

Using digital technologies and creative approaches in career guidance counselling



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LTH | AI and ICT Educator | Career Learnin...



Agenda: Kl. 11:45 – 13:15



Check-in and setting the scene

Introduction to "Digilog" Guidance

Demo: Creative approaches | Digital Technologies

Module 1: Microsoft PowerPoint and Whiteboard

Module 2: Padlet | Visual collaboration | Mindmap

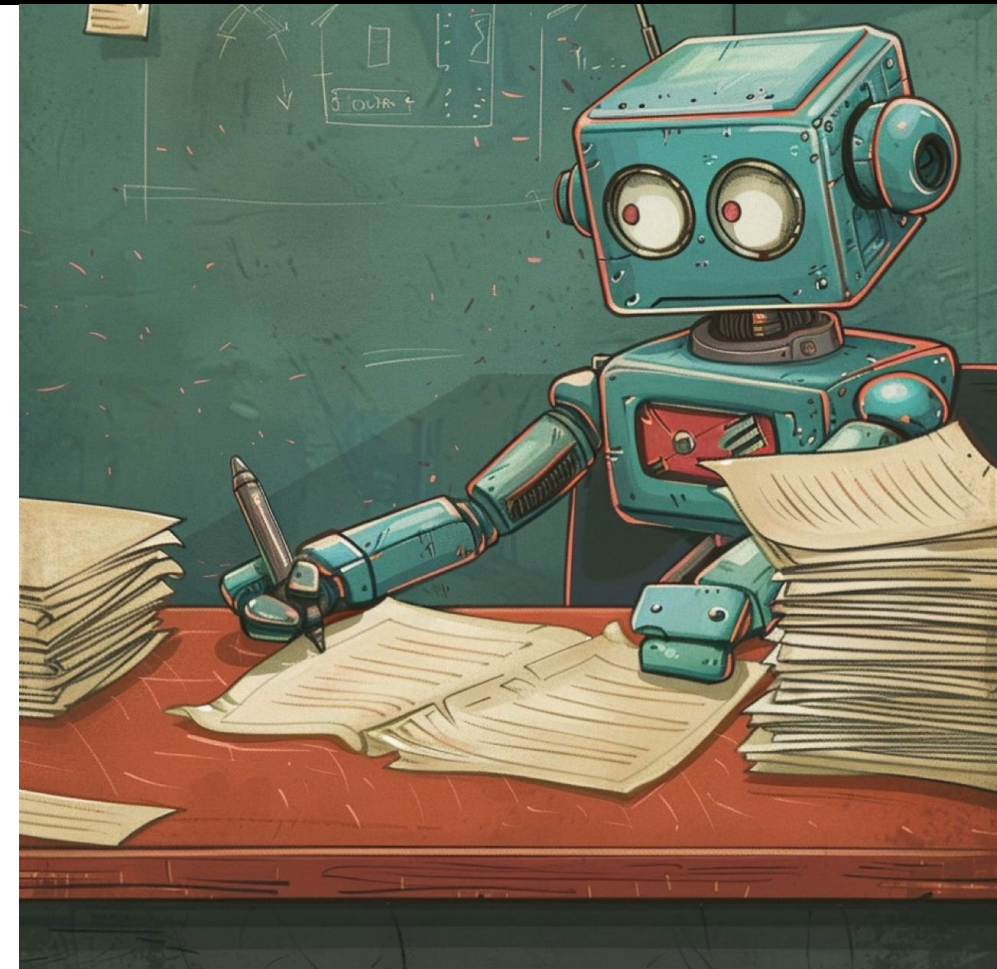
Module 3: Flipped career learning)

Check-out and questions

ACKNOWLEDGMENT OF CONTENT SOURCES

I would like to acknowledge that some of the content on the following slides has been reused, revised, or taken from the work of the following contributors:

- Anders Engström
- Anders Lovén
- Chris Targett Creative
- Norman Amundson and Andrea Fruhling
- LTH, Student Service
- Tristram Hooley
- UC Berkeley Career Center
- Open AI – ChatGPT and Dalle



By the end of this session you will have

- Been introduced to the idea of digilog guidance
- Developed an understanding of how digital technologies can complement traditional career guidance, enhancing both online and in-person interactions.
- Acquired concrete techniques to make your career guidance sessions more engaging, using creative approaches that foster meaningful client interactions.
- Gained confidence in implementing modern technology and creative approaches to enrich the guidance process, making it more accessible, interactive, and aligned with career theories and research-based practices.

Welcome to workshops 1.2!

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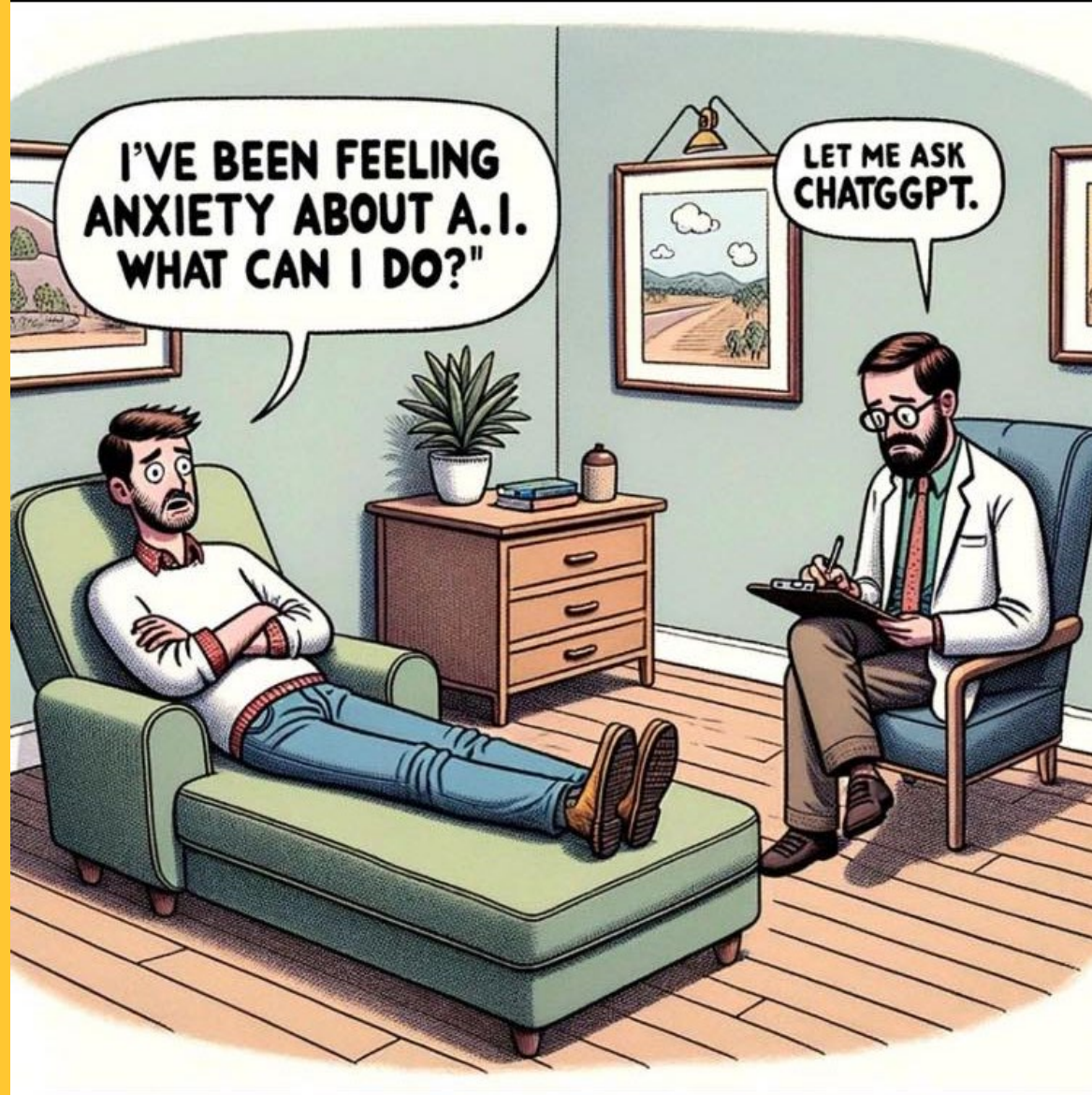
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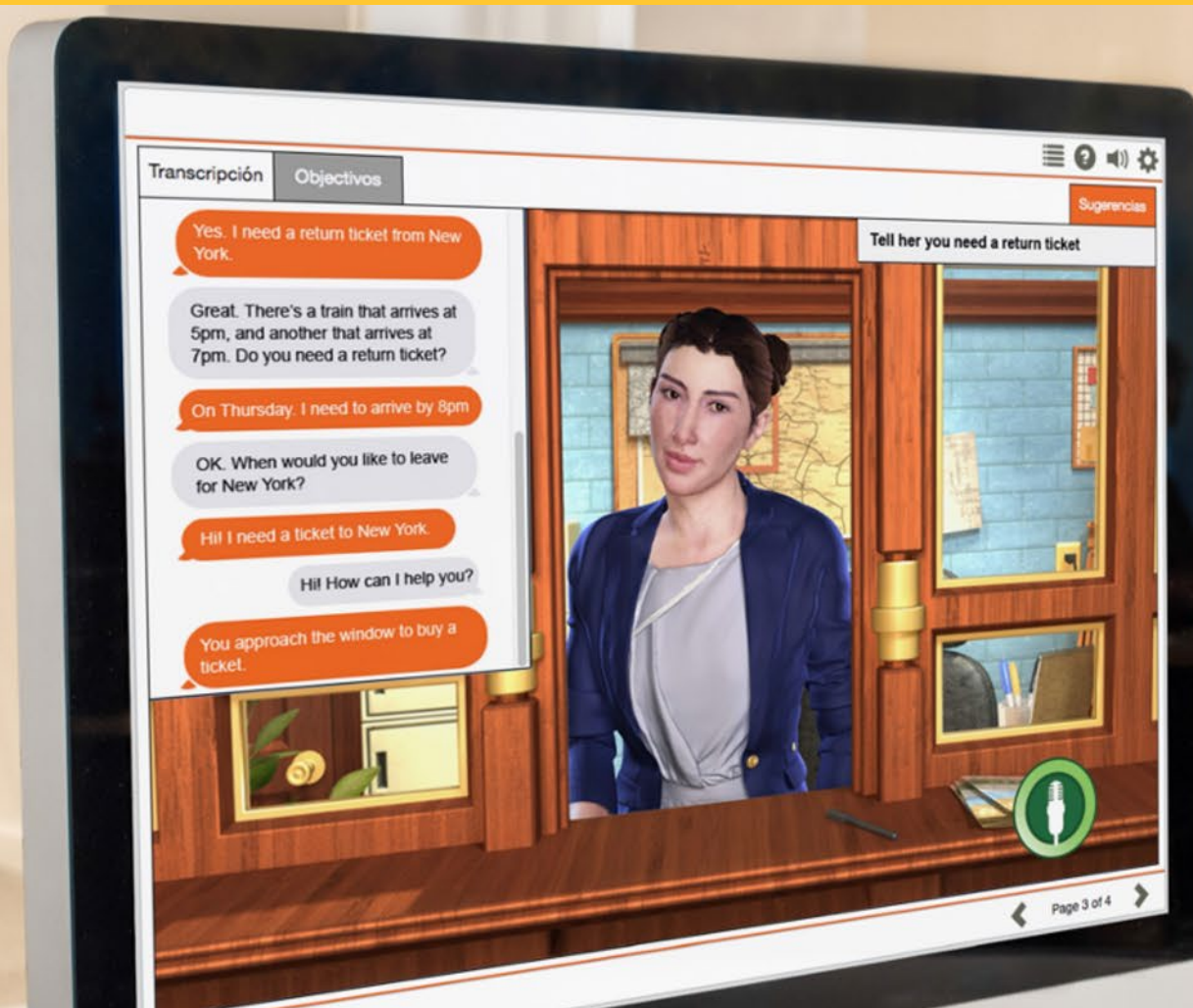
Mentimeter

**Something
bad about
digital
technologies**

**Something
good about
digital
technologies**

**Something
unknown
about
digital
technologies**





A New Digital Landscape



AI

Monotonous tasks
are simplified

New
applications

Create your
own materials
easily

Save time!

Revised version: Anders Enström



IAEVG 2024 - Jyväskylä



CHECK-IN



AGENDA



**DIGILOG GUIDANCE
HOPE-ACTION THEORY
- SETTING THE SCENE**



**ZOOM | WHITEBOARD
ANNOTATE | SHARE SCREEN**



**Microsoft Powerpoint
Meeting note / planning**



**PADLET
MINDMAP | CANVAS**



**REFLECTIONS
QUESTIONS**



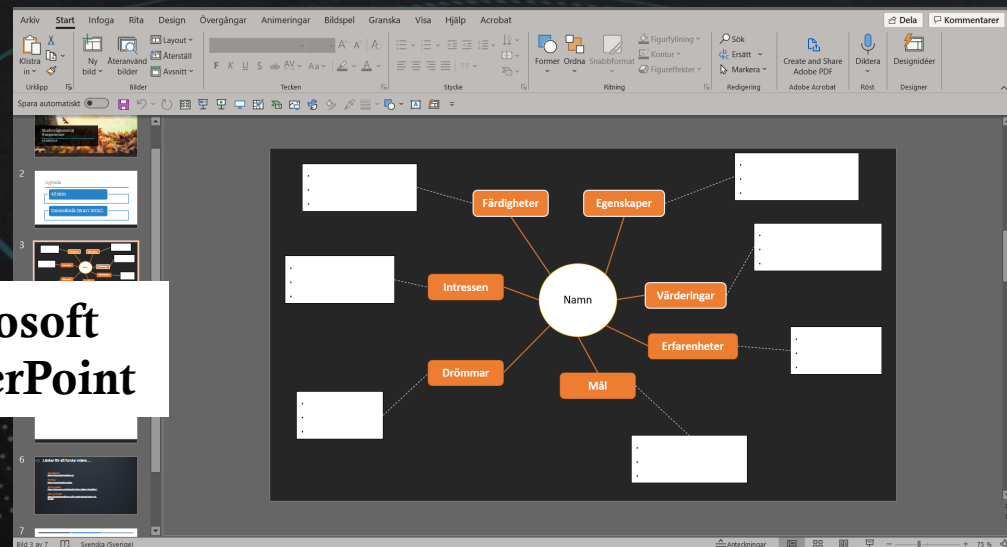
CHECK-OUT



Digital tools – to slow it down

1

Microsoft
PowerPoint



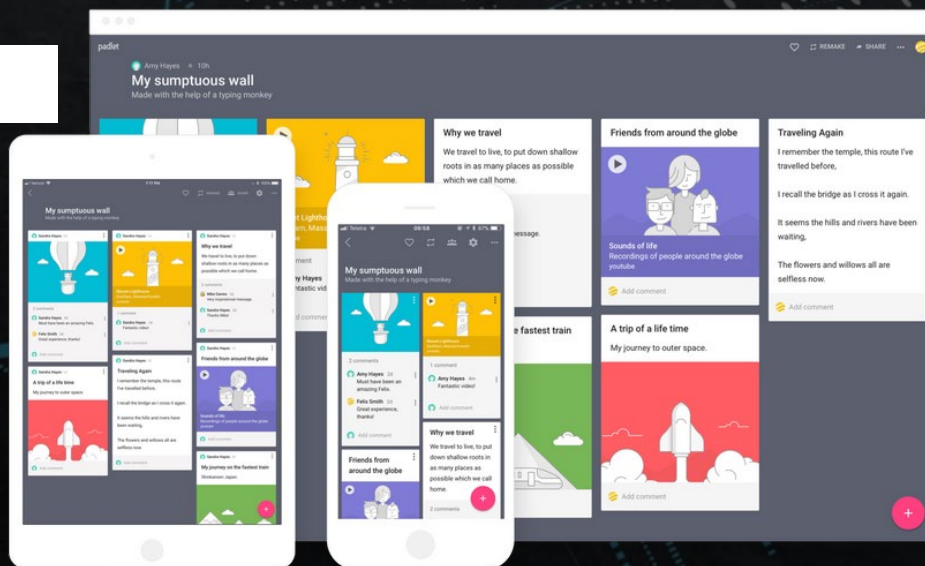
2

Zoom
- "Annotate" & "Whiteboard"

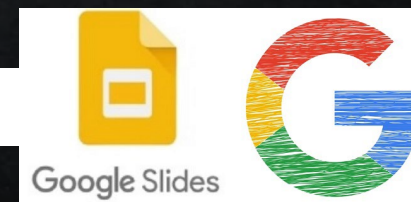


3

Padlet

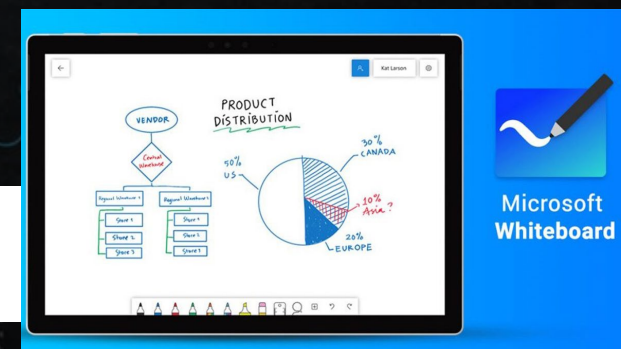


Google



Youtube

Microsoft
Whiteboard





About presenter:

Works as an Academic and Career advisor at LTH, Lund University.

M.Ed. in Career Development.

M.Sc. in Work science. (ongoing)

B.A. in Study and Career Guidance.

Responsible for Master of Science in Engineering: Computer Science and Engineering + Engineering Physics.

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Joakim Cao: Studie- och karriärvägledning



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Joakim Cao: Studie- och karriärvägledning

Vägledarvloggen



#1



IAEVG International Conference 2024

12-14 November 2024

Jyväskylä, Finland

<https://iaevgconference2024.fi>

Organisers

In partnership with e.g.

Workshop 1.2: Using technologies in career guidance counselling (IAEVG2024)



Joakim Cao

32 minutes ago



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Malmö

- from an industrial city to a modern hub of knowledge and innovation.



Lund

- a university town with a rich history and vibrant culture, continually expanding as a center for education and research.



Young Adults

- Ages 18 to 35 (career and identity exploration)

- Multipotential and diverse interests
- Pressure and stress around future choices
- Abundance of options
- Desire for meaningful work – making a difference in the world
- Family and societal expectations
- Dreams and goals for the future
- Uncertainty – concerns like 'What will become of me?'
- Balancing passion with financial stability



"Emergency remote teaching"

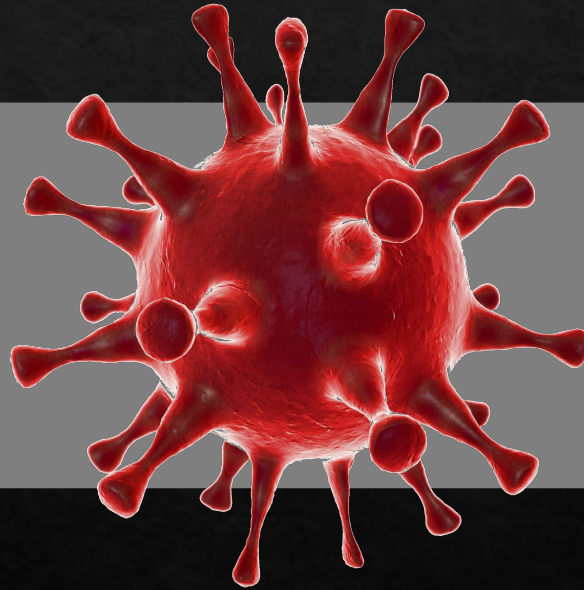
TELECONFERENCE



The great digital shift?

2018

We need to
develop digital
career guidance
services



2024

All career services are also
offered digitally

What works? Should we
return to pre-Covid
approaches?

Reflection

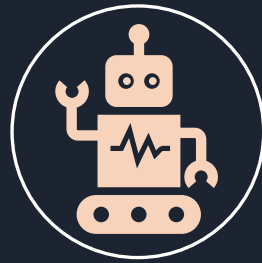
How has your engagement with digital tools and environments changed...

- ◊ Since you started working in careers?
- ◊ During the pandemic / lockdown era?
- ◊ Since the pandemic has been 'over'?

Digital career guidance



Internet
Information
Social media



Automated interaction
(Generative AI)



Communication

- One-to-one
- One-to-many / Many-to-one
- Many-to-many



So, rather than thinking about face-to-face or online,
we need to think about...

- ◊ What different technologies, tools and environments can do.
- ◊ How we can use them most effectively.
- ◊ And, how we can combine them.
- ◊ Therefore... *Integrated guidance*

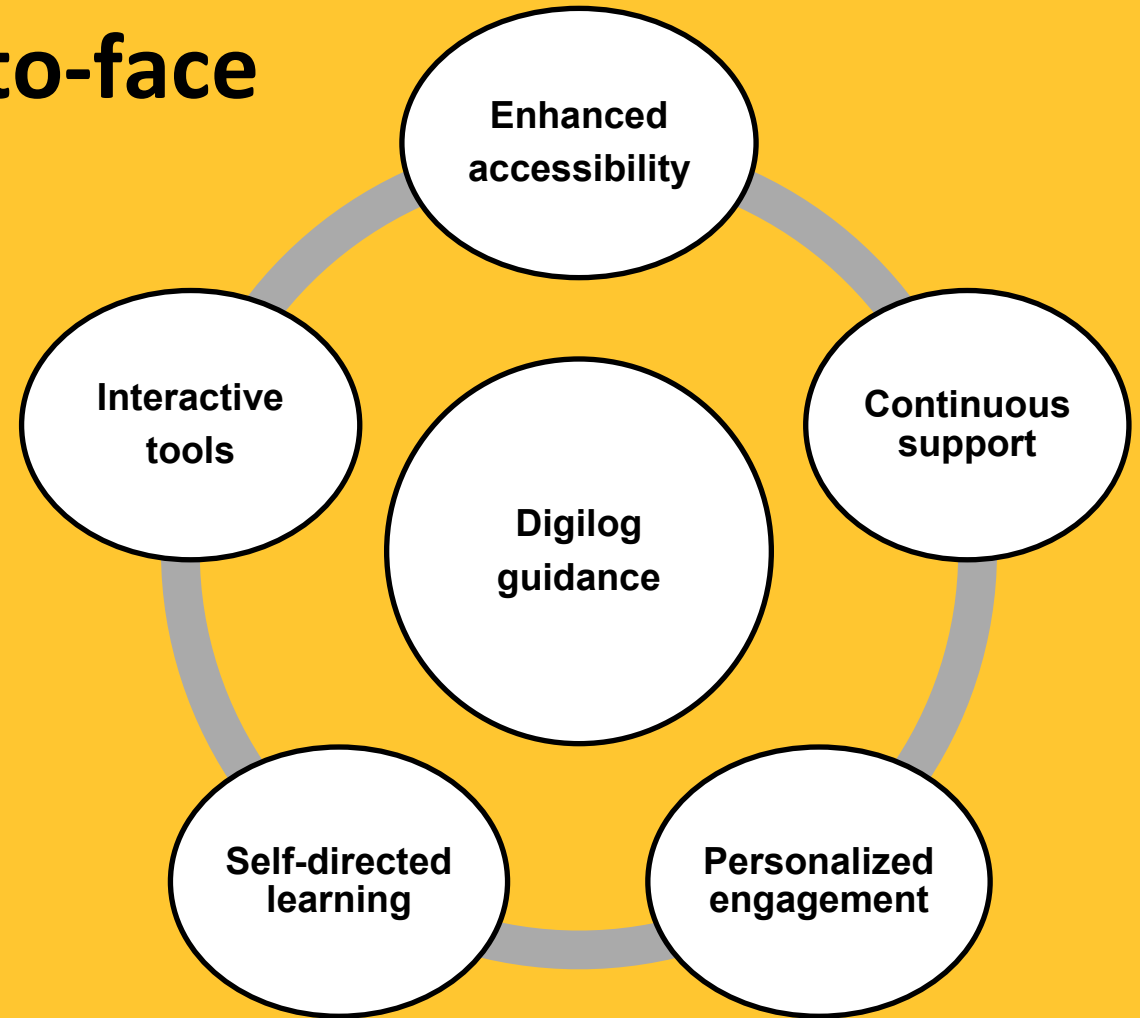
Conclusions

- ◇ Distance guidance is an important part of the guidance tool kit.
- ◇ It is not a replacement for face-to-face guidance but should be seen as an addition.
- ◇ It offers considerable opportunities to extend access to guidance services.
- ◇ But there are lots of decisions to be made by professionals about how best to do this.

We are used to working face-to-face

Definition:

- Digilog guidance is a blended (hybrid) approach in career counseling that combines digital tools with traditional, face-to-face methods, enhancing accessibility, flexibility, and personal connection in guidance services.
- Instead of replacing traditional guidance with digital solutions, digilog guidance thoughtfully integrates technology to enhance the guidance process while retaining the depth and personal connection of in-person counseling.



We live in a hybrid world



My counseling context...

“I don't feel like I know enough about all the different careers out there to know what I want to do.”

“Process career guidance”

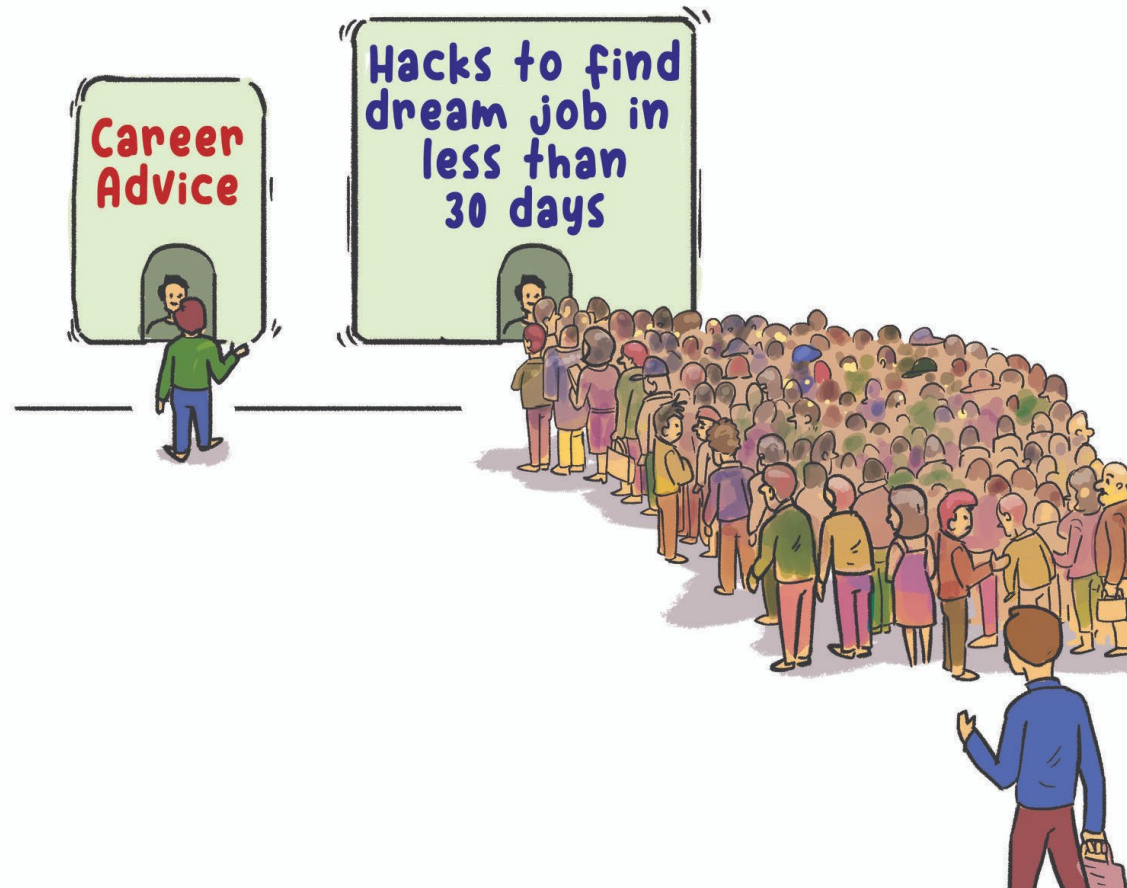
- Inner and outer world
- Competences
- Values
- Interests
- Characteristics
- Skills
- Cultural and Social context

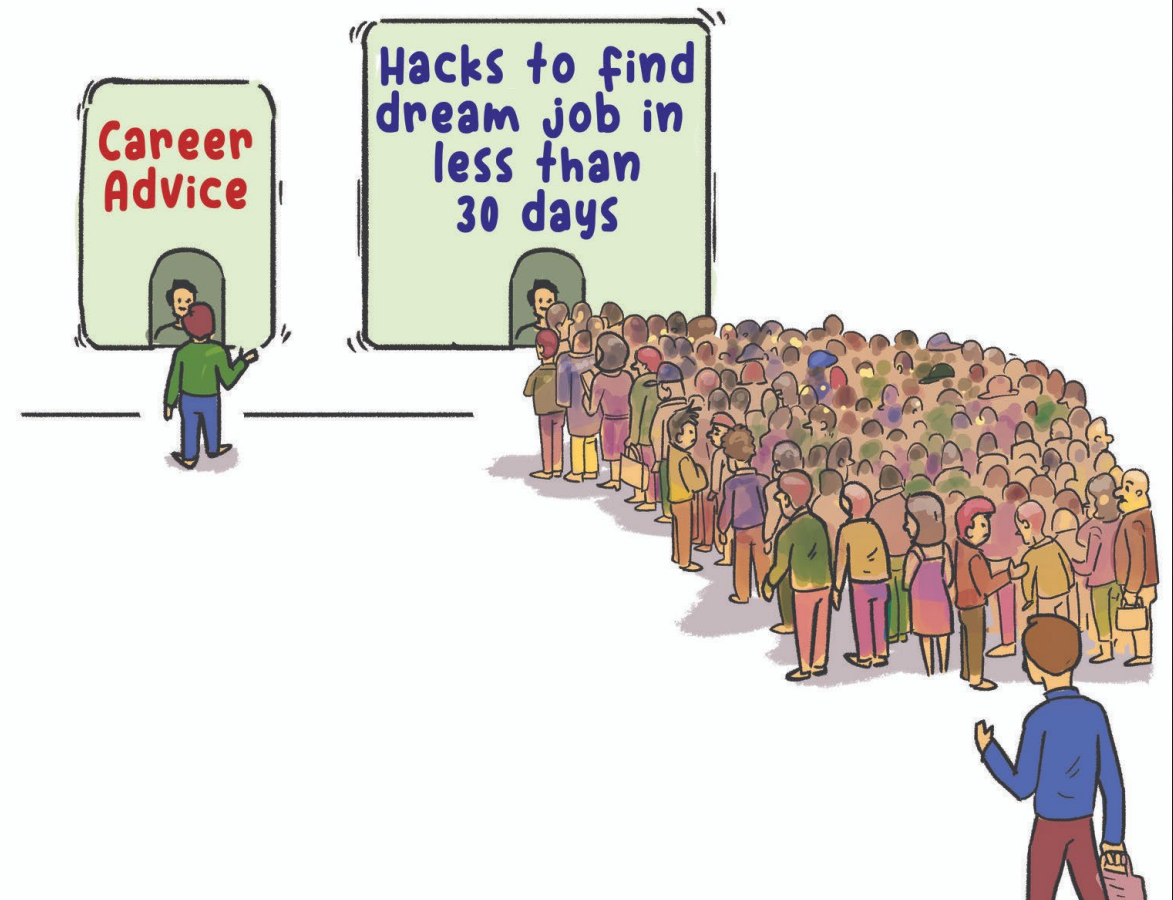
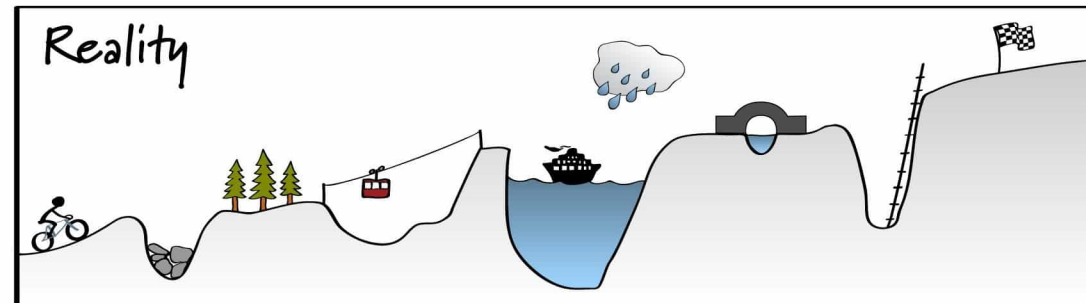


Critical voices
Perceptions
Expectations
Concerns
Challenges

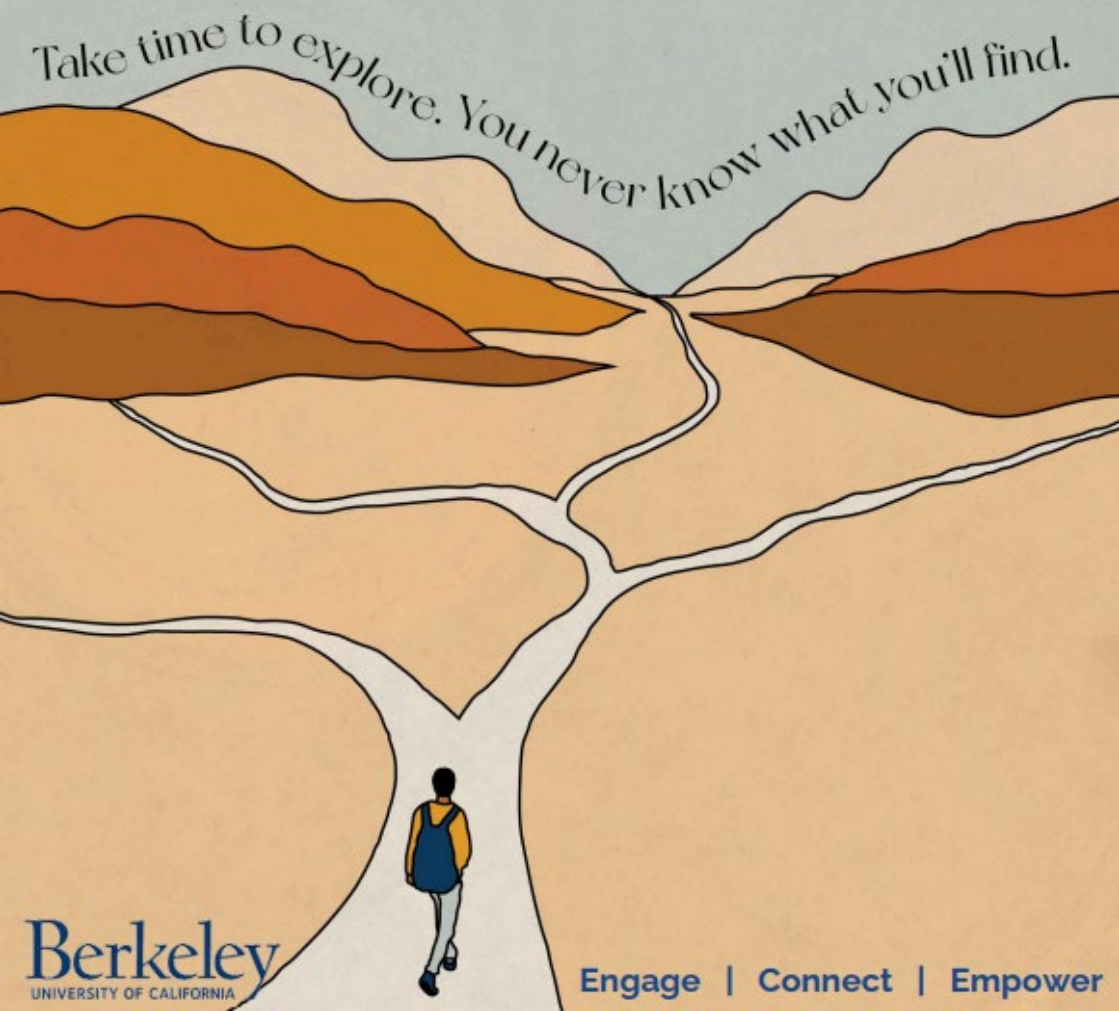
Hope for the future
Planned
Happenstance
Learning (lifelong)
Positive uncertainty

Functional variations
Mental health problems
Access to educational support
Strengthening psychological capital





Career Readiness Workbook



From career choosing to career learning

Career is... the individual's journey through life, learning and work (Hooley, Sultana & Thomsen 2018).

Reflection: Think about your own career. What/who have been the biggest influences on your career so far? What professional help have you received with your career?

A paradigm change – the idea of the "match"

Career as decision making – matching

Career deals with chaos and complexity

We don't career alone

Norm criticism - Social Justice

Lifelong career development

Lifelong learning – career learning?

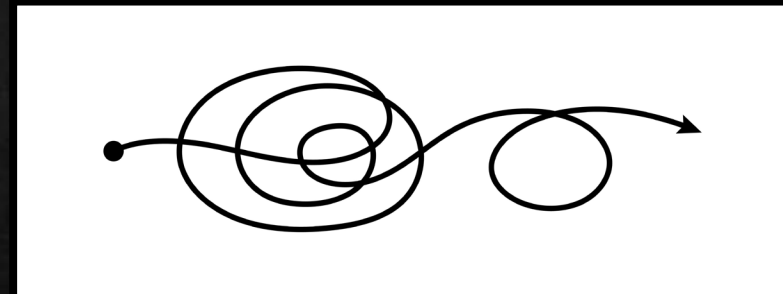
"I will be 36 in a year and have no idea what to do with my life. I have no particular interests and don't really know **what I am good at**. I have no proper education and have been working as a personal assistant for the last 5 years. I have also had part-time work in a grocery store.

I was recently made redundant due to lack of work there. It's a shame because I need money but at the same time I feel that it's not something I want to continue doing. I feel stressed. **What should I do?**

It's not possible to jump on an education program at any time. I hate being in this situation, time just flies by and I feel that I have no ambitions. Or rather, I don't know where to put my "hidden" ambitions. What am I good at?".

What do you think I should do?

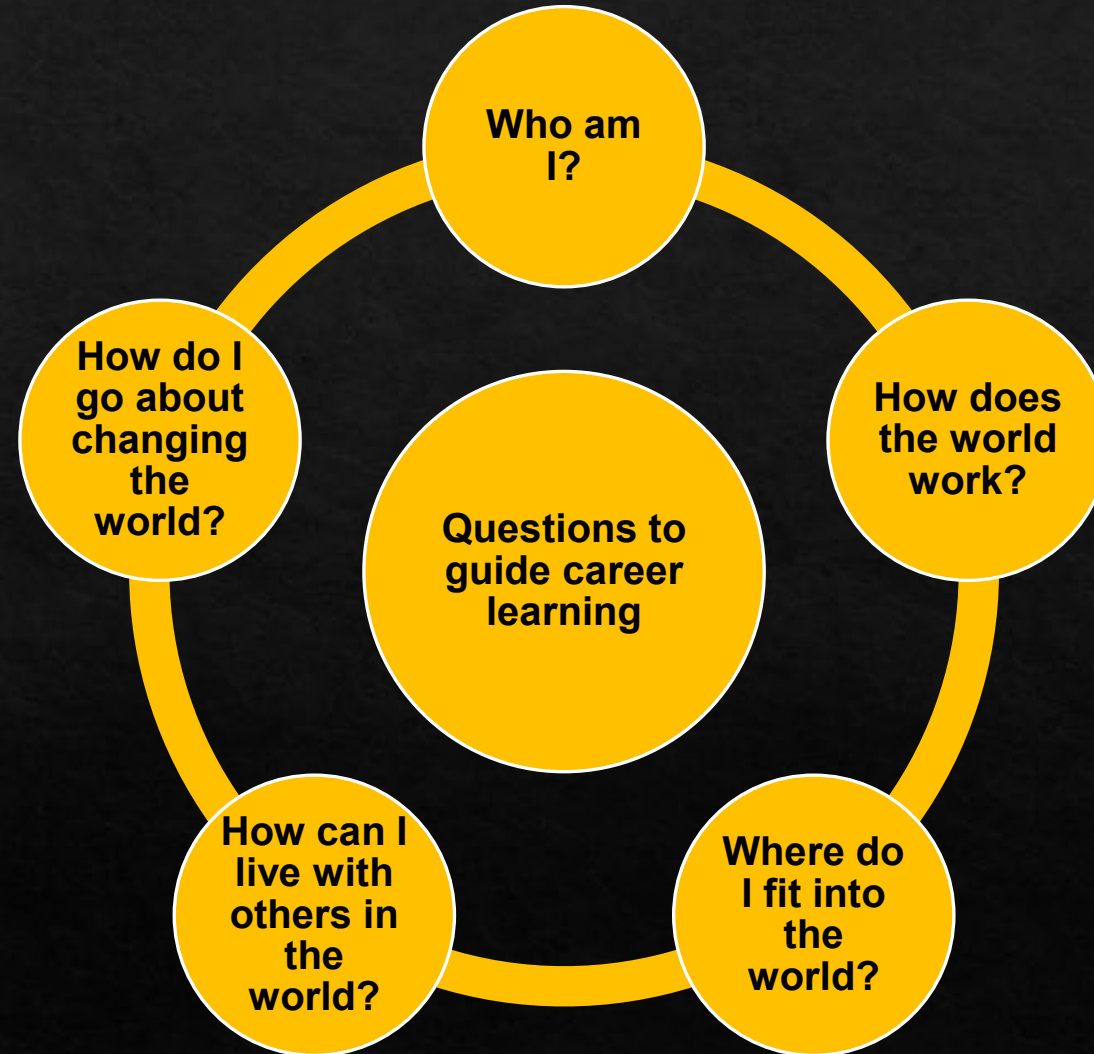
Twisted career – Rie Thomsen



Source:

Nordiskt Nätverk för Vuxnas Lärande
NVL Åland (2019)

A career education curriculum (Hooley 2015)



Hope-Action Theory (Amundson, N. E., Niles, S. G., & Yoon, H. J. (2020))

- Concern for the future - "what if..."
- "Lack of imagination"
- Metaphors and stories
- Hope as a competence
- Change and decision-making
- High levels of hope versus low levels of hope

(Snyder - Bandura - Hall)



Hope-Action Group
<https://www.doubleknot.works/>



Adjusting plans is expected and adaptive - The flexibility to modify goals, or the pathways towards goals, in order to move forward. . In remaining flexible and open to new information, current goals can be reinforced, or new goals may emerge. Positive uncertainty.

The act of taking steps towards goals - Moving actions forward and adjusting goals when situations in our environment change.

Make it happen – the act of engaging in thoughtful consideration about goals and the specific steps to be taken Learning what actions need to be taken to achieve the career and work life desired. The goals should be realistic and doable.

A safe place for dreams and discoveries
- **to contribute to solutions society's best interest**

The environment plays a key role in keeping things moving. Winds can change quickly and this change can impact overall well-being. The winds of change blow through the economy, health system, political action, and cultural adjustment.

Slow it down and pay attention – Ability to think about and examine your own thoughts, beliefs, behaviours and circumstances. Find your element.

Develop answers to key self-reflective questions – Achieving self-clarity is a process and requires time for the understanding to come into sharp focus. Seek understanding of attributes, skills & values.

Future vision, act of brainstorming – Involves brainstorming and exploring future career possibilities and identifying desired future outcomes. The focus is on possibilities rather than probabilities. Desirable options.

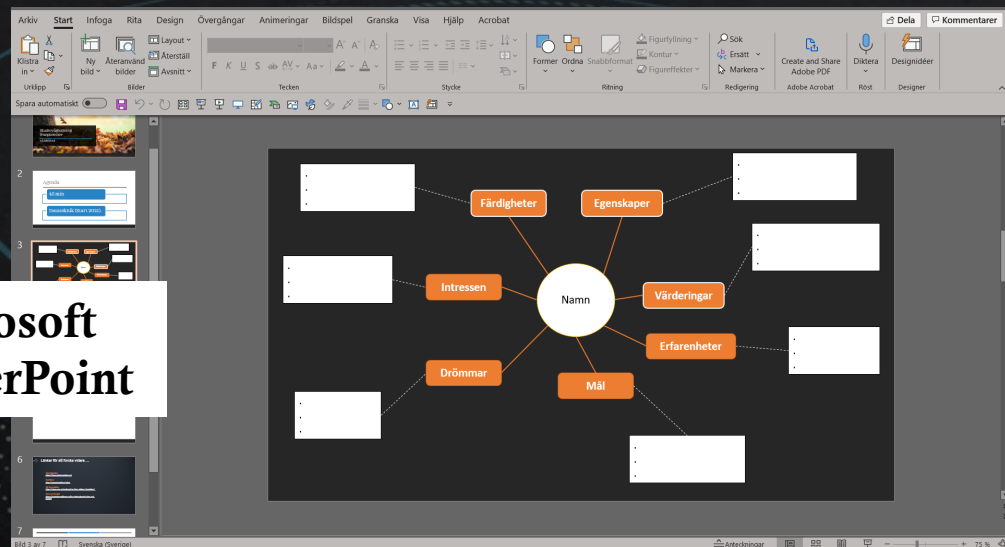
I've learned that people will forget what you said,
people will forget what you did, but people will
never forget how you made them feel.

MAYA ANGELOU

Digital tools – to slow it down

1

Microsoft
PowerPoint



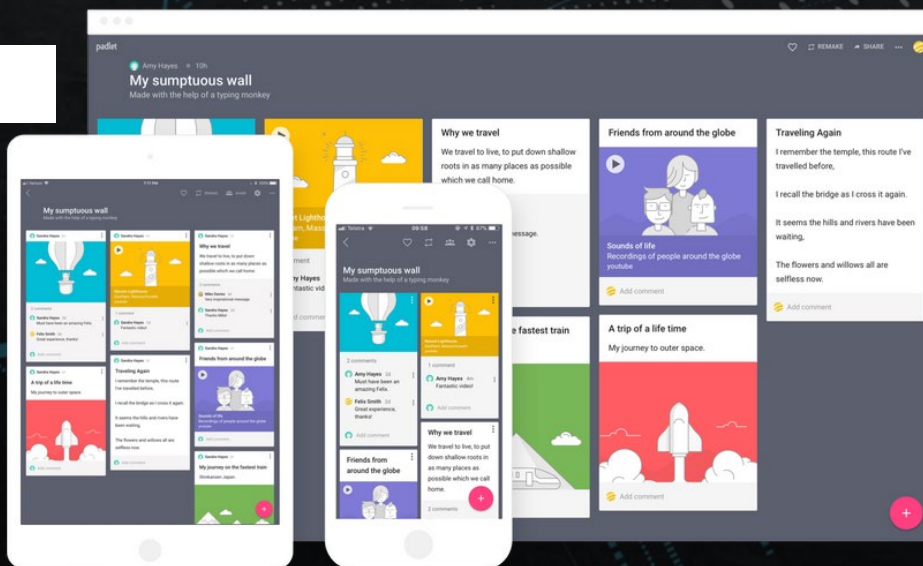
2

Zoom
- "Annotate" & "Whiteboard"

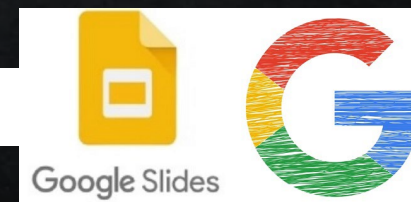


3

Padlet

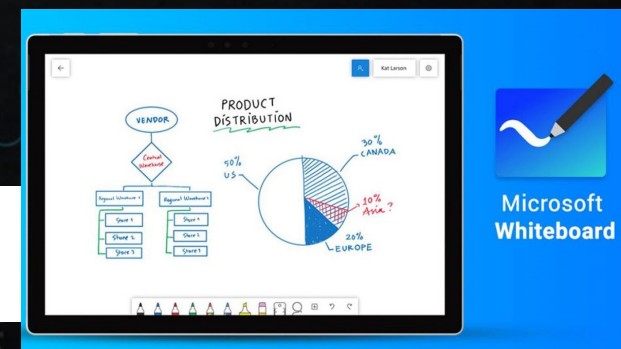


Google



Youtube

Microsoft
Whiteboard



A Story About Jenny



Based on the information about Jenny, how might we begin the conversation with her?

Education and experience:

Upper secondary school, Natural Science Program, summer job in sustainability.

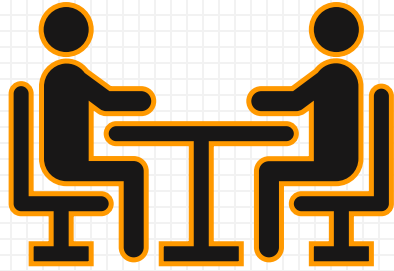
Interests and values:

Art, music, sports, technology, environmental issues, desire to contribute to a better world.

Feelings and Thoughts:

Uncertainty about future career choices, pressure to make quick decisions, wants to make a difference. By the age of 25, she wants to have an established career.

The Conversation Model – a conceptual model of CGC



Professional careers conversation

Coaching conversation
Motivational interviewing
Solution-focused conversation
Guidance counselling

Alliance

- Expectations
- Cooperation / relationships
- Contracts / trust
- Listen-think-talk



Agenda

- Purpose
- Timeframes
- Clarification / Clarify
- Information vs Guidance (learning?)



Structure

- Discover - Understand – Do
- Exploring - Providing – Exploring
- Guidance (Career learning) activities /interventions



Action steps

- Follow-up – new meeting?
- Activities after the career sessions.
- What are the next steps?



The helping model – en överblick



The Helping Dialogue Communication skills

- Tuning in
- Active listening
- Responding to empathic highlights
- Checking understanding
- Probing
- Summarizing
- Challenging

Gerard Egan

Det är svårt att få jobb utan erfarenheter

Omvärlden

Värderingar

Bättre arbetsvillkor
Arbetsmiljö
Balans i arbetslivet
Utveckling och erkännande

Nyfikenhet

Vill lära mig mer om:

- Programmering
- Kommunikation
- IT-kunskap

Student A

Lärande

Vill veta mer om

- Människors beteende
- Försäljning
- Marknadsföring
- IT

Utmaningar

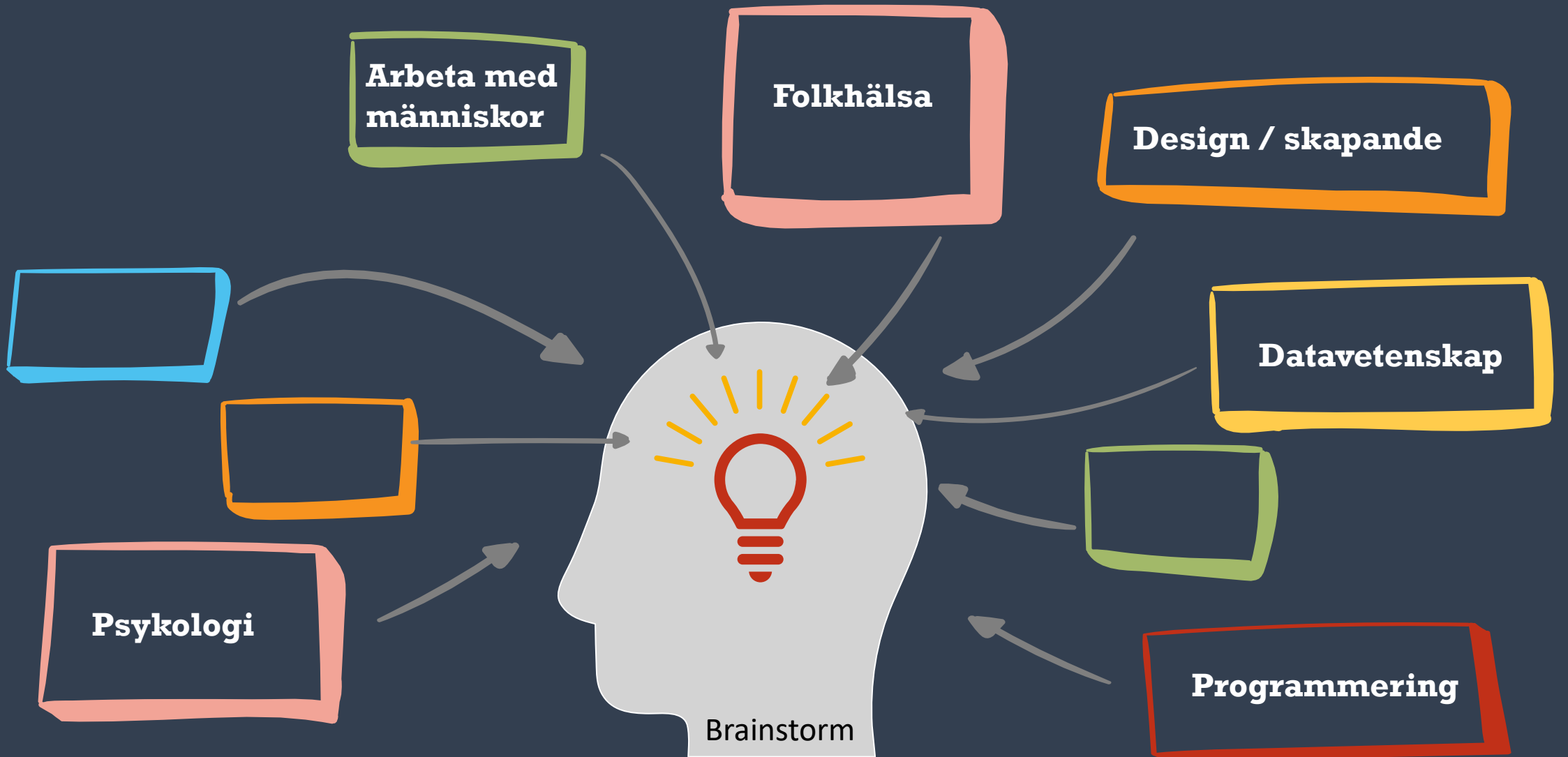
Att hitta balansen
Stress

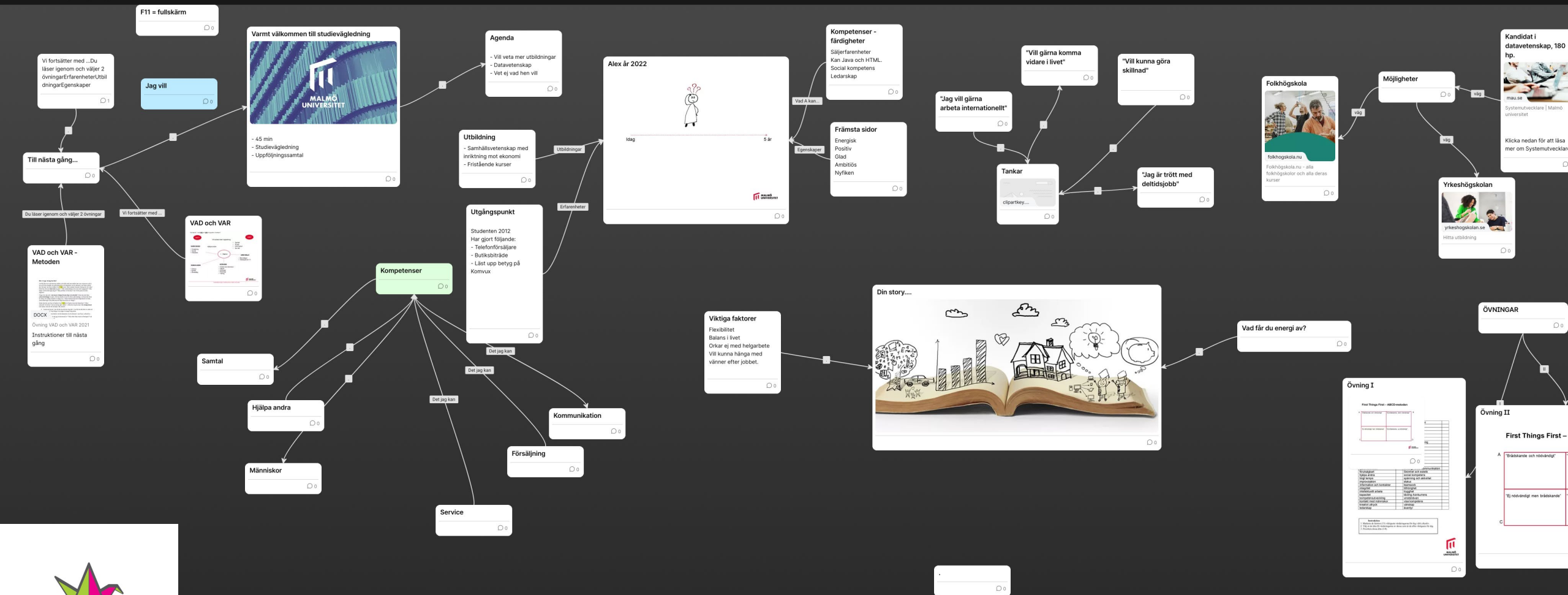
Färdigheter

Analysera
Problemlösningssförmåga
Sociala färdigheter
Samarbetsförmåga

Kunskaper

Kandidatexamenn i XXX
Kurser i ledarskap







Original Sound for Musicians: Off



View



Joakim Cao



Mute



Stop Video



Security



Participants



Polls



Share Screen

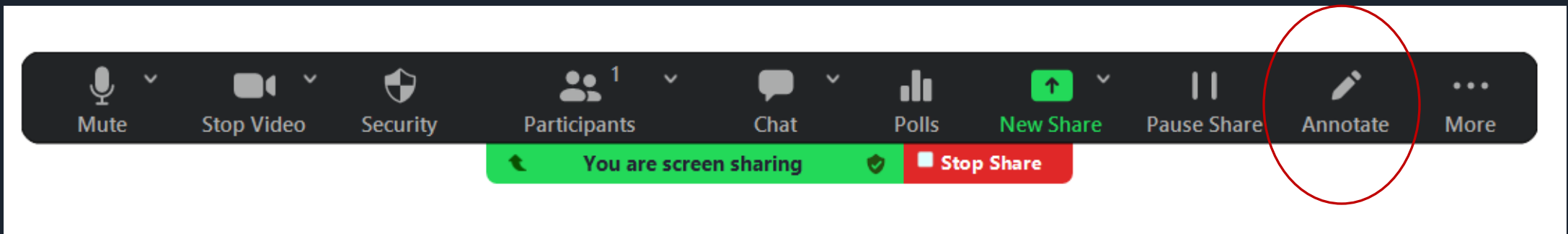


Reactions



More

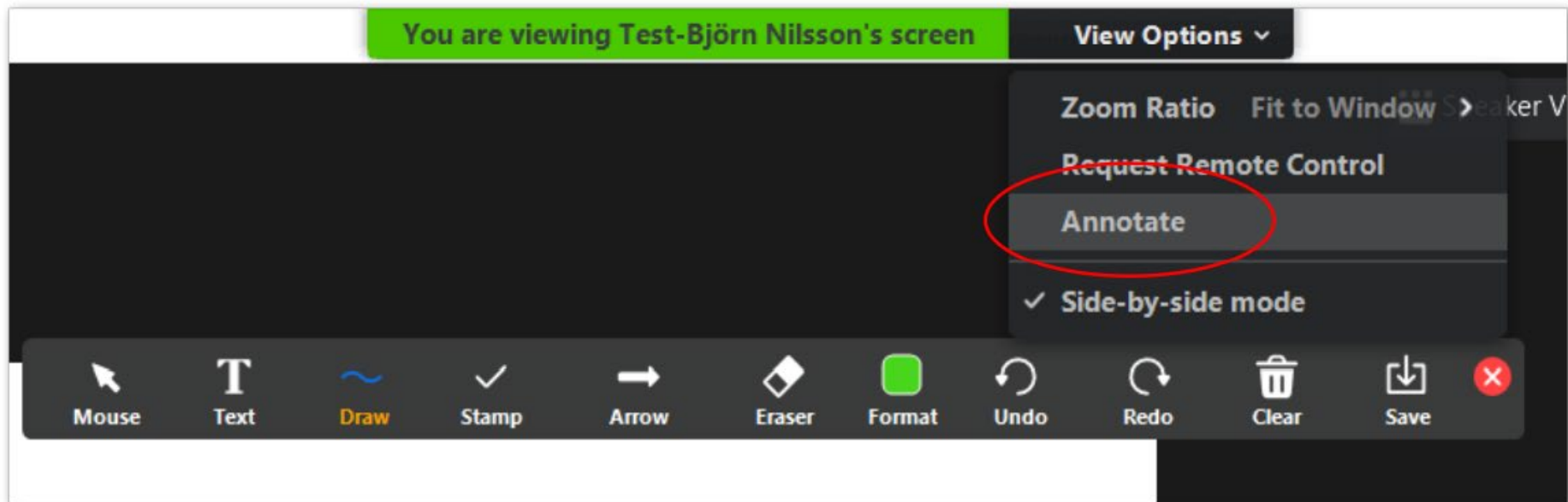
End



Careers adviser / screen-sharer...host

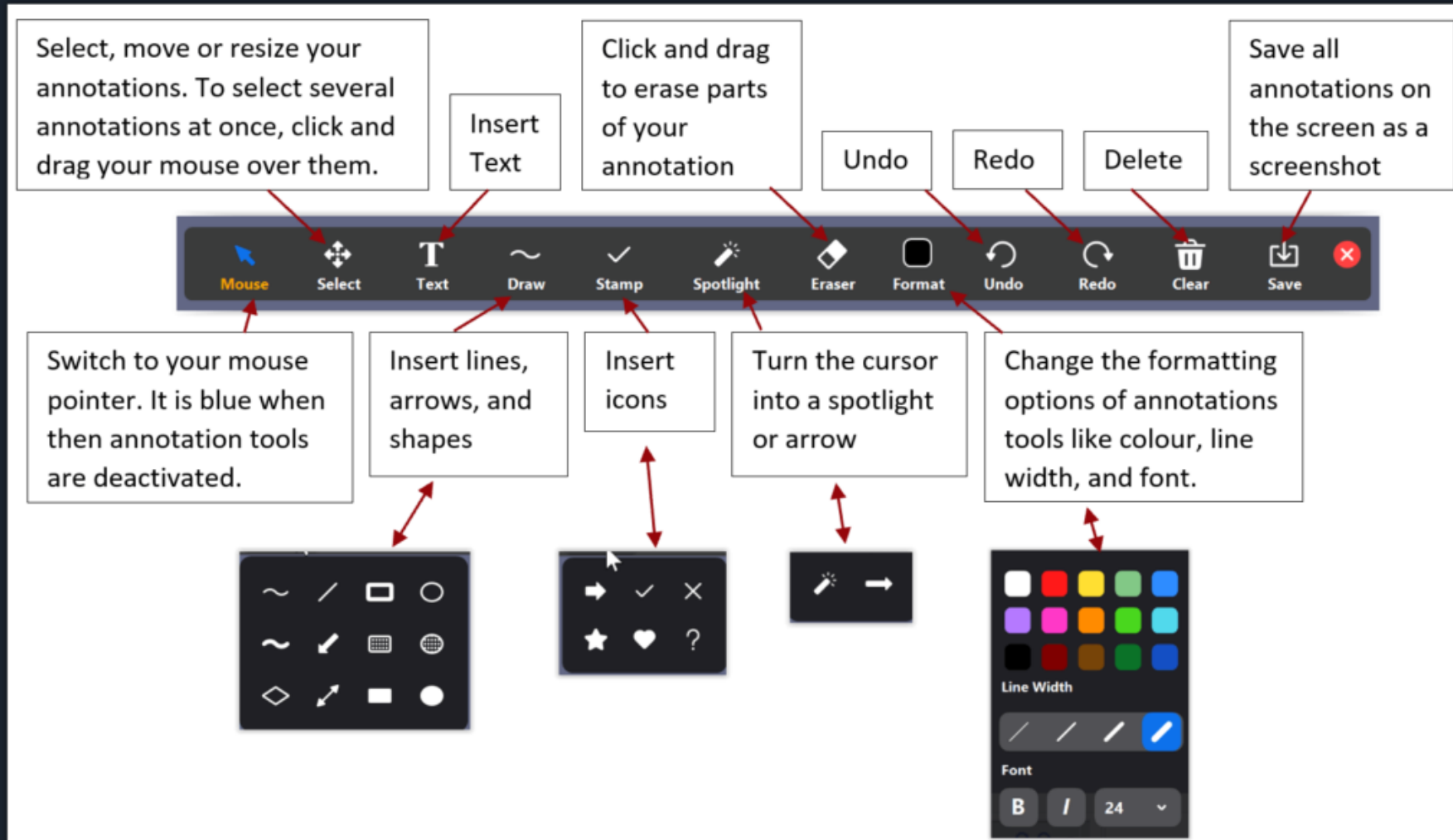
Zoom - annotate:

Click on options and then annotate



Student / participant in the meeting.

Annotate - menu



Don't forget – we are all different

- Curious Carina
- Strategic Simon
- Confused Camilla
- Ambitious Ali
- Quiet Que
- Self-aware Samuel
- Adventurous Alex
- Uncertain Una
- Dreamy Daniel



- Confident Can
- Frustrated Felix
- Analytical Anna
- Determined Dani
- Optimistic Oliver
- Motivated Moe
- Patient Paul
- Thoughtful Thao
- Visionary Viktor
- Wondering Will

Revised version: Anders Lovén

Summary

- ◆ Career is a learning process
- ◆ As career counsellors and educators, we can intervene in clients' learning and help them learn more and faster.
- ◆ Doing this requires us to think pedagogically and see the learning from the perspective of the client.
- ◆ Simply offering information is not enough, we must also facilitate experiential learning for the clients.
- ◆ Using the digital technologies as an arena for career learning requires an even greater degree of pedagogical thinking, but the basis for learning is the same as meeting clients face to face

Summary

- ◆ There are a wide range of possibilities offered by different tools for career learning or development
- ◆ The important thing is to think about how to use this effectively and what you are trying to achieve with them
- ◆ Different practitioners relate to this in different ways, and there are good reasons for that

Before getting started with digilog guidance..

- What do I need? (Careers counselors needs)
- What does the student need? (client's needs)
- Always start with the purpose and not the tool
 - the pedagogical motive and model
- ICT in guidance takes time, no "quick fix"
- TTT = Technology, Takes, Time.

Ethical Issues in the Use and implementation of ICT

- For example: digital inclusion, disability, GDPR, digital ethics, local IT policy, contracts, copyright...).

GDPR - principles

- ◊ Anonymous information and sensitive personal data
- ◊ Pseudonymous and anonymous data.
- ◊ Do not include sensitive data and process only the data relevant for the purpose, and do not process more data than necessary.
- ◊ Set password protection to protect the PDF file or link – so only people with the relevant email can access the material (i.e. restricted access to material, only invited email users can access).

Link for further research: <https://www.imy.se/en/organisations/data-protection/this-applies-according-to-gdpr/the-purposes-and-scope-of-gdpr/>

Take the best, leave the rest
Don't get stuck in complexity
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