



This project is supported by the European Union's Programme for Employment and Social Solidarity - PROGRESS (2007- 2013)



New technologies for career guidance and mobility

Handbook for practitioners

Provincia di Siena, 2013
printed version ISBN xxxx
online version ISBN xxxx

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Printed by Industria Grafica Pistolesi, Siena
Publication Siena 2013

This publication is supported by the European Union's Programme for Employment and Social Solidarity - PROGRESS (2007- 2013).

This programme is managed by the Directorate-General for Employment, social affairs and equal opportunities of the European Commission. It was established to financially support the implementation of the objectives of the European Union in the employment and social affairs area, as set out in the Social Agenda, and thereby contribute to the achievement of the Lisbon Strategy goals in these fields.

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Part I

Introduction, theoretical and operative approaches

Premise and introduction

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The great challenge of employment services lies in offering career guidance to the younger generations. Young people, although on average the most highly-educated sector of the population and also the readiest to deal with the new digital knowledge society, are also those who are suffering the most from the current economic and employment crisis. In this terrain, a process of intensive renewal of employment services must begin with the means and tools that can effectively benefit and aid young people on the path to professional growth and their active job search.

Toward this end, the Province of Siena has promoted and supported the European project *JOBTRIBU - new technologies for career guidance and professional mobility* with the precise aim of exploring and sharing new opportunities offered by new technologies, and in particular by Web 2.0 tools, to bring traditional job informational, guidance and assistance services into closer contact with younger users, both to facilitate the transition from school to work, and to open up and create new opportunities for knowledge-building, networking and international mobility.

Many of the activities offered by public employment services can be updated and rendered more efficient with today's technological tools: the need to support this renewal process and to learn about the best international experiences in this area have led the Province of Siena to promote this project and obtain financing from the European Commission within the sphere of the PROGRESS 2007-2013 Program. Along with the Province of Siena, which is at the head of the project, and Centro Studi Pluriversum – our technical-scientific partner–, other participants in this innovative experience are CASCAiD Ltd, a technology company associated with the UK's University of Loughborough, the national Institute of Educational Sciences of Bucharest in Romania, the ibw of Vienna (institute of research of the Austrian Chamber of Commerce) and DEP Institut research firm from Barcelona.

The project was intended to test a series of actions with the final objective of improving employment and guidance services, introducing new tools and methodologies that can greatly assist in offering personalized and context-appropriate services, much more quickly and accessibly than in the past.

In recent years, new information technologies (ICT), and in particular the Web 2.0 revolution, have made available immense informational resources and, theoretically, unlimited possibilities for communication and interaction on a planetary level and at very low cost, and their use has spread exponentially, especially among

younger generations.

It is thus undeniable that the use of new technologies is now widespread, but it is also clear that applying these tools to Public Employment Services requires the acquisition of adequate means and specific technological knowledge. For this reason, an initial phase of the project was dedicated to an Europe-wide research on best practices for the use of ICT in employment and guidance services, followed by an international training workshop for guidance practitioners from the 5 countries involved (held in Vienna in 2012), another phase of research, selection and implementation of applied tools and methodologies, and a final phase of testing by service providers.

The results of the research, coordinated by the national Institute of Educational Sciences of Bucharest (and also through the Euroguidance network), which involved more than 30 structures throughout Europe, are gathered in the publication *JOBTRIBU - Good practices in the use of ICT in providing guidance and counselling*, available on the project website www.jobtribu.eu.

The partnership then selected and developed a few methodologies for utilizing new technologies through detailed analysis of the tools and testing in 5 different European contexts. Through the development of adequate formats for insertion into employment service and guidance centre practices, the pilot actions allowed for the development and monitoring of innovative paths both internationally and at the level of local contexts and operational and practical implementation. Some of the tools, after having been tested with positive results nationally or locally in various types of actions and services, have been integrated and made available to operators through the project's web portal.

Finally, some important informational and dissemination activities were carried out within the sphere of the project, both nationally and internationally, with the participation at the International Conference of the AIOSP/IAEVG (www.iaevg.org) in Mannheim and the European Employment Forum in Brussels.

The present volume is the result of this cooperative work effort which, through a new "social dimension" of digital knowledge, seeks to create a "tribe" which, as a supportive community, offers reciprocal assistance for the job search.

This brief introduction also offers us the occasion to thank all of the practitioners, consultants and experts who, in the five countries involved in this innovative project, contributed with their day-to-day efforts and willingness to join this "digital tribe" to the realization of tools and processes that we can now share and promote.

Chapter 2

New perspectives for supporting young people employability and Career Management Skills

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New drive towards modernizing Public Employment Services

Within the context of the European Employment Strategy, Public Employment Services (PESs) play a crucial role in promoting people's active participation in the job market and in favouring investments in human capital on the part of businesses and institutions.

In this era of economic and employment crisis, priority must be given to a shared effort at the European level to support a modernization of PESs, moving towards a service model strongly geared towards meeting the needs of organizations and sufficiently personalized to offer every individual a satisfactory experience of reception, consulting and assistance.

The challenge of guaranteeing citizens' fundamental rights to access the best job opportunities passes through a comprehensive reflection on the quality, proximity and accessibility of public services, the personalization of responses, the transparency of procedures and the reliability of information.

On one hand, then, PESs must raise the level of the more traditional types of services offered, such as information on the job market and the management of data on workers, job seekers and demand, in order to favour and monitor processes of intermediation. On the other hand, PESs must enhance the range of services offered to meet the new challenges of a much more competitive, dynamic and global job market for every citizen in terms of long-term or permanent learning, professional networking, access to strategic information and career management.

The evolution of European policies has progressively come to make lifelong learning a central priority, considering the development of knowledge and personal skills as a key factor in employment and social and economic inclusion policies as well.

Within this perspective, PESs are called upon to acquire new resources and methods of intervention useful for strengthening career guidance functions and validating non-formal and informal ways of learning in order to bolster each individual's employability within his local job market, but at the same time fostering processes of inter-sector and geographic mobility in order to facilitate better de-

mand/supply matching, especially with regard to sectors that offer higher quality jobs. However, this necessary evolution in service offerings corresponds to a multiplication and fragmentation of demand, both in terms of numbers of people accessing services and in terms of complexity and specialization of services requested.

This dual increase in both demand for and offering of employment services obviously creates the risk of engendering tensions, precisely because while the PES is attempting to develop a personalized and user-need-focused approach, it must at the same time find appropriate ways, resources and tools to deal with increased access to services by growing numbers of people seeking first or better jobs.

As indicated by Sultana and Watts¹, this tension is more accentuated in contexts where the human resources and materials available to PESs have remained static or decreased over time. In Europe, various strategies have emerged for the management of this tension: recourse to forms of partnership or outsourcing; the development of self-access modes of utilization of certain types of services; the reorganization of the most intensively-used services (such as guidance counselling), perhaps through a more structured system of interpreting and de-codifying user needs, proposing group activities and using the support of ICT tools for a large number of users with already codified needs while reserving access to more specialized services to less-employable users with more complex needs.

From this point of view, new technologies can play a crucial role in the inevitable process of reflection and reorganization of PESs that must now support increasingly dynamic and complex individual transitions amid multiple instances of lack of work and “different” forms of training, work experience and professional activity.

This manual, developed as part of the project JOBTRIBU – *New technologies for career guidance and mobility*², proposes to those operating in the sphere of employment and guidance services as well as public decision-makers a methodological and operational guide to better integrating the new technological resources available today (some at very little cost) within the main functions of support for clients making training and career choices and in transition to the world of work.

Integrating new technologies into activities traditionally based on the relationship between the counsellor/consultant and the user is not a simple task, and calls for a methodological reflection that covers not only operational aspects but also ethical and political-institutional aspects, since the tools often transform the logics of intervention and offer previously unimaginable opportunities for access to and utilization of services and information. The experience gained through the JOB-

1 R.G. Sultana & A.G. Watts, *Career Guidance in Europe's Public Employment Services. Trends and Challenges*, Report for the European Commission, Directorate-General for Employment, Social Affairs and Equal Opportunities, October 2005.

2 See www.jobtribu.eu

TRIBU project has allowed us to deal with these considerations in an international context, with contributions from both public subjects who offer services to a multitude of users and businesses and organizations that study these aspects and are called upon to produce innovative tools and solutions in this spheres.

This synergy between public and private gave rise to the launching in five different European contexts of a series of pilots programs to develop, test and promote the integration of ICT tools in the sphere of an equally necessary reorganization of certain services and activities. In fact, it was not merely a question of using one or more tools as part of a service, but of initiating a process of redefinition of the service itself, examining the various processes on which the service is based in order to evaluate which tools might be utilized in the optimal way to render said processes more efficacious and efficient in terms of the service's general and specific aims. In particular, this meant understanding the specific characteristics, limitations and potential of the various tools, and also evaluating the sustainability and effective possibility of use within the specific sphere of employment services. Furthermore, some tools have already been constructed on the basis of theoretical and methodological approaches that impose a very clear choice on the part of institutions and operators (for example, the use of social networks and cooperative learning-based distance platforms).

The pilot actions were structured in two phases: first, a phase in which tools were studied and guidance practitioners trained, in order to lay the methodological and operational groundwork to plan new services and bring the professionals into active participation; second, a phase of testing of the services among intended users in the sphere PESs and educational and training institutions involved in guidance counselling.

This working model, itself supported by new technologies with the creation of a Moodle-based e-learning platform, allowed for the production of a series of distance training modules aimed at presenting and making known to professionals the technological resources utilized, and at the same time promoting self-teaching and sharing processes, as the training modules and resources were made available online on the project's platform.

The instruments (including a platform for creating web seminars, a platform for the creation and management of e-portfolios, a Facebook page, a Twitter account, access to S.OR.PRENDO software and other computer-based guidance resources) were also shared or rendered operational directly through the project's web site.

The pages of this manual present the methodological aspects underlying the international testing and promotion process for new guidance, networking and mobility technologies, as well as testing activities and training courses carried out in various contexts, so as to provide readers with a broad overview of the project and a series of suggestions and information useful for launching similar initiatives in other contexts.

Obviously, this project did not propose to obtain definitive and exhaustive results in an area as broad and changeable as the integration of new technologies, but certainly aimed to lay a path in this direction, bringing about reflection in particular on methodological aspects linked on one hand to the need to coherently and advantageously lend value to new technologies already in widespread use, with peaks among the youth population, and on the other to the need to understand the methodological and “cultural” processes linked to the diffusion of web and mobile applications so as to guide their utilization towards the promotion of more discerning career choices and the creation of networks intended to increase users’ skills and opportunities for professional development.

This project led to the identification of new areas for development of services which, thanks to the potential of new technologies, can reach a broader target of users and create points of contact between informational and guidance resources and emerging needs. We can say that the path has been laid, but the road ahead is still long. In fact, while we have seen the effective potential of tools (like, for example, video production and web seminars with experts), a gap also emerged between the minimum technical skills necessary for the professional management of such ICT resources and the actual ICT skills of guidance practitioners, who require further training, updating and qualification. In this sense, perhaps the best results in the concrete application of technological resources in the sphere of employment services can be found in training activities for guidance practitioners, realized face to face (with the aid of video presentations) or at a distance through e-learning platforms, access to dedicated video channels and the management of web seminars. This is a very important early result, especially in terms of trying to close the ICT skills gap that affects many guidance practitioners, and creating the minimum indispensable conditions to begin to autonomously and constructively manage the main everyday process of service provision, with the support of technologies.

A further relevant aspect emerging from the project was the discussion on the most useful actions to enhance the role of PESs with regard to young people, who in past years have been only a marginal target for PES initiatives, which instead traditionally geared their services toward unemployed adults.

The role that modern PESs must play concerning the needs of young people is linked to their capacity to offer qualified career guidance services adapted to the enormous transformations that have come to pass in the job market and in the evolution of professional careers. Career guidance is in fact an essential component of modern educational and support systems in the transition between training/education and work, aimed at building understanding of the skills needed to manage one’s own career path in the 21st-century economy.

Career guidance within the European perspective of lifelong guidance has gained increasing attention at European and national levels. Two European Resolutions

(in 2004 and 2008) highlighted the strategic role of guidance services in pursuing European policy objectives and providing people with the skills necessary for managing their personal learning and professional growth endeavours.

The 2008 Resolution proposes the concept of career management skills (CMS) as the priority in guidance activities: this framework consolidates the pedagogical approach to guidance on the one hand, and on the other opens up to intensive integration with all ICT resources already based on the shared construction of innovative skills and knowledge (for example, cooperative learning platforms, tools for constructing one's own e-portfolio, software for career exploration and matching with interests and skills). In this sense, the prospect of integrating ICT resources into guidance activities geared toward young people offers many areas for development. In particular, the possibility of sharing informational, guidance and training resources on-line offers innumerable opportunities to meet young people's career guidance needs.

For PESs, the future scenario calls for reflection on the need to capitalize on innumerable points of contact with young users on the web, within the theoretical and methodological framework of promotion of career management skills, with the possibility of utilizing a multiplicity of technological resources in ways that are coherent and integrated with the educational system.

For PESs, the new technology path has been opened, but the journey of testing and creating a systematic effort to train and update guidance practitioners that lies ahead is long, and must be a collaborative effort.

Chapter 3

Using ICT in delivering counselling and career guidance in Europe

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1. Background

During the first phase of the *JOBTRIBU Project* we conducted a survey of practices across the European Union and associated countries in order to take stock of previous experiences in this field. The findings of the survey, along with other contributions and a collection of descriptions of practices identified, were published in *Good practices in the use of ICT in providing counselling and guidance* (2012).

2. Survey of the use of ICT

In the second half of 2011, we invited organizations that offer counselling services to provide us with examples of practices, initiatives, and policies regarding the use of ICT in counselling. A template for describing the practice was provided. Policy papers, reviews and statements from stakeholders were also taken in account. In total, about three dozen such examples were taken into consideration from EU member states and associated countries. They cover individual initiatives and partnerships with a large selection of public and private bodies, research facilities and practitioners' associations, as well as career counselling and school counselling institutions.

3. Findings

Our survey identified two main focuses of projects aimed at improving the use of ICT in counselling and guidance services, namely a) the development of tools and b) reflecting on the process of using such instruments, while the gap between the two components is being bridged by practitioner training.

Historically, counselling and guidance have suffered from a lack of innovation and purpose-built tools. If we compare this field to medicine or sports, we can easily see a marked difference in the rate of development of new tools and methods. The advent of ICT has opened up the possibility of creating and implementing numerous new instruments specifically designed for counselling and guidance.

The development of tools for counselling has been the focus of both individual and collective efforts ever since computers and mobile devices became affordable for the general public. As there is a high demand for dedicated tools that would

be available at little or no cost to the practitioner, most projects we surveyed were related to the development of such tools. The most common instruments developed were: self-promotion tools, career matching software, online resource centres and communication tools. Some more complex tools tend to incorporate multiple functions in order to enable end-users to benefit the most from the services offered in one environment, thus eliminating the need to combine the services from several providers.

Reflecting on the process of introducing ICT to counselling is the focus of some of the projects and initiatives that we have surveyed. This is driven by the fact that research and development are important functions of counselling services, and practitioners are expected to be able to reflect on their skills and their practices in order to take the appropriate measures to constantly improve them.

4. Mediating factors in the adoption of ICT

New technologies have offered quick and cost effective solutions to a large array of problems, from data management to guidance in the transition from school to the job market. Sharing and accessing information is no longer something practitioners merely dream of doing, but an everyday reality in which choosing the appropriate instrument is not about whether something can be done, but rather how to do it best. Being able to keep track of clients means that their progress can be charted and used to support evidence-based practice.

Along with opportunity came challenges, especially with regard to training counselling professionals and providing adequate services based on the skills and needs of the client. The often mentioned digital divide between those who use ICT and those with limited access to it has raised questions on of the extent to which counselling services can be provided through these media.

Networks like Euroguidance and ELGPN have been successful in promoting cooperation on a Europe-wide scale by facilitating contacts between practitioners (e.g. Academia Study Visits Programme), providing resources for counselling and guidance, proposing and promoting policies and defining priorities and guidelines. However, communication between centres that have developed ICT resources for counselling is not yet at the level that allows for an efficient exchange of practices. Many tools and initiatives go unnoticed by their potential beneficiaries due to lack of proper communication.

The client should not be left out of the picture when decisions are made regarding practitioner training. It is often the case that counsellors offer services through new media that are either beyond the grasp of their clients or outdated in terms of hardware and/or software. It seems that there is still some way to go before technology, practitioners and clients are able to achieve the perfect balance between needs and means, but considerable progress has undoubtedly been

made. As practitioners and clients grow more accustomed to technology, and the tools are better tailored to counselling activities, we expect that the near future will bring us closer to the dynamic equilibrium we are hoping to achieve.

While there is little doubt that career counselling services have benefited considerably from the use of new technologies, it seems that for the better part of the last two decades, introducing ICT to counselling was a process that lacked a planned and coordinated effort.

The factors that account for this situation are numerous and depend on local contexts, but it seems that the less counselling is perceived as generating economical benefits, for the provider of counselling and/or the economy as a whole, the less articulated the policy behind the use of ICT will be. Financing seems to be the mediating factor for the adoption of ICT tools within various counselling systems. Counselling in general, and career counselling in particular, have been regarded across Europe as being mostly the responsibility of the state, as the main beneficiary of the improved employability of its citizens. Countries that devote larger grants to research and development in this area have acquired purpose-built tools, while lower investment in other countries has meant having to adapt applications designed for general use in education or in other areas.

5. Conclusion

ICT has been widely available to counsellors for a little over decade, yet it has already proven to be of considerable aid and to have a significant impact on the everyday activities carried out by counselling and guidance professionals. We expect it to continue to grow and become even more intertwined with counselling services. This means that it falls to researchers and practitioners alike to find meaningful ways of using ICT without compromising on quality standards and ethics.

Chapter 4

Digital culture and public services: an operative approach for integrating ICT in existing service

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1. What is a digital culture and what do we mean when we say ICT tools?

Giving a short and generally valid definition of digital culture is an almost impossible task without some sort of pre-contextualization. The two terms composing the expression both have several meanings, depending on the field of study (social and political sciences, information technology, cultural studies, science etc.), the geographical and socio-economical contexts, the purposes for providing the definition, etc.

A useful and straightforward conceptualization of this term is offered by Mark Deuze (Deuze, 2006)¹, who considers it a praxis composed of 3 main components, and provides us with a description that gives equal emphasis to the theoretical and operational levels.

'A digital culture as an undetermined praxis is conceptualized as consisting of participation, remediation and bricolage' (...) In short: in the proliferation and saturation of screen-based, networked and digital media that proliferate and saturate our lives, our reconstitution is expressed as:

1. *active agents in the process of meaning-making (we become participants);*
2. *we adopt but at the same time modify, manipulate, and thus reform consensual ways of understanding reality (we engage in remediation);*
3. *we reflexively assemble our own particular versions of such reality (we are bricoleurs).'*

We are surrounded by multiple perspectives on this matter and a variety of terms refer to different applications and implications of what a digital culture brings to our daily lives and activities.

- What are the links between technology and society?
- Which comes first, technology or society?
- What are the risks and benefits of technological determinism?
- Are we heading toward a new era of democracy?
- Is this a real information revolution?
- How should we manage changes and different forms of interactions?

¹ Deuze M. , *Participation, Remediation, Bricolage: Considering Principal Components of a Digital Culture*. In *The Information Society* 22(2), 2006

- Who is entitled to control Internet governance, governments or citizens?
- Dangers or possibilities? Utopias and dystopias from the past and forecasts for the future tell very different stories.
- For whom and how? Digital natives, digital immigrants and the digital gap.
- Are we all getting 'sick' from digital exhaustion?

The debate is quite often focused on only one or two of these aspects, either favouring the humanistic/social approach or the technocratic one, while in reality, the interconnections are quite extensive.

Whenever we talk about ICT tools, we use the term with different meanings and, more importantly, indiscriminately referring to various technological 'objects' (the devices), diverse types of 'artefacts' (the products) and various forms of content creation and diffusion processes (how, to whom).

There are many concepts in need of disambiguation in this field, especially when there is a need to face practical changes in existing services and activities.

The following fundamental descriptions of ICT tools represent a good starting point to define/distinct properly what we mean with ICT tools before approaching any innovation process.

- Digital and electronic artefacts
- Off-line and online tools
- Synchronous and asynchronous use
- Computers and other devices/platforms

As Chandler astutely explains (Chandler, 2002)², the term technology is not univocal, either.

'In common and academic usage, the word 'technology' is variously used to refer to tools, instruments, machines, organizations, media, methods, techniques and systems. And as Jonathan Benthall notes, 'virtually any one of a wide range of technical innovations can stand symbolically for the whole of technology.' (...) Referring loosely to such abstract categories is hazardous. Some technologies may also be less determining than others; the flexibility or 'openness' of tools varies. And of course a technology cannot be cut off as a separate thing from specific contexts of use: technology has many manifestations in different social contexts. A single technology can serve many quite different purposes.'

Giovanni Bonaiuti's contribution in this book (*Chapter 5 - Training needs and new professional challenges for practitioners*) offers a valid overview on Knowledge Management perspectives and connected use of technology.

2. New practices within 'old' services: the overall process

Any system aiming to integrate new elements within an existing service, in parti-

² Chandler D., *Technological determinism (Web essay)*, *Media and Communications Studies*, University of Aberystwyth, 2002

cular when the service model and procedures have clear and defined limitations in terms of flexibility, budget and staff (often critical topics within public sector), needs to first clarify at least 3 basic aspects: main need/s, appropriate methodology/ies, sustainable tool set/s.

A service manager or director will face some fundamental questions when organizing a pathfinding project to put together a new tool kit for a service, which should contain a good number of customizable features, should be financially affordable and, at the same time, should require a level of technical and theoretical skills easily acquirable through ordinary staff upgrading activities.

There is a need to have or create a clear map of the service at hand. Mapping a service with an operative approach means putting together all the relevant aspects that contribute to its everyday delivery to users/clients. Basically, the mapping process should start one step down from theory (in the specific field of the service) and one step up from day-to-day operations.

a. Choosing the relevant aspects

This step may take the longest, as these aspects are the ones the manager will build upon to design an entire new system for the identified services (e.g. regulations at any level, policies, hierarchy, processes, actions, schedules, resources, staff, targets, environment, physical context, etc.).

b. Choosing a method to analyze, aggregate and describe your data

Both qualitative and quantitative methods may be appropriate in this type of process, but it's important to define how to collect the data required for the model and how to balance the analysis between the two approaches. This decision may also depend on the availability of the data. For example, in the case of a relatively new service, it is not possible to have a lot of statistics or analytics at disposal, and for a service delivered on a geographically wide scale, it may be difficult to group staff involved in non-trivial activities such as communities of practices, focus groups, Action Research etc. to collect sound and systematic feedback. Then, it is important to define the "relevance" or the "weight" of each set of data (how much they count in the model and then in the decisions).

c. Defining the limits of the model

Furthermore, it is important to have a clear idea on how far the model needs to reach in describing the services, both upward toward the whole set of services the organisation offers, the local services system, the national framework and so on, and downward into the details of each process, action, resource, etc.

d. Picking a decision model

This step is partly dependent on the previous ones, the aggregated parameters of which should lead toward the final decisions (e.g. which specific activity will be

enhanced with this innovation, which staff to involve, which technological tools should be tested, etc.).

e. Scheduling the testing phase

This is a very delicate step as it requires that the organization foresee most of the main parameters of planning the new actions based on previous similar experiences, or through an extrapolation from external sources, and combine them into a new set. The testing phase must: be feasible for the service and the staff, in terms of time, resources and know-how; be flexible enough to support at least minor step-by-step adaptations; provide clear and usable feedback on performance; involve a significant number of clients from different demographics (even if target groups have already been narrowed down) and career development needs.

f. Monitoring and remodelling

As in step b. , the organization needs to collect information on how well the service is doing under testing, but the analytical approach used in that phase must be integrated with the relevant aspects of the new model.

- Picking the data collection method: face-to-face; non-guided feedback; through questionnaires and data sheets.
- Defining from whom and to whom the information is relevant.
- Aggregating the data in statistics, analytics, matrixes, SWOT models or pure qualitative descriptions.
- Performing a data evaluation with senior management and staff, or involving external experts from networks of practice or professional evaluators.

3. Designing an ICT-enhanced service

Identifying the needs: your activities map

As said, an excellent contextual analysis is the first step to success: the whos and wheres provide the groundwork for the map/model description, and allows the organization to fill in the gaps in current offerings and understand where/how new ways to deliver service should be tested.

Useful context-specific aspects include, in detail:

- Type of service
- Types of actions
- Staff profiles
- Client profiles
- Skills and theoretical competences of practitioners/customers (e-skills, ethics in usage, Career Management Skills)
- Socio-economic and geographical aspects
- Integration with/in other services and activities (internal and external)

Defining the purpose: from actions to functions

Once the framework and the 'list' of services and actions are set, the process goes on deeper to break down actions through a functions analysis, to connect the whats to the whys and possibly detect non-linear links between the two levels, transversal functions and potential synergies.

Selecting the resources: from functions to tools

At this point, once a relevant description of the services is available (as deep and detailed as originally planned), the last step toward the new tool kit is an analysis of potential tools: for each possible who/where/what/why set in the innovation, the manager has to identify at least one appropriate how (one or more tool and methods to put it into practice).

Here below is a list of aspects the partners took into consideration in modelling the *JOBTRIBU project* Pilot Actions with respect to relations between functions and tools.

- Usability
- Availability
- Accessibility
- Languages (of interfaces and supporting materials)
- Level of potential customization of features and contents
- Technical requirements (on the user end)

Cost

- Fee-free
- Licensed
- Mixed formulas

Technology

- Local/online
- Client/server
- Platforms (Windows, Mac, Linux, mobile, other device apps)
- Mixed formulas

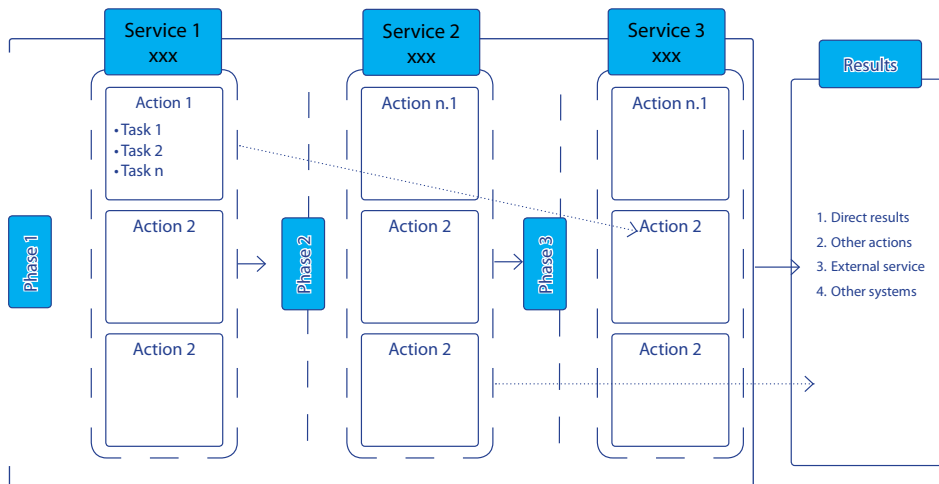
Privacy, data protection, content copyright

- Level of protection for users' personal data and contents
- Data and content ownership
- Data and content backup and storage options

4. Some sample models

Finally, these are some basic empty schemas and graphs that may be helpful in collecting and reorganising data on services and actions to plan future enhancements.

Map of activities: services and actions



Template for service description³

Type	Stakeholder	Staff	Actions	Timing	Objectives	Tools	Results	Target	Resources
Promotion									
Information									
Guidance									
Matching									
Marketing									
Monitoring									

1. Stakeholders: external cooperations
2. Staff: managers, employees, counselors, teachers/trainers etc.
3. Actions: list and description of the actions such as collecting data, analysing data, sharing information etc.
4. Timing: duration and schedule of the service/actions
5. Objectives: purpose of the service/actions
6. Tools: such as forms, information materials, database etc. used to perform the actions
7. Results: final results of the service/actions, achieved or expected
8. Target: final users/clients of the service/actions
9. Resources: estimated resources needed for the service by actions or period of time (i.e. cost per person)

³ Viola Pinzi and Alberto Venturini, 2012

Functions to tools matrix

Objective	Information management	Career management	Information management	Career management	Career guidance
Function	Communication	Self-presentation	Social networking (career)	Self-presentation	Assessment
Sub-function	Meeting	Graphic CV	Information/news	CV / website build	eportfolio
Target	Practitioners and users	Users	Practitioners	Users	Practitioners and users
Tool identification					
Tool name					
Author name					
URL/Contacts					
Technology					
Online					
Offline					
Online/offline					
Operative system					
Browser					
Technical assistance					
Cost					
Free/Opensource					
Fee					
Ads					
IT support/programming					
Usability					
Equipment requirements					
Technical skills					
Career Management Skills					
Features					
Mobile device apps					
Geographical scope					
Language/s					
Integrations					
Additional features					
Privacy level					
Low					
Medium					
High					
Overall evaluation					
Author name					

Chapter 5

Training needs and new professional challenges for practitioners

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Orientation and new technologies

Getting oriented and providing orientation and guidance in a situation as changeable and intricate as the current one are complex abilities that require the flexible management of a great quantity of skills and knowledge. If orientation refers to a series of activities that give citizens of all ages and at any point in their lives the tools to identify their own abilities, skills and interests in order to make decisions regarding education, training and employment, as well as manage their personal life paths in various spheres, then we must first and foremost recognize the importance of the capacity to identify and deal with information in what has for some time now been called the knowledge or information society. In fact, living and working in the third millennium means having to deal with complexity, handling change (in terms of jobs and knowledge), being constantly under pressure from competition, utilizing ever-new technologies, handling complex tasks in teams and being subject to an endless flood of information (Lévy, 1998)¹. Thus it is necessary to learn to be prepared for change, to interact constantly and in different ways, to participate in on-site and distance collaboration, and to build knowledge.

As we know, most information is now managed or mediated by technologies, in particular digital ones. Therefore, it is not too reductive to assert that one cannot adequately gain and maintain the skills necessary for orientation if one is not capable of correctly utilizing new information and communication technologies (ICT). The adoption of technology within organization is, however, a complex and intrinsically social process of evolution. This is in part because individuals have unique and changeable ideas about how technologies can be used within their organizational contexts – perceptions that then influence adoption decisions (Straub, 2009)² -, and in part because technologies themselves, the fruit of the assiduous efforts of many individuals, present themselves and multi-faceted, complex and with changing characteristics.

1 Lévy, P., *Il diluvio informazionale*. Rai educationa, www.emsf.rai.it/aforismi/aforismi.asp?d=24, 1998

2 Straub, E. T., *Understanding Technology Adoption: Theory and Future Directions for Informal Learning*. *Review of Educational Research*, 79(2), 625-649, 2009.

Moreover, today we see an exponential utilization of technologies, especially by young people. This particular propensity to use new technologies is a distinctive characteristic of emerging generations; see *Net Generation* (Tapscott, 1999)³, *Digital natives* (Prensky, 2001)⁴, *Millennium Learners* (Pedró and OECD-CERI, 2006)⁵. However, it is not a given that the widespread use of technologies automatically leads to improvement in real cognitive skills, or to a more mature handling of technologies themselves (see, for example, Bennet et. Al., 2008⁶; Lorenzo and Dziuban, 2006⁷). While it is true that in the U.S. over 90% of young people own a computer, 94% have one or more cellular phones, more than 75% use instant messaging, download music through peer-to-peer systems and have social networking accounts (Junco and Mastrodicasa, 2007)⁸, it is also true that in 72% of cases, young people utilize search engines as their sole source of information (only 2% use a university library), 67% use friends (social networks) as references to access resources, and 53% believe that the internet is equally as trustworthy as books (Oblinger and Oblinger, 2007)⁹. Most of the everyday activities young people perform with technologies are done with rapidity, automatism and lack of attention. For example, the “cut-and-paste” philosophy is prevalent, a utilization that may be correct from a technical point of view, but not necessarily adequate in terms of critical evaluation of the pertinence and reliability of the results obtained.

Thus the orientation or guidance counsellor must keep in mind and fully consider these two elements: young people’s natural disposition towards the use of technology, and, on the other hand, their incapacity to consider its weak points and adequately manage the risks and limitations inherent in its use.

The net and knowledge management

Among the many resources available today, training and guidance professionals must deal with the potential offerings of the so-called web 2.0. This label refers not so much to a unique type of technological applications available online as to a new philosophy of utilization. In fact, the value of the net lies not in the technology, but in the contents and services which – and this is the real linchpin of the

3 Tapscott, D. , *Growing up Digital: The Rise of the Net Generation*, New York, McGraw-Hill, 1999

4 Prensky M., *Digital Natives, Digital Immigrants*, On the Horizon, vol. 9, n. 5, 2001

5 Pedró, F e OECD-CERI, *The New Millennium Learners: Challenging Our Views on ICT and Learning*, <http://econpapers.repec.org/RePEc:idb:brikps:9228> , 2006

6 Bennett S., Maton K. e Kervin L., *The «digital natives» debate: A critical review of the evidence*, British Journal of Educational Technology, vol. 39, n. 5, pp. 775-786, 2008

7 Lorenzo G. e Dziuban C., *Ensuring the Net generation is Net savvy. EDUCAUSE Learning Initiative*. Paper 2, Boulder, CO, EDUCAUSE, 2006

8 Junco R. e Mastrodicasa J., *Connecting to the Net.Generation: What Higher Education Professionals Need to Know about Today's Students*, Washington, DC, NASPA, 2007

9 Oblinger D. e Oblinger J.L. (a cura di), *Educating the Net Generation*, Washington, DC, Educause, 2005

philosophy of the “second generation” of the net – are produced and used by and centred on “users.” The net as an eminently collaborative social object.

In other words, we now have before us tools that allow for concrete, active user participation and simplify to the same degree access to information produced by others (reading) and the construction of new information (writing). Through Web 2.0 tools like blogs, wikis and social networks, every individual has the opportunity to express himself, communicate and interact. For training and guidance, this is both an incredible strength and a worrisome critical state.

For companies, institutions, schools and, in general, all organisms involved in social mediation, the idea that it is sufficient to set up a web site, or even ideally a rich and complex multifunctional portal, in order to adequately meet the needs of users/clients and guide and channel their requests has vanished. The simultaneous presence of multiple information sources, the existence of innumerable services and the possibility that users themselves may create autonomous resources complicates the work of those institutionally geared toward managing orientation and guidance, organizing information and providing individuals with tools for understanding themselves, their needs and their relationship to current reality.

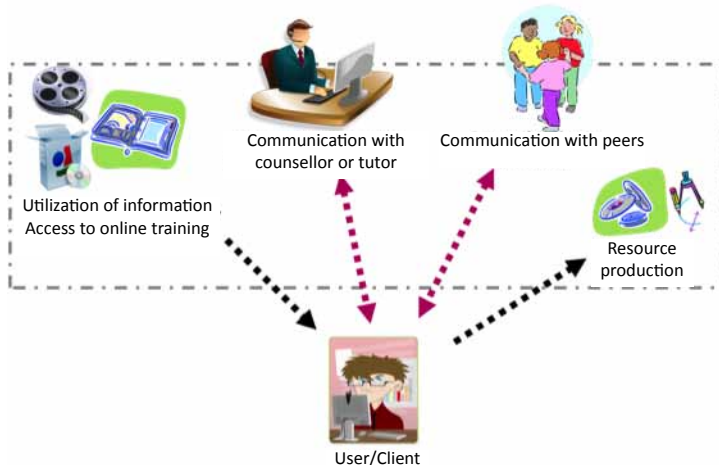
The net creates numerous instances of dispersion and overlapping of various planes and of contrasting and contradictory information. One of the most interesting challenges, then, is to understand what opportunities the net offers to allow for the development of actions capable of increasing subjects’ knowledge and awareness at the psychological, experiential and social levels and permit them to attain autonomy in terms of evaluation, self-evaluation and choice.

One of Web 2.0’s strong points is the idea of consistently offering tools in “beta” versions, i.e., never in definitive form. Software is continually updated, transformed and improved online, and it is important to take this aspect into consideration. In any case, generally speaking we can say that there are two main characteristics of net-based tools: the first is that it allows users to both access and create information, and the second, that it allows them to establish new social relationships – in short, the functions of information and communication expressed in the acronym ICT. Both users and operators of guidance and training services can make use of these opportunities.

More specifically, users of services can utilize technologies to access resources (such as information, documents, educational materials etc.), and can also communicate one-to-one (or one to many) with guidance counsellors, teachers and tutors, as well as with their peers. The red lines in the image below indicate human interrelations (typically two-way), while the black lines indicate the relationship between user and materials such as web pages, images, films and other types of services. As the image shows, there is a distinction between utilized resources (arrow pointing toward the user) and produced resources (arrow pointing from

the user to the resource). The great innovation of web 2.0 is in fact that it gives the user the possibility of producing materials himself.

Analogously, but from a different perspective, the guidance professional can also access the same functions. In this case as well there are functions of communication (highlighted by the two-way red arrows) with clients or within their community of colleagues, as well as resource-access functions.



In this case, the boundary between creation and utilization is even less defined than for users. A professional today is continually obliged to interact with a great quantity of resources. The web is not only the place of information utilization and creation, but also the place for organizing one's own activities. Shared calendars, online planning tools and bookmarking systems allow for a complete rethinking of one's activities.

Operationally speaking, the guidance professional can utilize various tools to positively manage his different areas of activity. The resources made available by Web 2.0 are numerous, and utilization is usually simple. What may instead prove complex is identifying resources that are truly useful and, above all, that we are capable of utilizing well.

Also in terms of training and updating guidance professionals, this is a challenge that requires methodological reflection with regard to current offerings for the initial training and updating of those who work in this sector.

An interesting stimulus to reconsider training and guidance in the current historical and social context is provided by the concept of connectivism developed by the Canadian research George Siemens (2006). Connectivism points to the net as both the metaphor capable of explaining some of the most important dynamics

of learning processes, and the model to adhere to in facing the complexities individuals and organizations must deal with. In this era, in which institutions are under pressure due to innumerable and contrasting demands such as – just as an example – reducing costs while providing more services, the net offers a model for rethinking relationships between individuals and knowledge, and between individuals and technologies.

The net, with its junctions and links, suggests that we are part of a complex system in which it is neither easy nor opportune to draw boundaries and lines of separation. *“Learning is the process of creating networks. Nodes are external entities which we can use to form a network. Or nodes may be people, organizations, libraries, web sites, books, journals, database, or any other source of information. The act of learning (things become a bit tricky here) is one of creating an external network of nodes—where we connect and form information and knowledge sources. The learning that happens in our heads is an internal network (neural). Learning networks can then be perceived as structures that we create in order to stay current and continually acquire, experience, create, and connect new knowledge (external). And learning networks can be perceived as structures that exist within our minds (internal) in connecting and creating patterns of understanding”* (Siemens, 2006, p.41)¹⁰.

The principles of connectivism suggest that learning and knowledge are a process of connection of specialized nodes (information sources) and that feeding and maintaining these connections is an essential and existential conditions, thus the capacity to identify connections or links between fields, ideas and concepts is a key ability.

It is thus necessary to consider learning as a reticular process the nodes of which can be information, data, images, people, sentiments, etc. At the same time, since not all connections in this metaphor have the same strength, some in reality being weaker than others, it is important to focus on learning to make decisions, explore, investigate, select and rule out. In other words, the most important skill for operating in this context is to be able to give meaning to information: in fact, the right answer today – given that one exists – may prove to be wrong tomorrow due to alterations in the complex network of information that influences decisions.

To deal with the problem of training for guidance professionals, we must re-evaluate the functioning of institutions and their means of intervention, which means abandoning old, worn-out ways of conceiving of the relationships between people. It means breaking out of reassuring schemas, like those that view people within hierarchical relationships (teacher/pupil, counsellor/client) and venturing into a complex system of organically and inextricably interconnected relationships. In order to use the net and Web 2.0 resources in their work, trainers, consultants and guidance counsellors must understand how and to what degree modes of access

¹⁰ Siemens, G. (2006). *Knowing knowledge*, Vancouver, BC, Canada, Lulu Press.

to, organization of and consumption of knowledge have changed, and how they impact both social organization and technological development itself. At the same time, it becomes essential to plan and facilitate orientation experiences based on developing the capacity to formulate essential research questions, providing the necessary skills to appropriately use technological resources and critically evaluate search results, and offering students open learning paths.

One of the consequences of this change in perspective is the need to accept that unforeseen events and encounters with contradictory information or unexpected social relations may – as they already have in the context of scientific discoveries (Kuhn, 1962)¹¹ – create interesting conditions for individual self-awareness and understanding of reality.

Involvement in social networking activities like Facebook or microblogging (i.e. Twitter) can lead to unexpected forms of learning and, intriguingly, contribute to improving exploratory behaviour (Buchem, 2011)¹². In other words, we should consider that the sort of fortuitous learning that occurs in informal life situations may be equally as relevant as that produced in more formal contexts. However, this does not mean leaving the door wide open to random chance. Although people's awareness and knowledge may grow and develop naturally through the net, the process of research, selection, validation and organization of information requires specific skills – skills which, as research on “digital natives” shows, may be completely lacking even in avid users of the technology, and must in fact be structured (Calvani et Al., 2010)¹³. The search for and organization of resources is today more time- and energy-consuming than ever. After years of research on knowledge management, a concept developed by Drucker in 1968 with regard to organizational needs, the strategic importance of Personal Knowledge Management (PKM) skills is even more strongly emphasized today.

Internet technologies are utilized for the most varied and disparate purposes, often distractedly and without particular objectives other than amusement and information, to the point that it is difficult to capture their more evolved uses, like those aimed at learning or professional improvement. For many, time spent on the internet can thus become wasted time, or may even be counter-productive. In this sense, PKM is an important area in which educators and guidance professionals should intervene in order to give users the skills to benefit from using the net in a positive way. Dorsay (2001)¹⁴, who has dealt with these themes along with

11 Kuhn T., *The structure of scientific revolutions*, Chicago, University of Chicago Press, 1962

12 Buchem, I., *Apprendimento fortuito: riconoscere e promuovere le potenzialità del microblogging*, Form@re, Erickson, 2011

13 Calvani A., Fini A. e Ranieri M., *La competenza digitale nella scuola. Modelli e strumenti per valutarla e svilupparla*, Trento, Erickson, 2010

14 Dorsay, P.A., *Personal Knowledge Management: Educational Framework for Global Business*, Tabor School of Business, Millikin University, www.millikin.edu/pkm/pkm_istanbul.html, 2001

other scholars, suggests that PKM should be based on seven main strategic skills:

1. retrieving information
2. evaluating information
3. analyzing information
4. organizing information
5. collaborating around information
6. presenting information
7. securing information

These abilities do not develop on their own, nor do they depend on mere understanding of the functions of internet technologies. Rather, they are strategic abilities that must be adequately taught and developed, working on various levels, including the ethical and the pragmatic, as they are critical elements in training and orientation activities.

The professional who intends to efficaciously utilize technologies must focus on a series of questions that are not only technical in nature, but pragmatic. In fact, internet tools are intuitive, and their utilization usually does not require specialized skills. The more complex aspects are those linked to the practical side. There are aspects such as the quality and quantity of information inserted or managed, constancy and continuity in the use of tools, respect for privacy, transparency in the handling of communication and relationships, all of which determine the success and efficacy of the professional's presence.

One of the least-considered aspects is continuity: on the net, an intermittent presence is unthinkable. In fact, the decision to create one's own space on the net, be it a web site, blog or Facebook profile, calls for an evaluation not so much of the immediate effort required (how does one do it) as of the mid- to long-term commitment (will I be able to update constantly?). The network requires a constant presence: failure to respond in a timely manner means being considered unreliable, and being absent for a period of time is the equivalent of non existing.

Other elements to take into consideration include the need to carefully manage links in specialized web spaces such as LinkedIn or Viadeo, privileging connections with experts and other operators in the same sector, joining specialized discussion groups and actively taking part in communications. In fact, one of the rules of Web 2.0 is "give to receive": the more willing one is to help others, the more likely he will be helped. Making suggestions in response to queries, giving recommendations, suggesting useful readings and resources, are all ways of creating a positive impression. In this sense, quality is more important quantity: it is not so important to have thousands of connections or links, but to be connected to the right people, and it is not necessary to respond to every question asked on the net, but it is useful to demonstrate competence regarding our true areas of expertise.

Part II

Practices and ICT tools for service innovation

Chapter 6

Online collaborative instruments using wiki and blogs

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1. Structure of the training module

The training module on using wiki pages in vocational guidance was addressed to practitioners from the local guidance and counselling offices of the Employment Centre in Bucharest. It had the following learning objectives: planning and organising online collaborative activities for clients through wiki and blog pages as independent activities or parts of a guidance and counselling activity; assessing the opportunity to use wiki pages in guidance and counselling and selecting appropriate activities from individual action plans to design and implement with clients.

As a collaborative online activity, trainees were asked to reflect on and discuss a number of statements (sayings, metaphors) related to issues like online collaborative learning; to analyse online communities in which they are members; to reflect on the efficiency and effectiveness on learning within such online communities; to compare cooperative and collaborative learning in terms of criteria such as group length, aim, implementation strategy and learning situation; to analyse the advantages of using wiki pages from several perspectives: activity aim, difficulty level, possibility of defining user rights, way of organising the pages, content quality and layout.

2. Tool description

Wiki pages are generally simple, openly viewable, editable and highly collaborative web pages. The module addressed 12 guidance practitioners from the labour market sector. The aim of a wiki project is to develop shared knowledge progressively over time through asynchronous online communication and group collaboration. The contents developed are owned by the groups and are generally not subject to deadlines, any version being open to future improvements. The tool as implemented in this training course was available for the practitioners only for the duration of the course, but the aim was to make them sensitive to this kind of tool and encourage them to employ free resources in their current activity with their clients - unemployed adults and especially youth (i.e. pbworks.com, SeedWiki.com, ro.wikipedia.org, Docs.Google.com). Compared to blogs, they are more flexible and can be better organised according to various criteria and use search facilities.

Wiki pages facilitate deeper client engagement with contents, stimulating their

interest, knowledge construction, provision of feedback and content adaptation. Interaction with different cumulative versions of contents has been proven to stimulate reflection and understanding (Alexander, 2006)¹. Contributions need to be of high quality to meet community demands, thus clients are obliged to engage in deep learning, a fact made apparent by the quality of contributions even when the duration of the training does not allow for a thorough exploration of the contents involved. The ease and user-friendliness of the editing interface promotes negotiation and democratic participation, especially when interdisciplinary teams are involved.

Applications of wiki projects in guidance and counselling include: progressive knowledge construction regarding academic fields and occupations; decision making and problem solving; deepening conceptual, interdisciplinary knowledge; causal reasoning; critical thinking; providing constructive and positive feedback; exploring multicultural issues. Client collaboration within a wiki project facilitates deep learning, and provides more clearly structured content. Online asynchronous collaboration obliges clients to express their views in writing, demanding a higher level of coherence while leaving open the possibility of promptly developing each discussion thread, allowing for progressive accumulation and specialisation of knowledge.

3. Practical approaches

As the training module dealt with a very new tool that had not been previously tested by the involved practitioners, the focus was on familiarising them with the tool and critically reflecting on elements of current practice that could benefit from integrating a wiki approach. Online group collaboration demands increased effort for quantifying and assessing individual contributions and is a very time-consuming activity. The guidance counsellor needs to provide a clear course management structure. Assigning individual tasks is also difficult, especially when clients are asked to revise the contributions of other members. While from a quantitative point of view, analysing the history of a page can provide an indication of individual contributions, sometimes it is the apparently minor contributions in a collaborative document that have the greatest effects, and these are usually very difficult to assess or even trace. Traditional pedagogical approaches are proposed - i.e. asking trainees to identify their contributions, or not to modify others' contributions in specified sections (idem). The trainer can structure and regulate the interaction as in a content management system that would better identify individual contributions, but this would mean a significant reduction in a wiki project's potential.

To allow an authentic sense of freedom in collaborative activities, the trainer

¹ Alexander, B. *Web 2.0: A New Wave of Innovation for Teaching and Learning?* Online: <http://net.educause.edu/ir/library/pdf/ERM0621.pdf> 2006.

should reduce the level of control, limiting him/herself to playing a role of determining contexts and formulating problems in order to stimulate students. In terms of learning situations that can best exploit the potential of wiki projects, Alexander (2006)² identifies five main categories: collaborative compositions, peer project assessment, focused debates, transversal collaborative projects and assessment tasks.

4. Advantage/Disadvantage

As the literature shows, when a wiki is used, “*not only the tool is changed, but also the practice itself*” (Conole, 2007)³, and success in wiki projects relies on: authority source, coordination, timing and access. The most suitable wiki projects are those that value collective interest and contributions, as opposed to those that focus on individual assessment or restrict public access. Technical assistance and training is easily accessible, even to technophobes.

The best uses of wiki pages have been reported to be online collaborative drafting of projects, online brainstorming, keeping web link collections updated and informal discussions groups.

In wiki environments it is more difficult to identify and assess individual contributions, and there is a risk of use of inappropriate language. Wiki projects are time consuming and reflect mainly the subjective opinions of the authors.

The products of wiki projects may not have a clear hierarchical structure in terms of contents, and clients may thus feel lost and need support in using them. The most significant difficulty is the lack of active contributors, and the literature in the field indicates a core group of five active contributors needed in order to launch a successful wiki project.

5. Wiki versus blogs in education

Asynchronous communication provides every client a chance to express their views, including those who need more time to formulate their ideas.

Similarities wikis - blogs	
Difficulty level	Relatively simple
Users' rights	Full rights
Organisation	Bottom up
Aim	Facilitates writing as a process as opposed to result-oriented writing

2. Idem

3. Conole, J. et al. *Collaboration*, in Grainne, C. et al. (eds), *Contemporary Perspectives in E-learning Research*. New York, Routledge, 2007.

Differences	Wiki	Blog
Organisation	<ul style="list-style-type: none"> • topic, category, hierarchical • through context, links to and from other pages • through categories and concepts developing when constructing contents • editable by everyone, or restricted to a defined group of members 	<ul style="list-style-type: none"> • chronological • centered on the personal experiences of the authors • RSS alerts • a posted message cannot be edited by another
Structure	<ul style="list-style-type: none"> • fairly flexible • includes search tools 	<ul style="list-style-type: none"> • fairly well defined • usually no search tools within the application
Content quality and layout	<ul style="list-style-type: none"> • in a permanent state of flux (without final products), authors leave empty spaces for others to contribute to completing the content • deeply collaborative 	<ul style="list-style-type: none"> • an article expressing the current opinion of its author, in informal language, linking to other interesting blogs and awaiting news and contributions of new articles for those interested in the personal blog • highly personalised

Cooperative learning vs. Collaborative learning (Panitz, 1996)⁴

Cooperative learning	Collaborative learning
Group length	
small team cooperation	small team interaction
Aim	
<ul style="list-style-type: none"> • problem solving • interaction to achieve a specific objective or develop a specific final product • clients' task is to discover the right answer 	<ul style="list-style-type: none"> • find consensus/a solution to be supported by the whole group • diminishing competitive attitudes • developing own answers • developing creativity • future transfer of knowledge to other contexts
How	
<ul style="list-style-type: none"> • structured/ directive learning • guided/ controlled by the tutor • following a set of processes 	<ul style="list-style-type: none"> • the tutor does not intervene to correct mistakes • does not seek a single answer • values group abilities and contributions • clients negotiate and analyse various factors • active engagement is encouraged • authority and accountability for action rests with all members
Situation	
refers exclusively to fundamental knowledge and closed answers	for problems that do not have an obvious solution

⁴ Panitz T., *Collaborative versus cooperative learning*, www.lgu.ac.uk-deliberations-collab.learning-panity2.html, 1996.

6.Implementation examples

1

- Support de curs Wiki
- Instrumente web 2.0
- TR1 - O comunitate este asemenea unei corăbii
- TR2 - Exemple de comunități online
- TR3 - Spamul era văzut ca o adevărată comoară
- TR4 - Învățarea prin colaborare vs. cooperare
- TR5 - Construirea cunoașterii prin pagini wiki
- TR6 - Wiki vs. blog
- Wiki in consiliere
- Activități de evaluare

Adaugă resursă...

Adaugă activitate...

Jobtribu online platform

Comunități virtuale de învățare

Sunteți logat ca **Petre Botnariuc**: Student (înlocuire la rolul meu obișnuit)

Intoarce la rolul meu obișnuit

People

Participanți

Activități

Forumuri

Glosar

Resurse

Wiki

Căutare în forumuri

Prezenți

Căutare avansată

Administrație

Profil

Cursurile mele

Comunități virtuale de învățare

NOUA LINIE

Vezi cursurile...

Rezumat săptămână

Avizier online

Si ne cunoaștem...

Program - Seminar online CVI

Forumul curanților

Bibliografie selectivă

22 martie - a8 martie

Comunitățile virtuale de învățare: definire, clasificare, analiza potențial

Motto

„Clasele sunt în primul rând medii sociale locuite de grupuri de elevi... organizarea procesului de învățare pe baza interacțiunilor în grupuri mici, devine o formă de managementul clasei” (Sharan, 1990, apud Conole, 2007).

„(cu toții suntem) membri ai mai multor comunități - de natură socială, religioasă, etnică, politică, de loc de muncă sau asociații profesionale... Acestea se suprapun și condiționează reciproc, fiind esențiale pentru a sprijini existența umană și libertatea individuală... dar în același timp, acestea nu pot supraviețui dacă membrii care le compun nu li dedică o parte din atenția, energia și resursele lor în proiecte comune... Urmărirea exclusivă a interesei personale erodează rețeaua mediilor sociale de care depindem și compromite posibilitatea de autogovernare democratică. De aceea, drepturile individului nu pot fi păstrate fără o perspectivă comunitariană care să recunoască atât

Activități

Forumuri

Glosar

Resurse

Wiki

Cele mai recente știri

19 apr., 22:35
Petre Botnariuc
Idei pentru activități de învățare prin colaborare [mai mult...](#)

9 apr., 13:02
Petre Botnariuc
Cum identificăm intervențiile noi pe platformă? [mai mult...](#)

6 apr., 2:27:59
Petre Botnariuc
Arhiva meaș [mai mult...](#)

21 mar., 2:15:6
Petre Botnariuc
Calendar curs: [mai mult...](#)

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GD&B lansează un program privind accesul

Iteach.ro professional teachers community

Key words: wiki, blog, cooperative learning, collaborative learning

Chapter 7

Self-guidance using online databases

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1. Tool description

Databases in self-guidance are used to collect, organize and present information for those seeking guidance. The content of databases can vary and include courses, professions, types of studies or educational systems, job openings, etc. These databases can be explored or accessed through various tools such as search tools, menu navigation, etc. Online databases provide searchable information for clients. In 2011, 40% of European Internet users searched on the Internet for information about education, training or course offerings.

Online databases can be used to explore careers and occupations, studies and study paths, career paths related to current studies or related careers or studies.

Online databases can also be used to inform those seeking guidance, making them more aware and supporting them in their decision-making processes.

2. When to use

Self-guidance in an online environment is available at any point and from any location, but it is best used or applied in preparation for decision-making related to choices regarding study and in transitions between levels of study or to the world of work. Online career guidance databases can also be used in classrooms by teachers, tutors and guidance professionals to support career education.

3. Who

The target group for online self-guidance databases can vary based on the information within the database, who that information interests and benefits, and how or at what level the information is presented. Common beneficiaries of online databases are:

- Young people making study choices
- Job-seekers
- Tutors or teachers
- Guidance practitioners and families

4. How to create an online database

The following are the key steps in creating and integrating the use of online databases by guidance users and target groups.

1.Create and organise the information

This first key step is a backstage preparation step, but it is essential. The quality of self-guidance through online databases is related to the quality, accuracy and timeliness of the information within the database. Information within a database should be selected and presented on the basis of user needs analysis and a selection of the most common information requests (frequently asked questions, queries).

2.Give access

Once the information is prepared, users (young people, tutors, teachers, guidance practitioners, job-seekers) need access to the online database.

3.Encourage exploration

Create easy-to-use search functions and/or menus to allow each user to easily navigate the database and find the information they need.

4.Offer Assistance

Contact information (telephone, e-mail, web, etc.) and information about additional or complementary guidance services should be provided so that users have options if they need assistance or further guidance.

5.Maintain and update databases

Like a car, without regular maintenance a database can cease to be useful. Information within the database should be updated continuously. The database should be as comprehensive as possible, and be updated following any legislative or systemic changes within the educational system or labour market qualifications.

6.Increase awareness

Online databases should be promoted and easy to find. Promotion and placement are important to assure that users can easily find and use online career databases. Using other online tools like websites, blogs, articles, and social media like Facebook or Twitter can help to promote and increase client awareness of available databases and tools. The goal is to increase awareness of your services so that users have their own opportunities to explore them.

5. Methodologies and approaches

Online databases for self-guidance offer opportunity awareness, according to the DOTS guidance model by Law & Watts (1977). Databases offer users the opportunity to access and understand the education system, the world of work and other

related information, presented in a structured way to facilitate navigation and understanding. Databases for self-guidance may also be combined with other types of tools based on the DOTS model:

- Decision learning
- Opportunity awareness
- Transition learning
- Self awareness

Online databases for self-guidance are a form of information delivery for online guidance services. Information delivery, in this case in the form of databases, has the capability to deliver general information and also to address specific target groups and user needs .

In order to maximise the effectiveness of online databases for self-guidance, guidance services should:

1. Carry out needs analysis regarding target customers;
2. Select and present the most relevant information;
3. Make the information accessible (powerful search tools, menus, etc.);
4. Promote the use of the database to users and give hints on how/why to use the information for self-guidance;
5. Maintain revise and add to the information database.

6. Some examples and case studies

Educaweb is a web portal specialised in academic and professional guidance which comprises many different types of online databases. In addition, Educaweb has developed online tools that help users navigate through the information. Within the framework of the JOBTRIBU project, these online database tools were promoted on Facebook and other social media, and in-person sessions were held in schools. The tools and the sessions were evaluated by the users.


NEPTU¹

NEPTU is a navigational tool for academic and professional guidance information that was developed through the adaptation of a print-based guidance activity. NEPTU is a personalized Intranet that collects information about a vast range of study and training pathways, centres, and professional options.

NEPTU guides users through information about both formal and non-formal training options. Users can use NEPTU to navigate the database to answer specific questions and doubts about the possibilities offered by the educational system and the workplace.


The NEPTU menu includes the following categories: high school, vocational training, arts and design, music, dance, drama, design and conservation, sports training, university studies and the initial Professional Qualification Programme.


1 NEPTU: www.neptu.cat



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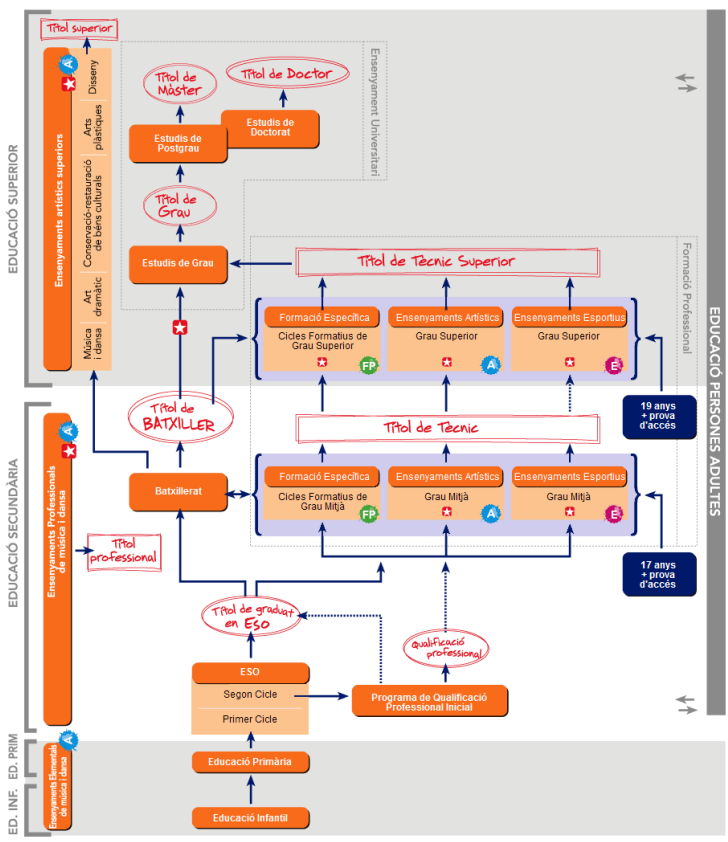
Ajuda Sortir

Batxillerat
Formació Professional
Arts plàstiques i disseny
Música, dansa, art dramàtic, disseny i conservació
Ensenyaments Esportius
Estudis Universitaris
PQPI


Cerca ➔

Sistema educatiu


Selecciona aquell estudi que t'interessi per ampliar informació:




The diagram illustrates the educational system structure, categorized into three main levels: ED. INF. (Early Childhood Education), EDUCACIÓ SECUNDÀRIA (Secondary Education), and EDUCACIÓ SUPERIOR (Higher Education). It details various paths such as Batxillerat, Títol de Tècnic, and Títol de Tècnic Superior, along with specific subjects and qualifications like Cicles Formatius de Grau Mitjà and Cicles Formatius de Grau Superior. It also includes a vertical column for 'EDUCACIÓ PERSONES ADULTES' (Adult Education) with access requirements of 17 and 19 years.




caixa d'enllaços




cossos de seguretat



beques i ajudes



formació per a l'ocupació



formació persones adultes

GR: Gran Recorregut²

GR: Gran Recorregut is an online, individual, self-applied tool. GR is based is an exclusive online adaptation in Spanish and Catalan of Holland's Self-Directed Search questionnaire³. GR consists of a questionnaire which provides users with the information they need to understand and familiarize themselves with educational and professional opportunities. The GR questionnaire asks users about occupations, study subjects, professional values, skills and interests.

Within the GR tool, users first select 2 occupational groups that are of interest. In order to make this first choice, the user can see a short description of each occupational group and examples of occupations and professions that the group includes. Users then select the study subjects that they prefer and the professional values (like creativity or routine activity) they identify with. The final question section is a self-applied interest inventory. The tool analyses the relationship between work environments and subject areas, interests and professional skills.

GR seeks to help the user select and sift through information and to aid in his/her career decision processes. The results show the user the occupational group that is his/her best fit and provides information about study options for these occupations.

Having obtained the results, users can then search for appropriate courses, studies or professions in Educaweb.com.

² GR: <http://orientacion.educaweb.com>

³ Enric Corominas, Rafael Bisquerra and Manuel Alvarez, *Spanish and Catalan of Holland's Self-Direct Search questionnaire*, Universitat de Girona and Universitat de Barcelona, revision July 2009

EL GR
L'eina per
arribar
allà on vols

què t'agrada
grups ocupacionals

què t'agrada fer
matèries escolars

què valeres a la feina
valors ocupacionals

què saps fer
aptituds i habilitats

com ets
inventari d'interessos

els teus resultats

EL GR
Havia de llegir d'onde queres

presentación **què te gusta** **què te gusta hacer** **què saps hacer** **què valeres en el treball** **com ets** **tus resultats** **crèdits**

cómo eres
actividades y profesiones

A continuación se enumeran diversas actividades y ocupaciones.

Tienes que expresar tu opinión en relación con cada una de ellas de la manera siguiente:
No me gusta mucho (0) / Me gusta bastante (2) / Me gusta poco (1) / No me gusta (0)

Empleemos

Me gusta mucho (2) / Me gusta bastante (2) / Me gusta poco (1) / No me gusta (0)

Actividades y profesiones

- Encargarse de la compra de mercancías en unos grandes almacenes 0 1 2 0 1 0 0
- Ocuparse de hacer las reservas de billetes de avión y de hoteles en una agencia de viajes 0 1 0 2 0 1 0 0
- Dedicarse a la horticultura y la jardinería 0 1 0 2 0 1 0 0
- Analizar las causas y los efectos de los fenómenos atmosféricos 0 1 0 2 0 1 0 0
- Escribir cuentos o poesías para adultos o para niños 0 1 0 2 0 1 0 0
- Trabajar con personas discapacitadas físicas para enseñarlas para un trabajo 0 1 0 2 0 1 0 0
- Hacer de manager, representante o promotor de un

Grupo ocupacional

El grupo ocupacional y profesional que mas se ajusta con tus características personales según tus respuestas en el inventario de intereses se muestra a continuación. Lee detenidamente las formaciones profesionales que te recomendamos.

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Se incluyen profesiones relacionadas con el mundo del comercio, las ventas, los negocios y la vida empresarial.

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A continuación te ofrecemos una serie de temas relacionados con este grupo ocupacional para que navegues por Educaweb.com en busca de cursos, estudios, centros y ofertas de empleo que encajan con este perfil.

Economía y administración de empresas **Hotelería, turismo y restauración**

Economía y administración de empresas

Oferta formativa | Centros | Diccionario de estudios

■ **Formación profesional** ■ **Estudios Universitarios** ■ **Estudios no reglados**

Overview

Beyond online use, these tools can be promoted and used during sessions and workshops with target groups. The activity is supervised by a guidance practitioner who explains and presents the tool and how it can be navigated at the beginning of the activity session. In the case of NEPTU, the introduction includes an explanation of the Spanish education and training system. During the activity, the guidance practitioner monitors and assists with any issues. The users -students, in most cases - have an hour to explore the tool during the activity, and then in some cases, such as that of GR, the tool is freely available on the Internet, or is available to them through their school licensing of the tool, as is the case with NEPTU.

7. Advantages and disadvantages of using online databases for self-guidance

Advantages

- Internet is an important medium used for researching study and career options
- Online databases increase target user access to career and guidance information
- Databases can also be accessed and used by career guidance professionals, teachers, tutors, families, etc.

- Databases are self-guided and individual.

Disadvantages

- Databases are self-guided (both an advantage and disadvantage). Best solution is to support online database self-guidance with support (online or in-person) from a career guidance professional.
- While the use and popularity of online services in general is increasing, some users still prefer services based on print resources.

8.Related methods and tools

Many guidance services offer online databases of guidance information, including but not limited to:

- Job market information
- Job market opportunities
- Educational system information
- Course offerings
- Occupations/professions database
- Qualifications databases

Key words: online, database, self-guidance, academic and professional information

Chapter 8

News and Q&A sessions using Facebook

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1. Tool description

Facebook was launched in 2004, and now, in 2013, it has more than 1.06 billion monthly users on average, 618 million of which are daily users of the social media network¹. In the EU27, more than half of internet users participated in social networks in 2011, and 10% of internet users participated in professional networks².

The UK, France, Germany, Italy and Spain are the most represented European countries on Facebook³.

Facebook is an environment for both personal and professional networking.

The “resume” style profile can permit jobseekers to promote their experience and skills within these forums. There are also a wide variety of Facebook applications related to careers and job searching, such as *BeKnown*, *BranchOut*, *CareerBuilder*, and *Work with Us*. Facebook and other social media networks like *Twitter* can also be powerful dissemination tools to reach target groups such as young people.

Facebook can be used to inform the target groups of guidance services about news related to the labour market or the educational system; it can be used to promote specific services or guidance tools; and it can be used to answer questions posed by those seeking academic or professional guidance.

2. When

Facebook can be used to guide young people and professionals to reliable and current sources of information online, and can also be used to support them in evaluating the information. Facebook can also be a channel to promote and disseminate guidance tools for self-guidance and self-awareness.

3. Who

- Young people
- Job seekers
- Guidance practitioners, teachers, guidance practitioners, etc

1 Craig Smith <http://expandedramblings.com/index.php/by-the-numbers-17-amazing-facebook-stats>, 2013.

2 Eurostat, Seybert, H, 66/2011, *Eurostat Statistics in Focus: Internet use in households and by individuals in 2011*, http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-SF-11-066/EN/KS-SF-11-066-EN.PDF

3 www.socialbakers.com/countries/continent-detail/europe

4. How to create and manage the sessions

The following are key steps in order to start using *Facebook* within guidance services:

- Create a *Facebook* page. Use a name and URL that are easy to remember;
- Start communicating and try to connect with your target group;
- Connect with other similar organisations and let people know you are on *Facebook*;
- Keep updating and creating images, content and links to the services and tools you want to promote (posts should be a mixture of links, photos and videos);
- Track the progress and impact (*Facebook* and open source tools like *Google Analytics* provide useful information for analyzing traffic, reach and impact).

The following are 5 tips for using Facebook effectively:

- Start using social media;
- Keep at it (keep communicating with social media);
- Let people know who you are (create a professional profile or biography, as people want to know who they are communicating with⁴);
- Let people know you are present in social media and stay active;
- Make a clear division between public and private use of the network.

Within the framework of the JOBTRIBU project, the use of Facebook by Educaweb.com to inform about news, promote tools and offer Q&A was analysed to evaluate the impact and response.

5. Some examples

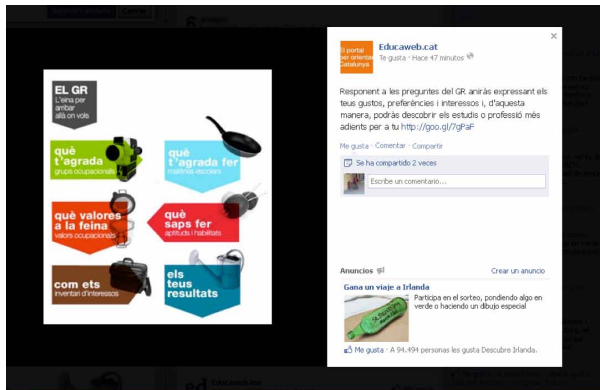
News



⁴ Isabel Taylor, *Social Media for Careers Guidance*. <http://www.slideshare.net/Isabeljt/social-media-for-careers-guidance-nonotes>, 2011

Facebook can be used to inform about the labour market, the educational system or resources or events. The example above summarizes the headline of an article and then offers a link to the article. While Facebook does not have a limit of characters like other social media, messages should be clear, concise and lead the reader to more information.

Promotion of guidance services and tools



Using Facebook to promote guidance tools or resources can have a snowball effect, as others can share your post, link or video with their own networks. The example above is of a post that was shared twice by others in the Educaweb.cat network. If your network includes other guidance professionals or services, this can be an effective way to promote your tools among more users and clients.

Q & A

Information about courses and sources of information



Social media tools are communications tools, and they can help you to connect with your clients. Social media like, *Facebook* offer accessibility and flexibility when answering questions. However, offering guidance through an internet medium can also be challenging due to a lack of information about the person posing the question and a lack of feedback regarding the usefulness of the response.

6. Advantages and disadvantages of using online databases for self-guidance

Advantages

- You can reach a broad and possibly new audience
- Go to where you clients/users communicate
- Facebook and social media in general is a dynamic atmosphere
- Young people are users of social media

Disadvantages

- Requires consistent and constant management/dedication
- Lack of information and possibility of feedback
- Privacy and legal considerations

7. Related methods and tools

There are many other social media and social networking tools beyond Facebook. Other methods for working with social media include contacting users or clients of guidance services, promotion of job openings, etc.



Key words: social networks, guidance, Facebook, Q&A, dissemination

Chapter 9

The use of web seminars for improving Career Management Skills

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1. Description of the tool and types of webinars

A webinar is simply a seminar on the web: a presenting activity held using a distance conference tool that allows the trainer/speaker/lecturer to be located in a different venue from the participants 'attending' the session (namely, another room, building, city or country).

The most common form of webinar is the one-to-many, where the trainer, from his office or even home, lectures by means of a web camera to many people (hundreds or even thousands) watching the session on computer screens in a wide variety of contexts and situations (at home, at work, on the train, with their laptop or pads or phones).

Given this basic structure, it's easy then to imagine several different combinations of the aspects, and design different methodologies to suit ones's specific needs.

The main aspects defining and differentiating web seminars are:

- Context (public/private service, type of service)
- Purpose (information, communication, marketing, education)
- Content and conducting style (these 2 features are derivations of the context/purpose)
- Duration (usually 20' to 1h30')
- Accessibility (type of ICT tool and technical skills required, free or paid, open or direct invitation)
- Structure (breakdown into small sub-modules and level of planned interaction staff/participation)
- Speakers (professional trainers or teachers, professionals in the field etc. - one or multiple)
- Audience (demographics, professional/educational CV, expectations for the service etc.)

2. Key steps to integrate webinars within employment services

a. Design a webinar service

1. Developing the idea.
2. Deciding on specific contents and breaking them down into feasible training modules (especially considering the duration of each webinar and the target audience).
3. Defining each module's detailed program, including staff and services involved.
4. Organizing a comprehensive calendar for all the modules over the span of at least one month.
5. Preparing the information sheet for potential participants for advertising, mailing lists and to be presented directly to clients (enrollment information, dates and times, brief description of the program in a simple and direct style).

b. Select the appropriate tools

The process of selecting the technological tool/s to use entails first determining which relevant aspects are to be considered most important in the case: costs, user-friendliness, features, etc. (see the introductory section of this Handbook for further explanation of these aspects).

Initially, it might be useful to try out at least 3 different tools (such as OpenMeeting, Adobe Connect, AnyMeeting etc.) and test them at least 3-4 times in a real context, with one moderator and some of the potential trainers/lecturers for the service.

c. Preparation: organization and creation of learning materials

1. Promotion: it is important to set-up appropriate means of communications, promote news, program and calendars and, in case of a service, disseminate information on the activity directly to clients through pre-existing mailing lists, on a website and social network profiles and during any in-person guidance session.
2. Managing registration and participants:
 - in setting-up the enrolment procedure (offline and online) it is important to include on the registration form some basic questions on the participants' educational/professional situation and decide on a schedule;
 - after registration, at least a couple of reminders should be sent to the enrolled participants, re-motivating them to attend, reminding them of the basic rules and providing some tips and suggestions on the content for them to know what to expect.

3. Coordinating the staff: service staff (practitioners and trainers) have to share the participant list and information, in order to finalize and enhance the contents of the seminar and prepare customized questions and motivating suggestions for feedback sessions.
4. Content creation/adaptation: the training materials must be suited to the purpose, the conducting style and the duration/timing of the webinar (e.g. 1 slide every 3 minutes, density of the content in each slide, use of pictures/images and links to external content, etc.).

d. The webinar: setting up, pre-guidance, conducting

1. Setting up tools and locations: before each webinar session, the staff has to upload the training materials to the event's online room, test and check both the hardware and software, and arrange the trainer's location with appropriate style and lighting.
2. The first 5 to 10 minutes should be dedicated to participant orientation, clearly explaining how the webinar will develop and the rules (how to interact and when), and providing a brief overview of the content/program.
3. The speakers/lecturers have to choose a conducting style appropriate for the content, duration, purpose and audience, which also ties in with the training materials they have already prepared: it is important to consider the style (not too informal), the talking pace (rhythm), the voice (tone, modulation, volume), the speaker's use of tools within the online room (pointers, drawing features etc.).
4. It is very useful, then, to have a moderator, who monitors the activity throughout, checks and solves potential technical problems, chats (with the written chat tool) with the participants to collect feedback and deals with any kind of problem they may encounter, and then, at the end, provides the speakers with a list of questions to be answered in the final Q&A session.

e. Follow-up

The follow-up activities can be organised in 4 steps.

1. At the end of the webinar, the staff will provide the participants with the organisation contacts, basic information on the service (distance and face-to-face), on career guidance and job searching, on how to find additional materials on the seminar content and, if appropriate, they may invite them to fill in a satisfaction survey once they leave the online room.
2. Two/three days after the webinar at the latest, the staff uploads the training materials onto the service website or other online space (which they will have already indicated to the participants at the end of the webinar) and sends to all participants who attended the webinar a reminder via email with the links, and possibly proposals and invitations to take part in other activities and future webinars.

3. If more materials become available at a later date (such as video recordings of the webinar edited or the full report on the Q&A session), the staff will send a reminder via email again.
4. Finally, also a procedure may be set up to re-contact people who had enrolled but did not attend the webinar with a very brief questionnaire asking their reasons.

3. Some tips to make the process effective

When planning the webinars, it is important to be aware of the most relevant difference between a face-to-face and distance/online seminar: the lack of direct interaction and its characteristics (for example, gestures and facial expressions). It is fundamental to adapt the strategies to this basic difference.

1. Define the webinar in detail: a webinar needs to have a very structured development (order of contents and activities, rigid schedule, etc.) and this leaves very little room for any on-the-spot changes and modifications.
2. Rehearse and try out: the staff involved in the activity, especially at the beginning, have to try out the tools several times and literally rehearse the delivery of the content in such an environment, in particular to test how well the combination of content, training materials and communicative style works.
3. Clearly explain purpose and methodology: the features of this specific type of seminar and the differences from traditional ones must be very straightforwardly explained to the participants, who may not be familiar with such tools and approaches.
4. Give an overview: before and at the start of the webinar, it is important to provide a brief walkthrough of the content and structure of the modules.
5. “Hide” the technology: the technical part of the seminar (online and using webconference tools with mike and webcams) is not the focus of the activity, the content is, so it is important to make sure that these aspects run as smoothly as possible, without distracting the participants from the real purpose/objectives (i.e. learning about job search techniques).

4. Advantages and disadvantages

This list of advantages refers to a fully-tested and working system, while the list of disadvantages takes into consideration the potential difficulties encountered to achieve that system.

Advantages

- reducing the cost per user for each activity/seminar;
- enhancing the possibility of reaching a wider public;
- overcoming some of the geographical problems that prevent many potential clients for the services to attend a face-to-face activity;

- possibility of easily recording the activity and re-proposing it on a website or elsewhere as an introductory video for that specific content;
- opportunity to create higher standards for the set of seminars/workshops the service already offers.

Disadvantages

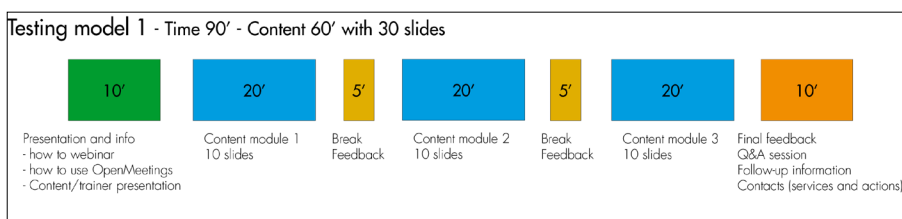
- it requires a rather long testing phase to create a standardized system;
- unless the staff have good skills regarding the technology and ethics of the usage of ICT tools, there is the need to organise a staff pre-training (approximately 10 to 20 hours per group);
- participants need support before and after the activity on both the procedures and the contents, which has to be provided through other 'tools', such as e-mail, website, social networks, etc.;
- need of a reliable internet connection and some basic software and equipment (as a minimum, pc with good video/audio cards, webcam, headsets with microphones);
- all the existing workshops and seminars contents and training materials must be adapted and reviewed.

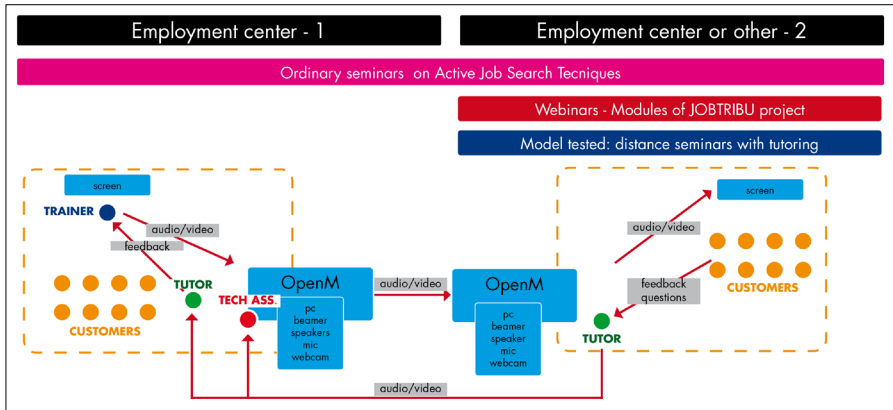
5. A customized approach

As part of the *JOBTRIBU project*, a new system for webinars within the Public Employment Centres network of the Province of Siena has been tested, aimed at providing young people (aged 16-30 approximately) with short seminars on Active Job Searching techniques, structured in 4 modules: Curriculum vitae, Job interview, Job search online and Offers searching techniques.

The Italian partners opted to test this kind of activity in a very controlled and guided setting during this first testing phase: participants were clients of the services following the webinar from offices located throughout the territory of the province (another employment centre, schools, e-learning or training centres, etc.), with the support of a tutor or practitioner.

The 2 diagrams here below describe the system.

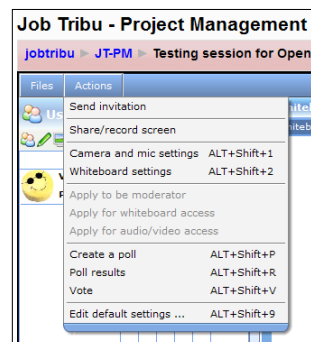
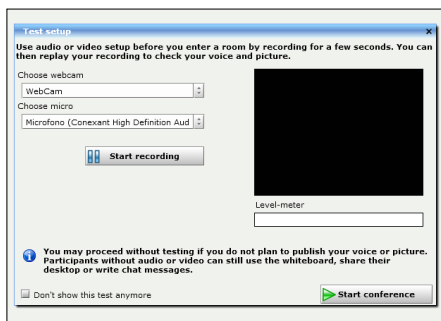




The tool selected was the open-source software OpenMeeting, installed on the partner server and integrated with SSO process (Single Sign-on) into the project's Moodle platform.

The features of OM that influenced the choice are:

- Usability (available, accessible, customization);
- Cost (free, only requiring a domain, some space on a server and up to 20 hours of IT staff work);
- Technology (open source and online);
- Privacy and copyright of contents (high level of protection for contents and for user/participant personal data; ease of backup of these data).



Features and menu of OpenMeetings - Setting up a meeting



A webinar organised with OpenMeetings on JOBTRIBU platform

6. Other tools and methods

During the preparation phase for the Pilot Actions in Italy, the partners realized that any webconference online service or software allowing for the management of a large number of simultaneous connections to the room (over 100) and the sharing of documents (slides, images etc.) would be well suited for the development of a generic purpose web seminar.

Other tools and options that might be considered for this purpose are:

- *Big Blue Button*: open source software for your server (www.bigbluebutton.org)
- *AnyMeeting* and *Spreakast*: online services available for free with basic and licensed features (www.anymeeting.com - <http://spreakast.com>)
- *Adobe Connect*: professional tool for any online event, with several licensed solutions (www.adobe.com/products/adobeconnect.html)

As for methodologies regarding distance guidance for teaching and coaching young people, a similar approach might be to utilize one-to-one or one-to-a-small-group tools, such as *Skype* to hold shorter sessions on specific topics concerning job search techniques, and to work in a more interactive way with each client (e.g. dealing with their doubts or going over their self-presentation documents and strategies together).

Key words: webinar, distance guidance, presenting online, webconferencing

Chapter 10

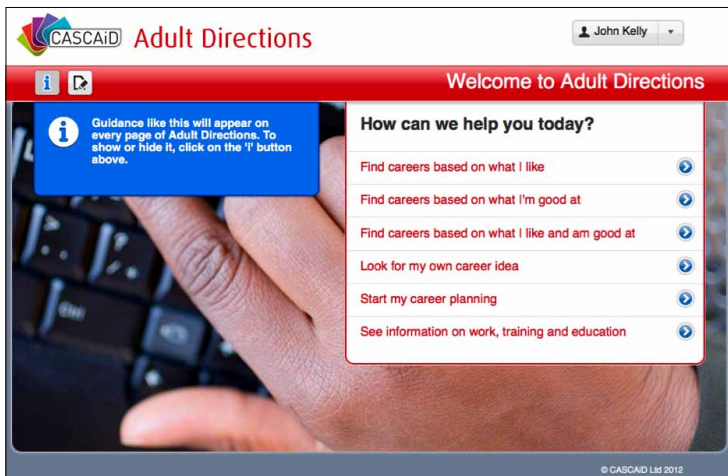
Online software for Career Matching based on interests and skills and Action Planning assistance

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1. Introduction and context

CASCAiD is the market leading producer of career guidance software in the UK. Its systems support the work of career guidance professionals with high quality, consistent information for clients. CASCAiD has been owned by Loughborough University since 1996. Now one of the top 10 Universities in the UK, Loughborough has a world-class reputation for technological innovation, and the company is able to utilise this expertise to produce its market leading products.

CASCAiD Ltd is the only UK career software company to have an established reputation and expertise for working collaboratively with organisations internationally to produce successful guidance programs for other countries. Our approach relies on strong partnerships with public bodies and local software or information companies. Systems are now available in Scotland, the Republic of Ireland, Denmark, Belgium, Slovenia, Italy, Croatia, Canada and the USA. All of these systems are widely used and in some cases have become the de facto national standard for computer assisted career guidance.



CASCAiD's Online Careers Matching Tool, Adult Directions

The *JOBTRIBU* project Pilot Action focused on the use of Adult Directions, an application currently used in the adult guidance market. The tool features over 1,800 jobs broken down into their component aspects. Users are asked to rate their likes and dislikes regarding different work interests, and then a personalised careers list can be produced for them. The tool can also take into account qualification levels, health factors and transferable work-based skills, and presents a wealth of information on each career along with links to subsequent points of action. With a commitment to researching and updating such powerful career choice diagnostics, CASCAiD continues to support all those involved in career change decisions.

2. Main features of the software

CASCAiD has developed a comprehensive database of occupational information which now encompasses over 1,800 job titles. Each is meticulously re-researched each year for up-to-date information on: a description of each career; personal qualities and skills; pay and opportunities; entry routes and training; relevant qualifications; adult opportunities, as well as links to sources of further information from reliable sources like education and training opportunities or job vacancies.

The hard data is supported with multimedia such as videos and photographs of real people currently in a particular career, along with case study information, which adds a personal and informal perspective.

Career matching was first utilised by CASCAiD as a way of identifying the careers in a database which would be of most interest to each client. Initial research was done to break each career down into the particular aspects of work that they incorporated. A user could then be asked to score each aspect on a preference basis, and then the careers which most closely matched their preferences could be identified. The matching was initially done centrally at CASCAiD's offices, with each client asked to fill in a questionnaire which was forwarded to CASCAiD. This was then processed, and the relevant career information was returned for each user. Today, the majority of CASCAiD's systems are available online.

The CASCAiD matching system has remained fundamentally open and transparent. Users are able to see their responses to the work-based interest questions and how they relate to the careers identified for them. They are able to revise these answers, in light of the information presented to them by the program or after consultation with an adviser, so that the software can be an integral tool in the guidance process. They are also able to see careers that have not been recommended for them and identify the reasons why in each case.

3. When to use

Adult Directions is used for a variety of purposes including:

- To raise questions and identify issues for discussion with a career counsellor
- To encourage clients to investigate careers further

- To provide new career ideas and widen horizons

And with individuals of all ages and abilities to identify:

- Employment Options
- Education Routes
- Training

It mimics a typical guidance process, helping users identify careers which might suit them in a number of ways, and is known to boost aspiration and drive attainment.

4. Who

CASCAiD's career guidance software is used extensively in the UK in schools, adult guidance, career companies, commercial HR consultancies, councils, the employment market, universities, colleges of further education, libraries, training organisations, prisons and organisations dealing with ex-offenders.

5. How to...

The software presents a number of key choices for the user depending on their needs for information, advice and guidance. Users can search the career database in a number of different ways, such as by keyword, industry or type of work, thus accessing a vast resource of information on education, training and the world of work. They can answer each and every one of the question inventories on interests, skills, occupational level and health factors to see suggested careers. They can also use an action planning route designed to identify the next step on their career management journey. A mini-user guide is available to support various utilizations of the tool.

Within *JOBTRIBU project* Pilot Actions, Adult Directions training was delivered to a widely geographically distributed group of advisers from across England and Wales selected from among those working with the target groups (young people 14-30 years old). They included council advice teams in Bolton, Hereford, Worcestershire, Suffolk, Northamptonshire, County Durham and Hertfordshire.

6. Advantages of the software

Adult Directions has the following fundamental characteristics to support users:

It is Open

- The client sees how occupations have been analysed
- The client sees why each career has been suggested

It is Client-centred

- Results are based on the client's own responses
- The client is given the freedom to amend responses
- The client can assess the relevance of the information for themselves

It is Learning based

- Clients explore new ways of thinking about careers, including how they feel about particular aspects of work
- Clients learn more about each career through the detailed occupational information

It is Reflective

- Clients reflect on how their likes and dislikes affect the sorts of careers suggested
- This self-reflection and analysis may lead to further research and discussion in a broader context

7. Related methodologies and tools

CASCAiD produces the following guidance tools for the UK: Adult Directions, Kudos, Careerscape, Launchpad and Kudos Inspire. The matching system is also used in the following international systems: Career Cruising (Canada and the USA), Spor (Denmark), Karriärpaketet (Sweden), Career Directions (Ireland), Beroepsoriëntatie (Belgium), Kam in kako (Slovenia), Moj Izbor (Croatia).

In part, the work on this project has helped inform the development of a new career matching tool for Italy: S.OR.PRENDO Online. This new product, just made available to guidance organisations and schools in Italy, is built upon CASCAiD's Adult Directions application but uses Italian career information, and the matching has been researched with reference to the Italian labour market. The career information, analysis and user interface have been provided through a collaboration among a number of Italian guidance organisations. CASCAiD has provided the software system that pulls these elements together into an outstanding tool to help those facing career choices.

S.OR.PRENDO supports the needs of a wide variety of users looking for career support

S.OR.PREND John Kelly

Quello che ti piace...

All'inizio, il programma ti propone 50 domande su quello che ti piace o non ti piace rispetto alle Caratteristiche delle professioni. Le tue risposte saranno utilizzate, con il livello professionale selezionato, per costruire la lista di Professioni Proposte.

Sezioni da completare

Seleziona il Livello **Quello che ti piace** Vedi Professioni Proposte

Ti piacerebbe una professione che preveda...?

Lavorare con i bambini e gli adolescenti

Ti piacerebbe una professione che preveda...?

Lavorare all'esterno con qualsiasi condizione di tempo

S.OR.PRENDO allows users to input their career interests and skills

S.OR.PREND John Kelly

Le mie Professioni

Cerca Cerca

Area di Attività: All

Professioni Proposte Ordine A-Z Confronta Professioni

Terapista occupazionale

Aggiungi al Piano Aggiungi a Confronta

Responsabile controllo qualità

Aggiungi al Piano Aggiungi a Confronta

Operatore di comunità

Aggiungi al Piano Aggiungi a Confronta

Disegnatore navale

Aggiungi al Piano Aggiungi a Confronta

Addetto al laboratorio fotografico

Aggiungi al Piano Aggiungi a Confronta

S.OR.PRENDO will provide a comprehensive list of suggested careers

Software and support materials provided to adviser and users on the websites:

- CASCAiD website: www.cascaid.co.uk
- Adult Directions: ad.cascaid.co.uk
- S.OR.PREND: www.sorprendo.it

Key words: careers guidance, Adult Directions, career matching, interests, skills, employment options, education routes, training, Sorprendo.

Chapter 11

Presenting and networking with e-portfolios

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1. What is an e-portfolio?

A couple of simple borrowed definitions may help to get started with this brief overview of a quite complex “tool”, born mainly to be used as a representation of learning outcomes in educational contexts and as a presentation of a corpus of personal work.

‘An e-portfolio is a purposeful aggregation of digital items – ideas, evidence, reflections, feedback etc., which “presents” a selected audience with evidence of a person’s learning and/or ability.’¹

A portfolio is *‘a purposeful collection of student work that tells the story of the student’s efforts, progress and achievement in one or more learning areas or within specific vocational contexts’².*

The e-portfolio has also been defined as a ‘boundary object’³.

In the conception considered for the *JOBTRIBU project*, this object can thus serve many functions, at various levels:

- A mediation tool, in terms of processes and between systems
- A box to hold content, in terms of product
- An educational tool, supporting motivation with the use of materials relevant to young people’s daily lives and experiences
- A method for reconstructing personal/professional paths and competences acquired in any type of learning context (including informal and non-formal ones), based on assessment and learning through an experiential approach and aimed, at the same time, at supporting the development of soft skills and analysing skills
- A tangible object to apply to jobs offers and other opportunities
- An online platform with a personal archive of content and information that allows the user to easily collect, upload and manage several typologies of contents in different formats.

1. Sutherland, S. and Powell, A. , *Cetis SIG mailing list discussions*, 2007 - www.jiscmail.ac.uk/archives/cetis-portfolio.html

2 Arter J., Spander V., *Using portfolios of student work in instruction and assessment*, in *Educational Measurement: Issues and Practice*, n.11, 1, pp. 36-44, 1992, as quoted in Anna Maria Ajello and Cristina Belardi, *Enhancing learning from perspective of lifelong learning*, Project TIPEIL - Transfer of an innovative portfolio to evaluate informal learning, 2009

3 Tuomi-Grohn T., Engstrom Y. (2003), *Between school and work. New perspectives on transfer and boundary crossing*, Pergamon, EARLI, 2003, as quoted in Ajello, Belardi, 2009

Furthermore, at the methodological level, within a career guidance and employment service, an e-portfolio represents the natural evolution of a curriculum vitae, as a collection of tangible and direct representations of personal experiences, which are not only 'described' through the standard qualitative and quantitative expressions of traditional CVs, but also directly shown.

Using an e-portfolio adds the possibility of enhancing this self-presentation tool with several types of integrated content (texts, video, audio, graphic elements, etc.), allows a wider diffusion and promotion of our personal stories, supports an easy and constant material updating process, and thus proves far more appropriate for any online job search or long-distance applications for jobs and other offers than any of its 'physical' siblings.

2. Basic structure and features of an e-portfolio

As well described by an extensive publication of JISC⁴, an e-portfolio is an aggregator of digital artefacts that describe and represent useful information and content about our personal stories.

It can be used for self-presentation and self-promotion purposes when searching for a job or applying for an educational programme, and is organised quite usefully in 4 macro-components:

1. Personal information and experiences
2. Goals, Achievements, Interests, Skills, Personal blog
3. Pictures, Video and Audio files, Electronic documents
4. External contents (links to or embedding options)

3. How to build a career guidance action using e-portfolio

During *JOBTRIBU project* Pilot Actions in Italy, the partners identified several good practices for using e-portfolios, most of which are still very much connected (and sometimes constrained) with its purpose of representing the outcomes of educational paths.

The 5-step model here below shows the description of a possible action to be carried out as part of an employment service with young people, aged 16-30 years old, to provide them with a solid self-presentation tool and better self-representation skills. The model has been drawn-up through a process of adaptation for the services of the Employment Centres of Province of Siena, based on several theories and approaches, which are listed for reference and credit in the bibliography.

4. *Effective Practice with e-Portfolios, Supporting 21st century learning*, JISC and Higher Education Funding Council for England (HEFCE), 2008



The career guidance action for Employment Centres clients designed for the *JOB-TRIBU project* is organised in 4 main steps.

1. One orientation session, to define user participation and objectives of the action → with the guidance counsellor, face-to-face
2. An introductory training seminar, to teach the users the basic procedures for collecting and selecting their contents and the features of the e-portfolio platform → with the trainer, face-to-face in small groups of 6 to 8 persons
3. Two/four coaching sessions (duration: ½ an hour to 1 hour) to work together on the user’s personal e-portfolio → with the e-tutor (sessions can be face-to-face or distance through *Skype*)
4. One follow-up session, to review the final product and teach the user how to use it for applications → with the guidance counsellor again, face-to-face.

Orientation session

During this session (about 2 hours), the counsellor and the client analyse the specific needs and define:

- objectives and expected results for the action;
- development of the guidance path;
- training content and learning outcomes;
- duration and level of involvement;
- links with other Employment Centre activities and other local services.

Once the client has agreed to be involved in the action, the counsellor will proceed with:

- a brief introduction to the online and offline tools and methods used for the action;
- client enrolment in the appropriate training workshop (depending on location and timetable);
- the guided creation of the client's personal account client on the Mahara platform.

Follow-up session

The last session in this process (about 2 hours), aims at:

- reviewing, assessing and finalizing the experience rebuilding process and the client e-portfolio as a product;
- reviewing and enhancing the client's personal branding strategies (presenting, searching, networking etc.);
- explaining and defining which other actions and services the client could turn to in order to continue his professional development;
- motivating and supporting the client in preparing his e-portfolio for applications.

4. A platform on which to create and network with an e-portfolio: Mahara

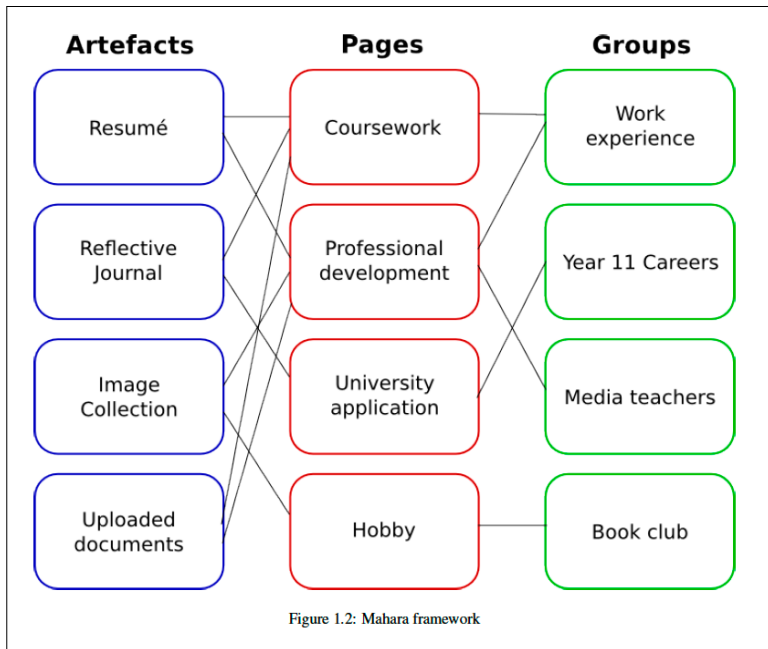
For the *JOBTRIBU* Pilot Actions, the partners decide to use the platform Mahara, an opensource software developed by the New Zealand Ministry of Education, installed on the project server and integrated with the existing Moodle e-learning environment with a SSO procedure (Single Sign-On).

Mahara concept and platform is based on 3 main aspects.

1. Artefacts: blocks of content and data – to build up the e-portfolio
2. Personal pages: dynamic aggregators of content with several options for publishing and sharing it online – to present the e-portfolio to any audience
3. Groups and Institutions: “organization” of any Mahara platform community – to share content and network with peers, staff, teachers and guidance practitioners

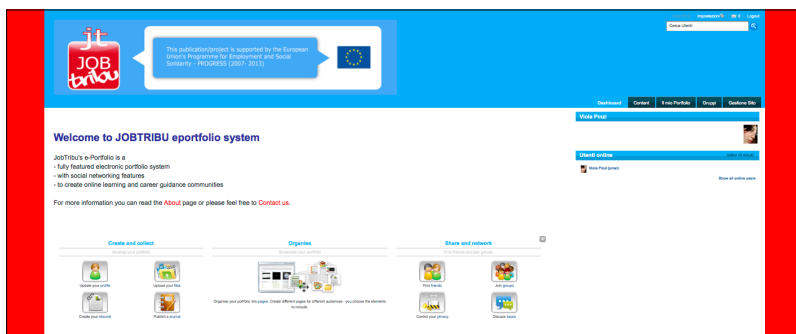
The graph here below⁵ describes the Mahara framework as seen by its developers and other contributors, providing some practical examples of its use.

5. Source: *Mahara documentation - Release 1.5* - Catalyst IT and others - May 07, 2012



The most useful technical features of Mahara to be used as self-presentation tools are:

- keeping track of the 'evidence' that represents personal experience, with constant updating;
- easy content and data storage in an online personal repository, also in the form of semi-completed artefacts;
- designing and re-designing different visualizations of the e-portfolio, with customized templates for the personal pages;
- sharing the final results with the public, online, as simple open web pages;
- monitoring personal activity on the platform as well as other participants';
- working in cooperation with other users, teachers and practitioners using the community tools;
- sharing feedback with the community through PM and commenting options;
- Long-term storage and maintenance of content and data and the possibility of downloading them to a local computer from the personal repository.



Mahara platform on jobtribu.eu and the home page dashboard for users

5. Advantages and Disadvantages of an e-portfolio as a self-presentation tool for job offers

Advantages

- flexibility of usage, in terms of contexts, purposes and interaction dynamics;
- availability online at any time;
- particularly appropriate for geographical mobility;
- very useful for young people with low-level skills or non-linear educational paths, for expressing informal and non-formal learning;
- possibility of building different personal pages with the same content/artefacts uploaded in the user's personal repository;
- possibility of setting different levels of public accessibility to the personal pages.

Disadvantages

- requires pre-training for practitioners and clients both at methodological and technological levels (soft skills, reflective learning approach, online platform, repository concept, preparation of digital artefacts, networking tools)

management, etc.);

- completely effective only when integrated into career guidance processes of no less than 8 hours;
- the client needs to be highly motivated to get started with a completely new self-presentation tool;
- at first, this tool may be perceived as intensifying clients' workload with no easy and quick results in sight to justify it;
- general bias toward such a structured online tool (need for good equipment, software and good internet; digital artefacts difficult to create; not very intuitive interface and file management, etc.).

6. Related methods and tools

At the technical level, there are several other options for building, organising and presenting a personal e-portfolio. This final product can be created through videos, slides, web pages of any kind (including a personal blog or a well-organised social profile) or using other structured platforms similar to *Mahara*, available for free or with licensed software.

The partners briefly analysed some of them at the beginning of the *JOBTRIBU* project, such as *Foliofor.me*, *Vizualize.me*, *Clapps.me*, *Tumblr*, *Wix.com*, *Wordpress.org*, the platform *e-portfolio.org* (see *Collection of resources* in the DVD for more info).

Key words: e-portfolio, digital portfolio, *Mahara*, digital artefacts, online self-presentation tool.

Chapter 12

How to create your Video Curriculum

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1. Tool description and background

One of the training modules offered during the Romanian Pilot Action focused on an existing tool for personal promotion, namely the Video CV. While its use somewhat overlaps that of the traditional CV, it requires a very good understanding of and targeted use in the contexts in which it delivers the best results. The materials used during the training were in part developed within the *JOBTRIBU* initiative, and in part adapted from *Guidelines for Creating a Video-CV*¹, a guide developed within the *Video Curriculum* LLP project.

The Video CV aims to present a candidate's educational and professional experience in visual form. While it has been around since video tapes (VHS) and recording equipment became affordable, it was not until the advent of computers and video editing software made it accessible to large numbers of people that the Video CV came to be widely used.

2. Who uses the Video CV

It is worth noting that the Video CV is not a CV in video format. The information it contains is different from that in a traditional CV because, on one hand, the time available (1-3 minutes) limits the quantity of information that can be inserted, and on the other hand, the quality of the information is different (e.g. demonstrating skills).

It is evident that the Video CV does not cover the same skills areas as the text-based CV, nor is it useful in the same contexts. For example, people with skills that can be demonstrated in a short period of time will certainly benefit from the use of this tool. Sometimes, Video CV users do not have a specific job in mind, but simply make general statements about their abilities and desired position, and upload the material in order to make it available to potential employers. Most likely the Video CV will not lead to a candidate's immediate hiring, but rather will act as a first contact between potential employers and employees.

1. Available at www.videocurriculumproject.net. (Accessed 15 November, 2012)

3. How to create a Video CV

The training materials used during our training course, after a brief introduction, dealt with three main topics:

- 1) writing the scenario for a Video CV;
- 2) installing the camera and the use of lighting;
- 3) editing the video material with the help of *Windows Movie Maker*.

The participants were asked to offer feedback and suggestions on the materials. The main objective was that participants were able to create a Video CV at the end of the training session.

The creation of a Video CV should be preceded by a guidance and counselling session, which will serve to build a clear picture of the candidate's skills and competences to be highlighted through the Video CV. The counsellor seeks to emphasize competences acquired in both formal and non-formal contexts, so as to put the candidate in the best possible light for the job he desires. The fact that the Video CV allows the candidate to show his skills makes it less relevant whether these skills have ever been certified or not. While guiding the client through the process of creating a Video CV, the counsellor should seek to encourage spontaneity on the client's behalf and discourage "acting like a TV anchor".

According to the authors of the *Guidelines for Creating a Video-CV* the scenario of this instrument should comprise the answers to three main questions:

- Who am I?
- What can I do?
- How do I see myself in the future?

Processing the video material after it has been shot can be done with any video editing software. Our choice of *Windows Movie Maker* was motivated by its wide availability and lack of additional costs (besides those of owning the *Windows* operating system). The notes offered to the trainees on this subject dealt with downloading and installing *Movie Maker*, cutting the video material, inserting text at the beginning and end of the clip and saving the project.

4. Pedagogical approach

Given the novelty of the tool, the module concentrated more on technical aspects, rather than the counselling skills needed to guide a client through the Video CV creation process. This was done in order to allow as much time as possible for the trainees to get acquainted with skills they do not usually use in their work. The counsellors participating in the training were given the opportunity to reflect on the use of the Video CV through interaction with the trainers and fellow trainees. Some of the questions they were asked to answer regarded the new aspects the Video CV contributes to the job search process, the advantages and possible

difficulties that come with it and how the Video CV could be a useful tool for job seekers to promote themselves on the job market.

The training process was divided into small, easy-to-follow steps:

- 1) going through the introductory notes so trainees could acquaint themselves with the overall process;
- 2) reading the notes on how to prepare a scenario for the Video CV and writing such a scenario;
- 3) getting to know how to set up the camera and the lighting equipment;
- 4) filming the Video CV based on the scenario they had previously prepared;
- 5) editing the video material with the help of the notes provided and finally;
- 6) reflecting on the whole process and exchanging opinions with the trainers and colleagues on the online forum.

We dedicated one week to this module, with participants having the first 3 days to familiarize themselves with the content and to create a scenario. Afterwards, we met for a face-to-face session where participants had hands-on training with the equipment typically used in creating a Video CV. The remaining time was dedicated to personal reflection and interaction on the online platform.

5. Related methods and resources

Surprisingly, but not inexplicably, there are relatively few good quality resources on the web relating to the creation of Video CVs. There are many websites offering to help people build their Video CVs for a fee, but it is difficult to find step-by-step guides on building your own.

One notable exception is the *Video Curriculum Project*, which offers concrete information on the steps you need to take to make a good-quality Video CV: www.videocurriculumproject.net

Key words: video CV, personal promotion, video processing, guidance interview.

Chapter 13

How to create effective video tutorials for your tools

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1. Tool description and context

Within the sphere of the *JOBTRIBU project*, learning materials were created for the Pilot Actions. As today's youth have repeatedly proven to be familiar with digital media, the decision was made to create a video tutorial for the online tool www.bic.at (the core of the Pilot Actions) in Austria.

The goal of these videos is to digitally demonstrate the possible applications of www.bic.at in a simple and vivid way. This easy and convenient introduction will further simplify access to and usage of www.bic.at, and will support the work of career guidance counsellors, who will not have to explain the entire tool to their clients, but can simply send them the link. Clients can familiarize themselves with the tool and learn about its most important features by watching the video tutorial, which they can do even via cell phone. This kind of introduction might even develop clients' media technology skills implicitly. Another great advantage of the video tutorial is the possibility of individual control of the information input. There is no time pressure, as the video tutorial can be played over and over again according to the clients' learning curve.

In short, the video tutorial provides the following advantages for an ICT-tool:

- Time saving for career guidance counsellors
- No time pressure during knowledge acquisition for information seekers
- Knowledge acquisition is not location-based but internet access-based (for example via cell phone)
- Strengthening of media technology skills

However, the creation of a video tutorial requires certain prerequisites: the right hardware and software and professional ICT skills. The following text defines the various phases of production, from the basic idea to the final video, step-by-step. It is important to emphasize that professional ICT skills and the required technical equipment are crucial to complete this task. It should be noted that the following steps are not a professional set of guidelines, but simply a rough outline of the steps involved.

2. Preliminary research

The first step involved the analysis of video tutorials with similar contents. On the basis of video examples, mostly tutorials for software applications, a suitable structure for the video tutorial for www.bic.at was derived. Errors found in the various videos were particularly helpful in the planning phase. In some videos, the picture and sound were not in sync, which caused them to be confusing. In other cases, the spoken text was recited either too fast or too slow, and the video quality was often poor. In order to create a simple and easily understandable video tutorial, an effort was made to avoid these potential mistakes. After defining these quality criteria, the next step was the storyboard.

Step summary

- Internet research on video tutorials to facilitate planning of own video tutorial
- Strength/weakness analysis of the researched video tutorials to identify and avoid sources of error

3. Video tutorial step by step: the storyboard

Within the framework of the storyboard, the group decided on a simple informational text as well as a picture sequence, in order to portray the tool in an understandable way. It is imperative to see the ICT tool through the information seeker's eyes. The mistake of seeing the tool solely through the eyes of the experts who work with it on a day to day basis is to be avoided. Therefore, it is important to obtain reactions from people who have had little contact with the tool. All remarks and questions by such subjects should be noted, as they serve as an important set of guidelines for the video tutorial. Additionally, the tool should be revised several times by experts to fine-tune menu points and improve tool performance awareness. Practitioners who often use the tool soon fall into a routine and start to exclude those "features" they do not necessarily need for day-to-day operations. Taking all of this into account, a "storyboard" explaining the most important menu points, and the corresponding spoken text and pictures, was designed. One should consider that the story board is at least as time consuming as the technical realization. In the JOB TRIBU project, the storyboard was designed in German and later translated into English.

After completion of the storyboard, the voiceover text – independently from the pictures – was provisionally recorded and put together with the previously recorded picture sequences (this step will be explained in the capturing section below). This provisional arrangement is an important step in clarifying and determining the duration of the spoken text. A video tutorial should not last longer than 15 minutes, otherwise the attention span decreases sharply, and the tutorial might be abandoned prematurely. Depending on technical capabilities, chapter headings can be built in.

After a provisional matching of text and image, there were still discrepancies, so corrections were made. It became clear that the first version of the storyboard contained too much general and unnecessary information, so it was simplified. After storyboard revision, the actual voice recording began.

Step summary

- Tool testing by experts, practitioners and learners (information seekers); collection of questions and remarks
- Storyboard creation based on a text: capturing the most important menu points and “features”, development of the voiceover text, clarification of the pictures to be used
- Provisional voice over recording and “matching” of the corresponding images; carrying out of necessary corrections

4. Video tutorial step by step: voice recording

In order to ensure a high-quality voice recording, certain technical prerequisites are fundamental. For the video-tutorial for www.bic.at, a USB audio interface (M-Audio Fast Track MKII), a microphone interface and a special condenser microphone (large diaphragm for voice recordings) was used¹. In addition, the free audio programme *Audacity* was used. A computer with a suitable graphic board and memory are further important requirements.

The storyboard had to be recorded by a person with a clear and pleasant speaking voice: singers or actors are most suitable. For the designed tutorial, the voice of one of the Institute’s employees, who has singing and choir experience, was used, thus voice recording could be completed relatively quickly. It is of the highest importance to record the voice at a proper speed, as changes made later often do not deliver satisfying results. Slow, clear speech is imperative. For audio quality enhancement, single tools from the *Audacity* software such as compressors and filters can be used.

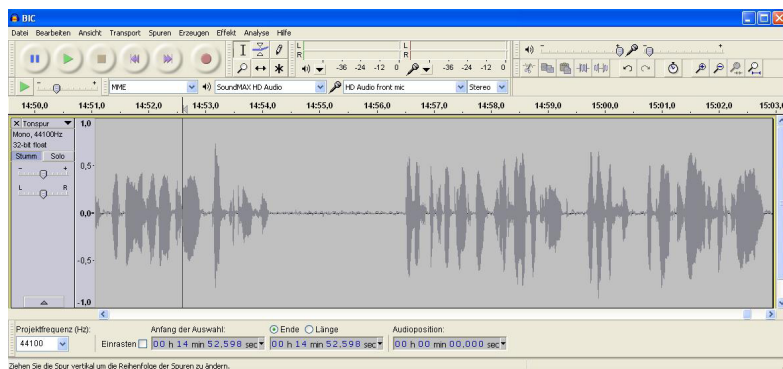


Figure 1: adapting the voice recording

1. At this point the ibw would like to thank the person, who made this equipment available free of charge.

Step summary

- Provision of suitable equipment: USB Audio-Interface, microphone, audio software
- Professional text recitation (singers, actors)
- Alignment between voice recording and software

5. Video tutorial step by step: capturing

Preliminary research has shown that most video tutorials are recorded with desktop-capturing programmes. No video camera is used, as the desired picture sequence is recorded, with the aid of the software, directly on the computer. The software offers a very high picture quality. Hence the data quantity can be kept very small with the help of a light data compression. For the www.bic.at video, the user-friendly software *CamStudio* was utilised. The software can be downloaded for free. It is especially important to pay attention to the technical settings and procedures: the video codec – here, the CamStudio Lossless Codec v1.4 was used -, and the video container format AVI (Audio Video Interleave).



Figure 2: capturing the video with CamStudio

It is important to use the proper format and resolution for the recording. The video for www.bic.at has a 16:9 screen format with a resolution of 720x1280 (due to the screen size utilized). That resolution can be selected on www.youtube.com, allowing for a user-friendly full-screen mode viewing experience. While the already-recorded spoken text is reproduced, the desktop-capturing programme records all activities that take place on the desktop. Hence, the image can be synchronously recorded with the text. As the video is relatively long, the recordings were broken down into passages, which were brought together in an editing programme. The final video files could then be adapted in the editing programme.

Step summary

- Choice of suitable software and video specifications
- Recording of synchronised image and sound

6. Video tutorial step by step: editing

The longer a video tutorial is, the more important it is to subdivide it into separate sequences. Cutting ensures a compact product without breaks, faulty images etc.

The fee-based software *Adobe Premiere Pro* was chosen for cutting. Even so, there are free alternatives, such as *Lightworks* or *Free Video Cutter Joiner*. Video recordings and video sequences (images) are imported into the programme.

Via various software tools, like the cutter (used to cut video and audio material), fade out, fade in and different types of transitions (shifts between two sequences), the final product can be created. At this point, it is important to consider the above- mentioned quality criteria. The images should fit the soundtrack as accurately as possible. Furthermore, high resolution must be provided without a significant increase in file size. This can be best achieved if the video – exported out of the cutting programme – is compressed immediately. Thus a lossless and hence efficient video codec (H.264) was used.

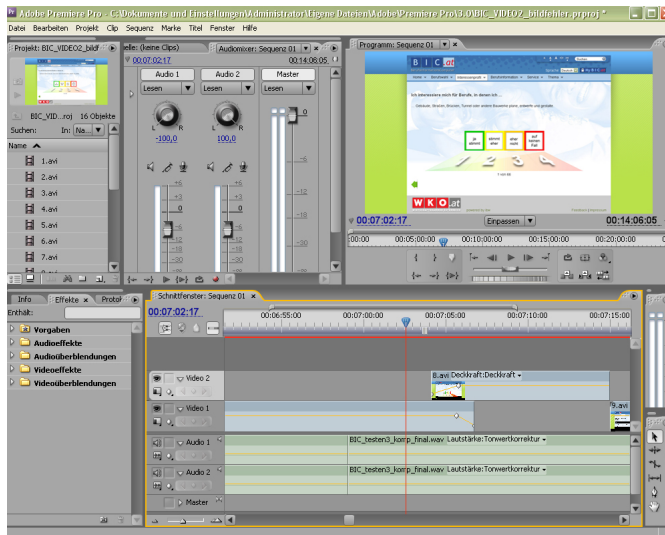


Figure 3: the video in the editing program

Step summary

- Importing of audio and visual material into the editing software
- Editing of the raw material (image and sound)
- Exporting the final product into a suitable video format

7. Video tutorial step by step: subtitling and sharing

To make sure the video could be used and downloaded by as many people as possible, it was uploaded on www.youtube.com. *Youtube* was chosen because it is one of the most popular internet platforms and also provides many additional options, such as optional subtitles. In order to make the video tutorial more interesting for people with no knowledge of the German language, subtitles were provided in English and German. Both uploading the video to *Youtube* and adding subtitles are very easy tasks and are sufficiently described on the platform.

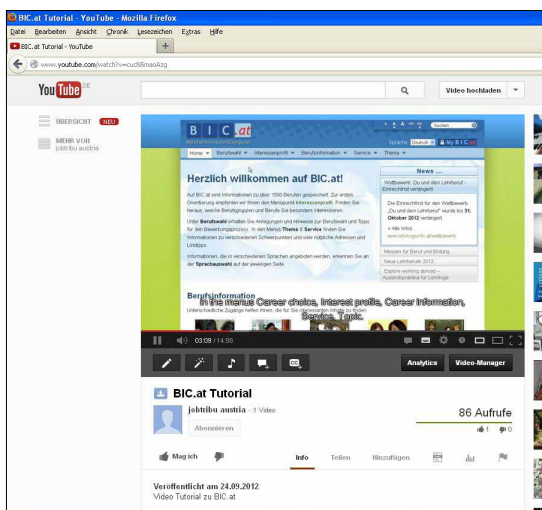


Figure 4: the video on youtube

Step summary

- Creating an account on www.youtube.com
- Uploading the video tutorial to www.youtube.com
- Adding the subtitles on www.youtube.com

8. Choose your tools: equipment and software

Hardware

- Computer (Pentium D)
- USB audio interface (M-Audio Fast Track MKII)
- Condenser microphone (large diaphragm for voice recording)

Software

- Audacity
- CamStudio
- Adobe Premiere Pro

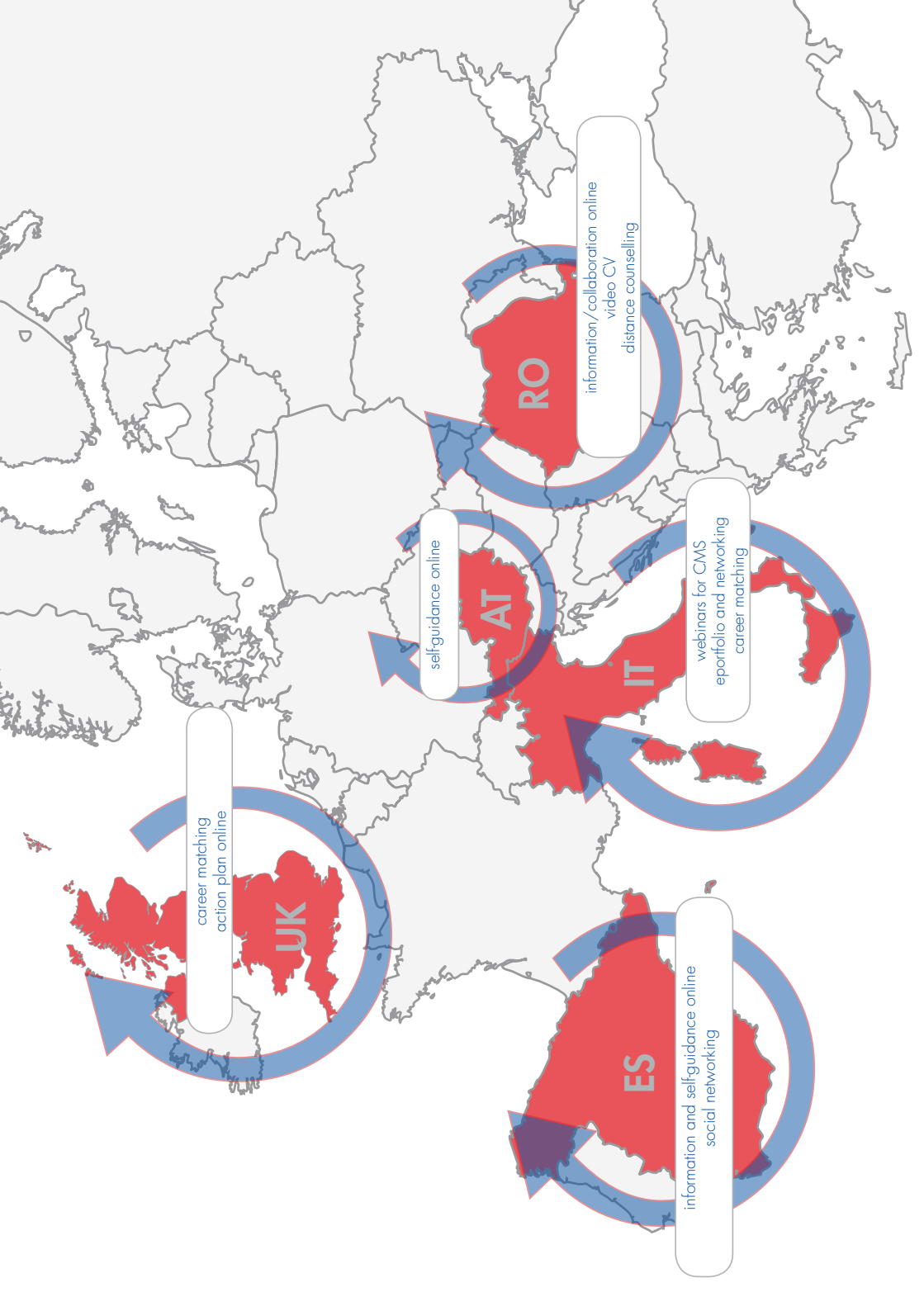
Part III

Resources and Annexes

A. JOBTRIBU National Pilot Actions

Here below a summarizing table and visual map of the 5 National Pilot Action projects carried out by the partners during the project JOBTRIBU.

Action contents	Tools	Target groups	Organisations/ Services involved	Partner/ country
Italy				
1. Webseminars for improving Career Management Skills 2. Presenting and networking with e-portfolios 3. Career database and interests matching	OpenMeetings Eportfolio/ Mahara S. ORP.RENDO	PES practitioners and Counsellors Young people (18-30) Secondary school Students Young people (Internship service)	Centri per l'Impiego della Provincia di Siena Misure di accompagnamento al lavoro	Province of Siena Pluriversum ITALY
Spain				
1. Facebook: Q&A sessions and promotion of other tools 2. Self-guidance and Information: navigating informational databases for self-guidance and self-awareness	Facebook pages/wall Gran Regorregut Neptu	Teachers, tutors and guidance practitioners Young people between the ages of 16-20 Students in Secondary School (ages 14-16)	Educaweb Educaweb users Qestudio subscribers Schools in Barcelona province	DEP/SPAIN
Austria				
1. Self-guidance and self-information in career related topics: the bic. at tool	www.bic.at	Educational coach for young people PES practitioners working with young people and adults Pupils of VET school (12 ^o grade) one year before graduation	HLTW13 Bergheidengasse VET School for tourism, Vienna AMS für Jugendliche, Vienna	Ibw/Austria
Romania				
1. Online collaborative instruments for guidance practitioners 2. Online synchronous communication instruments for career counseling 3. Video CV	Blog and wikis Skype Video CV	Career counselors Students of the University of Bucharest	Counselling Centre of University of Bucharest (offering guidance advice for young students) AMOFM Bucharest (local employment agency) (offering guidance and training services for job seekers)	iES/Romania
United Kingdom				
1. Career database and interests matching in career and educational guidance and action plans online	Adult Directions Adobe Connect	Advisers delivering careers guidance to young people	Council advise teams of: Bolton, Hereford, Worcestershire, Suffolk, Northamptonshire, County Durham and Hertfordshire	CASCAid/UK



career matching
action plan online

UK

information and self-guidance online
social networking

ES

self-guidance online

AT

webinars for CMS
eportfolio and networking
career matching

IT

information/collaboration online
video CV
distance counselling

RO

B. Collection of resources, good practices and tools

Please, note that complete bibliographic references for this publication, for the materials contained in the enclosed DVD and for the activities and materials of the project JOBTRIBU are available in the enclosed DVD and organized as following.

Bibliography: theories and methodologies

List of books, publications, articles and online resources used during the project JOBTRIBU and/or quoted in the chapters of this publication as theoretical and methodological references.

Good practices and case studies collection

Table summarizing good practices and case studies the partners referred to for developing the project JOBTRIBU activities and materials and/or quoted in the chapters of this publication.

ICT tools collection

Table summarizing a collection of useful ICT tools used and/or analyzed during the project JOBTRIBU activities and/or quoted briefly in the chapters of this publication.

Short bibliography for this publication: resources and references

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NEPTU: <http://www.neptu.cat>

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Chapter 9

Free online resources on how to organise and manage a webinar:

- *How to webinar website*, <http://howtowebinar.com>, www.youtube.com/user/HowToWebinar
- *A webinar Organizer's Checklist*, Ken Molay, Slideshare profile GoToWebinar
- *18 Tips on How To Conduct an Engaging Webinar*, Olivia Mitchell, by www.speakingaboutpresenting.com
- *Create Winning Webinar Presentations: Proven Techniques for Crafting Memorable, Persuasive and Effective Presentations*, by Patricia Fripp for Coreography - www.coreography.com/web-seminars
- *La presentazione efficace con le slide*, Giacomo Mason, <http://presentazionefficaci.wordpress.com>
- *Webinar Best Web 2.0 Tools for Teachers* - <http://edtechteacher.org>

Examples of webinars use and techniques:

- *Webcast platform of European Union* - <http://webcast.ec.europa.eu>
- *Webinar platform of IAL FVG* - www.presentation.ialweb.it
- *EdTechTeacher* - <http://edtechteacher.org/index.php/news-a-media/webinars>
- *BrainPop* - www.brainpop.com/educators/webinars

Chapter 10

CASCAiD website: www.cascaid.co.uk

Adult Directions: ad.cascaid.co.uk

S.OR.PRENDO: www.sorprendo.it

Support materials provided to adviser and users:

www.cascaid.co.uk/adultdirections/product-support

- Adult Directions Mini User Guide
- Adviser's Guide
- Manager Guide
- Using CASCAiD programs to support the Blueprint for Careers
- Adult Directions Post-16 Recommended Framework Mapping

Chapter 11

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Chapter 12

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<http://www.oesterreichisches-jugendportal.at/themen/arbeit-beruf/berufsorientierung/>

<http://www.youtube.com/watch?v=cucN5maoAzg>

C. Other annexes - DVD summary

Good practices in the use of ICT in providing guidance and counselling

Publication - PDF

New technologies for career guidance and mobility

Handbook for practitioners - *Publication - PDF*

The project JOBTRIBU

- Project and Partners - *Presentation - PDF*
- Actions and tools - *Presentation - PDF*

Collection of resources, good practices and tools

- Bibliography: theories and methodologies - *PDF*
- Good practices and case studies collection - *Table - PDF*
- ICT tools collection – *Table - PDF*

JOBTRIBU National Pilot actions

For each Pilot Action/country:

- Description of the National Pilot Action - *Table - PDF*
- Samples of training materials, sample of product and results – *various formats*

Final conference

- Programme of the final conference - *PDF*
- Video of the conference sessions - *Video MPEG*
 1. Session 1 - Emerging needs, priorities and perspective
 2. Session 2 - ICT tools and career guidance
 3. Session 3 Part 1 - Practices and ICT tools for service innovation



This manual was developed as part of the project *Job Tribu – New technologies for career guidance and mobility*, proposes to those operating in the sphere of employment and guidance services as well as public decision-makers a methodological and operational guide to better integrating the new technological resources available today (some at very little cost) within the main functions of support for clients making training and career choices and in transition to the world of work.

The pages of this manual present the methodological aspects underlying the international testing and promotion process for new guidance, networking and mobility technologies, as well as testing activities and training courses carried out in various contexts, so as to provide readers with a broad overview of the project and a series of suggestions and information useful for launching similar initiatives in other contexts.