
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**Expenditure** (May include such items as administration, marketing and promotion, staffing resources, travel, educational support, educational equipment, research and evaluation, etc.)

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<thead>
<tr>
<th>Item</th>
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<th>Actual</th>
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<tbody>
<tr>
<td>Administration</td>
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<td>$5,600.00</td>
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<tr>
<td>Marketing &amp; Promotion</td>
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<tr>
<td>Staffing Resources</td>
<td>$180,000.00</td>
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<td>Travel</td>
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<td>$21,998.26</td>
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<tr>
<td>Education Support</td>
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<td>Education Equipment</td>
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<td>Research &amp; Evaluation</td>
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<td>Other: Staff PD</td>
<td>$5,862</td>
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<td><strong>Total Expenditure</strong></td>
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<td>$327,775.48</td>
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**Closing Balance**

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<th>Budgeted</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$0.00</td>
<td>-$2,148.28</td>
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</tbody>
</table>

All funds expended have been used in accordance with the purpose for which the funds were provided.

Certified by the Chief Financial Officer
University of the Sunshine Coast

Date: 29/3/2016
Declaration

I declare that:

• I am authorised by the university to sign this form on its behalf; and

• To the best of my knowledge, the information that I have provided in this application is true, correct and accurate in all particulars.

I understand that:

• The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is a serious offence under the Criminal Code Act 1995 (Cth).

• If any actual or potential conflict of interest arises, I must notify the Commonwealth immediately in writing of the facts giving rise to the actual or potential conflict of interest and to take such steps as the Commonwealth may require so as to resolve or otherwise deal with any conflict of interest that may arise.

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Name</td>
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</tr>
<tr>
<td>Position</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

Contact details (Project Manager or equivalent):

Name:

Position:

Contact telephone number:

Email:

Date:
References


Diehm, R. (2015) A how to guide to the fundamentals of evaluating small-scale learning and teaching projects. QUT Department of eLearning Services for the Learning and Teaching Unit, Queensland University Technology.


Appendix

Appendix I: Invitations to Principals

My TED research project

My Tertiary Education Day: Encouraging primary school students to consider tertiary education opportunities.

Dear Principal

We warmly invite you to participate in the MyTED research project conducted by the University of the Sunshine Coast. The project is funded through the Higher Education Participation Program (HEPPP). HEPPP funding offers an opportunity for your students to take part in the project at no cost to the school.

Project Outline

The purpose of this project is to encourage primary school aged children and their parents to consider tertiary education opportunities through an interactive eBook and related activities.

The aim is:
1. To enhance the capacity of primary school aged children and their parents to aspire to attend tertiary education.
2. To develop a multi-strategic outreach project targeting primary schools in Queensland.
3. To promote dialogue through the sharing of narratives about non-traditional pathways to higher education; highlighting the barriers and enablers that support the attainment of a tertiary education.

Description of the project:

My Tertiary Education Day (MyTED) provides an innovative framework for investigating aspirations for participation in tertiary education. The project is centred on an eBook that has the life story of Edwina (Ted) the Kangaroo as its main character. It features stories from university staff and students who have had a non-traditional pathway to tertiary education, describing the barriers and enablers faced along their pathway. The eBook focuses on literacies, in particular digital literacies. The literacy components of the project support students in their language development (written, oral and spatial). The eBook provides a resource that schools can use to introduce the notion of tertiary education to students in primary school.

The students will take part in four lessons facilitated by a trained MyTED presenter, in which they are introduced to Edwina, discuss the concept of aspirations and discuss how people reach their aspirations. The students will enjoy an excursion to the USC Sippy Downs campus where they will see various learning facilities and take part in educational and enjoyable activities. The MyTED team will visit again after the excursion, and help the students to create their own "Aspirations Pathway", where they take photographs or draw pictures that represent their aspirations.

We also talk to the caregivers of the student participants to capture their aspirations for their children and highlight any barriers or enablers that may have shaped their life journey and could influence their children’s capacity to aspire. We also ask for student and teacher feedback for the purpose of continuous improvement.
Commitment from the research school

It is anticipated that your school’s commitment will include:
1. Inviting Year 4 students and their parents to participate in the project.
2. Providing Internet access for students to view the eBook during pre-planned sessions.
3. Allowing class time for the project to be delivered.
4. Facilitating the excursion to the University of the Sunshine Coast campus.

Members of the project team will conduct the classroom activities. Alternatively, the classroom teacher is welcome to conduct the lessons and will be provided with the lesson plans. This can be negotiated later and will depend on the students’ and teachers’ comfort. Lesson plans for the sessions have been written by the research team but remain flexible depending on the needs of the students and/or the school.

We anticipate conducting the class activities during school Term 3 2015. The class activities will be approximately 40 minutes in duration. It is envisaged that meetings with the teachers will be required prior to the commencement of the first lesson. The total commitment for the project is 4 x 40 minute lessons, 1 x 30 minute meeting with teachers, 1 x parent meeting and the excursion.

The research team would appreciate your time in considering the merits of our project and the involvement of your school. Please phone or email Sandie Elsom for further details about MyTED or to secure your school a position in the research project.

Kind regards

[Signature]

Dr Uwe Terton
PROJECT MANAGER

Contact Details:

Project Officer:
Sandie Elsom
University of the Sunshine Coast
Email: selson@usc.edu.au
Phone: 5459 4401 or 0420 499 592

MyTED Research Project 2015
Appendix II: Parent Letter

Dear Parents/Caregivers,

“What do you want to do when you grow up?”
We all remember this question but do we remember the answer that we gave when we were between eight and ten years old? The answer is very important as it will inevitably inform our future and probably reappear somewhere during our career pathway. This concept is explored in a program called My Tertiary Education Day (MyTED), which has been specifically designed for this age group. MyTED encourages primary aged students to aspire, to wish or dream and explore possibilities for their future.

But why Year 4?
Research suggests that it is between eight and ten years of age that children begin to gain insight into their own aspirations and capabilities. These insights are guided by interactions with family and members of the wider community. It found that the choices made by children during the formative periods of development shape the course of their future lives. Such choices determine which future possibilities children nurture throughout the course or their lives, and which they consider personally unachievable. For example, becoming a sporting captain, moving up a reading level, owning a house or not following a career aspiration as they feel that such things as University are out of their reach. Programs, such as MyTED, that encourage students to consider their aspirations from a young age are seen to be more effective than ones aimed at traditional groups such as those in Year 10 onwards.

Throughout the term the Year 4 students have been participating in the MyTED program, awakening their aspirations for their future in primary school, secondary school and beyond. Students have been introduced to Edwina and her friends and explored her journey to reaching her aspirations. They have learnt what an aspiration is and started to consider their personal aspirations for their future as the complete a series of activities.
The MyTED program encourages parents and caregivers to participate in the program as they play a significant role in guiding and informing the aspirations of their children. Integral to fostering the imagination of their students, parents and caregivers are invited to come and meet the MyTED team on XX at XX.

During our meeting we will be discussing the program and show some of the activities that the students have been completing. The meeting will also discuss the excursion day to the University of the Sunshine Coast. During the excursion they will explore the different faculties, facilities including Engineering, Nursing, Sport and Exercise Science, Paramedics, Creative Industries and the Arts. The excursion is an integral aspect of the program as students become aware and are excited about the endless possibilities for their future.

We look forward to meeting you to find out what you wanted to do when you were in primary school.

Yours Sincerely,
The MyTED team
## Appendix III: eBook Literature review

The following table details the information we drew from the literature, and the ways we put it into practice in the MyTED eBook for 2014 and 2015.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Literature</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of technology</strong></td>
<td>Children will learn by using the cultural tools by which they are surrounded – this includes technology</td>
<td>Create a high quality eBook that can be integrated into both literacy and IT lessons</td>
</tr>
<tr>
<td></td>
<td>“The use of high quality interactive e-storybooks may support emergent literacy development through the use of scaffolding, thus, supporting vocabulary development, engagement and comprehension of the story</td>
<td>(McClean 2013)</td>
</tr>
<tr>
<td></td>
<td>(Moody 2010 page 23)</td>
<td></td>
</tr>
<tr>
<td><strong>Overview Screen</strong></td>
<td>An overview screen with all pages in small size, that children can click on to go straight to that page</td>
<td>Include an index in the form of thumbnails of each page</td>
</tr>
<tr>
<td></td>
<td>(DeJong &amp; Bus 2003)</td>
<td></td>
</tr>
<tr>
<td><strong>Text considerations</strong></td>
<td>The text needs to be clear and legible</td>
<td>Consider size and font of text for readability</td>
</tr>
<tr>
<td></td>
<td>(DeJong &amp; Bus 2003)</td>
<td></td>
</tr>
<tr>
<td><strong>Sound and word animations</strong></td>
<td>Dynamic visuals &amp; sounds that influence feelings and moods help children to understand the story</td>
<td>Offer a limited number of animations, images or pronunciation clips on complex words</td>
</tr>
<tr>
<td></td>
<td>(DeJong &amp; Bus 2003)</td>
<td></td>
</tr>
</tbody>
</table>
### Attribute & Literature Recommendation

**Hotspots & picture animations**
Hotspots in pictures enhance engagement in the story, motivation to continue, and memory of the material. Some hotspots are irrelevant, distracting and unsupportive.

- Hotspots in the story may be considered seductive details as they were “designed to be interesting and catch attention but they do not have a logical or causal link to the story”
- Games detract attention from the story.
- Interactive features in eBooks must be justified by their ability to produce gains in literacy.

“Look for simplicity of design, true interactivity based on student choice, skill development that conforms to our knowledge of best practice, and a favourable ratio of actual literacy engagement to time spent in other ways”

(DeJong & Bus 2003)
(Zucker et al 2009 in Moody 2010)
(Ricci & Beal 2002 p.139)
(McKenna et al 1999)
(Roskos, Brueck & Wildman 2009 in Moody 2010.)
(McKenna et al 1999, p.122.)

Interactivity is positive when it is congruent with the story. Hotspots should be justified by the educational value they are to the story, not merely for entertainment.
Games should not be included.
Design interactivity to enhance higher-order thinking skills (see below.)

**Flexibility/personalization**
Digital text can be changed in response to reader feedback.

“…the process of involving students in the design and contents of the portfolio, tending to heighten their metacognitive awareness of various aspects of their literacy growth”

(Reinking 1994 in McKenna et al 1999)
(Kieffer, Hale & Templeton 1998 in McKenna et al 1999)

The eBook can be updated by the MyTED team in response to feedback.
<table>
<thead>
<tr>
<th>Attribute</th>
<th>Literature</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Order Thinking Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students, who may be able to read, may have difficulty differentiating between multiple viewpoints, and it's important for them to learn this skill</td>
<td>(Chall 1983 in McKenna et al 1999)</td>
<td>Include interactive features that ask children to consider the storyline from a different viewpoint. Eg. How do you think Aunty Grey might have felt about Edwina leaving the mob?</td>
</tr>
<tr>
<td>Focus on approaches that are more challenging and promote higher order thinking</td>
<td>(Mulkeen 2006)</td>
<td>Use Blooms taxonomy to support the addition of interactive features that promote higher order thinking skills and problem solving</td>
</tr>
<tr>
<td>ICT supports high level thinking when it combines technical skill with higher order analysis and problem solving</td>
<td>(Mulkeen 2006)</td>
<td>Interactive features may support the linking of prior knowledge to new situations, and application of new ideas. Eg. “How do you think Edwina ended up in the car?” followed by Edwina’s back story, then “How do you think Rudy ended up with Kate?”</td>
</tr>
<tr>
<td>Children learn vocabulary more effectively when an adult encourages them to link new and prior knowledge</td>
<td>(Higgins &amp; Hess 1999 in Moody 2010)</td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can collaborate by both having the same book open at the same time</td>
<td>(McKenna et al 1999)</td>
<td>Students can work co-operatively with teachers and other students as they read the book together</td>
</tr>
<tr>
<td>EBooks presented on Smart Boards offer further opportunity for interaction</td>
<td>(Guernsey 2011)</td>
<td></td>
</tr>
<tr>
<td>Social constructivism emphasises the active role of the teacher in helping the students to grasp the concepts</td>
<td>(Vygotsky 1962 in Tan 2006)</td>
<td>The creation of the final book was supported by teacher and student feedback from earlier programs</td>
</tr>
<tr>
<td>Attribute</td>
<td>Literature</td>
<td>Recommendation</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td><strong>Supplementary Information</strong></td>
<td>EBooks can include encyclopedias, dictionaries, databases relevant to the text</td>
<td>(McKenna et al 1999)</td>
</tr>
<tr>
<td></td>
<td>Dictionaries may be positive, but in the books tested, the dictionaries were generally unimpressive.</td>
<td>(McKenna et al 1999)</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>EBooks save money because schools don’t have to buy multiple copies of the same book</td>
<td>(Guernsey 2011)</td>
</tr>
<tr>
<td><strong>Parent/Child interaction</strong></td>
<td>Learning goes beyond the formal educational environment and also takes place in the home</td>
<td>(McClean 2013)</td>
</tr>
</tbody>
</table>
Appendix IV: Feedback

Teacher and Principal Feedback

“Parents have mentioned that the project has started conversations with their students that they wouldn’t otherwise have talked about”

From our point of view, we thought that the MyTed programme was absolutely awesome. When the idea was first touted, we were very doubtful about it, regarding the age of Year 4’s, but as the weeks went on, we were so glad we’d agreed, and then the icing on the cake was the actual excursion to the Uni, which was an incredible experience for the students. They honestly have set their goals for the future now - so many of them are coming to your uni in 2024, you’d better start expanding now. All in all, we were utterly blown away by the difference it has made to their ‘aspirations’!

“Brainstorming was effective to stimulate conversation. Maybe more stimuli would have helped develop diverse thinking.”

I would just like to confirm that this program was an excellent experience for all of our students involved. It was practical, relevant and clearly set out to achieve desired outcomes that were purposeful and achievable. Thank you for the professionalism and generosity of the staff involved.

“I currently have my students in computer lab working on a Power Point about the highlights of 2015. In all discussions, our MyTED day stood out as one of the most memorable and enjoyable parts of our year, along with the lessons leading up to the day itself.

The children were involved and enthusiastic in the process of learning about all of their future options and constructing their projected ‘timeline’. On the day itself, my class were absolutely rapt with all of the experiences presented to them, the campus itself and all of the people involved in working with them on the day. It still is a much ‘talked about’ event in our year.

As a teacher, I was really impressed with the information and options delivered to my students. I only wish I was presented with this information throughout my schooling. The presenters were warm and friendly with personal experience to share. The children really thought about the variety of courses and job options (pathways) available to them and were encouraged to examine lots of paths and be open to the idea that not all choices have to be for life.

On the day of the excursion, all staff were friendly, helpful and professional, demonstrating patience with the students and enthusiasm for their faculties and courses. It was a well organised and thoroughly enjoyable day.

The final construction of ‘pathways’ and parent afternoon was a great way to finish our experience. MyTED was a positive and worthwhile experience.
Wider Field Experience Students Feedback

“Completing the MyTed program was an experience that I thoroughly enjoyed and took a significant amount of knowledge and experience from. The graduates diploma is quite an intensive year of study and focused predominately on secondary schooling and curriculum development. MyTed opened a new avenue of learning and education away from the secondary approach which I enjoyed and learnt a lot from. The observing real-world teachers in action and the feedback I received on my own teaching was invaluable. Although the travelling from Sippy Downs took a lot of time, it was also some of the best information and teaching I could have on the profession. Spending time in the car with Samantha was of great worth. The insights and advice I received and seeing a reflective practitioner after her own teaching demonstrated a lot. The excursion was an excellent idea and I believe the students enjoyed it a lot and got something really special from the experience be it an idea or a dream for them to aspire to."  Zachary Jones

“The best part about the My Ted program was that it opened the students’ eyes to lots of career opportunities which they probably never even knew existed. It introduced them to the world outside of school, which got them thinking about what they wanted to do once they left school and why they need to work hard while they’re at school. I loved showing the students around the University on excursion day; their faces all lit up with excitement as they saw the endless number of career possibilities, which were a result of studying at uni. The students I talked to loved the excursion, and enjoyed the program. I am sure they will remember the My Ted excursion day for years to come.”

Parent Feedback

“I fulfilled my dream; I always wanted to become a banker, now I work in a bank. I tried out to become a teacher but did not finish my degree. I am not good in interacting with students and I do not have a creative side.”

“My dream was to go to university; but I became pregnant and that was the end of my dream. My family did not want me to go to uni so I had to pick up any available job. My parents never would have supported me in going to uni, no funding.”
Student Feedback

“It was fun to draw what we want to do in our future.”

“I really liked how you talked about Ted.”

“I liked to listen to the videos.”

“I like drawing things.”

“I had fun putting it together.”

“It’s fun exploring our aspirations.”

“I like sharing my aspirations with you.”

“I loved everything about it because they were all so fun!”

“Can we do it again in year five?”

---

7-9-15
Dear Julie,

I would really like to thank you for showing us around the University. I especially liked nursing the babies and the delicious lunch that you supplied for us. When I grow up I want to be an actress or a singer. Thank you Julie.

from Claire
OM 5S
7 September 2015
Dear Julie,

Thank you for showing me around the University of the Sunshine Coast. It was exciting because I have never seen a university before. The university was especially interesting because it was huge. My favourite part of the university was where we go to go to the nursing room because that is what I want to do when I finish school.

Sincerely, Shantaya
One Mile State School
7th September 2015

Dear Julie,

Thank you for taking us to all the beautiful places in the Uni.

What I liked the best from Uni was Nursing, Technology and Drama. I liked 2000 dummy Sam, he was creepy at first but then cool at second. From technology I liked the 3D printer how they printed 3D shapes. I liked Dalek water that they printed and last I like Drama because I’ve always wanted to be an actor. I’ve learned heaps of things from the Uni.

What I want to be when I’m older is an actor and a nurse. Do you think I will be a nurse when I’m older?

PS (you’re pretty and nice)

Sincerely Alexis
One Mile State School.
At 9:30 am we went on the bus. We were singing songs for a lot of it at 10:00 am we arrived at the board room which we all got to sit at the big table at. Every place we stopped we got a sticker.

On Friday 6th of September I went to U.S.C. with my class. We got shown these things in this order, first the cheese grater then the Science Lab that I found very interesting and then the Nursing Lab which we saw people studying to be a nurse and we nurtured toy rubber babies that were just as heavy as real babies. Next we went to the Paramedics Lab. We saw rubber men lying down that could breath, cough, talk and a LOT more. We saw a stimulator. It was $67,000 EACH. Next we went to the Engineering. It was
USC Excursion Recount

On Friday, we went down on the bus to the University of the Sunshine Coast. It took us 1 1/2 hours to get there. When we got there, we got into our groups and got our lanyards. Then we went to the Chancellery in the cheese grater and had a meeting about what we’re going that day. Then we started our tour. Firstly, we went to the science lab. It was full of computers and microscopes and the like. I saw lots of interesting things in there. Secondly, we went downstairs to the nursing lab. There were lots of dummies and they were all real-life size. Thirdly, we walked to the paramedics lab and had a look in there. They had real-life scenarios and a simulation of an ambulance. Lastly, we went to the engineering section. It was full of technical things. I think I might like to be a civil engineer when I grow up. Then we had some morning tea. After that, we did some indigenous activities. Firstly, we played a game where you have a basketball and you have to throw tennis balls at the basketball. Secondly, we painted aboriginal pictures on paper bags. Lastly, we listened to the indigenous version of David and Goliath. Then we had lunch. At lunch, we could choose whether we could have extra lunch or not and I chose to have extra. Then we went to a presentation by Gary Crew. He told us all about some of his books. To me, it was very interesting. Then, to celebrate Lydi’s birthday, we had some yummy red velvet cupcakes; and from the TED people we got a pen and a 5-colour hi-lighter each also. Before we left we went to the art gallery. There was a humungous range of different types of art. Everyone that made the art was very artistic. Then we boarded the bus to go home. On the ride home, we watched Veggie Tales-Courage. Then we got picked up and taken home by our parents. I think when I grow up, I will become a civil engineer, a town planner, an architect, a doctor or high up in finance.
Appendix V: Teaching and Learning Week Poster

MyTED stands for My Tertiary Education Day and is research that matters. It is a project that encourages primary school students and their parents to consider tertiary education opportunities. The research arises from the HEPP funded project - MyTED. It works on the premise that students are unable to aspire to attend tertiary education if they are unaware of the opportunities that are available to them or that University of TAFE assists.

Research questions: In what ways does an ethics about aspiration, that includes stories from tertiary education graduates, inform the capacity to aspire to participate in higher education?

We'll find out by using participatory research, specifically PhotoVoice and MyHand where students take photographs or draw pictures to represent their aspirations.

Dr Ruth Greenslade

Dr Lisa Tarbot

Quote: "Students cannot aspire to tertiary education if they are not aware of the opportunities available to them" - Edwina, 2013

Education matters therefore MyTED matters.

University of the Sunshine Coast
The best of both worlds
Appendix VI: Rules and procedures for “On a Role”

On a Role! is a game for 3-6 players.

OVERVIEW
Players take on the role of a person aiming for a particular aspiration, and race to gather enough points to reach their goal. Sometimes, life circumstances get in the way, but players can use their skills and call on their friends to try to overcome them.

EQUIPMENT:

ASPIRATION CARDS:
Each aspirations card represents a particular goal, such as Engineer, Actor or Olympic Athlete. The number and type of points required to fulfill this aspiration are indicated on the card by coloured bars. Each card has an illustration of a person who has achieved that aspiration, and some information about what that goal involves.

Aspiration Card Example:
If a player draws the “Astronaut” card, they can see a picture representing an astronaut, and a small amount of information about what is involved with being an astronaut.

You can see that to be an astronaut, you will need to collect four academic (red) points, one creative (blue) point and one physical (green) point. You place your paperclips over the coloured bars on the sides of the card. If you earn extra points, you can attach them to the top or bottom of your card.

CHALLENGE CARDS:
Challenge cards are sorted into colours as follows:

Red - Academic Challenge
Green - Physical Challenge
Blue - Creative Challenge

Each card explains a challenge and indicates the appropriate timer. Timer 1 is a short time, timer 2 is a medium timer and timer 3 is a long time. You may use your time for thinking time, or performing time, according to the nature of the challenge you have drawn.

Challenge cards also include:
- Hurdle cards which represent life barriers that may slow your progress toward your goal, and:
- Helper cards which offer the opportunity for you to swap one earned point with another player.
Also in the box, you will find:

**DIE:** One coloured die with two red sides, two green sides and two blue sides, matching the various types of challenges.

**TIMERS:** Three egg timers are used to measure short, medium and long times.

**WHITE BOARD, MARKERS AND ERASER, PAPER AND PENCIL:** These supplies are used for challenges that require drawing, writing or folding.

**PREPARATION:**
Shuffle the decks - the Aspirations deck, and the Challenge decks - Academic, Physical and Creative. Place the appropriate box of points next to the similarly coloured cards. Make sure the timers, the die and the drawing tools are nearby.

**TO PLAY:**
Each person draws an Aspirations Card randomly from the pack.
The player whose card is first alphabetically starts.

Roll the die and draw a card matching the colour you rolled. The person to your right should read the challenge aloud, and have the timer ready. Attempt the challenge on that card. If you are successful, you win a paper clip of the appropriate colour which you attach to the matching coloured bar on your Aspiration Card.

If you draw a hurdle card, you might have to skip that turn, or you might be allowed to draw another challenge card but perform it with the restrictions specified on the hurdle card. Just follow the directions on the hurdle card.

A helper card means that you may take that opportunity to swap a point with another player. You can hold these cards and use them later in the game, but you have to choose between attempting a challenge and negotiating a trade.

**WINNING:**
The first player to win the required amount of points to reach their aspiration is the winner.

**RULES:**
If a player has all the points they need in a particular colour (category), they may still try to win the point, and attach it to the top of their card for a potential swap or career change.

In the event of a debate about whether or not a particular challenge was adequately achieved, the other players vote using a "thumbs up/thumbs down" system. In the event of a tie, the player gets the point.

**Career Change:**
You may skip a turn at any time to make a career change. To do this, remove all of your points from the Aspiration Card, and you may select a new aspiration of your choice from the deck. You may attach up to four of the points you have won earlier. These represent transferable skills.

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"On a Role" was created by Sandie Elsom, Ellaine Evans, Ashley Gidding and Emilie Bouwman, all students of Serious Games at the University of the Sunshine Coast.
## Appendix VII: Participation

### 2013 (Pilot) Participation

<table>
<thead>
<tr>
<th>2013 Pilot</th>
<th>Total</th>
<th>Class 1a</th>
<th>Class 1b</th>
<th>Parents/Caregivers</th>
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</thead>
<tbody>
<tr>
<td>School 1 Gympie South State School</td>
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<td>26</td>
<td>24</td>
<td>7</td>
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<tr>
<td>School 2 Cooloola Christian College</td>
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<td>30</td>
<td></td>
<td>10</td>
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### 2014 Participation

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<td>10</td>
</tr>
<tr>
<td>School 2 Cooloola Christian College</td>
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<td>12</td>
</tr>
<tr>
<td>School 3 Proston State School</td>
<td>17</td>
<td>3</td>
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<tr>
<td>School 4 One Mile State School</td>
<td>71</td>
<td>30</td>
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<td>School 5 Longreach State School</td>
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<td>6</td>
</tr>
<tr>
<td>School 6 Our Lady’s Catholic Primary School</td>
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<td>5</td>
</tr>
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### 2015 Participation

<table>
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<th>Class 1b</th>
<th>Class 1c</th>
<th>Parents/Caregivers</th>
</tr>
</thead>
<tbody>
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<td>23</td>
<td></td>
<td></td>
<td>3</td>
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<tr>
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<td></td>
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<td>25</td>
<td></td>
<td>10</td>
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<tr>
<td>Cooloola Christian College</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 3</td>
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<td>4</td>
<td></td>
<td>6</td>
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<tr>
<td>Gympie Central State School</td>
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<td></td>
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<td>One Mile State School</td>
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</tr>
<tr>
<td>School 5</td>
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<td>4</td>
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<tr>
<td>Proston State School</td>
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<tr>
<td>School 6</td>
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</table>

Total number of students participating in MyTED – 557 students
Total number of parents/caregivers participating in MyTED – 129 adults
Appendix VIII: Newsletter

My Tertiary Education Day (MyTED) commenced with two schools as a pilot in 2013. The program expanded to include 6 schools in 2014 in both regional and rural locations. MyTED encourages primary school children and their parents to consider tertiary education opportunities. The program uses a multi-strategic approach including in-class lessons presented by university academics, an interactive eBook and a visit (or virtual visit) to the campus of the University of the Sunshine Coast.

The involvement of parents and caregivers is considered an important factor in the success of the program as it encourages dialogue with their children about their own aspirations in primary school, and the ways in which their eventual pathways reflected or differed from their childhood goals. University staff and students share narratives about non-traditional pathways to higher education highlighting the barriers and enablers that supported them to attain a tertiary education.

We were thrilled to have the following schools participate in MyTED in 2014:

- Proston State School
- Longreach State School
- One Mile State School
- Our Lady’s School
- Riverside Christian College
- Coooloola Christian College

The feedback from students and teachers was highly positive and always constructive. We will use feedback received in 2014 to improve the program in 2015.
Student Feedback

“IT was fun to draw what we want to do in our future.”

“I really liked how you talked about Ted.”

“I liked to listen to the videos.”

“I like drawing things.”

“I had fun putting it together.”

“It’s fun exploring our aspirations.”

“I like sharing my aspirations with you.”

“I loved everything about it because they were all so fun!”

“Can we do it again in year five?”

Teacher Feedback

“Parents have mentioned that the project has started conversations with their students that they wouldn’t otherwise have talked about.”

“Brainstorming was effective to stimulate conversation. Maybe more stimuli would have helped develop diverse thinking.”

“It was visual and allowed the students to use pictures and be creative. The use of iPads instantly gets students engaged.”

2014 commenced with the MyTED team visiting schools to invite them to participate in the program. With a goal of six schools for the calendar year, we were keen to attract a mix of schools, both public and private, near and far. The variety of schools that finally participated meant that we were able to see how the program worked in a range of different school environments.

Schools which were close enough to the Sunshine Coast to be visited in a day saw the MyTED team four times for lessons of approximately 40 minutes each, over a period of about six weeks. For Proston State School (roughly three hours from USC), we combined the lessons into two longer sessions, one before the excursion, and one after. The Longreach schools saw the team for two consecutive days one week, then again the following week.

Overall, we felt that the program worked well in all formats, but spreading the visits over a few weeks kept it in the students’ minds for longer, and gave them time to consider their aspirations, and perhaps have discussions on the topic with their parents and caregivers.
Results

MyTED works on the premise that a child cannot aspire to attend tertiary education if they do not have any knowledge of or about University or TAFE. The aim of MyTED is to offer opportunities to enhance the capacity to aspire to attend tertiary education in Year 4 students. Researchers in the project have ensured a common language that supports our aim of capacity building rather than that of raising aspirations to eliminate any value judgements of the aspirations of a child.

The results from the program are reported in two areas, change in aspiration and the need for a tertiary education.

Change in Aspirations

The students recorded their aspirations at the beginning of the MyTED program using Photovoice. They were given very little stimulus and guidance in completing this task to ensure they were not influenced in any way. On completion of the program the students completed a further Photovoice or MyVoice session and we recorded any change. When the students were asked if their aspirations had changed from what they were at the beginning of the program, 37% of the students said that their aspirations had changed. We analysed the students’ work and observed a change in aspirations for 34% of the students.

Tertiary Education

During discussions about tertiary education the students were asked to complete the sentence - To reach my aspirations I need to...

16% of the students said they needed to complete a tertiary education and a further 47% acknowledged that they needed to work hard and/or practice.

At the end of the project students were given the opportunity to ask questions about TAFE and University. These question and answer sessions were videotaped and went for approximately 15 minutes. Questions were primarily concerned with the time frame of a program and what courses are offered at University as opposed to TAFE. From these sessions it was clear that students had not considered that they would attend tertiary education for extended periods of time. The length in years of a program of study was of particular interest and fuelled further discussion. At the beginning of the project it was noted that there was no mention by any students of attending tertiary education.

Although this was not directly tested, it is evident through the work completed and the discussions that occurred through the various MyTED strategies, the students’ knowledge of literature, language and literacy, were supported and enhanced, in particular their digital literacy.

At a glance:

- 6 priority schools participated, 9 classes, 211 students
- 37% of students said their aspirations had changed
- 34% of students had an observable change in their aspirations
- 16% of participants indicated that they need to attend tertiary education to reach their aspirations
- 47% of participants indicated they have to work hard and practice to reach their aspirations
Artists at work

Many students commented on how much they enjoyed drawing their aspirations. Most recognised it simply as a pleasurable activity, but one Longreach student noted:

“I can show other people and they can understand.”

Parent meetings

Research indicates that parents and other caregivers have a great influence on children’s aspirations. The MyTED team spoke to a number of caregivers over the course of the program about what their aspirations were at ten or eleven years of age, and the barriers and enablers that affected whether or not they reached those aspirations.

A number of parents indicated that they had ended up in the career they had dreamed of in primary school (“I’m living the dream”), while others followed entirely different career paths. Some caregivers were reminded of the dreams they had as a child and discussed the possibility of following up on them now, perhaps through further study at university or TAFE (“I need to get back in the saddle.”)

It was common for parents to recognise that priorities change over time, and often finances and other life circumstances stand in the way of dreams. One mother told us about how she wanted to be a vet, and when asked what stopped her, she replied “Reality.”

MyTED in 2015

We are creating activities, in line with the Australian Curriculum, that teachers will be able to use in class or set as homework in order to keep the MyTED message in the forefront of the children’s minds.

Thank you for your support, and for trusting us with the students in your care in 2014. We hope to see you all again this year.
Appendix IX: Article abstracts


The Commonwealth government and the university sector have acknowledged the low participation rate of students from low socio-economic status (SES) backgrounds in post-school education and training. Various strategies and approaches have been developed over time to increase the number of students from this group participating in tertiary education, with varied success. The purpose of this paper is to discuss the development of an educational electronic book (eBook) which is being used as a tool in the My Tertiary Education Day (MyTED) program. The program encourages primary aged students to consider tertiary education opportunities through the use of the eBook titled “Ready, Set, Jump”. By leveraging the positive learning outcomes that can be achieved through the interaction with multimedia teaching content combined with a compelling story and an appealing design, the MyTED eBook encourages students to think about their aspirations. During the MyTED program the ways in which an eBook containing a story about aspirations can encourage primary school students to aspire to participate in tertiary education is investigated. The eBook encourages children to reflect critically on their aspirations, work individually and collectively on interactive activities, critique a series of videos and develop an affinity towards digital literacy.


It is more important than ever for universities to engage in local and global communities to encourage young people, from an early age, to consider higher education. The Commonwealth government and the university sector have acknowledged the low participation rate of students from low socio-economic status (SES) backgrounds in higher education. Contributing factors to this complex societal issue include availability, accessibility of higher education, academic achievement and the aspirations of students. Various strategies have been developed to increase the number of students from this group participating in higher education, with varied success. The post-secondary aspirations of young people strongly reflect the influence of family (cultural capital) and the local environment (social capital), particularly in the later years of primary school. The aspirations of young people are said to be guided by their interactions with family and the wider community. Engaging the community is an important strategy in exposing students from low SES areas to HE and to encourage them to acquire a tertiary qualification. To increase low SES student’s capacity to aspire, engagement of higher education institutions with their community, including school students and their parents would be mutually beneficial. Such engagement can awaken the aspirations of young people and
provide knowledge that may assist families to overcome barriers and highlight enablers to higher education, which in turn may lead to a change in cultural or social capital.

Awakening aspirations by introducing the notion and purpose of HE enables primary aged students to build insight into their future. These aspirations may not be a specific profession but the development of skills in a certain area. To support this argument we discuss a program conducted in 2013 and 2014 involving primary school students attending schools identified as having low SES. The program, My Tertiary Education Day (MyTED): Encouraging primary aged students to consider higher education, includes the following strategies: a series of four in-class lessons delivered by university staff, an eBook with a story about the aspirations of Edwina (Ted), an Eastern Grey Kangaroo, video narratives by university graduates describing their career pathways, and a university campus visit. The strategies used are designed to encourage and foster imagination and dreaming, to explore possibilities for the future.

MyTED fosters imagination, builds the capacity to aspire and ability to believe that the ‘future is as limitless as the stars (Crew, 1997). Ted herself is the product of daydreams and imagination and is used to excite children into discovering their aspirations. Student’s aspirations were captured and discussed by using the research method Photovoice. Further, MyTED discusses complex ideas that students may prefer to explore through visual means rather than by taking photographs and writing about them (Knight, 2010). For this reason students are given the option of taking photographs that represent their aspirations or drawing pictures. Student’s enthusiasm for drawing created a new research method that we have called MyVoice.
Appendix X: Queensland Widening Participation Consortium sections
My Tertiary Education Day (MyTED): encouraging primary school students to consider tertiary education opportunities

**About**

My Tertiary Education Day (MyTED) provides an innovative framework to encourage primary school children to participate in higher education. It is a multi-strategy project, and aims to enhance the aspirations of Year 4 students and their parents from low socio-economic backgrounds to aspire to attend university.

In an effort to inform, guide and encourage students to reach their potential, programs should be put in place to awaken the aspirations of young people at an early age. According to Gale and Tranter, interventions to encourage students to consider their aspirations are more effective when aimed at primary school students than when traditionally aimed at Year 10 students onwards. The literature indicates that the prime developmental time to begin discussions about aspirations is between the ages of eight and ten.

**Strategies**

The strategies used in the MyTED program target this particular primary school age group. They include an interactive eBook, MyTED: Ready, Set, Jump that has embedded Indigenous perspectives and focuses on literacy and language, particularly digital literacies. The eBook...
contains the support materials for all phases of the program and aligns with the Australian Curriculum to assist with the development of language, literature and literacy skills. The eBook is based around the life of an Eastern Grey Kangaroo named Edwina (nicknamed TED) and her struggle to overcome adversity with knowledge, curiosity and the development of aspirations. Students engage with Edwina whose adventures are interwoven through all phases of the program.

Program

Edwina is introduced to students during four lessons delivered by the MyTED team. During the lessons students investigate their aspirations and represent them using Photovoice and MyVoice. Photovoice requires students to take a photograph that represents their aspirations and to answer some questions to contextualise their response. Similarly, MyVoice requires students to draw a picture that represents their aspirations. Students investigate the aspirations of others and apply that knowledge to themselves by watching video narratives found in the eBook and through interaction with Edwina’s story. These initiatives are called the Awakening Aspirations phase of MyTED. After discussing the MyTED program with Indigenous community leaders, we borrowed the concept and language of awakening from the Indigenous culture as it reflects the essence of the program. Many of the underlying principles of the MyTED program align with Indigenous cultural understandings and storytelling around awakening and dreaming. MyTED serves as a good example of how to embed Indigenous perspectives in learning experiences for primary school students.

During the Awakening Aspirations phase we also use the Tree of Life to enhance the students’ understanding of the three phases of education. Primary school is identified as the roots, secondary school as the strong trunk, and tertiary education is identified as the branches and leaves and as one way that people flourish in their future life. It signifies natural progression and tertiary education as a positive next step after secondary school.

The program culminates with an excursion to USC Sippy Downs where students experience hands-on activities, meet University staff and maybe see Edwina. After this experience, students investigate their ambitions with their enhanced knowledge of a tertiary environment by completing on Aspirations Pathway. Students use Photovoice and MyVoice to represent their medium and long-term aspirations and then load their responses into the Aspirations Pathway Application. This then produces a document for the students to keep and refer to later.

As the literature suggests and from what has been evident in MyTED, students begin to gain insight into their aspirations and capabilities in primary school. These insights are guided by interactions with their family members and members of the wider community. The inclusion of parents and caregivers is considered paramount to the success of the MyTED program as they provide the most significant guidance and in the majority of cases, influence their children’s aspirations. Parents and caregivers provide support for the MyTED program initiatives long after the program has ended. They are invited into the classroom to engage with their children in the program and are encouraged to attend the excursion day. The adults are asked to reflect on their own aspirations and complete the Aspirations Pathway and Photovoice or MyVoice activities in the same way as their children. They are encouraged to reflect on their pathways and discuss the barriers that they faced and the enablers that helped them reach where they are today.

By completing the activities, conversations are stimulated between the adults and their children during the activity and at home. Some parents mentioned that MyTED started conversations about the future that would not have occurred until later in life.
Evidence of Impact

Overall, 60 percent of students stated that their aspirations had changed and 64 percent had an observable change in their aspirations. The results of the program delivery over three years has informed the development of further outreach programs supported by eBooks for students in Year 4 to Year 6. We now know that teachers and principals more readily accept programs that are embedded in the curriculum. For example, MyTED assists students to reach the achievement standards of the Australian Curriculum and the cross curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.

The impact of the Indigenous perspectives is difficult to measure. However, the students responded to and asked questions about the meaning of certain Indigenous terminology and were able to form connections with their own dreaming, wishing and awakening of aspirations.

MyTED started in 2013 with two schools and grew to six schools in 2014 and 2015 and has reached over 550 students. Many positive university-school-community relationships were established and are ongoing between all stakeholders. Changes in Year 4 student aspirations during the course of the program demonstrate the initial aims of the project have been achieved.

Endnotes