



THE **ICT SKILLS** FOR **GUIDANCE PRACTITIONERS**

Petre Botnariuc
researcher

Institute of Education Sciences

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Summary

- ◆ Projects idea
- ◆ Context
- ◆ Research results
- ◆ Maps of competences
- ◆ Training pathway
- ◆ Supporting ICT Tools
- ◆ Conclusions

Projects duration and funding

1. ICT Skills for Guidance Counsellors

- ♦ LdV - Reference material
- ♦ 2002 – 2005

ICT SKILLS 2

ICT Tool and Training for E-Guidance Practitioners

- LLP - Transversal Programme, Key Activity 3 - ICT
 - 2007 - 2009

Partnerships

ICT SKILLS 1: Coordinator: ASTER, Italy

- Partners: Bundesagentur für Arbeit - Germany,
- Institute of Education Sciences - Romania,
- Universidad de Santiago, Forem - Spain and
- National Institute for Career Education and Counselling (NICEC) - UK

ICT SKILLS 2:

- Beneficiary: ASTER, Coordinator MELIUS Italy
- Partners: Centro Studi Pluriversum, Cyborg, Italy
 - Universidad de Santiago, Forem - Spain
 - Institute of Education Sciences, Romania
- CRAC – NICEC, University of East London, UK

Target Audiences

- ◆ Guidance practitioners
- ◆ Trainers
- ◆ Stakeholders

- ◆ Primary target group: guidance practitioners in LLL systems who use ICT to provide information, advice and guidance services to their clients.
- ◆ Secondary target group: stakeholders and decision makers at national/transnational level

Professional Context

- ◆ ICT context of guidance in European countries is not homogeneous (EC, OECD)
- ◆ 1985 > international conferences on ICT in guidance supported by EC
 - Quality and Ethics in Web-based Guidance (2001) -

Professional Context

- ◆ need to integrate the new ICT in guidance
 - information management
 - supplying quality/innovative services
 - new performance criteria for using ICT
- ◆ need to reform the initial and in-service training to respond to the needs
 - provide criteria and models to evaluate existing resources and develop new material
 - develop new attitudes, see ICT as tools to support daily practice

Aims - ICT Skills I

- ◆ identify/map the competencies needed in guidance through ICT
- ◆ promote the use of ICT in guidance
- ◆ develop a training path to complement the current initial and in-service training



Survey



- ◆ Documentation gathering
- ◆ Analysis of the context and state of use in ICT applied to guidance
- ◆ ICT Training requirements

Self-stated limits of the research

- ◆ ICT is advancing rapidly
- ◆ not every progress in IT leads to modernisation in guidance
- ◆ the traditional guidance can be refreshed and combined, but not replaced by modern technology
- ◆ the gaps in the information chain
 - political decision
 - administrative setting
 - practitioners' testing,
 - wide-scale implementation
 - effective feedback

National Differences

- ◆ decentralised (Es, It, Uk) # centralised (De, Ro)
- ◆ information, mediation # interactive indepth G
- ◆ infrequent and limited use # regular and widespread
- ◆ educational focus (OSPZD) # support for specific individual decision making (GWO)
- ◆ resources to support the practitioner # client
- ◆ depth of research and theory (UK, It) # extensive experience of practice

Sectoral differences

- ◆ schools
- ◆ young people outside school
- ◆ vocational education and training
- ◆ higher education
- ◆ adult education
- ◆ voluntary sector
- ◆ public employment services
- ◆ employers
- ◆ trade unions

Skills differences

- ◆ attitudes towards ICT
- ◆ basic ICT skills
- ◆ ICT in guidance as a resource
 - individuals
 - groups
- ◆ ICT as a medium

Barriers

◆ Internal

- psychological barriers
- cultural barriers
 - of the profession
 - of the organisation

◆ External

- policy priorities (lack of funding)
- lack of (uptodate) software and equipment
- time pressure on practitioners (preventing practice of skills after training)

Recommendations

1. awareness-raising module “potential of ICT in G”
2. training for general ICT skills – not needed
3. training on how to use ICT in guidance - needed
4. Mode of training
 - direct teaching preferred (on/off site)
 - distance and on-line options
 - On-going support after training
 - provide time to practise new skills
5. Need for a better co-ordination of efforts (national and/or European interest groups and initiatives)

“New” Skills Needed in Guidance

- ◆ learning in virtual environments
- ◆ developing and managing user-friendly web resources
- ◆ ‘animating’ chats and videoconferences
- ◆ research skills
- ◆ presentation skills
- ◆ participation in newsgroups
- ◆ administration of electronic tools (tests questionnaires)
- ◆ using software for processing client information
- ◆ distinguish valid, reliable and good quality material
- ◆ operate specific careers software packages

Counsellors' tasks (IAEVG, 1999)

- ◆ 1. Assessment
- ◆ 2. Educational guidance
- ◆ 3. Career development
- ◆ 4. Counselling
- ◆ 5. Information management
- ◆ 6. Consultation and coordination
- ◆ 7. Research and evaluation
- ◆ 8. Programs and service management
- ◆ 9. Community capacity building
- ◆ 10. Placement

ICT Tools

- ◆ **W:** Website
- ◆ **E:** Email
- ◆ **T:** Telephone
- ◆ **V:** Video-conference
- ◆ **S:** SMS
- ◆ **C:** Chat
- ◆ **S:** Software
- ◆ **N:** Newsgroup

Types of approach

Use the ICT in guidance:

- ◆ **as a resource:**
 - the practitioner uses ICT tools (e.g. databases, websites, etc.) to help clients.
 - s/he refer the client to a specific ICT tool (e.g. websites, databases, etc.) to use on their own
- ◆ uses as a **medium**, to communicate with the user through e-mail, videoconference, chat etc.
- ◆ use to **develop** ICT-based guidance materials (e.g. selfguidance pathways on the web or specific software)

Working Concepts

Competence - the demonstrated capacity to complete a task successfully to an established standard of performance.

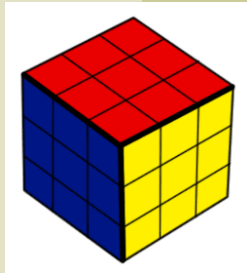
set of knowledge + skill + attitude

- ◆ **K (to know):** Which instruments are available for diagnosis?
- ◆ **S (to be able to do):** How do I handle them?
- ◆ **A (to be):** Awareness of ethical limits, readiness to use

Working Concepts

- ◆ **Knowledge** is the successful articulation of learned information and personal insight that provides practitioners with a foundation for developing skills
- ◆ **Skills** are behaviours exhibited by practitioners that involve application of knowledge resulting in the successful performance of tasks
- ◆ **Attitudes** are the result of a series of assumptions made by practitioners that motivates them to acquire the knowledge necessary to develop skills (Sampson, 2005)

Matrix of Competencies

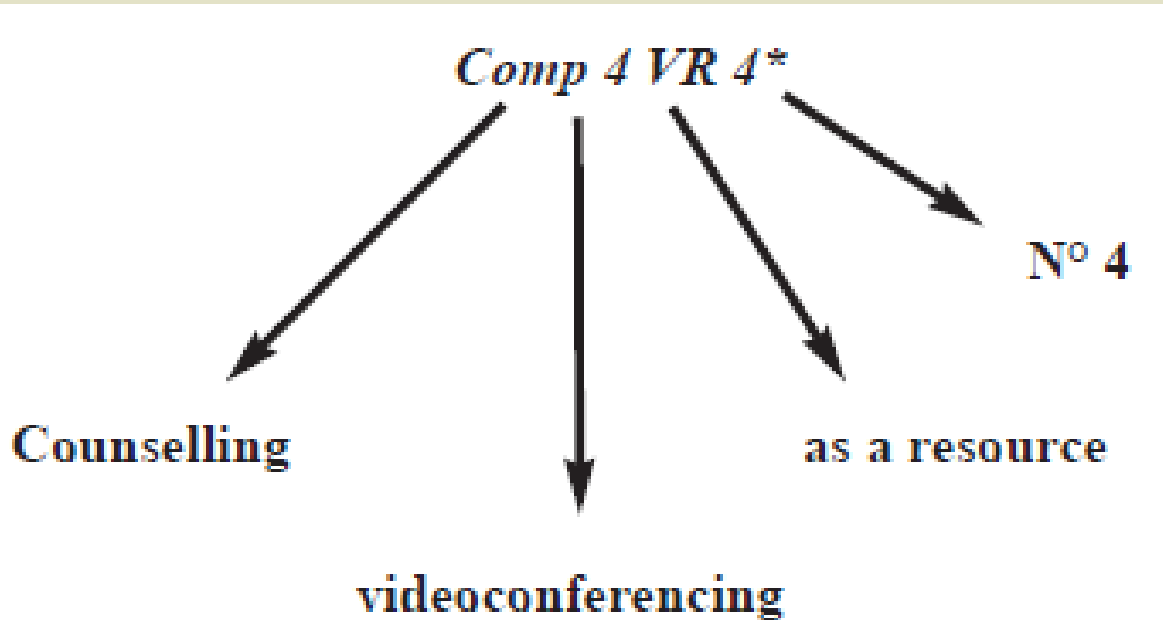


IAEVG tasks	ICT tools	Approach
1: Assessment 2: Educational guidance 3: Career development 4: Counselling 5: Information management 7: Research and evaluation 10: Placement	W: website E: e-mail T: telephone V: videoconf. S: sms C: chat So: software N: newsgroup	M: (Medium) ICT-based tools as a medium R: (Resource) ICT-based tools as a resource D: (Development) Development of ICT-based guidance contents



Eg: Elements of competencies

- ◆ Able to organise a videoconference session for an individual or group counselling interview with far-distance experts



Approach in the use of the ICT medium	Guidance-related ICT competence	Knowledge	Skills	Attitudes
R - as resource	<p>Comp 4VR 4.</p> <p>Able to organise a videoconference session for an individual or group counselling interview with far-distance clients</p>	<p>Not all clients can be referred to an interview with an expert through a videoconference session</p>	<p>Able to prepare the client/s for the videoconference session (i.e. videoconference rules, pro and contra)</p>	<p>Flexible and open to make changes in the type of relationship with the client</p>
		<p>Advantages and warning elements</p>	<p>Able to assess if the client/s is/are likely to benefit from this kind of approach</p>	
		<p>Ethical issues</p>	<p>Able to envisage an inte-</p>	

Steps in designing a training plan

- ◆ 1-Selection of units of competence to be acquired
- ◆ 2-Determination of associated abilities
- ◆ 3-Identification of performance criteria
- ◆ 4-Specification of equipment and teaching resources
- ◆ 5-Logistics in providing such equipment and teaching resources
- ◆ 6-Specification of performance indicators for each unit of competence
- ◆ 7-Selection of the Training mode
- ◆ 8-Design of training modules
- ◆ 9-Establishing of a system of training supervision
- ◆ 10-Organising the resources needed to support the

Determining the associated knowledge base for each unit

- ◆ **Functionality:** only what is required for the fulfilment of the practitioner's work
- ◆ **Integration:** it must be applicable in real situations in professional practice
- ◆ **Indirect assessment:** it should be determined through performance of each competence
- ◆ **Specificity:** every competence within that unit will require similar knowledge, and there will be some knowledge specific to that unit

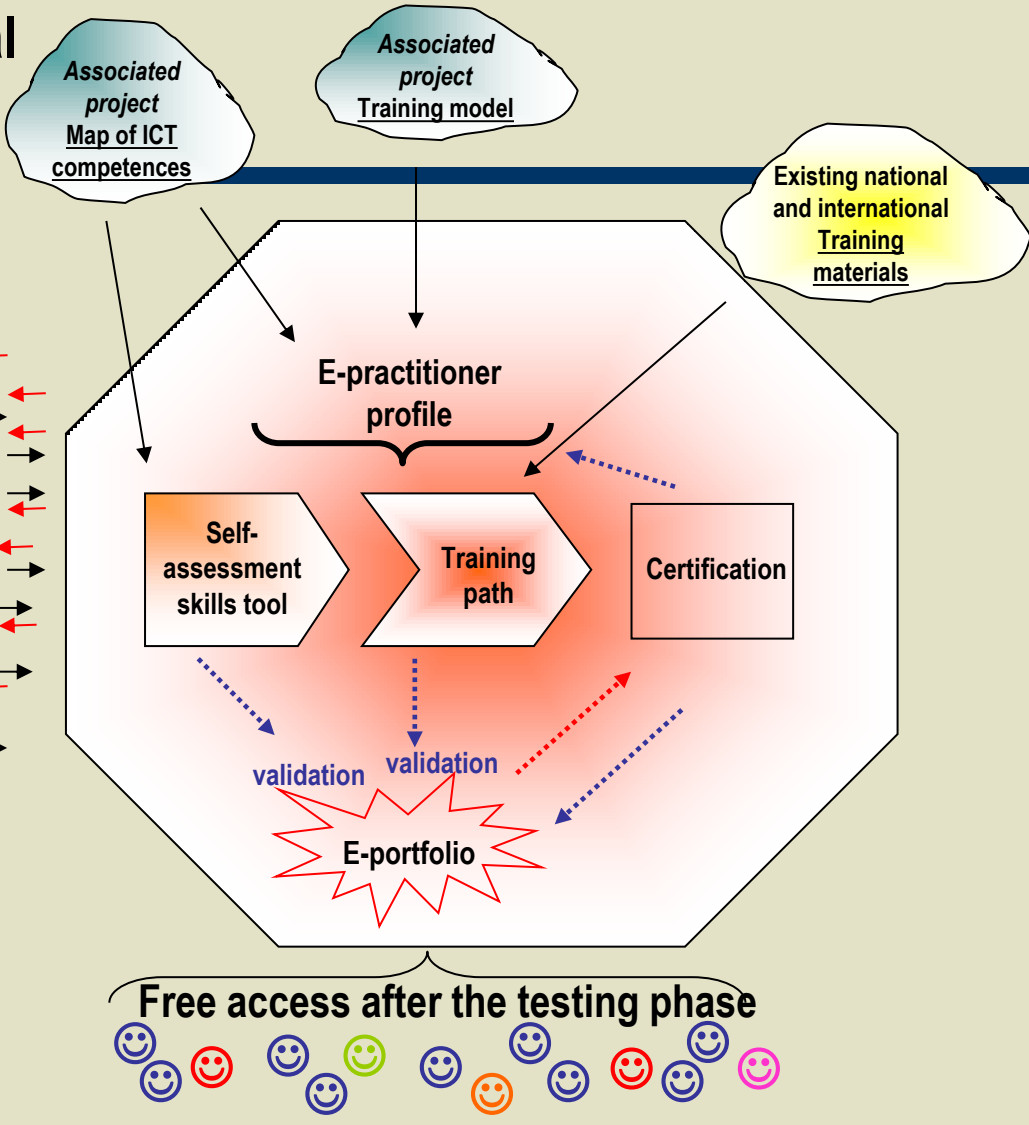
Training Modules ECTSs

- ◆ M 1. Integration of ICT in the design, implementation and evaluation of guidance programmes (2)
- ◆ M 2. Use of ICT in the personal and professional development of guidance practitioners (2)
- ◆ M 3. Use of ICT in diagnostic assessment (3)
- ◆ M 4. Use of ICT in educational guidance (3) ...in career development (3) ... in counselling (3) ...in information management (2) ... in consultation and co-ordination act. (2) ... in research and evaluation (3) ... in the management of programmes and services (2) ... in the development of the community (2) ... in work placement (3)

Aims - ICT Skills II

- ◆ to develop innovative ICT tools
 - open source platform
 - e-portfolio
 - online self-assessment skills tool
- ◆ to frame a standard e-guidance practitioner profile
- ◆ to develop innovative ICT training
- ◆ provide the EVG practitioners with tools to:
 - - identify and validate their ICT competences acquired within formal, informal and non-formal contexts;
 - - acquire new ICT competences;
 - - assess and record their ICT competences.

Methodological approach



Project approach

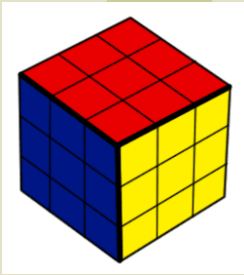
- ◆ update of the national context information
- ◆ revision of the map competences
- ◆ designing a training path
- ◆ develop an online platform
 - self-assessment tool,
 - an e-practitioner profile,
 - an e-portfolio
 - training resources
- ◆ pilot training programmes, evaluation and revision
- ◆ valorisation of results at national and European level

Competence Map Adaptation

- ◆ rationalised structure of the map to minimise repetition and reduce burden of assessment
- ◆ including the tasks of managing the use of ICT in G
- ◆ including new media and software with emerging applications in guidance (Web 2.0 technologies)
- ◆ including the client's learning perspective

METHODOLOGICAL APPROACH

- ◆ starting from the first ICT Skills methodology:
 - competence in using ICT tools
 - competence in guidance tasks
 - how the ICT is being used
- ◆ the second ICT Skills project builds on this methodology and adds a new dimension:
 - competence in the applied integration of ICT tools and guidance tasks in real work activities and settings



Competence Map Adaptation

Distinguishing four areas where ICT enhances client's career learning and development (Lim & Tay 2003):

- ◆ **Informing** – use of ICT to help clients access and make use of careers information, eg. courses and jobs databases
- ◆ **Experiencing** – use of ICT to help clients learn from virtual experiences, e.g. online simulations
- ◆ **Constructing** – use of ICT to help clients understand themselves and their situation, e.g. e-portfolios
- ◆ **Communicating** – use of ICT to help clients access their networks of support and make moves, e.g. video calls, emails, online application forms

The Revised Map

- ◆ Two units:
 - Use ICT to deliver guidance
 - Develop and manage the use of ICT in guidance
- ◆ Six elements
 - 1.1: Use ICT media and software in the guidance process to meet clients' **information** needs ... 1.2: **experiential** learning needs ... 1.3: **constructivist** learning needs ... 1.4: **communication** needs ... 2.1: **Develop** your use of ICT-related guidance solutions, 2.2: **Manage** your use of ICT-related guidance solutions in a service context
- ◆ 28 sub-elements (1.1.1: Select and use visual, audio and text-based information)



The Revised Training Path

- ◆ 30 training modules
- ◆ each module equates to 25 hours work
- ◆ rated at 30 ECTS credits (equivalent to half-a-year or 750 hours of study)

The Practitioner' Role

- ◆ to combine the appropriate ICT media and software with the appropriate guidance interventions to enable the career learning and development
- ◆ to adjust the intervention takes into account:
 - the characteristics of the clients,
 - the work setting and
 - the nature of the service being offered

Supporting ICT Tools

- ◆ e-practitioner profile: access from each competence to:
 - section of that competence from the self-evaluation tool
 - a training module that will enable you to acquire or improve that competence
 - an e-portfolio where you can store what you learned
- ◆ skills assessment tool (140 items addressing the 28 sub-elements)
- ◆ e-portfolio



★ Main Menu

- The project rationale
- The project objectives
- The project outcomes
- The target audience
- Partners
- The project leaflet
- Forum
- News del sito
- On line tools for guidance
- The national contexts

★ More information

The project rationale

According to what is suggested in a number of reports developed in transnational research contexts¹ and in some declarations of experts and guidance practitioners working in different European countries², **it is necessary to envisage systems giving the possibilities to practitioners** working in the LifeLong Learning systems (LLL) **to up-date their ICT competences.**

The use of the ICT in their daily practice, especially if applied in front office activities, is strategic for stakeholders in charge with LLL politics. This permits:

- **reducing the use of space, time and financial resources** (i.e. in many cases information and advice can be substituted by on-line resources, available during the whole day and reducing the work of

★ E-practitioner profile

Access to e-practitioner profile

★ Exabis E-Portfolio

- My Portfolio
- Shared Portfolios
- Export



Experiencing

Sub-element Description

sub-element 2.1 Select and use ICT media and software that will give your clients access to virtual and simulated career experiences and situations

sub-element 2.2 Create experiential learning activities and simulations for your clients using ICT

sub-element 2.3 Enable clients to access virtual and simulated career experiences and situations using ICT media and software



sub-element 2.1

Select and use ICT media and software that will give your clients access to virtual and simulated career experiences and situations

Knowledge and understanding	Skills and techniques	ICT tools used	IAEVG tasks related
- the range of software and media that are suitable for your clients (e.g. virtual careers library, virtual careers fair, work simulations, careers games, mobile games virtual worlds such as Second Life)	- how to use the selected technology	Mobile-based tool videoconference social software	Assessment / Diagnose Educational Guidance Career development Counselling Follow-up and evaluation Placement

»Assess your competences through the 'Skills self-assessment tool'

Assess your guidance-related ICT competence. Please, per each item choose the answer that mostly fit your situation

Training gap

Are you able to do this?	not at all	not very	not very well	quite well
You are working with students from a secondary school wanting to start a university degree in medicine. In order to better support them, you decide to interact with them in Second Life, simulating a realistic professional situation as a doctor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are working with a group of new graduates looking for job opportunities. You decide to interact with them in Second Life simulating a group job interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are working with University students in order to help in preparing a stage abroad. You interact with each of them through a mobile-game in order to advice them to cope with this new experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are working with a group of new graduates looking for job opportunities. You interact with all of them using a mobile game in a group setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your client is a new graduate looking for a stage in an international consulting company. You visit with him a virtual career fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pilot Training Programmes

- ◆ Modular course structure
- ◆ Whole coverage of the framework (for Milan and Santiago) # selection of units for rest of the pilots
- ◆ Approach of blended learning # except Milan, which was face-to-face
- ◆ Accreditation model: Milan and Santiago offered participants university accreditation # certificate of participation

Conclusions

- ◆ attitudes to the use of ICT in career guidance are ambivalent
- ◆ the competence maps were validated and a the feedback was very positive
- ◆ practitioners and trainers recognise the map in relation to their own practice, and find it useful both as a descriptive and as a prescriptive tool
- ◆ the four areas can be explored separately or can be combined to facilitate a combination of them in a coherent and effective guidance intervention

Conclusions

- ◆ obvious changes in the provision of career services resulting from the use of ICT
 - Websites provide unprecedented access to assessments, information, and instruction without the limits of time and location,
 - e-mail, chat, and videoconferencing allow reaching new clients
- ◆ things that have not changed
 - critical thinking in assessing the quality of career resources,
 - communication skills

Conclusions

- ◆ the map can be used as
 - a self-assessment tool by guidance practitioners in order to test their competences in the use of the ICT for guidance
 - an *awareness raising tool* of what guidance-related ICT competences a guidance practitioners might need
 - a framework within which guidance practitioners can reflect within the context of their daily practice on their training needs and their professional profile
- ◆ the flexible training framework as a model for initial and inservice training



Thank you!

Contact

www.ictskills2.org

petre.botnariuc@gmail.com