

O9: Project Summary

Prepared by JKC

15/07/2016

Project Title: Career Planning for Dynamic Economies

Project Acronym: SELFIE

Project Number: 2014-1-IE01-KA200-000364

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of Contents

Project summary	Error! Bookmark not defined.
How we did it.....	5
Teacher induction program	Error! Bookmark not defined.
Student dissemination	6
Case studies	7

Project summary

Project SELFIE “SELFIE – Career Planning for Dynamic Economies” is a 2 year project which aims to introduce career planning as a subject instead of career guidance as a service; a subject with curriculum resources at different levels, with required learning outcomes and an assessment framework to measure attainment. The project’s central focus lays on the embedment of new media into teaching processes and the development tasks of the learners. Therefore, the design of non-traditional learning settings is a core aspect of the SELFIE project as the partners aim to make learning more appealing by using such methods.

Project team:

The project team consists of partners from 5 European countries, each with different experience and expertise in the area of career education:

Louth and Meath Education and Training Board (LMETB, Ireland) - local statutory education and training authority. LMETB is one of 16 ETBs established as part of this national initiative in 2013 all of whom strive to protect, promote and enhance the interests of education, vocational and training within the national education sector.

Center for Advancement of Research and Development in Education Technology (CARDET, Cyprus) - an independent, non-profit, non-governmental, research and development organization based in Cyprus with partners around the world. Their mission is to inspire next generation education, and promote research, innovation and development through evidence-based practices, cutting-edge research, and empowered people.

Jaunimo karjeros centras (JKC, Lithuania) - an NGO with more than 10 years’ experience supporting youth and adults through non-formal education programmes and guidance services. It aims to meet public needs through educational, scientific, cultural, social and legal initiatives.

Município de Lousada (Portugal) - The Municipality of Lousada is an institution of local public administration. Its mission is to pursuit the interests of the population in the territorial space of Lousada Council.

Univeritaet Paderborn (Germany) - The chair Wirtschaftspädagogik II is partner in the SELFIE project and is settled at the department 5: Business and Human Resource Education of the University of Paderborn. The department is responsible for business education at the Faculty of Business Administration and Economics and the main research field is adult education and teacher training. One of their main research topics is career orientation for pupils in the field of VET.

Project results:

During the course of the project, the project team has developed:

- A state-of-the-art desk-based and field-based research by each partner organization about the current situation in the area of career education as well as needs and ways to improve the quality of career education.
- A curriculum development and assessment framework that incorporates introductory, intermediate and advanced levels informed by research that outlines the modules to be developed, the scope of each module and an outline of how levels of attainment of students in the new career planning subject area should be examined and measured;
- A learning outcome matrix that sets out the learning outcomes to be achieved , methodological hints, and assessment structures for each module and at each level;
- A suite of curriculum resources for each level and for each module identified;
- A suite of assessment tools to measure student attainment ;
- A comprehensive induction program for teachers that supports them to teach career planning and to facilitate the learning of students in non-traditional, technology based learning environments.

How did we do it?

Over the course of the project, the partners had met to discuss the project implementation in 4 partner meetings and a final project conference:

Kick-off meeting in Navan, Ireland – During the kick-off meeting, the project partners discussed issues related to the management of the project and set the groundwork for the different phases that the project will follow. Special attention was placed on the upcoming phase of the project, which will consist of data collection and research with respect to the state-of-the-art in each participating country as to curriculum guidance practices in secondary education. The partners agreed on the research framework to be followed, as well as on upcoming deadlines related to the project.

Second partners meeting in Nicosia, Cyprus - The main focus of the meeting was development of the SELFIE curriculum structure, setting the topics for each age group curriculum as well as agreeing the timeline and deadlines for the development. Financial reporting was also discussed, as well as dissemination activities and requirements, project evaluation and the independent evaluator was introduced. The research reports from all countries were presented and compared, which helped in developing the topics for the curriculum.

Third partners meeting in Paderborn, Germany - The main purpose of this meeting was to present and discuss the developed curriculum resources, set a clear timeframe for following actions, agree on the structure of the Teacher Induction programme and how it will be carried out.

Fourth partners meeting in Kaunas, Lithuania – During this meeting, the partners discussed the ongoing development of the Teacher Induction programme and the upcoming student’s seminar. Also, the preparation for the final conference started, as the project was coming to it’s end.

Final conference in Lousada, Portugal – The final conference of the project was held in order to share the project’s results and good practices with project participants and all those interested. The conference was successful as it gathered a large number of listeners and the most important results and aspects of the project were shared and discussed.

Teacher Induction Programme

The Teacher Induction Programme was developed within the SELFIE project and aims to support the continuous professionalization of education and career guidance staff resp. teachers, social workers, career counsellors, or any other professionals that are involved in career-orientation. The focus of the programme is to give insights in the career orientation curricula and the associated resources developed within the project. It also outlines and explains new teaching approaches that are required to carry out career planning as a subject as part of the everyday teaching activities. A heavy focus is put on the explanation of the usefulness and relevance of new media in career orientation. What is more, the programme presents different approaches and provides information regarding different teaching methods that put the learners into the role of a free agent and a self-directed learner.

The Teacher Induction Programme was carried out in all of the partner countries – teachers and career specialists from all countries had the opportunity to engage in the e-learning programme in their own pace, reading or listening to the 5 different modules. The participants could also find, read and download the curriculum resources. At the end of the programme, the participants were asked to fill in a satisfaction survey and provide us with their feedback about the programme. The programme is currently ready for use for anyone who is interested to learn more about the project, career education and new media in the education process.

Student dissemination

When the curriculum resources were finished and translated into partner languages, project partners organized student seminars, where the resources could be tested with real-life students and teachers. Partners had different approaches to the student seminar – some were organized as a seminar, where students gathered to try and provide feedback on several activities from the resources and were also introduced to the project by partners. In other countries, partners asked teachers to try out the resources with their students during the lessons and report the results. In all cases, the testing of resources was highly successful and the feedback received both from the students and the teachers. In most cases, the students were especially motivated by the use of

new media in the resources and the active learning methods, which made the learning experience more interesting and engaging. Below, we provide several teacher and student case studies which we compiled after the testing the resources, and where teachers and students were asked to provide feedback about their experience with the curriculum resources.

Germany

Teacher case study

Background

We had the opportunity to test the SELFIE material in a class of Mrs. Katja N. who is a teacher since 2012. She gives lessons in English and physical education at a grammar school in Dortmund. Therefore, she teaches pupils ranging from the 5th – 12th grade.

Elements of SELFIE curriculum delivered in test

We decided that we will combine different parts of the curriculum for the piloting, and that we will adapt it to the needs and the requirements of the target group – as it would be done by teachers as well. At first, we decided to prepare a lesson with working sheets *Lesson 1: My aims of Module 6: Decision making and goal setting* of the Intermediate Curriculum. Afterwards, we changed the focus of the lesson, and used the example of *Marc writing a blog about his aims* to motivate questions related to social media. We did so, because social media is a topic covered by the SELFIE curricula as well, and it is a relevant topic to the pupils. Moreover, this shows that the curriculum is a great starting point for the planning of lessons, and that the examples and working sheets can be adapted to the local needs easily.

The working phase where the pupils tested the materials was framed by a general introduction with a discussion about the relevance of career orientation in general, and a discussion about what the pupils learned in the end.

Demographic of the group you taught

We tested the material in an 8th grade of a grammar school. The class had 23 pupils, with some of them missing because of fast-breaking. Typically, pupils are either 13 or 14 years old at this phase of the educational system. Given this information we should have tried the curriculum of the introductory level instead of the intermediate curriculum, but the contents given in the latter one seemed to be more appropriate. In retrospect, we can say that this decision was a good one. It was easy for the pupils to grasp with the contents, and they were faster than expected. Moreover, the discussion based on the questions given on the exercise sheet was very active, and the answers given showed that the pupils really understood what the lesson was about, and why career orientation is important.

Successes

In general, the chosen topic seemed to be both motivating and relevant to the learners. Moreover, the lessons was a great anchor to motivate discussions about different topics related to career orientation. Overall, we prepared three different lessons at first. One lesson on *Lesson 3: What are my skills?* of *Module 2: Personal Presentation*, and another two lessons on the already mentioned *Lesson 1: My aims* of *Module 6: Decision making and goal setting*. The two lessons on Module 6 had, as mentioned, slightly different foci.

Challenges

When talking about the organizational aspect of the testing, it was challenging to find a regular lesson that could be substituted by a lesson on career orientation. Other aspects like choosing a topics relevant and interesting for the pupils, and the preparation of the actual materials for the lessons are normal for each lesson.

Suggestions for future implementation

At this moment, career orientation is not considered as a stand-alone subject in school. Career orientation measures take place either outside the normal teaching time, or regular lessons need to be substituted. Therefore, the SELFIE curricula are particularly useful to get information about topics that could and should be covered, to get inspiration on what a lesson could look like, and it provides are great starting point for designing one's own materials. Hence, it is our suggestion

to use the curricula exactly this way – as a really strong starting point for designing one’s own lessons.

Feedback

The feedback showed that the contents were appropriate to the target group, and that it was a good experience for the pupils to experience career orientation not as a teacher-centred lesson, but to discuss relevant questions in a not-too-formal setting.

Moreover, the relevance of the project was stressed because currently the piloting school is working on a career orientation curriculum as well, and they were very keen to be provided with the SELFIE materials. They did also ask if future co-operations might be possible.

Student case study

Background of the student

At the end of the lesson the students had the opportunity to give critics on the lesson, and they were asked to mention both positive and negative aspects.

The piloting took place in an 8th grade. Thus, the pupils were aged either 13 or 14. The pupils already made some experiences with career orientation, as it is typical in North Rhine-Westphalia. The experiences primarily included computer-based tests about strengths, and interests. Based on the results, the learners were provided with an individual profile. They mentioned, that they could identify with the profile, and that it was very helpful. Moreover, some of the students said that they already talked with their parents about future perspectives.

Elements of SELFIE curriculum delivered in test

We piloted a variation of *Lesson 1: My aims of Module 6: Decision making and goal setting* from the Intermediate curriculum. The focus was changed, so that it was not only on aims, but particularly on chances and risks of using social media (for career orientation purposes).

Successes

The feedback shows that talking about the relation of social media and career orientation (e.g. do employers research information about applicants in social networks, how should I do (not) present myself, how can I use social media in a beneficial way, etc.) was interesting for the pupils. The format of having an extensive open discussion at first worked well, and many pupils participated in the discussion. The results of working on the exercise sheets were really good as well, and the pupils were eager to present what they have written by participating in the following discussion on the questions they were requested to answer.

Challenges

During the lesson there were no difficulties. The piloted material was provided in German. The critique showed that there should be more time to talk about some topics more extensively, and to go more into detail.

Suggestions for future implementation

During the lesson we primarily talked about “what not to do”. In the reflection phase the students gave the feedback that they would have liked to get information on “what to do” instead. This might be either for them to transfer what they learned into practice. Moreover, we set the time planning a bit too lax. Here, it is relevant to pilot different lessons, to gather experiences regarding the time needed for that lesson, and to finalize the teaching and learning materials then.

Feedback

The students showed that they are aware of the relevance of career orientation programmes, and that they would like to learn more in this field. Hence, the project is definitely relevant to them, and it is important to work not only on a theoretical but particularly on a practical layer, where teachers are provided with materials.

Ireland

Teacher case study

Background

Aoife Callinan is a teacher and career guidance counsellor at O'Carolan College, Nobber. She teaches the subject of English and Religion and provides career counselling for students, as well as personal counselling. She works with students aged from 12 to 18 years old. Aoife has completed her training this year in NUI Maynooth in a Postgraduate Diploma in Educational Guidance and Counselling and so was keen to add to the knowledge she has gained this year by trying out new resources.

Elements of SELFIE curriculum delivered in test

Aoife tried all three levels of the SELFIE curriculum. So far, Aoife has tried one activity per level. From the Beginners level, they tried the My Skills activity, from Intermediate – The World of Work and Study Career investigation Module 3 and from Advanced – Module 4 CVs and Job Interviews. She chose these activities, because she wanted to start from the beginning with the beginner stage as very little has been done with these students previously. In the intermediate she chose the career investigation as this models a lesson currently used and in the advanced stage the CVs and job interview as this was a good practical task and focused lesson that appealed to her as a teacher.

Demographic of the group you taught.

The classes were as follows: 2nd year (age 14), 5th year students (age 16) and 6th year students (age 18). The content was appropriate for the age groups. Aoife felt that it was important that the beginner stage started with the basics as very little work is currently done in Ireland from age 12-16 in regards to career orientation/interests etc. so it is vital to start at the beginning of this process and build upon it.

Successes

According to Aoife, the programmes are especially well suited for the needs of Irish students, where there is currently no programme in place for 12-16 year old students. She found the students were interested and engaged and liked the chance to investigate their own career prospects and that the learning was self-driven, assisted by the teacher. This project based style of learning was something that they seemed to enjoy and reacted positively to. The work on CVs and interviews was especially successful as it was practical and something students realised an immediate need for in their future.

Challenges

There were very little challenges that arose during the programme- the beginner stage was straightforward. In the intermediate lesson, access to a computer room and internet access required advance scheduling but once this was secured it was fine. Aoife did report that for the career investigation and the CV task that students were working at different paces so it is the teacher's role to keep every student focused and on task during the lesson. Levels of students' motivation naturally differ so keeping each student motivated is important.

Suggestions for future implementation

Aoife's advice for other teachers is to make sure to facilitate the individual learning needs within the curriculum- some students may need some more help than other accessing information for the career investigation online for example whilst others can work very independently. She did report that she enjoyed this different dynamic in the classroom though as she could clearly see who needed assistance, more evidently than with traditional classroom based lessons.

Any tips or tricks?

Not yet, but she is going to continue to use these resources and give further feedback.

Feedback

What is your view of the SELFIE Project?

According to Aoife, the curriculum resources are up to date, modern, badly needed in the current education system and practical. She really liked the fact that the resources started at the age of 12 and clearly followed a process to the advanced stage of 18 and stated that this was the most innovative aspect of the resources and the project. No such continuity exists currently with resources available. She found resources easy to access and the website was easy to use also. The fact that lessons could be added to or enhanced with further online material and resources was also a benefit of the project. She was very happy to have trialled the resources and will continue to do so in the next academic year. The overall rating of the resources is 9 out of 10.

Student case study

Background of the student

Student A is 16 years of age. He is male. He is in 5th year in secondary school in Ireland, this is the year before final or terminal exams known as the Leaving Certificate. Next year he will need to make concrete choices as to which job/college course he wishes to apply for. He has had eight months of classes once a week on career planning and career guidance but has not had much experience on self-directed career planning or had the opportunity to discover new resources and explore his own individual interests up until this point in his schooling.

Elements of SELFIE curriculum delivered in test

The student undertook the Career Investigation section which is in the latter part of the Intermediate curriculum aimed at 14-16 year olds. He undertook to use the resources available to investigate a career choice that might be appropriate or suitable for him. He spent three hours of class time on the curriculum and three hours at home also as homework on the project.

Successes

He felt the lesson was good as it was '*practical and something I knew I needed to do*'. He felt that he learnt more about the resources available and the career planning process in general. The

student also liked the chance to self-direct their learning without too much pressure: *'I got to look at the websites myself and do my work in my own time, I liked this as I was not under too much pressure.'* He liked the option to have the autonomy to work on his own.

Challenges

The student mentioned that he needed some assistance in navigating the various resources and websites available. *'Sometimes I had to ask my career guidance counsellor for help on how to find resources'*. He also mentioned that he needed some help in understanding various terminology that was to be found on career and college websites such as **undergraduate course, postgraduate course and matriculation requirements**. Whilst some of these terms had been pre-taught it is worth noting that perhaps it would be important for the teacher to go back over them again at the beginning of the lesson again to remind students.

Suggestions for future implementation

The student suggested that he enjoyed the work on the project and also thought that it could be used as a good basis for further investigation in the upcoming academic year. *'I can use this now as a basis for my choices next year but even if I change my mind at least I know how to look for courses and what resources to use.'*

Thus, the student was able to recognise that they had learnt some transferable career skills, which was valuable.

Feedback

This particular student enjoyed these lessons, benefited from them overall and found the work of the SELFIE project practical and valuable. This was a particular appropriate lesson for the stage that he is at in school, perhaps he would not find other aspects of the curriculum as accessible. Nonetheless, he learnt some valuable and transferable career skills which will be of benefit to him in the future.

