

PRACTICE REPORT

Using journey mapping to explore first-year transition: A practice report from a design cohort

Leandi Newth¹ and Hannah Schmith¹

¹ Billy Blue College of Design, Torrens University, Brisbane, Australia

Corresponding author: Hannah Schmith, hannah.schmith@torrens.edu.au

Received 10 Nov 2025 Accepted 9 September 2026 Published online 25 September 2026

Pages 32–40

Abstract

Journey mapping is increasingly recognised as a useful tool for understanding the complexities of the student experience in higher education. This exploratory, practice-based evaluation investigated the use of journey mapping as a reflective assessment task to develop a stronger understanding of first-year student transition experiences and identify opportunities to improve onboarding and support practices. A total of 11 journey maps submitted with consent were analysed from a cohort of 223 first-year design students. Quantitative responses from a five-point rating scale were analysed descriptively, while students' written reflections and recommendations were analysed thematically. Emerging patterns within the dataset revealed challenges associated with subject selection, orientation and the first weeks of study, as well as themes relating to confidence and belonging. The findings suggest that journey mapping may provide valuable insights into the student transition experience to complement traditional student surveys and inform more responsive, student-centred approaches.

Keywords journey mapping; student experience; empathy; higher education; student engagement

How to cite Newth, L., & Schmith, H. (2026). Using journey mapping to explore first-year transition: A practice report from a design cohort. *Journal of Pathways Education and Research*, 1(1), 32–40.

Open access CC BY-ND 4.0

Introduction

The transition to higher education is a complex and challenging period for first-year students, marked by significant social and personal adjustments (Kift, 2015; Sanagavarapu et al., 2019; Secui et al., 2021). The initial weeks of study are crucial in shaping a student's confidence and sense of belonging (Jones et al., 2023). Institutional data revealed an emerging pattern of non-engagement among new student cohorts at Billy Blue College of Design at Torrens University Australia, which included a diverse mix of international, neurodivergent and first-in-family students, signifying potential gaps in onboarding and academic support processes. While traditional end-of-study-period student evaluation surveys provide broad satisfaction data and feedback on

subject quality and teaching delivery, they fail to capture the emotional and behavioural complexities of student transition, providing only a partial view of the student experience (Ali et al., 2021). Recent literature suggests that to best understand and support student transition, lived experience and sense of belonging should be considered alongside institutional performance indicators (Blake & Pearson, 2025; Kift, 2025; Lees & Van Zyl, 2024). This practice report explores journey mapping as an iterative and reflective assessment tool that can identify barriers and opportunities to improve the first-year student experience by generating real-time insights that inform inclusive practices. It analyses the process, challenges and outcomes of the initiative, offering practical insights for educators seeking to enhance onboarding and transition through reflective design.

Context

The initiative was implemented at Billy Blue College of Design, part of Torrens University Australia, a transnational private higher education provider offering design and creative technology programs in Brisbane, Sydney, Melbourne, and online. Torrens University Australia employs a flexible admissions model with multiple entry pathways, including secondary education, vocational qualifications, prior higher education study, and relevant work or life experience, rather than relying on Australian Tertiary Admission Rank (ATAR)-based admission. The project focused on an undergraduate cohort of first-year cross-disciplinary design students with streams in graphic design, fashion, 3D design, animation, film, and web development. The students comprised a diverse mix of ages, genders, and cultural backgrounds, including school leavers, mature-age learners, neurodivergent learners, and international students. The mix of varied entry pathways meant that students commenced study with different levels of familiarity with higher education systems and academic expectations.

The journey map task was embedded in the formal assessment of a core, first-term design software subject, which is technical in nature and introduces a core set of industry-standard design software within the Adobe Creative Suite. It was identified for the project after routine institutional monitoring of student progression. Data revealed consistent above-average rates of non-engaged or “zero-fail” students compared to other first-year design subjects completed later in the course. The term *zero-fail* is used institutionally to describe students who remain enrolled beyond census and withdrawal periods but do not submit any assessment tasks, resulting in a final grade of zero. Given the elevated levels of disengagement, the subject provided an appropriate context to explore students' transition experiences and identify opportunities for intervention to strengthen onboarding and early engagement.

Objectives

The main objectives of the initiative were to address institutional concerns surrounding a high number of zero-fail students within some first-year subjects and to uncover the underlying factors contributing to this pattern. Specifically, the goals were to develop a systematic and deeper understanding of the behaviours and complexities that shape student experiences in the first term of higher education and to identify the barriers that first-year students encounter as they transition into university life, while championing the student voice as central to improving educational practice (Sun et al., 2023). These findings were intended to inform more responsive teaching strategies, effective onboarding processes and systems that better support diverse student needs.

A key focus was placing student perspectives at the centre of institutional improvement. In contemporary higher education research, the understanding of student voice has evolved beyond institutional feedback mechanisms to recognise students as active partners in

shaping teaching delivery and institutional practice (Cornelius-Bell et al., 2023; Matthews & Dollinger, 2023). As recognised by Cook-Sather and Matthews (2023), students should be treated as legitimate contributors to knowledge about teaching and learning. Designing inclusive student experiences requires listening to and learning from diverse student voices, notably those whose perspectives may be underrepresented in institutional decision-making, where the assumption of a uniform transition experience is present (Resch, 2023). In a pathways education context, this positions student voice as an important source of evidence for understanding how transition is experienced within a cohort entering through varied backgrounds.

Measurable indicators of success included the qualitative depth and diagnostic value of student experiences, the emergence of cohort-wide patterns and the potential for actionable insights. The analysis aimed to determine whether this reflective approach could be a useful insight for identifying friction points in the first-year experience.

Project Design

Journey mapping as a tool for understanding student experience

Originating from service design and user experience research (Bellos & Kavadias, 2021; Stickdorn & Schneider, 2011), journey mapping was identified as a valuable tool for understanding the complexities of the student experience, with a key focus on empathy for the user experience, behaviour and pain points. This approach allows educators to visualise moments of success and challenges through the lens of the student, revealing insights that traditional surveys may overlook. A journey map typically involves visualising the actions, emotions and touchpoints of individuals or representative samples, plotted in phases that correspond to the person's progression or interaction (Samson et al., 2017; Walter, 2022). This method can provide insights into how students interact with the academic environment and helps to identify emotional and cognitive experiences throughout their journey (Ludwiczak, 2023).

Custom journey map task

Students were required to map out their transition to university using specialist design software to customise a digital self-portrait avatar and “Student Journey Map” with a supplied template (Figure 1). The aim was to enable students to reflect on their transition to university while demonstrating their unique creative skills, contributing to the first stages of developing their identity as a creative (Orr & Shreeve, 2017; Wang et al., 2023).

The task focused on students' experiences across five key touchpoints of their onboarding process, including:

- University application
- Course enrolment
- Subject selection
- Orientation
- The first three weeks in the classroom

Figure 1
Journey Map Assessment Template

Design students use creative skills to create custom avatar.

Students provide information on their course, study mode and enrolled campus location.

Students reflect on personal study goals and expectations

Qualitative: Students complete a questionnaire that includes open-ended questions to consider when building their individual journey maps. They also provide written comments that relate to each of the five stages of their journey.

Quantitative: Students score their experience in the following stages:

1. University application
2. Course enrolment
3. Subject selection
4. Orientation
5. First 3 weeks in the classroom

Students make suggestions for improvements.

Application	Enrolment	Subject Selection	Orientation	First 3 weeks in the classroom
Outline steps taken -	Outline steps taken -	Outline steps taken -	Outline steps taken -	Outline steps taken -
Experience + Feelings				
Opportunities				
Add text here	Add text here	Add text here	Add text here	Add text here

STUDY MODE: Campus or online?
COURSE: Add your course here

STUDY GOALS
Add text here

EXPECTATIONS
Add text here

As the journey map task formed part of a formal assessment task, it was essential that the Subject Learning Outcomes (SLOs) were addressed through the completion of the questionnaire, reflective writing and, in this instance, the creative application of specialist design technologies.

The creation of the custom avatar extended traditional journey mapping approaches in higher education. In educational settings, encouraging students to design an avatar—a digital self-representation used in virtual environments—provides an opportunity to reflect their personality, style, and interests. It may also foster inclusivity and accessibility by allowing learners to interact in ways aligned with their identities. Drawing on arts-based pedagogy (Orr & Shreeve, 2017), the avatar functions as a digital self-portrait, supporting the development of creativity and design thinking. Beyond physical appearance, avatars offer a meaningful form of self-representation (Gorichanaz, 2024).

Qualitative component

To complement the journey maps, students were invited to respond to a questionnaire (Table 1), designed to facilitate self-reflection on the five key touchpoints within the student journey: application, enrolment, subject selection, orientation, and the first three weeks of study. Adapted from user experience (UX) design practices, open-ended prompts were used to gather qualitative data on students' needs, motivations and pain points (Portigal, 2023). The goal was to prompt students to articulate their own perspectives without leading their responses, encouraging self-reflection and minimising response bias. To ensure consistency across the dataset, all touchpoints included common questions that captured students' perceptions of ease or difficulty, emotional responses, and opportunities for improvement.

Quantitative component

A five-point rating scale was developed to assess students' experiences at each touchpoint, providing a quantitative measure of perceived ease and difficulty that could be analysed alongside qualitative responses (Table 1). The aim was to identify patterns of common pain points, establish current strengths and identify opportunities for improvement.

Timing of task in study period

The task was completed before the halfway point of the study period, a critical stage in students' transition into higher education. Consistent with transition pedagogy, this period has its greatest impact on engagement and sense of belonging, indicating the need for timely and coordinated support during the first study period (Kift, 2015, 2025). At this stage of the trimester, students have moved beyond initial orientation and are navigating academic and personal demands, making it a pivotal point to capture emerging experiences and challenges while they remain current (Briggs et al., 2012; Mastrokoulou et al., 2024).

Data collection

Following completion of all assessment and grading processes, the principal investigator emailed all students enrolled in the subject with an invitation to participate in the study. Students who wished to participate completed a digital consent form and voluntarily uploaded their completed journey map. Given that the journey maps were originally produced as part of a formal assessment, the study followed a University Human Research Ethics Committee-approved process designed to ensure voluntary and confidential participation and maintain a clear separation between assessment, grading and research activities. Participation decisions were not disclosed to teaching staff, and only journey maps submitted by consenting students were included in the

Table 1*Journey Map Questionnaire Framework*

Touchpoint	Guiding prompts for qualitative data	Five-point rating scale for quantitative data
Application	Motivation for study; choice of online or on-campus mode; ease of application; application wait times; expectations of how study would fit within existing commitments.	How easy or difficult was this stage of your journey? Rated on a five-point rating scale: 1 = Very difficult 2 = Difficult 3 = Neither easy nor difficult 4 = Easy 5 = Very easy
Enrolment	Ease of enrolment; enrolment wait times; administrative experiences during enrolment.	
Subject selection	Ease of subject selection; clarity of recommended study pathways; subject load decisions; confidence in enrolment choices.	
Orientation	Awareness of orientation activities; participation in live or recorded sessions; perceived usefulness of orientation; helpful resources; gaps in onboarding information.	
First three weeks of study	LMS navigation; understanding of subject content and assessments; communication with academic staff; technical issues; access to support services; preparedness for assessment; factors contributing to early success.	
Common questions asked at each touchpoint:		
• What were your thoughts or feelings at this stage? • What could have improved your experience at this stage?		

Note. LMS = learning management system.

study.

The first author was not involved in teaching or assessing students enrolled in the subject during the study period. The second author was a member of the teaching team for the subject but did not directly teach or assess any students whose journey maps formed part of the study dataset. All data were de-identified prior to analysis.

Journey map analysis

A total of 11 journey maps were analysed from a cohort of 223 students enrolled in the subject in Trimester 1, 2025. The dataset included all consenting submissions from the study period. The sample comprised first-year students of various ages, genders, and cultural backgrounds, including first-in-family students, spanning design disciplines such as UX, web, fashion, 3D, animation and graphic design. Most students opted to study the subject online, with a small portion being international students.

Quantitative data consisted of students' ratings on a five-point scale across the five touchpoints. Ratings were collated by the first author and examined to identify patterns in perceptions of ease and difficulty at each stage of the transition process. Consistent with the exploratory nature of the study and small sample size, the quantitative data were used descriptively to identify cohort-level trends rather than to undertake statistical analysis.

Qualitative data consisted of students' written reflections and recommendations contained within the journey maps. Data were analysed using reflexive thematic analysis (Braun & Clarke, 2006, 2019). The first author conducted all qualitative coding and analysis, reviewing responses multiple times and generating inductive codes based on recurring experiences, emotions, challenges and support needs. Codes were iteratively examined and grouped into patterns of shared meaning, from which themes were developed and refined through ongoing engagement with the dataset. These themes were then used to contextualise patterns identified in the

quantitative data.

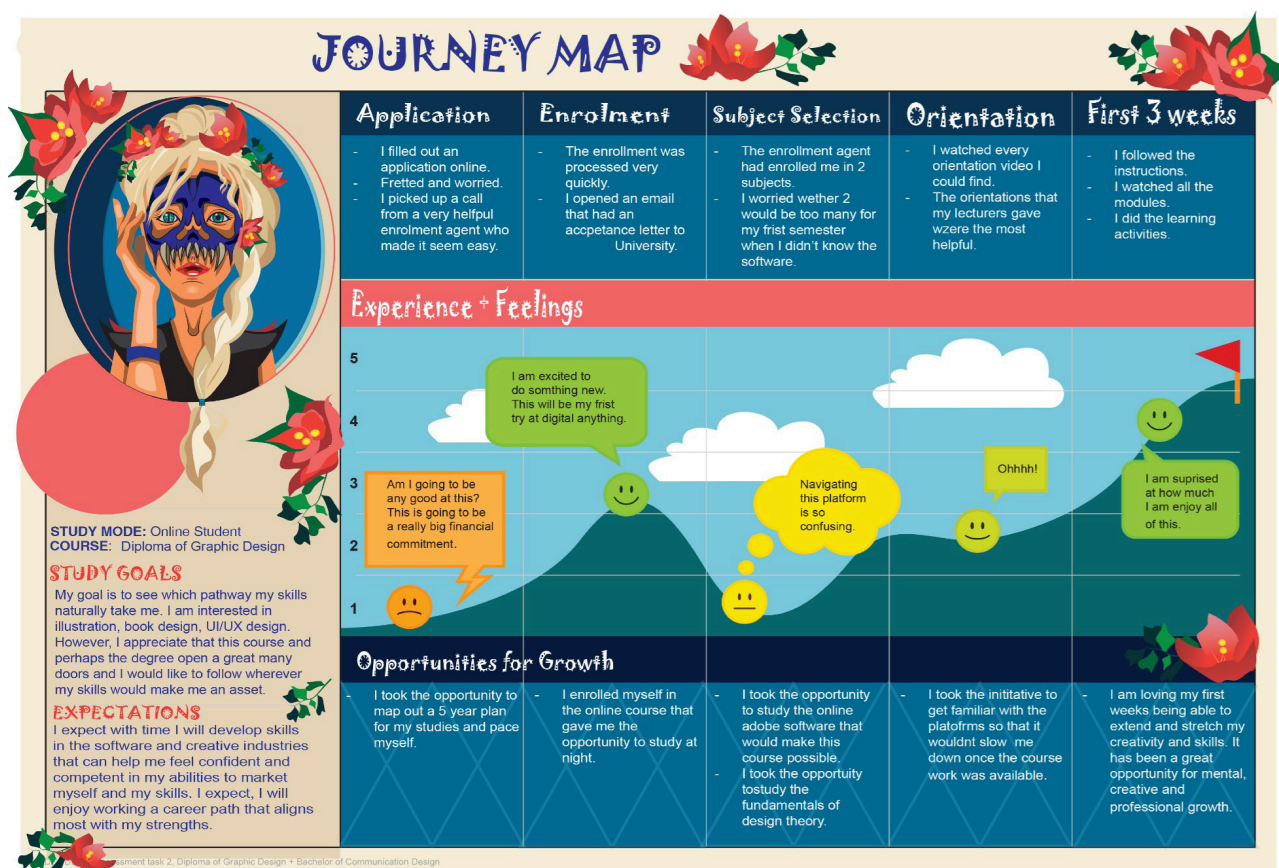
Journey map examples

To illustrate the nature of the data collected, three journey map examples are presented below. The reproduced figures were submitted by consenting students and have been de-identified for publication. These examples demonstrate how students visually mapped their transition experiences across the five touchpoints, combining ratings, reflections and suggestions for improvement to create a rich picture of the first-year student journey.

Journey Map 1 features an online diploma student who chose to study asynchronously. The student rated the application phase as highly challenging (1), citing personal concerns such as financial pressure and imposter syndrome, expressed through the question, "Am I going to be any good at this?" The enrolment process showed an improved score (3) for its efficiency, sparking initial excitement. Subject selection was again perceived as difficult (1), due to platform navigation issues and anxiety about workload, particularly with limited experience in digital design software. Despite these concerns, the student actively engaged with orientation resources, finding most value in sessions led by discipline-specific academics. The first three weeks of study received the highest rating (4), with the student describing active engagement with learning activities, successful progression through course content and growing confidence in both their creative and professional development.

Journey Map 2 captures the experience of a student studying a diploma course both online and on campus (blended). The application phase score (4) reflected enthusiasm tempered by concerns about managing study alongside employment. The student wished for clearer guidance on workload expectations. Enrolment was perceived as challenging (2), with the student expressing frustration with complex and non-intuitive paperwork.

Figure 2
Journey Map 1



During subject selection (3), concerns about balancing workload were articulated. The student selected four subjects, indicating an accelerated full-time study load (30–40 hours per week). Orientation was perceived as the most challenging stage (1), characterised by feelings of overwhelm and self-doubt, though the student engaged positively through calendar planning and an active learning approach. Challenges with the learning management system (LMS) and assessments were alleviated by academic support, and orientation resources were found useful. The first three weeks of study received the highest rating (5), with peer and academic interactions encouraging confidence and skill development. The student recommended embedding LMS onboarding in each subject and improving scaffolding of content to support learning progression.

Journey Map 3 presents the experience of a student enrolled in an online diploma course, chosen for its flexibility around employment and family commitments. The application and enrolment phases were rated highly (5), with both processes described as simple and efficient. However, the student recommended clearer communication for those enrolling after the trimester start date. Subject selection was perceived as challenging (2), as the student was automatically enrolled in two subjects and faced confusion when attempting to withdraw from one without direct access to the selection portal. The student felt this process was poorly managed, particularly for late enrolments. Orientation received a score of 1, with limited access to resources and a manual search for information due to time constraints. The first three weeks of study also scored 1, as the student was enrolled in Week 3 and struggled to catch up on missed content and assessments,

despite enjoying the subject. Key recommendations include improving communication around late enrolment timelines and enhancing support for onboarding processes.

Insights for our institution

The initial evaluation of the project suggests that journey mapping may offer a means of capturing student perspectives that can complement existing feedback approaches, providing educators and institutions with continuous feedback and iterative cycles of reflection and intervention (Ludwiczak, 2023). These insights can help institutions understand the complexities of student transition by documenting emotional, academic and social experiences across diverse cohorts.

For example, Figure 5 depicts the subject selection phase as one of the more difficult stages of the student experience, based on the responses across the 11 journey maps. Qualitative reflections further supported this finding, identifying subject selection as a common source of uncertainty. This insight may be of specific interest for institutions with flexible admissions models, where students enter higher education through academic, vocational and experiential pathways and may therefore have varying levels of familiarity with university systems. As a direct response to this feedback, our academics adjusted orientation practices in the following onboarding cycle, ensuring dedicated time to discuss subject selection and recommended study paths.

Figure 3
Journey Map 2

JOURNEY MAP

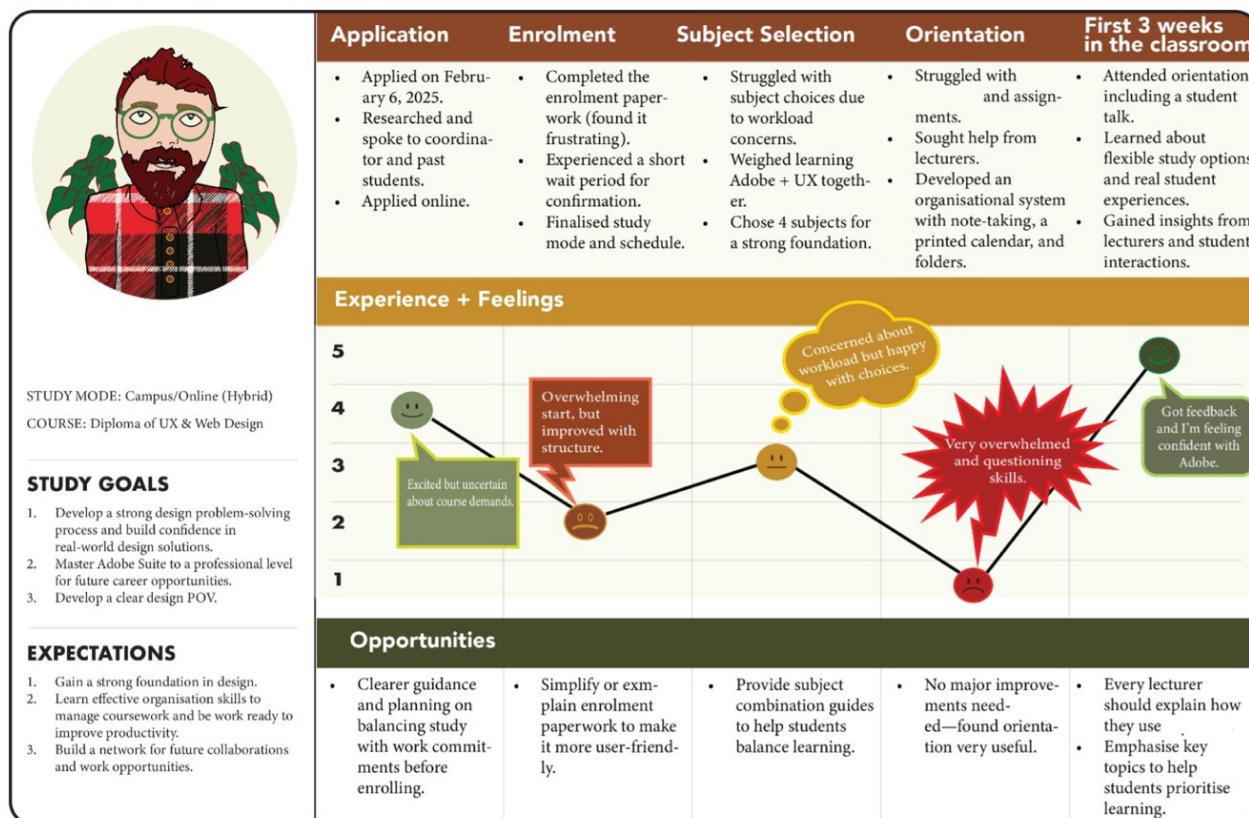


FIGURE 100 Assessment task 2: Diploma of UX & Web Design

Insights for educators

The journey maps provided educators with an opportunity to consider the transition experience more holistically, situating academic performance within broader personal and social contexts and empathising with the challenges faced by some students. Analysis revealed that 5 of the 11 journey maps presented ratings of 3 or lower for the first three weeks in the classroom (Figure 5). In each instance, the student expressed difficulty with imposter syndrome, course workload and time management but acknowledged that academic support was an important factor in helping them navigate these challenges. Although multiple factors are likely to have influenced students' experiences, these insights are consistent with literature discussing the importance of teacher presence in supporting student engagement, especially in online learning environments (Stone & Springer, 2019). As an emerging response, our first-year academics regularly engage in communities of practice, professional development and peer collaboration to identify ways to better support diverse student cohorts. There has been a greater awareness of the student onboarding journey, especially for those experiencing external factors that impact their studies.

Insights for students

The journey mapping process encouraged students to reflect on their transition to higher education, articulating their experiences in a structured and meaningful way. The

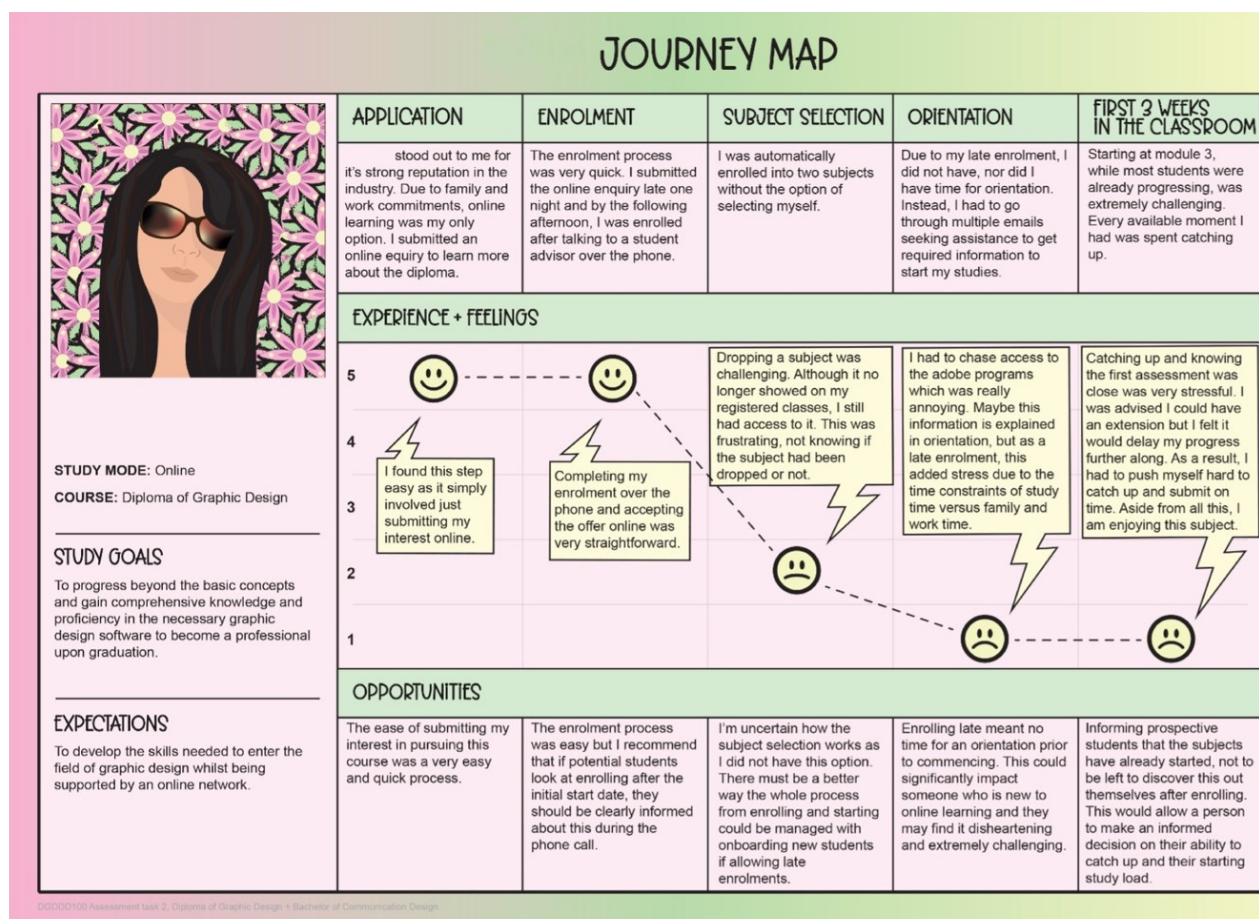
activity also encouraged open discussion in the classroom. By visualising their experiences collectively, students recognised shared challenges and experiences among their peers. Thematic analysis identified recurring themes relating to confidence, wellbeing, accessibility and belonging. Patterns extended beyond academic readiness to the influence of mindset and wellbeing during the transition period.

Conclusion

This initiative set out to develop a deeper understanding of the complexities of first-year student transition by embedding journey mapping into a formal assessment task. Unlike traditional end-of-term student evaluation surveys, this approach has the potential to provide insights during pivotal phases of the student experience, which may inform institutional support and teaching practice. Journey mapping can provide a holistic and empathetic understanding of how students engage with new learning environments, while encouraging self-reflection and ownership of academic identity.

While the findings suggest the potential of journey mapping as a tool for understanding the student experience, some limitations should be considered when interpreting the results. As the journey maps were completed as part of an assessment task, the influence of the classroom context cannot be ruled out, despite participation in the research being voluntary and separate from grading. Ethics requirements also constrained the

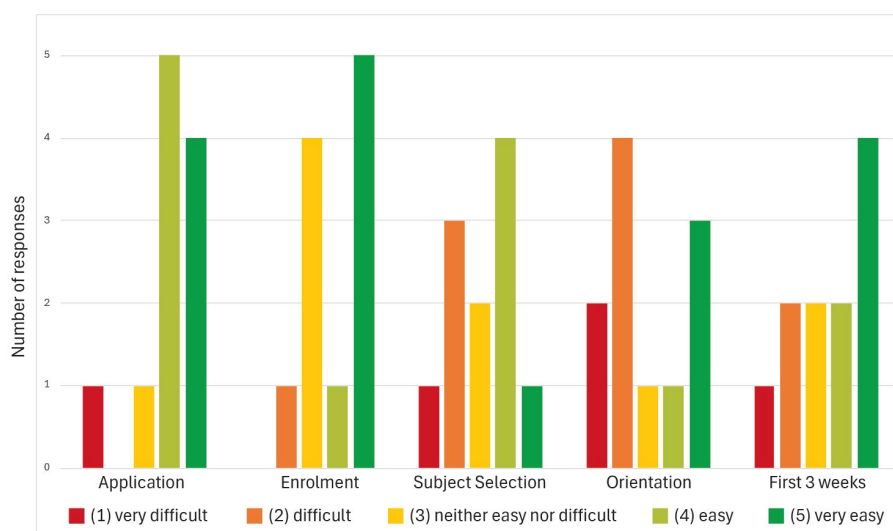
Figure 4
Journey Map 3



dataset, as they limited participation to voluntary submissions. Although conducted within a first-year design cohort, the approach shows potential for application across disciplines, warranting further exploration with larger and more diverse student cohorts. To ensure an inclusive and unbiased understanding of the student experience, there is also an opportunity to co-design the journey map touchpoints with students, promoting greater representation.

Overall, journey mapping offered a practical, student-centred approach for exploring the challenges and needs of diverse student cohorts entering higher education through varied academic, vocational and experiential pathways. Across the institution, the insights were used to inform discussions about student support, onboarding practices and teaching approaches. The project highlights the value of elevating the student voice to inform responsive systems and support for students navigating diverse pathways into higher education.

Figure 5
Student Rating of Perceived Ease and Difficulty at Each Stage



Declarations

Acknowledgements. The authors wish to acknowledge Elicia Simon for serving as Principal Investigator of the broader research project from which this study was derived.

Funding. The authors received no funding for this study beyond resourcing for academic time at their university.

Conflict of interest. The authors disclose no actual or perceived conflicts of interest.

Ethics approval. This study was conducted in accordance with the ethical standards of Torrens University and received approval from the Torrens University Australia Human Research Ethics Committee (HREC), reference number 0411. Participation was voluntary, and informed consent was obtained from all participants prior to data collection. All data were anonymised and de-identified to protect participant confidentiality.

Author contributions. Newth: Conceptualisation, Data curation, Formal analysis, Investigation, Methodology, Resources, Supervision, Validation, Visualisation, Writing – original draft, Writing – review & editing. Schmith: Conceptualisation, Methodology, Project administration, Resources, Validation, Writing – original draft, Writing – review & editing.

Generative AI disclosure. The authors used Grammarly and Copilot for proofreading and sentence-level language correction. The tools helped to ensure clarity, grammatical accuracy, and consistency throughout the document. The tools were not used to generate ideas, analysis, arguments, findings, or references.

References

- Ali, A., Crawford, J., Cejnar, L., Harman, K., & Sim, K. N. (2021). What student evaluations are not: Scholarship of Teaching and Learning using student evaluations. *Journal of University Teaching & Learning Practice*, 18(8). <https://doi.org/10.53761/1.18.8.1>
- Bellos, I., & Kavadias, S. (2021). Service design for a holistic customer experience: A process framework. *Management Science*, 67(3), 1718–1736. <https://doi.org/10.1287/mnsc.2020.3609>
- Blake, J., & Pearson, L. (2025). The power of an open door: Student partnership and supportive transition to higher education. *Perspectives: Policy and Practice in Higher Education*, 29(3), 132–137. <https://doi.org/10.1080/13603108.2025.2474558>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. <https://doi.org/10.1080/2159676X.2019.1628806>
- Briggs, A. R. J., Clark, J., & Hall, I. (2012). Building bridges: Understanding student transition to university. *Quality in Higher Education*, 18(1), 3–21. <https://doi.org/10.1080/13538322.2011.614468>
- Cook-Sather, A., & Matthews, K. E. (2023). Practising student voice in university teaching and learning: Three anchoring principles. *Journal of University Teaching & Learning Practice*, 20(6). <https://doi.org/10.53761/1.20.6.2>
- Cornelius-Bell, A., Bell, P. A., & Dollinger, M. (2023). Deterritorialising student voice and partnership in higher education. *Higher Education*, 86(6), 1293–1305. <https://doi.org/10.1007/s10734-022-00972-z>
- Gorichanaz, T. (2024). Self-portraiture in the information classroom. *Journal of Australasia for Library & Information Science*, 65(1), 82–91. <https://doi.org/10.3138/jelis-2020-0082>
- Jones, H., Orpin, H., Mansi, G., Molesworth, C., & Monsey, H. (2023). *Transition into higher education*. Critical Publishing.
- Kift, S. (2015). A decade of transition pedagogy: A quantum leap in conceptualising the first year experience. *HERDSA Review of Higher Education*, 2, 51–86. <https://www.herdsa.org.au/herdsa-review-higher-education-vol-2/51-86>
- Kift, S. (2025). Two decades of transition pedagogy: Validating key principles for our education futures. *Student Success*, 16(3), 29–42. <https://doi.org/10.63608/ssj.3853>
- Lees, D., & Van Zyl, A. (2024). Students experience stories as lenses for sense-making of the transition to higher education. *Perspectives in Education*, 42(2), 31–45. <https://doi.org/10.38140/pie.v42i2.8349>
- Ludwiczak, A. K. (2023). Improving service quality at universities through student journey mapping. *Management*, 27(2), 82–99. <https://doi.org/10.58691/man/173219>
- Mastrokukou, S., Lin, S., Longobardi, C., Berchiatti, M., & Bozzato, P. (2024). Resilience and psychological distress in the transition to university: The mediating role of emotion regulation. *Current Psychology*, 43(28), 23675–23685. <https://doi.org/10.1007/s12144-024-06138-7>
- Matthews, K. E., & Dollinger, M. (2023). Student voice in higher education: The importance of distinguishing student representation and student partnership. *Higher Education*, 85(3), 555–570. <https://doi.org/10.1007/s10734-022-00851-7>
- Orr, S., & Shreeve, A. (2017). *Art and design pedagogy in higher education: Knowledge, values and ambiguity in the creative curriculum*. Routledge. <https://doi.org/10.4324/9781315415130>
- Portigal, S. (2023). *Interviewing users: How to uncover compelling insights* (2nd ed.). Rosenfeld Media.
- Resch, K. (2023). Student voice in higher education diversity policies: A systematic review. *Frontiers in Education*, 8, Article 1039578. <https://doi.org/10.3389/feduc.2023.1039578>
- Samson, S., Granath, K., & Alger, A. (2017). Journey mapping the user experience. *College & Research Libraries*, 78(4), 459–471. <https://doi.org/10.5860/crl.78.4.459>
- Sanagavarapu, P., Abraham, J., & Taylor, E. (2019). Development and validation of a scale to measure first year students' transitional challenges, wellbeing, help-seeking, and adjustments in an Australian university. *Higher Education*, 77(4), 695–715. <https://doi.org/10.1007/s10734-018-0298-2>
- Secui, M. L., Birle, D. I., Rob, R. I., & Lazăr, A. (2021). Understanding student transition in higher education: Self-efficacy beliefs and perceived social support. *Romanian Journal of School Psychology*, 14(28), 17–30.
- Stickdorn, M., & Schneider, J. (Eds.). (2011). *This is service design thinking: Basics, tools, cases*. BIS Publishers.
- Stone, C., & Springer, M. (2019). Interactivity, connectedness and 'teacher-presence': Engaging and retaining students online. *Australian Journal of Adult Learning*, 59(2), 146–169. <https://doi.org/10.3316/aeipt.224048>
- Sun, S., Gao, X., Rahmani, B. D., Bose, P., & Davison, C. (2023). Student voice in assessment and feedback (2011–2022): A systematic review. *Assessment & Evaluation in Higher Education*, 48(7), 1009–1024. <https://doi.org/10.1080/02602938.2022.2156478>
- Walter, S. (2022). *User journey mapping*. SitePoint.

Wang, Y., Kim, Y., & Lau, D. C. (2023). Creative identity asymmetry: When and how it impacts psychological strain and creative performance. *Asia Pacific Journal of Management*, 40(2), 575–612.
<https://doi.org/10.1007/s10490-021-09793-7>

Author biographies

Leandi Newth is a Senior Lecturer in communication and graphic design programs at Billy Blue College of Design, Torrens University. She specialises in online education, curriculum design and student support. With over 20 years in graphic design and postgraduate qualifications in UX and leadership, she integrates industry expertise with innovative pedagogy to enhance the student experience and support diverse student cohorts. ORCID: <https://orcid.org/0009-0003-1794-7436>

Hannah Schmith is a practising graphic designer and Senior Lecturer in communication and graphic design programs at Billy Blue College of Design, Torrens University. Her teaching and scholarship focus on student transition, inclusive education, student voice and the use of design approaches to enhance the higher education experience. ORCID: <https://orcid.org/0009-0005-3400-0812>

Copyright © 2026 The Author(s). Published by the *Journal of Pathways Education and Research*.

Licence Creative Commons Attribution-NoDerivatives 4.0 International (CC BY-ND 4.0)
creativecommons.org/licenses/by-nd/4.0

