Using service design to understand digital preferences for improving applications for tertiary education in under-represented markets

Rebekah Russell-Bennett, Judy Drennan, Maria Raciti, Natalie Bowring and Kara Burns
Develop an integrated, **effective social marketing strategy** that increase the number of domestic students from low SES backgrounds who participate in higher education in Australia.

**The strategy must.....**

- Take a national approach to building aspiration to attend university
- Form a basis for institutional outreach activities into the future
- Budget- will not exceed $2.5 million
Groups of Interest

Cohorts
- Rural, Regional, Remote and Outer Suburbs
- People with a Disability
- Aboriginal and Torres Strait Islander
- Culturally and Linguistically Diverse Background

Influencers
- Parents
- Family
- Community

Stakeholders
- Tertiary Institutions
- Industry Practitioners
<table>
<thead>
<tr>
<th>Psychological segmentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior WP research</strong></td>
</tr>
<tr>
<td>• Typically focuses upon grouping individuals on the basis of their demographic characteristics.</td>
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<tr>
<td><strong>New levels of insight</strong></td>
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<tr>
<td>• Gained by grouping individuals by multiple shared characteristics,</td>
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<tr>
<td>• It is in the interplay between these characteristics of a target group, that a different and deeper understanding can be garnered.</td>
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<tr>
<td><strong>Persona</strong></td>
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<tr>
<td>• Is a research-based profile which represents variations within a target group with distinct motivations and behaviours (Marshall et al, 2015; Neilsen, 2011; Sankupellay et al, 2015).</td>
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<tr>
<td>• Transcend demographic characteristics, describing and categorising common attitudes, experiences and perspectives.</td>
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</table>

**RQ1.** What are the personas in under-represented market segments for tertiary education participation?
<table>
<thead>
<tr>
<th>Past digital research</th>
<th>Current uptake</th>
<th>Access to digital for LSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UK (Helsper, 2008), US (Choi &amp; DiNitto, 2013) and Australia (Newman et al, 2010) suggests that those with deep social disadvantages are also likely to be disengaged from the Internet.</td>
<td>• These assumptions about reduced levels of digital literacy amongst low income and disadvantaged cohorts are contradicted by the uptake and current use of digital technologies such as smartphone ownership and devices.</td>
<td>• level of access to online learning among regional, remote and outer-urban students and is a viable solution for students with a disability, those not wanting or able to relocate, mature-aged students and Indigenous peoples, due to its holistic approach (Watson, 2013).</td>
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<tr>
<td>• Choi and DiNitto (2013) also discovered “the unexpectedly engaged” who used technology despite their social disadvantage.</td>
<td>• In Australia nine out of 10 people own a smartphone (Lancaster 2016) and research on low-income earners found internet access, device and smartphone ownership to be high (Russell-Bennett, Mulcahy, Foth, Little, &amp; Swinton 2014).</td>
<td>• The Australian Bureau of Statistics (2016) reports that in 2014-2015, 97% of households with children aged under 15 years had internet access, and 82% of households without children under 15 years of age. 79% of households in remote and very remote parts of Australia also had internet access.</td>
</tr>
<tr>
<td>• This demonstrates that certain individuals within socially disadvantaged groups can overcome barriers to digital engagement.</td>
<td></td>
<td>• A digital approach to providing information to low SES and disadvantaged communities is suitable, advantageous and viable.</td>
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</tbody>
</table>
Method

Tertiary Education Social Marketing Strategy
Low SES Communities

Quantitative (n=228)
Within cohorts

Qualitative (n=211)
Across Cohorts

LSES  Disability  ATSI  CALD

LSES  Disability  ATSI  CALD

Key findings were identified across all cohorts
Want to have a better life
Primary caregivers #1 influential agents of change
Think they are not smart enough
Beliefs about financial cost of tertiary education

Interviews (n=39)
Workshops (n=121)
Validation (n=51)
Service Design Process

Tertiary Education Social Marketing Strategy

Low SES Communities

Desk research
Proxy survey
Interviews
Participatory workshops
Validation interviews
expert feedback

Energise → Seek → Shape → Formulate

Explore
Organise/ Describe
Compare/ Analyse
Discuss
Orient
Test/ Validate
Integrate

Discover
Define
Develop
Deliver

Result: Learn, apply and institute service design best practices tailored to unique client, customer and environment.
Result: Gather information to explore the challenge completely, query assumptions, ask questions and consult stakeholders.
Result: Begin to shape concept, informed by insights from phase one.
Result: Evolve the strongest concept, test and improve it to make the service as user-friendly as possible.

Result: Set the stage to extract assumptions. Get the lay of the land in terms of industry, competition, problems, and stakeholders.
Result: Complete understanding of the service environment forming the foundation to build the service concept.
Result: Dozens of service solution possibilities, which are tested and prototyped in order to develop a final concept.
Result: Delivery of the final report/presentation outlining the roadmap and a kick-start to implementing the solution immediately.
**Learners: Junior High School students**
This cohort is comprised of LSES children in years prep to 7 to 8 enrolled in a middle school. Very few schools in Australia use the middle school system.

**Learners: Senior High School students**
This cohort comprises of LSES children in years prep to 9 to 12 enrolled in a senior high school. Not all schools in Australia use the middle school system.

**Learners: Recent school leavers**
LSES children or adults who have left primary or secondary schooling in the last five years, with or without graduating and have not enrolled in tertiary education.

**Influencers – School staff / Teachers**
This cohort comprises of primary, high school, relief teachers career councillors, Chaplains and other staff who interact directly and indirectly with LSES students and parents.

**Influencers – Parents / communities**
This cohort comprises of parents, other community members who interact directly and indirectly with LSES students and parents.
Target Markets

Tertiary Education Social Marketing Strategy
Low SES Communities

- Rural, Regional, Remote and Outer Suburbs
- People with a Disability
- Aboriginal and Torres Strait Islander
- Culturally and Linguistically Diverse Background

High School Students
Recent School Leavers
Parents
School Staff
The Personas

Tertiary Education Social Marketing Strategy
Low SES Communities

Past and Present Learners

Tasmanian Devil Learner
A planned approach to future career
- Career goal is to make money
- Decided on career path
- Likes to do things solo
- Confident about going to study
- Career goal is to make money
- Decided on career path
- Likes to do things solo
- Confident about going to study

Eungella Bird Learner
Seek to be successful but unsure of how to get there
- Career goal is life is a journey
- Keeping options open
- Likes to do things with others
- Caution about going to study
- Career goal is life is a journey
- Keeping options open
- Likes to do things with others
- Caution about going to study

Fringed Neck Lizard Learner
Lives to do things on their own without too much planning
- Career goal is to make money
- Decided on career path
- Likes to do things solo
- Confident about going to study
- Career goal is to make money
- Decided on career path
- Likes to do things solo
- Confident about going to study

Wallaby Learner
Enjoying life is the most important goal
- Career goal is to make money
- Decided on career path
- Likes to do things solo
- Confident about going to study
- Career goal is to make money
- Decided on career path
- Likes to do things solo
- Confident about going to study

Parents and Care Givers

Penguin Parent
Highly supportive of children's choices, nurturing parenting role
- Success needs to experience
- Prefers child to be independent
- Child makes own choices
- Parental guidance

Possum Parent
Wants the best for the children but a little unsure
- Success needs experience
- Prefers child to be independent
- Child makes own choices
- Parental guidance

Emu Parent
Balanced approach to choices and guided approach to parenting
- Success needs to experience
- Prefers child to be independent
- Child makes own choices
- Parental guidance

Magpie Parent
Highly values education and seeks to guide children to success
- Success needs to experience
- Prefers child to be independent
- Child makes own choices
- Parental guidance

School Staff

Wood Duck School Staff
Close relationship with students
- Considers relationship with students
- Students need to be nurtured
- Education is my passion

Kookaburra School Staff
Practical approach to relationships with students
- Considers relationship with students
- Students need to be nurtured
- Education is my passion

Pelican School Staff
Professional approach to relationships with students
- Considers relationship with students
- Students need to be nurtured
- Education is my passion
Underpinning Theories

Social Support Theory
(Cutrona and Russell, 1990)

Stages of Change
(Prochaska and DiClemente, 1982)
Portal

The homepage of the portal will have entry pathways for each of the four target markets and the two key stakeholder groups. These allow for a tailored, personalised experience and the facilitation of content upload. A complementary app version will provide mobile access to key components of the portal.
**Persona Profile**

**High School Student**

**Tasmanian Devil**

<table>
<thead>
<tr>
<th>Stage of Change</th>
<th>Action</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Support Needed</td>
<td>Network</td>
<td>“Fast track your dream job”</td>
</tr>
<tr>
<td>Motivators to encourage post-school study</td>
<td></td>
<td>Decided on a career path early (mid primary school) and have thoroughly researched pathways to their career. They want to get there asap and therefore Plan B is the long way round which may include tertiary education.</td>
</tr>
<tr>
<td>Barriers to encourage post-school study</td>
<td></td>
<td>Needs help exploring other options.</td>
</tr>
</tbody>
</table>
### Frilled Neck Lizard

#### Stage of Change
- Social Support Needed
- Motivators to encourage post-school study
- Barriers to encourage post-school study

#### Contemplation
- Network
- Confident about their self-image
- Have passion to do well in life
- Sense the urgency to make a career choice now
- Lack of confidence in making a career choice

#### Key Messages

"Explore career options now"

Still exploring and finding their own way in life. Confident in themselves but not in their choices. Need help channeling passion into reality.
### Possum

<table>
<thead>
<tr>
<th>Stage of Change</th>
<th>Preparation</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Support Needed</td>
<td>Esteem and Emotional</td>
<td>“Help me feel confident”</td>
</tr>
<tr>
<td>Motivators to encourage child to study post-school</td>
<td>Other people's opinions supporting study</td>
<td>Supportive and confident in their child's ability to study. However, insecure in their own ability to provide career advice and nervous about tertiary education institutions and culture.</td>
</tr>
<tr>
<td>Barriers to encourage child to study post-school</td>
<td>Drawing confidence from the recent experience of people like them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fear and anxiety about what post-school study involves, logistics and child becoming distant from family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perception that tertiary education was not a place for people like them</td>
<td></td>
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Tertiary Education Social Marketing Strategy

Low SES Communities
## Wood Duck

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<tbody>
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<td>Social Support Needed</td>
<td>Network</td>
</tr>
<tr>
<td>Motivators to encourage child to study post-school</td>
<td>Job identity and sense of vocation is closely linked to personal identity</td>
</tr>
<tr>
<td></td>
<td>Perceive student success as a reflection on staff efforts</td>
</tr>
<tr>
<td></td>
<td>Gains intrinsic motivation from student’s progression</td>
</tr>
<tr>
<td>Barriers to encourage child to study post-school</td>
<td>Information on study options not accessible in one place</td>
</tr>
<tr>
<td></td>
<td>Lack of access to staff from outside their school to provide information</td>
</tr>
</tbody>
</table>

### Key Messages

“Help me be the connector”

Has a close relationship with the students. Teaching is their passion and they go above and beyond to help students navigate pathways. They actively seek ways to connect their students and themselves with course and careers information.
Discussion