THE UNIVERSITY PATHWAY: LESSONS LEARNED AND RESEARCH IN PROGRESS

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◦ **Values**

◦ **Where are we going in schooling around Australia and the world?**

◦ **Preliminary findings from the Longitudinal Study of Big Picture Learning Australia University Pathway Students**
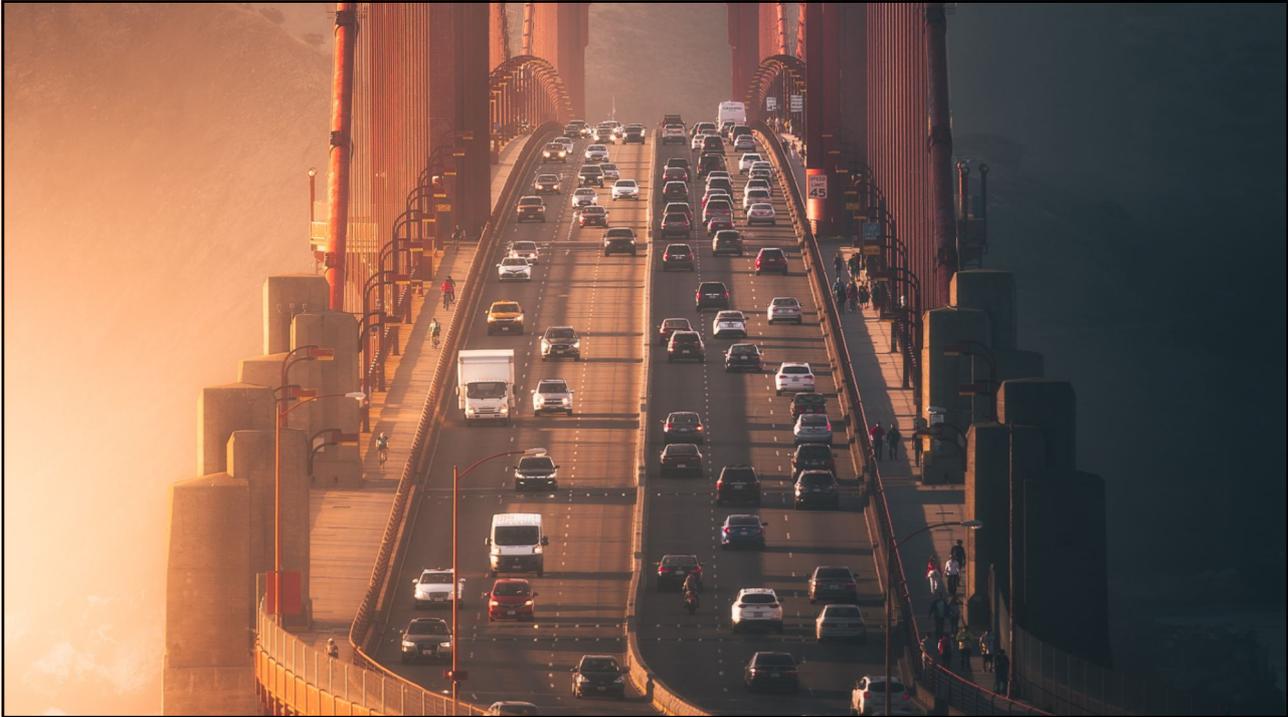
◦ **Discussion**

This session

"Lead with your values." Tim Cook

| Health |
| Defense |
| Tourism |
| Port |
| Education |

Phenomenal growth in our region in the next 20 years

Our biggest risk is under-education.

The mind v the mine

The automation of everything

Are we in education ready?

TECHNOLOGY

In 1858, People Said the Telegraph Was 'Too Fast for the Truth'
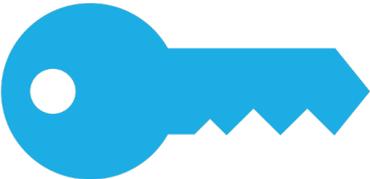
Sound familiar?

By Adrienne LaFrance

Dumb v Smart learning and teaching in Business and Education.

Education for the masses – mass production

TOP 10 PASSWORDS FOR 2023

The top 10 most common passwords list in 2023:

1. 123456
2. 123456789
3. qwerty
4. password
5. 12345
6. qwerty123
7. 1q2w3e
8. 12345678
9. 111111
10. 1234567890

Top 10 Passwords for 2023 in Australia.

1	password	< 1 Second
2	123456	< 1 Second
3	1234	< 1 Second
4	samanthas	1 Second
5	qwerty	< 1 Second

Passwords

	2019		2020		2021	
	Password	Number of users	Password	Number of users	Password	Number of users
1	12345	2,812,220	123456	2,543,285	123456	103,170,552
2	123456	2,485,216	123456789	961,435	123456789	46,027,530
3	123456789	1,052,268	picture1	371,612	12345	32,955,431
4	test1	993,756	password	360,467	qwerty	22,317,280
5	password	830,846	12345678	322,187	password	20,958,297
6	12345678	512,560	111111	230,507	12345678	14,745,771

The risk is under-education

## People Business Partner Leader – Apple/ANZ from 2022 advertisement

Key Qualifications:

◦ Know People: needs to know people (what drives, motivates or derails them) and takes this further to quickly establish trust across different parts of the organisation to help push the organisation in a direction that makes sense for all of Apple

◦ See around corners: has the ability to keep one eye on the future of an organisation while managing the myriad demands of the present

◦ Approach problems flexibly: navigates between competing initiatives, responsibilities and priorities, assesses the situation, considers the varied needs and generates a range of solutions

◦ Drive what matters: knows what matters, continuously drives to get others focused on the right strategies and goals to connect People initiatives to business objectives

◦ Stay curious: demonstrates a deep curiosity about the untold or undiscovered story, look for answers to questions about what factors influence outcomes, what assumptions might be wrong and what's happening under the surface. You influence others, collaborate, drive conversations and help leaders ask astute questions about their own team
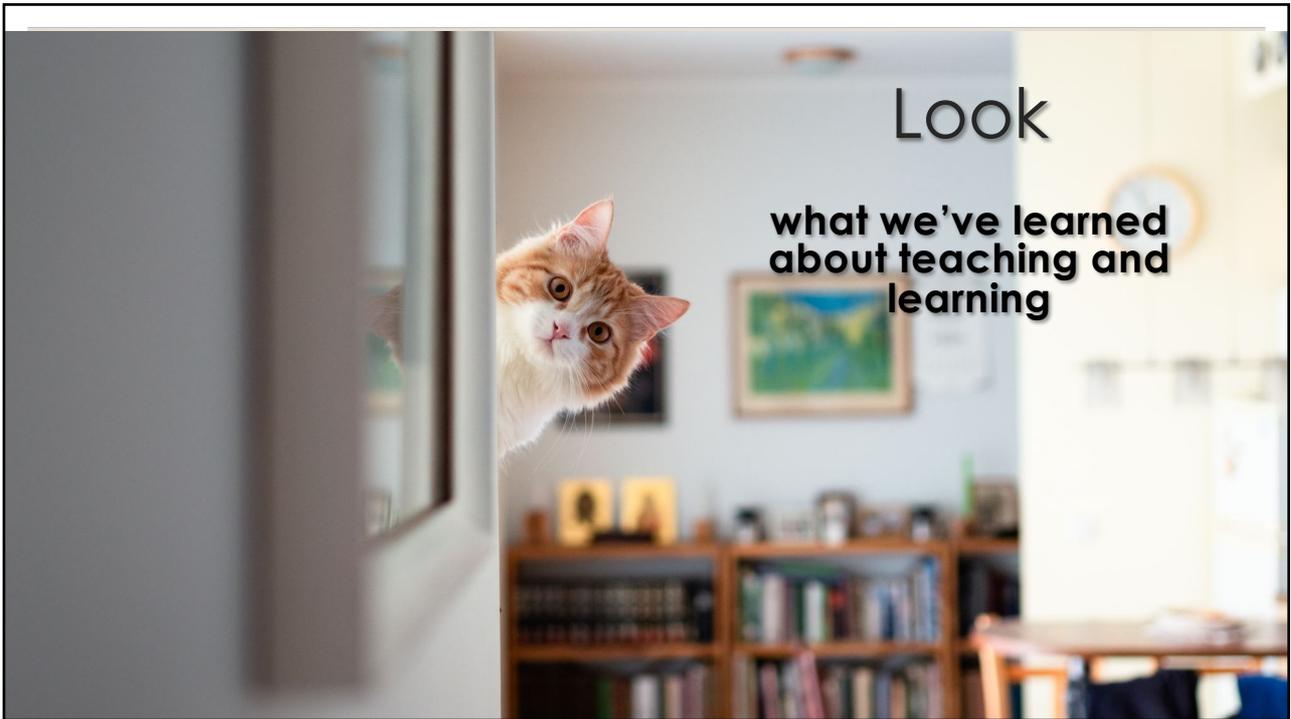
Education & Experience

◦ We anticipate you will have a Bachelor's degree or equivalent experience

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It's the design of schools holding us back.
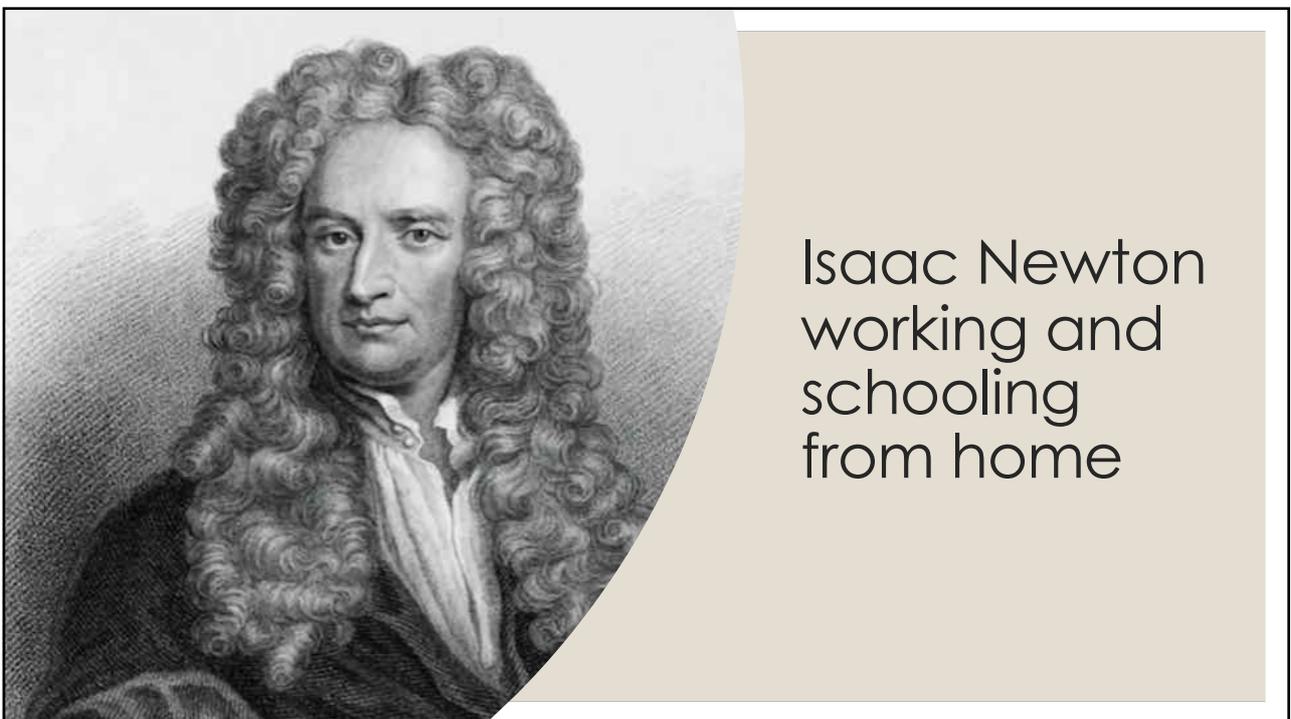
Back

to normal

Forward

to normal
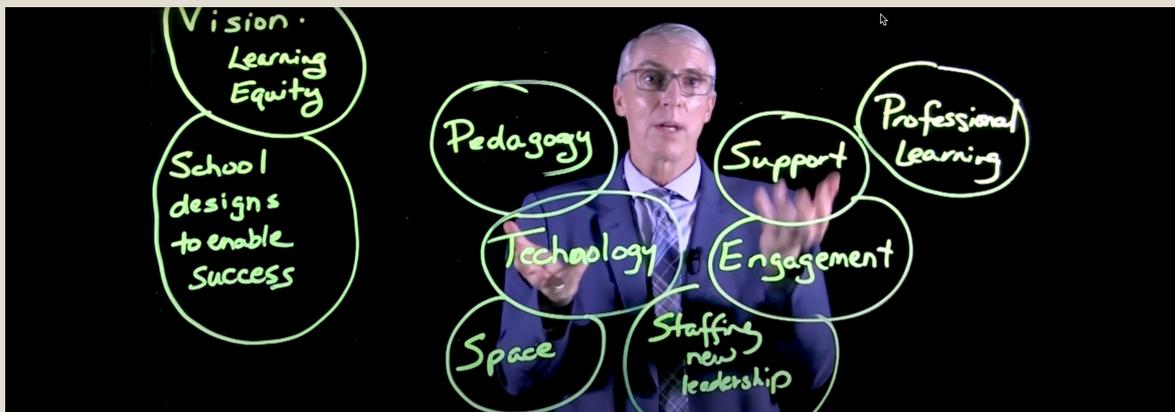
Look

what we've learned about teaching and learning

Isaac Newton working and schooling from home

◦ In London, a quarter of the population would die of plague from 1665 to 1666. It was one of the last major outbreaks in the 400 years that the Black Death ravaged Europe.

◦ The next year Newton returned to Cambridge in 1667, theories in hand. Within six months, he was made a fellow; two years later, a professor.

• " … Whilst he was musing in a garden it came into his thought that the same power of gravity (which made an apple fall from the tree to the ground) was not limited to a certain distance from the earth but must extend much farther than was usually thought. 'Why not as high as the Moon?' said he to himself.."
John Cunditt, Newton's assistant.

What did we learn in Business and Education during the last two years?

HONOURING FLEXIBILITY

ACCEPTING CHANGE

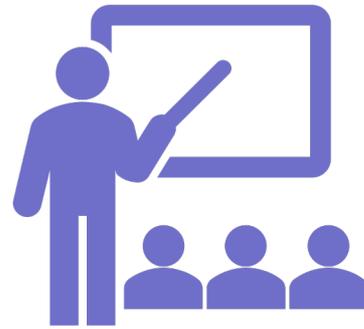**THRIVING IN AMBIGUITY**

PRACTICING SELF-REGULATION
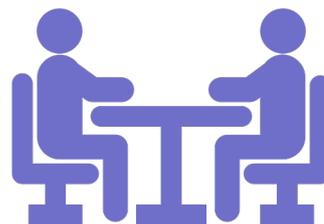
PROMOTING THE COMMON GOOD

FOR TOO LONG SCHOOLS AND UNIVERSITIES HAVE BEEN PLACES STUDENTS GO TO WATCH THEIR TEACHERS WORK.
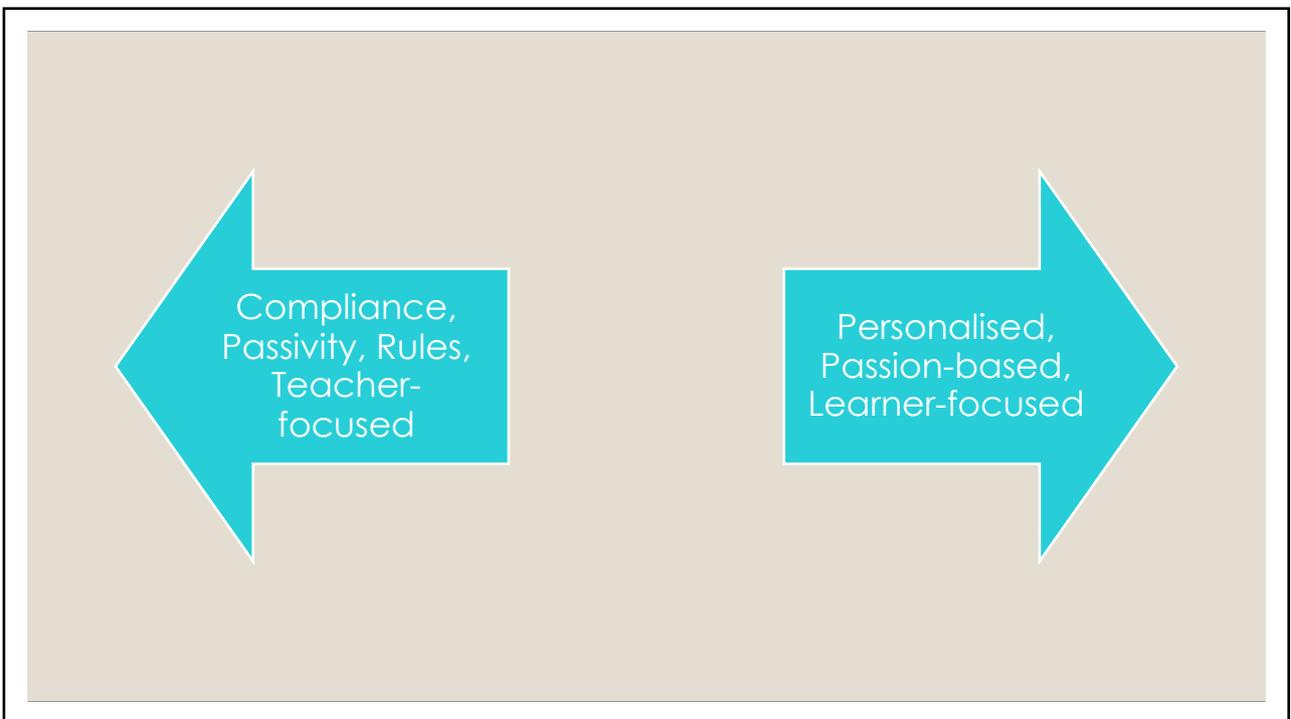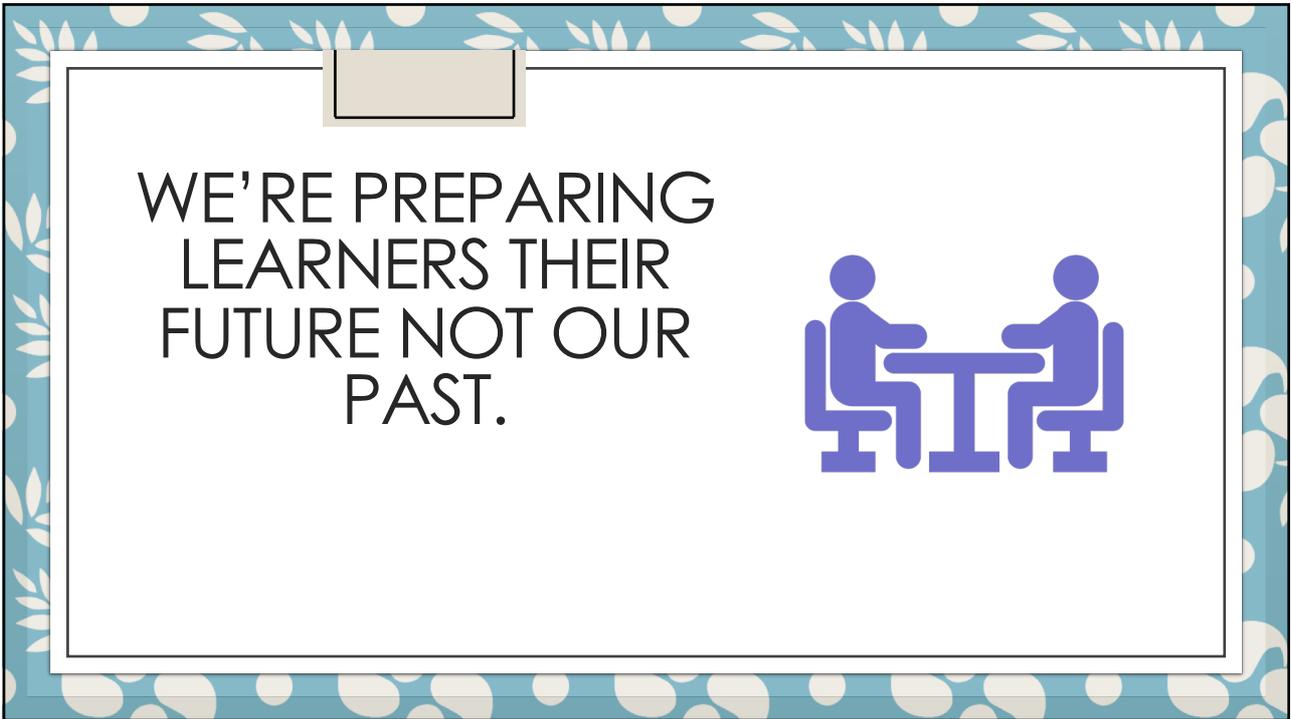
AND WE'RE HOLDING ON TO THE WAYS OF TEACHING, LEARNING AND ASSESSMENT WE KNOW RATHER THAN EVOLVING THE WAYS OF DOING EDUCATION THAT ARE FUTURE-FOCUSED.

AND ASSESSMENT IS HOLDING US BACK – WE'VE CREATED TESTING CENTRES RATHER THAN LEARNING CENTRES.

WE'RE PREPARING LEARNERS THEIR FUTURE NOT OUR PAST.

Compliance, Passivity, Rules, Teacher-focused

Personalised, Passion-based, Learner-focused

In the 'new school' era we are heading toward, schools will no longer be places young people go to watch their teachers work. They are learning centres, with student engagement at the forefront and personalized approaches focusing the instruction on the needs of the learner.
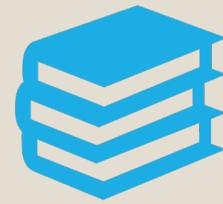
But John, no one has time for new forms of learning?

9 hours a day online

3 hours a day social media

How many social media users are there 2022?

To get started, here are quick Australian social media facts from Statista:

- 21.45 million social media users in Australia

- 11.99 million LinkedIn users in Australia

- 6 million Australians use social media for online shopping

- 44.5% of Australians use Facebook

- 7.2 is the average number of social media accounts per internet user in Australia

What is the most popular social media platform in Australia 2021?

According to the Digital news report: Australia 2021, the most popular social media platforms for general use in Australia in 2021 were:

- 67% - Facebook

- 61% - YouTube

- 51% - Facebook Messenger

- 37% - Instagram

- 29% - WhatsApp

- 18% - Twitter

- 16% - LinkedIn

- 16% - Snapchat

- 15% - Pinterest

- 12% - TikTok

Here are the top social media sites Australians use to get their news:

- 66% - Facebook
- 41% - YouTube
- 18% - Twitter
- 22% - Facebook Messenger
- 19% - Instagram
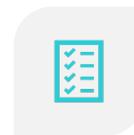- 19% - WhatsApp
- 7% - Snapchat

Fundamental Transformation in Learning and Teaching in Schools and Universities is Needed.
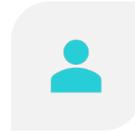
CHANGES THE ROLE OF THE LEARNER

CHANGES THE ROLE OF THE TEACHER

CHANGES THE ROLE OF ASSESSMENT

◦ In 2022, 214 credentials were issued to Big Picture graduates around Australia with 76 of these choosing entries to university. Like other Big Graduates who have gone before them, they are continuing a trajectory of interest and learning that began back in Year 9 or 10 at a Big Picture Learning school.

◦ Many come readily- equipped with experiences of learning in the real world, strong support systems with a range of mentors and teachers, some specialist knowledge in their chosen field, and a set of independent learning skills that will allow them to thrive in the university setting.

Preliminary findings from the *Longitudinal Study of* Big Picture Learning Australia University Pathway Students

- ◦ The ATAR is no longer the primary pathway to tertiary education in Australia.
- ◦ A majority of school leavers are not using other pathways to TAFE/University.
- ◦ The ATAR is one pathway, not the pathway.
- ◦ Big Picture graduates are perfectly situation to take advantage of those non-ATAR pathways

Preliminary findings from the _Longitudinal Study of_ Big Picture Learning Australia University Pathway Students

- ◦ The ATAR is one pathway, not the pathway.

- ◦ Big Picture graduates are perfectly situated to take advantage of those non-ATAR pathways through our BPLA University Pathway collaboration.

Preliminary findings from the _Longitudinal Study of_ Big Picture Learning Australia University Pathway Students

○ The tertiary education landscape has been changing significantly over recent years, with many institutions regarding the ATAR as no longer fit for purpose as a mechanism for predicting success of prospective university candidates (Branley & Duffy, 2021; Guardian staff & contributors, 2022). Meanwhile the number of students using an ATAR to enter university has been steadily decreasing (Branley & Duffy, 2021).

Preliminary findings from the *Longitudinal Study of* Big Picture Learning Australia University Pathway Students

○ As a result, many universities have been broadening admissions pathways for school leavers in order to attract students who are a good 'fit' but may otherwise not apply to university, or who would have self-selected out of the secondary schooling system for reasons of disengagement, disadvantage, or anxiety around high-stakes exams (Black, 2022; Jim & O'Connell, 2019).

Preliminary findings from the *Longitudinal Study of* Big Picture Learning Australia University Pathway Students

○ Over 40% of universities around Australia (see Appendix 1) have partnered with Big Picture Learning Australia (BPLA) to accept its graduates. The IBPLC offers a rigorous and systemised account of a student's progress against a broader range of measures than traditionally counted, coupled with personalised and visible insights into a student's capacities that give confidence that a Big Picture candidate will be a good fit for a course of study and will therefore complete it (Big Picture Learning Australia, 2022).

Preliminary findings from the *Longitudinal Study of* Big Picture Learning Australia University Pathway Students

Preliminary findings from the *Longitudinal Study of* Big Picture Learning Australia University Pathway Students

○ The purpose of this longitudinal study is to assess the experience of students who have graduated from high school using Big Picture Graduation Portfolio process. Big Picture Australia, in association with universities across Australia have agreed to pilot a parallel admissions process that allows students to use a portfolio of evidence of their learning through their Big Picture School experience and a presentation of that portfolio to a panel of staff at the respective University of their choice.

Preliminary findings from the _Longitudinal Study of_ Big Picture Learning Australia University Pathway Students

This study focussed on the following research questions:

1) How do students admitted to Universities from the Big Picture Graduation Portfolio University Pathway perform academically compared to all other students in that admission cohort/program?

2) How do students who enrolled in Universities from the Big Picture Graduation Portfolio University Pathway perceive their academic, social and emotional progression at University work?

Preliminary findings from the _Longitudinal Study of_ Big Picture Learning Australia University Pathway Students

○ The findings from this study have been gathered from online surveys and face-to-face interviews with 16 2021 Big Picture graduates, regarding their experiences in their first years at university. Statistical analysis was employed using the SurveyMonkey™ application for the online survey data. Qualitative data were coded according to thematic analysis to extract themes and report rich data through survey extended responses and interview transcripts.

How did the pathway to university evolve?

◦ The IBPLC had its genesis in the *Graduation Portfolio* entry to university program, which began in 2016. Students who had been thriving in Big Picture in Years 9 and 10, faced uncertainty in their senior years. If they wished to go to university, did this mean they needed to return to a traditional mode of education and get an ATAR? Alternatively, could they continue learning in the Big Picture way, pursuing their interest deeply and complementing it with stints in the field or in academia with expert mentors, developing through practice and becoming ever more certain of the career they wished to pursue after school?

How did the pathway to university evolve?

◦ BPLA approached Australian universities to see if they were interested in pioneering a new pathway to gain entry to undergraduate degrees for Big Picture students who could demonstrate deep knowledge and commitment to a prospective course of study. Moreover, the Australian universities were ready.

What tertiary courses of study have Big Picture graduates entered?

- Physiotherapy/Exercise Science
- Business
- Law
- Primary Teaching and Early Childhood Education
- Psychology
- Biomedical Science/Medicine
- Visual Communication/Design
- Nursing
- Environmental /Marine Science
- Veterinary Science/Zoology/Biology
- Mechatronics
- Software Engineering
- Sociology
- Creative Industries

Initial Themes from the Longitudinal Study of BPLA University Pathway Students

Theme 1: Prioritising LTI (Internship)

Theme 2: Growing confidence

Theme 3: Embedding passion-based learning

Theme 4: Building strong relationships/connections/support systems

Theme 5: Overcoming challenges

**Theme 1:
Prioritising LTI
(Internship)**

Expanding career aspirations

Acquiring workplace skills

Providing authentic learning

**Theme 2:
Growing
confidence**

Developing self-belief/self-regulation

Building communication/presentation skills

Expanding study skills and life skills

Theme 3: Embedding passion-based learning

	Implementing Interest based learning
	Personalising learning design
	Developing learning dispositions
	Emphasising reflective practices
	Providing higher education opportunities

Theme 4: Building strong relationships/connections/support systems

Prioritising
- Prioritising the role of BP Advisors/Advisory Class

Providing
- Providing family and peer support

Integrating
- Integrating community support

Facilitating
- Facilitating mentoring and sponsorship

Theme 5: Overcoming challenges

Rethinking selected Big Picture program processes

Addressing personal challenges

Theme 5: Overcoming challenges

Once accepted into university, students report a different set of challenges related to transition, adjustment, and support. Students describe a range of new challenges among them, how universities don't really adjust to student learning (#004), the need for better transition processes/transition to university (#006), excessive workload (#008), personal limitations and challenges (#009) and difficulties related to courses and style of teaching (#010).

Summary

The initial results of this Longitudinal Study of BPLA University Pathway Students is indicating that the use of IBPLC is showing to be an authentic way of assessing student learning for their future and be predictive of success of university candidates in terms of tertiary readiness through to completion of a course of study.

- Implementing Interest based learning
- Personalising learning design
- Developing learning dispositions
- Emphasising reflective practices
- Providing higher education opportunities

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Education & Experience

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Finding joy in our privilege to lead and learn together

This session

- Values
- Where are we going in schooling around Australia and the world?
- Preliminary findings from the Longitudinal Study of Big Picture Learning Australia University Pathway Students
- Discussion