



Education and Culture DG

Lifelong Learning Programme



# ICT Skills 2

ICT Tools and Training for E-Guidance Practitioners



# **ICT Skills 2**

ICT Tools and Training for E-Guidance Practitioners

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# Introduction

Marina Silverii and Barbara Busi



European experts and guidance practitioners recognise the need to create training systems to provide practitioners working in Lifelong Learning (LLL) with opportunities to update their ICT competences. Increasingly, the use of the ICT in everyday client-focused career guidance practice seems to be a strategic concern for stakeholders in charge of LLL policies in order to:

- Modernise services and update practitioners' competences
- Deploy the use of space, time and financial resources more effectively (i.e. in many cases office-based information and advice services can be substituted by on-line resources, available during the whole day and thereby allowing resources to be redistributed)
- Bring services closer to users in keeping with the Lisbon Strategy recommendations (i.e. users who for geographical or physical reasons cannot reach LLL centres and the so called "shy" clients who prefer to interact with an ICT-based tool).

Nevertheless, major differences characterise EU countries concerning the use of ICT in career guidance services. A small percentage of training providers have included ICT in their training curriculum and, where they have done, it is often with the purpose of improving practitioners' basic ICT skills (i.e. use of Internet, e-mail, etc.), not to improve specific ICT competences for the delivery of LLL services with their clients (i.e. on-line counselling, distance teaching, etc.). An increasingly wide gap can be observed between practitioners and their clients' perception of the context in which they live (i.e. the youngest clients use more and more ICT-based tools in their daily life). Finally, the Internet has provided unprecedented access to assessment and information.

For these reasons, it is clear that LLL practitioners need to acquire specific ICT-based competences affecting the practitioners' relationship with their clients and offering the prospect of new innovative guidance services. The ICT Skills 2 - ICT Tools and Training for E-Guidance Practitioners project has addressed these issues developing innovative ICT-based training and tools for guidance practitioners working within LLL systems.

The project framed a standard e-practitioner profile - including those strategic competences for practitioners delivering ICT-based teaching/training and guidance to their clients - which can be shared at the transnational level but is flexible enough to be adapted within other national and sectoral contexts. The profile has been tested and validated within a blended-learning training course for practitioners by all partner countries and afterwards adapted according to the feedback coming from these pilots. The training course has been based on distance and face-to-face training modules. The modules together with an on line self-assessment skills tool and an e-portfolio are accessible in an open-source platform that will be maintained beyond the life of the project and made available to the wider guidance community.

Through the available tools guidance practitioners have the opportunity to:

- Define and enhance their ICT competences (basic and specific ones) acquired within formal, informal and non-formal contexts
- Acquire new competences, i.e. those not already owned but needed in order to carry out activities with clients using ICT
- Capture the performance, the learning standard, the learning process, the choice, the different learning models, reasons and the motivations, progress and the learning context for an individual skills assessment.

All the activities started from a methodological approach based on the results of the associated research project ICT Skills for Guidance Counsellors previously funded by the European Commission and included in the 50 best practices of the Leonardo da Vinci Programme<sup>1</sup>.

The previous project developed a methodology for analysing the ICT-related guidance competences required by practitioners and carried out an initial mapping and definition of competences relevant to the practitioner role. The main aim of ICT Skills for Guidance Counsellors was to identify and map those specific competences that guidance practitioners should have in delivering guidance through web-based and other ICT tools, and also to give an overview on ICT in guidance in the partner countries. That was achieved through the following activities:

- Data gathering: the development of an on-line bibliographical database and research into the ICT and guidance context in the partner countries
- A survey of practitioners' views on the role of ICT in their work, and their perceived training needs through detailed questionnaires
- An inquiry into the views of national experts on these questions, through individual interviews
- The development of a matrix (or model) to identify and map guidance-related ICT competences, then tested and validated within national and transnational contexts
- The development of an example of training pathway (curriculum) based on the map.

The new project adapted the map and, on the basis of the new version of the map developed the others tools as planned.

Concerted efforts have been made by partners in the dissemination activities, started from the very beginning involving decision makers, trainers, vocational guidance practitioners and other potentially interested actors to exploit the project results. At the same time the project has created synergies with a number of related European projects to obtained results based on each other's theoretical assumptions. Such links have been improved by the participation of the same partners in a number of projects. That process was also favoured by the participation of partners in international professional networks and by the interest of national and European policy-makers in achieving improved dissemination and exploitation of results.

Finally, the work of the project was improved by a high level of co-operation and experiences offered by all 9 partners organisations, coming from 4 different countries and from different sectors (i.e. policy-makers, trade unions, higher institutions, research bodies). The partnership was led by ASTER (Italy) and coordinated by MELIUS (Italy) and composed of:

### For Italy

- ASTER (the leader partner)
- MELIUS (the coordinator)
- Centro Studi Pluriversum
- Cyborg (the technological partner in charge of developing all the multimedia outputs)

### For UK

- CRAC-NICEC;
- University of East London – Centre for Training in Career Guidance

**For Spain**

- Forem
- Universidad de Santiago de Compostela – Facultad De Ciencias Da Educación

**For Romania**

- Institutul de Științe ale Educației.

All these elements contributed to the good quality of the outputs developed during the two years of the project (from 1st November 2007 to 31st October 2009) thanks to the funding obtained by the Lifelong Learning Programme - Transversal Programme of the Education and Cultural DG of the European Commission.


This report explains the background to the project, its rationale and what has been achieved.

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**Notes**

1. European Communities (2006). 50 success stories. Leonardo da Vinci Community Programme. Innovative projects contributing to the Copenhagen Process - Linking policy to practice.



# **CHAPTER 1**

# **Guidance**

# **and ICT: the**

# **context**

Cristina Coghi, Anthony Barnes and Nelica La Gro

## GENERAL INFORMATION FROM NATIONAL REPORTS ON THE NATIONAL CONTEXT

Developments in the use of ICT by guidance services in the four countries of the project partners reflect a myriad of different factors. Unresolved issues in some countries about the legal status and role of guidance practitioners affect training and development issues. Nevertheless, enthusiasm for innovation among committed guidance practitioners remains high. Many initiatives reveal the influence of policy-making at European, national, regional and organizational levels. Securing a consistent vision for the use of ICT in guidance across all these levels is difficult to achieve. Uneven levels of investment and the involvement, or lack of it, of the private sector are other key variables in the development of media and software. Wider problems of securing access for citizens to the internet also act as a brake on developments. However, piecemeal and ad hoc decisions are gradually giving way to 'strategic' decision-making designed to change or transform guidance practice. Instead of simply using ICT tools and resources to supplement traditional guidance practice, ICT is becoming the medium of guidance in state of the art guidance services. Early in the project, partners endeavoured to capture emerging and innovative practice by writing country reviews in English and posting them on their own and the project's website and forum. You can read the country reviews at <http://www.ictskills2.org/mod/resource/view.php?id=37>.

The country reviews helped the partners to:

- Identify the changes needed to the map of guidance practitioners' ICT-related competences
- Gather examples of practice which could be used in the online self-assessment tool
- Locate resources for use in the training path on the Moodle platform
- Update their own knowledge of state-of-the art developments in the use of ICT in guidance in the partner countries
- Illuminate the challenges and opportunities for meeting the training needs of guidance practitioners working in different contexts.

One of the major initiatives in Romania has been the setting up of Centres for Psycho-pedagogical Assistance at the secondary level (offering educational and vocational guidance to students, parents and teachers). Counsellors have access to computers and the internet which they can use for computer-assisted assessment of young peoples' own interests and aptitudes; and access to training and employment databases.

The development of career guidance in Italy is devolved to the regions and the use of ICT is still at a relatively low level. However, practitioners across all sectors have access to an increasing number of useful websites such as job vacancy sites and tools such as aptitude tests.

In Spain, one of the most important projects has been the setting up of the Integrated Vocational Guidance Services Project in 2006. This project has stimulated the development of guidance tools based on new technologies to support the vocational guidance process. Client-facing tools include a guidance web portal, online guidance tools, helplines (e.g. for qualification queries) and use of the 'Second Life' software.

The UK has devolved provision which means that guidance services in some parts of the UK are forging ahead quicker than others in their use of ICT. Wales, Scotland and Northern Ireland, for example, have adopted an all-age strategy and an online presence. The use of the internet for guidance is most well-developed in the Higher Education careers advisory sector with e-mail enquiry services, chat rooms and websites. Some of the most interesting thinking around the use of ICT in guidance relates to exploiting the potential of the 'social web' to help young people and adults to get themselves known, build their online identities, exploit their networks and make applications.

## THE EUROPEAN LEGISLATION ON ICT IN GUIDANCE

Nowadays, the cultural and digital divide, and the vast amount of readily available web-based information offer a challenge for guidance services. Thus, the testing of new methods of approaching a wider range of client groups as well as people who are disadvantaged because of distance from these services (geographical distance or distance connected to disability or personal difficulties) offer decision makers an opportunity to improve the quality of lifelong guidance services.

In June 2006, the European Commission adopted the new i2010 strategy - European Information Society 2010<sup>2</sup>. Building on the Manchester Declaration from the 2005 Ministerial eGovernment Conference, it had five priorities:

- No citizen left behind
- Making efficiency and effectiveness reality
- High impact services
- Putting in place key enablers
- Strengthening participation.

More than one third of the EU does not have access to ICT-based public services. Member States have committed themselves to inclusive eGovernment objectives to ensure that "by 2010 all citizens, including socially disadvantaged groups, become major beneficiaries of eGovernment, and European public administrations deliver public information and services that are more easily accessible and increasingly trusted by the public, through innovative use of ICT, increasing awareness of the benefits of eGovernment, and improved skills and support for all users."<sup>3</sup>

In the Ministerial Riga Declaration on eInclusion of June 2006, the term "eInclusion" encompasses both inclusive ICT and the use of ICT to reach wider inclusion goals. eInclusion aims at the participation of all citizens and communities in all sectors of the information society. Thus, policies focused on eInclusion should aim to reduce gaps in ICT usage and at promoting its use in order to overcome exclusion, improve economic performance, employment opportunities, quality of life, social participation and cohesion<sup>4</sup>. The Member States agreed to significantly reduce regional disparities in Internet access across the EU and aim for broadband coverage to reach at least 90% of the EU population by 2010. Furthermore, one of the Riga

### Notes

2. URL:

[http://ec.europa.eu/information\\_society/eeurope/i2010/index\\_en.htm](http://ec.europa.eu/information_society/eeurope/i2010/index_en.htm)

3. European Commission. Information Society and Media (19 SEPTEMBER, 2007). eGovernment Progress in EU27+. Reaping the benefits.

goals by 2010 should be to reduce by 50% the gap in Internet usage by groups at risk of exclusion, such as older people, people with disabilities, women, and unemployed people. The main goal is to investigate opportunities for improving economic welfare and employment in Europe through the promotion of an open and digital economy in line with the objectives of the Lisbon Strategy. Four priorities are proposed in order to improve the European information society political programmes:

1. Have a Single European Information Space with the aim to support an open, competitive and content-rich internal market for electronic communications, media and content
2. Improve Innovation and Investment in ICT research in order to support growth and jobs through a wider adoption of ICT
3. Have an Inclusive European Information Society focused on reaching better public services and quality of life
4. Transforming public services.

A general trend in the evolution of career guidance services in Europe is a move away from a 'one size fits all' approach to tailored services that are more responsive to individual needs. Aligned with this is a move away from a dependency helping model to one of empowering individuals to self-manage their guidance needs. Providers of services have started to harness ICT in response to these trends whilst retaining traditional forms of help, especially for those individuals who for various reasons cannot access or benefit from the new technology.

## THE REASONS FOR A PROJECT LIKE ICT SKILLS 2

According to suggestions from a number of reports developed in transnational research contexts<sup>5</sup> it is necessary to develop systems that will give practitioners working in lifelong learning (LLL) systems the opportunity to up-date their ICT competences. This up-dating is of strategic interest to stakeholders in charge of LLL policies as it permits a reduction in the

use of space, time and financial resources and brings services closer to citizens. These suggestions also come both from experts and guidance practitioners working in different European countries. In most European countries the use of ICT in LLL systems is strategic in order to modernise services and up-date practitioner competences<sup>6</sup>. In practice, there are not only strong differences among EU countries but also within the LLL systems in the same country. In some countries

### Notes

4. Riga Ministerial Declaration in June 2006.  
URL: [http://europa.eu.int/information\\_society/events/ict\\_riga\\_2006/doc/declaration\\_riga.pdf](http://europa.eu.int/information_society/events/ict_riga_2006/doc/declaration_riga.pdf) and  
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5. Watts, A.G., *Virtual Guidance: Visions and Values*, National Institute for Careers Education and Counselling, Cambridge, UK, 2001

Offer, M. (2000) *The impact on career delivery services of information and communications technology*, on line:  
<http://icdl.uncg.edu/pdf/113000-01.pdf>

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6. The ICT Impact Report. A review of studies of ICT impact on schools in Europe. A report written by European Schoolnet in the framework of the European Commission's ICT cluster. 11 December 2006.

for example practitioners working within the employment centres use Internet and on-line matching databases while within schools or adult education centres practitioners make a very little use of these instruments during their daily activities<sup>7</sup>.

There remain mixed views by practitioners on the use of ICT in career guidance. For some face-to-face guidance is still viewed as guaranteed most likely to meet clients' needs and ICT solutions are seen as a cheaper and lower quality way of servicing the client base. For others, ICT is viewed as a way of combining enhanced support for clients and a more effective deployment of resources. Evidence of the effectiveness of different ICT-enabled guidance interventions is difficult to achieve owing to the patchiness of the research trail both in the UK and EU. This evidence base needs to be developed by further studies.

The transformation in the way ICT is used in education and society is so rapid that even studies from only a few years ago are quickly out-of-date. Much of the literature and reviews of ICT and guidance were published in the early years of the 21st century when Web 1.0 technologies were being utilised. This primarily included computer aided guidance (cag) packages and sites providing a range of information resources. Since that time, Web 2.0 applications, (a term commonly used to describe emerging technologies that emphasise user-generated content and collaborative effort), have massively developed. These include social networking, blogging, videocasting and podcasting, social bookmarking and wikis and internet forums as well as resources such as Second Life. These technologies, as well as the resultant ways of harnessing their potential, offer emerging opportunities as well as challenges in the delivery of careers education, information and guidance.

As previously described, the potential of ICT in guidance has hugely developed but it remains mixed in terms of its integration into practice and is often very dependent on the skills and interest of managers and practitioners. While practitioners are more likely to use ICT for information purposes its potential to contribute to transformation of guidance services has still to be fully realised. What is also apparent from research is the conclusion that there are difficulties in ensuring that practitioners keep pace with advances in technological development. However, it is also important to stress that the acquisition of competence in using ICT in guidance should not be viewed only as a technical skill. The technology develops so swiftly that there will always be a knowledge gap. It could be argued that what is more important is practitioners' confidence in being able to adapt and change their delivery modes to integrate ICT as part of a client-focused menu of services.

A small percentage of training providers have included ICT in their training curriculum often with the purpose of improving practitioners' basic ICT skills (i.e. use of Internet, e-mail, etc.) and not for the purpose of improving practitioners' specific ICT competences for the delivery of LLL services with their clients (i.e. on-line counselling, distance teaching, etc.). Several studies assert that ICT-based teaching/training and guidance offer many advantages to users<sup>8</sup> just as distance teaching/training and guidance facilitate learning and guidance for users with different learning styles. In most EU countries, curricula for practitioners' training in ICT are non-existent or training provision for ICT is inadequate. Nevertheless, the survey carried out within the associated project respondents



as a whole showed quite a high level of confidence in the use of ICT with their clients. An increasing gap is developing between practitioners and their clients' perception of the context in which they live. Clients, especially the younger ones, use more and more ICT-based tools in their daily life (chat rooms, mobile games, surfing Internet, etc.) while practitioners are still "rooted" to traditional training, teaching and guidance approaches with their clients. The risk is that clients become disengaged from LLL systems, as they no longer reflect clients' preferences. This is particularly true in the case of dropouts who often lack sympathy with the traditional ways of learning and guidance. Great attention should be paid to the ethical aspects of these practices.<sup>9</sup>

ICT-based ethical principles for ICT-based resources and services need to keep the best of the past while adapting to the undeniable change that technology brings to the practitioner profession. Websites have provided unprecedented access to assessments and information while e-mail, chat, and videoconferencing are making it possible to reach clients who have found it difficult to access and use traditional information, guidance and training resources and services. Some things, however, have not changed. For example, good critical thinking about the characteristics of quality resources, as well as the relationship skills that are necessary to help some clients make effective use of ICT, are elements of professional practice that are timeless.<sup>10</sup>

Accordingly, it is clear that LLL practitioners need specific training in the field of ICT. Nevertheless, they do not just need to acquire basic ICT skills (there are courses for that and digital literacy is quite widespread anyway among them) but specific ICT-based competences<sup>11</sup>, affecting the practitioners' relationship with their clients as well. For example, delivering a group counselling session through a videoconference connection or advising a client in a chat room will not only require the practitioner to have specific technical ICT skills but also a different type of relationship with his/her client that will vary according to the ICT-based tool used (i.e. visual and verbal interaction in a videoconference, verbal interaction by phone and written interaction via chat). The ICT

Skills 2 project offered practitioners the opportunity to validate their existing ICT competences acquired within different contexts, including informal ones (i.e. in their personal lives), using an on-line skills assessment tool which was based on the map of guidance-related ICT competences developed within the project. Using the results of this self-assessment, they could then have access to specific training pilots delivered according to a blended learning approach.

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[http://www.counseling.org/site/PageServer?pagename=resources\\_internet](http://www.counseling.org/site/PageServer?pagename=resources_internet).

10. Sampson, J. P., Jr. (2005b). Competency definitions applied to practitioner competence in counseling. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

11. In this project competence has to be understood as the ability to perform in a professional environment using knowledge, skills and attitudes.

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**CHAPTER 2**  
**The**  
**Conceptual**  
**Framework**  
**New Map and**  
**New Tools**

Anthony Barnes and A.G. Watts

As indicated in the preceding chapters, the ICT Skills 2 Project started from the theoretical and methodological assumptions of the previous project on ICT Skills for Guidance Counsellors. The original map of competences devised in the earlier ICT Skills project (Cogoi, 2005; Hawthorn, 2006) was based on a matrix with three axes:

- Seven guidance tasks, selected from a list of general guidance competences developed by the International Association for Educational and Vocational Guidance (Repetto, 2008). These comprised: assessment; educational guidance; career development; counselling; information management; consultation and co-ordination; research and evaluation; and placement
- Three sets of competences which guidance practitioners might require for using ICT in guidance: as a resource within their direct relationship with the client; as a medium for communicating with the client (e.g. email, telephone, videoconferencing); and to develop ICT-based guidance materials
- Eight ICT tools: email, chat, newsgroup, website, SMS, telephone, software, videoconferencing. It was envisaged that as other technologies emerged, they could be added to the matrix.

Competences were defined as being an amalgam of knowledge, skills and attitudes.

In adapting this map for the purposes of designing a training path, the ICT Skills 2 project sought a more parsimonious structure, rationalising and reducing the number of competences in order to minimise repetition and reduce the burden of assessment. In addition, the project introduced a number of further modifications:

- Recognising that the role of the guidance practitioner incorporated activities and tasks related not only to developing but also to managing the use of ICT in guidance
- Acknowledging that the map needed to encompass new media and software with emerging applications in guidance. Web 2.0 technologies, for instance, have developed rapidly since the earlier project, and individual guidance practitioners are becoming increasingly aware that they need to accommodate the widening expectations of clients who use the social web in their everyday lives
- Distinguishing four interrelated areas where the use of ICT can enhance the client's career learning and development. The analysis is taken from Lim & Tay (2003) who developed a framework for showing how ICT can be used to engage elementary-school students in higher-order thinking. The four areas are:
  - informing - the use of ICT to help clients access and make use of careers information, e.g. courses and jobs databases
  - experiencing - the use of ICT to help clients learn from virtual experiences, e.g. online simulations
  - constructing - the use of ICT to help clients understand themselves and their situation, e.g. e-portfolios, online assessment tests
  - communicating - the use of ICT to help clients access their networks of support and make moves, e.g. video calls, emails, online application forms.

A summary of the revised map is presented in Box 1. The map has two units, six elements and 28 sub-elements. The complete training path based on this map consists of 30 training modules, where each module equates to 25 hours work and is rated at 30 ECTS credits (equivalent to half-a-year or 750 hours of study).

# BOX 1

## SUMMARY OF THE ICT SKILLS 2 MAP OF ICT-RELATED COMPETENCES FOR GUIDANCE PRACTITIONERS

### UNIT 1: USE ICT TO DELIVER GUIDANCE

#### 1.1 Use ICT media and software in the guidance process to meet clients' information needs

1.1.1 Select and use visual, audio and text-based information

1.1.2 Make visual, audio and text-based information for clients

1.1.3 Enable clients to select and use visual, audio and text-based information for themselves

1.1.4 Enable clients to create visual, audio and text-based information

1.1.5 Share information with other partners in clients' networks of support

#### 1.2 Use ICT media and software in the guidance process to meet clients' experiential learning needs

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

1.2.2 Create experiential learning activities and simulations for your clients using ICT

1.2.3 Enable clients to access virtual and simulated career experiences and situations using ICT media and software

#### 1.3 Use ICT media and software in the guidance process to meet clients' constructivist learning needs

1.3.1 Select and use ICT media and software to assist clients in structuring and managing their career thinking and development

1.3.2 Create activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development

1.3.3 Enable clients to use ICT media and software to assist them in structuring and managing their career thinking and development

#### 1.4 Use ICT media and software in the guidance process to meet clients' communication needs

1.4.1 Select and use ICT media and software for establishing and maintaining client communications

1.4.2 Create activities and resources using ICT media and software for establishing and maintaining client communications

1.4.3 Enable clients to use ICT media and software to establish and maintain communications with you and others who can help them in their careers

1.4.4 Select appropriate channels for communicating and consulting with others who can support the client in the guidance process

### UNIT 2: DEVELOP AND MANAGE THE USE OF ICT IN GUIDANCE

#### 2.1 Develop your use of ICT-related guidance solutions

2.1.1 Use ICT media and software in different combinations to achieve guidance objectives

2.1.2 Integrate ICT and face-to-face approaches, where appropriate, to ensure an effective guidance process for clients

2.1.3 Identify the training and support needs of clients to enable their use of ICT in guidance

2.1.4 Carry out administrative tasks related to the use of ICT media and software

2.1.5 Monitor, review and evaluate ICT-related guidance solutions using ICT

2.1.6 Address your own training and support needs to enable you to use ICT in guidance

#### 2.2 Manage your use of ICT-related guidance solutions in a service context

2.2.1 Identify opportunities and constraints in the service's use of ICT in guidance

2.2.2 Apply safeguards to protect clients using ICT for guidance purposes

2.2.3 Identify ways of ensuring fairness and inclusion in providing a guidance service using ICT

2.2.4 Maintain service records using ICT-based management information systems

2.2.5 Promote community awareness and take-up of the service's ICT-related guidance provision

2.2.6 Collaborate with professional colleagues in the delivery and development of ICT-related guidance

2.2.7 Collaborate with ICT developers in the organisation and development of ICT-supported client service

The revised map had the merit of parsimony: it reduced the number of competences from 115 (which, it had been assumed, would have to be expanded to incorporate new guidance tasks and new technologies) to 28. In effect, it abandoned the notion of defining separate competences for each cell in the original matrix, and replaced it with a more generic and more broadly applicable set of competences.

Nonetheless, the competences within the new framework still need to be located in relation to the two dimensions of the original map, to indicate the range of applications which have been demonstrated. It cannot be assumed that because a competence has been demonstrated in relation to one ICT tool, or one specialist guidance task, it can necessarily be applied to others. Accordingly, the range of applications must be specified.

At the same time, it should readily be possible for a guidance practitioner to transfer the competence they have demonstrated in relation to one tool/task to other tools/tasks in which they are already competent in their own right. It should not be necessary to demonstrate the same competence in relation to all the tools/tasks to which the guidance practitioner is seeking to apply that competence.

It is important to emphasise that the focus of the project's competence framework is on the use of the ICT skills in relation to guidance tasks: in other words, on the integration of the two. It is not intended to cover the guidance skills themselves (these are covered by the IAEVG framework) or the ICT skills themselves (these are covered by other frameworks - e.g., in the UK, that produced by e-Skills UK, a Sector Skills Council). In principle, however, it should be possible for any unit of evidence related to the use of ICT skills in guidance to be used in addition for accreditation in relation to the guidance skills or ICT skills themselves, within other appropriate accreditation frameworks, if the guidance practitioner so wishes. An additional benefit of specifying the range of applications could be to point to such possibilities.

With these caveats, the new framework provided a sounder base for the work of the project. The original map remained as a reference point, but the difficulties involved in attempting to use it as the framework had been removed.

The role of the career guidance practitioner as envisaged in the map, therefore, is to combine the appropriate ICT media and software (phone, internet, email, etc.) with the appropriate guidance interventions (giving information, holding conversations, running small-group work, etc.) to enable the career learning and development processes of informing, experiencing, constructing and communicating. This further involves taking into account the characteristics of the clients, the work setting and the nature of the service being offered, all of which have implications for delivery.

The map provided the basis not only for the training programmes but also for some other tools developed to support the programmes. These included an e-practitioner profile, a skills assessment tool to be used before and after the programme (where the 28 sub-elements were broken down further into 140 self-assessment items), and an e-portfolio available on the Moodle Platform of the project.


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# **CHAPTER 3**

## **The project platform: structure and functions**

Giulio Iannis, Stefania Tomaroli and Rosaria Troiano



## THE OPEN SOURCE PLATFORM OF THE PROJECT

According to the project proposal, it was envisaged to have an open source platform hosting all ICT-based tools developed by the ICT Skills 2 project. The partnership agreed to use Moodle which is widely known and commonly used. This chapter on the one hand presents the Moodle platform<sup>12</sup> and the e-portfolio that offered the technical support for the blended learning process tested during the training pilots. On the other hand, it also offers an overview of the ICT-based tools<sup>13</sup> developed starting from the new version of the map of guidance-related ICT competences.

## THE MOODLE LEARNING ENVIRONMENT

### THE METHODOLOGICAL AND PHILOSOPHICAL FRAMEWORK

The training pathway was based on a blended learning approach to facilitate the access of the guidance practitioners and to promote, at the same time, a concrete and effective use of ICT.

The project partners decided to choose a web platform to provide a common e-learning environment for all the Training Pilots in the four different countries (see Figure 1). The Moodle environment was chosen for several reasons:

- It is an open source system and it could easily be shared by the partners
- It is a flexible system that can be easily implemented and customized by the partners themselves
- It is user-friendly and it can be organized based on specific user needs and connected with different learning contexts.

Moodle<sup>14</sup> is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students.

The word Moodle is actually an acronym for Modular Object-Oriented Dynamic Learning Environment. Moodle can also be considered a verb, which describes the improvisational process of doing things as it occurs to you to do them, an enjoyable tinkering that often leads

to insight and creativity. As such it applies both to the way Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course.

### Notes

12. The platform was designed by Marina Silverii and Barbara Busi (Aster S. Cons. P. A.). The technical realization was made by Cyborg Srl. The forum was created and managed by Rosanna Gadaleta and Alessandro Dotti Contra (Aster S. Cons. P. A.).

13. The structure of the tool for the self-analysis of skills was designed by Cristina Cogoi (Melius Srl), with the support of Simona Benini (Melius Srl) and Giulio Iannis (Centro Studi Pluriversum Srl). The technical realization was made by Cyborg Srl. The contents of the instrument for the self-analysis of skills have been developed by Simona Benini (Melius Srl), also taking into account suggestions from the map of ICT skills in guidance developed in the previous research project "ICT Skills for Guidance Counselors". The structure of e-practitioner profile was designed by Cristina Cogoi (Melius Srl) on the basis of the map of ICT skills in guidance, developed by Anthony Barnes (CRAC/NICEC) taking into account suggestions from results of the previous research project "ICT Skills for Guidance Counselors". Technical realization was made by Cyborg Srl.

14. <http://moodle.org/>.

Moodle was created by Martin Douglas, a web administrator at Cutin University in Australia, who has degrees in Computer Sciences and Education.

The stated philosophy of Moodle includes a constructivist and social constructionist approach to education, emphasising that learners (and not just teachers) can contribute to the educational experience in many ways. Moodle's features reflect this in various design aspects, such as making it possible for students to comment on entries in a database (or even to contribute entries themselves), or to work collaboratively in a wiki.

The constructivism asserts that learning is particularly effective when you build something in order to experiment with it involving others. It can be anything: a sentence, a message on the Internet, or more complex things like a painting, a house or a software program. The concept of Social Constructionism extends this statement within a group of individuals who build things for one another, collaboratively, creating a small culture of shared objects, with agreed upon meanings. The learning process, in this virtual environment, is related to the process of knowledge, making new experiences, sharing ideas and knowledge with others and exploring new ways to solve common problems and questions.

Through Moodle, six different virtual classrooms were created for the ICTSKILLS2 Training Pilots in Italy, in United Kingdom, in Spain and in Rumanien. In each virtual classroom the partners have organized the learning pathways and the appropriate resources (training activities, documents, images, video files, audio files, wikis, forums, chat, etc..). An additional virtual classroom was created to enable all participants and all the teachers, experts and tutors to interact, to present and share their experiences at an international level, thus benefiting from this opportunity of contact with colleagues who were experiencing the same pathway in other national contexts.

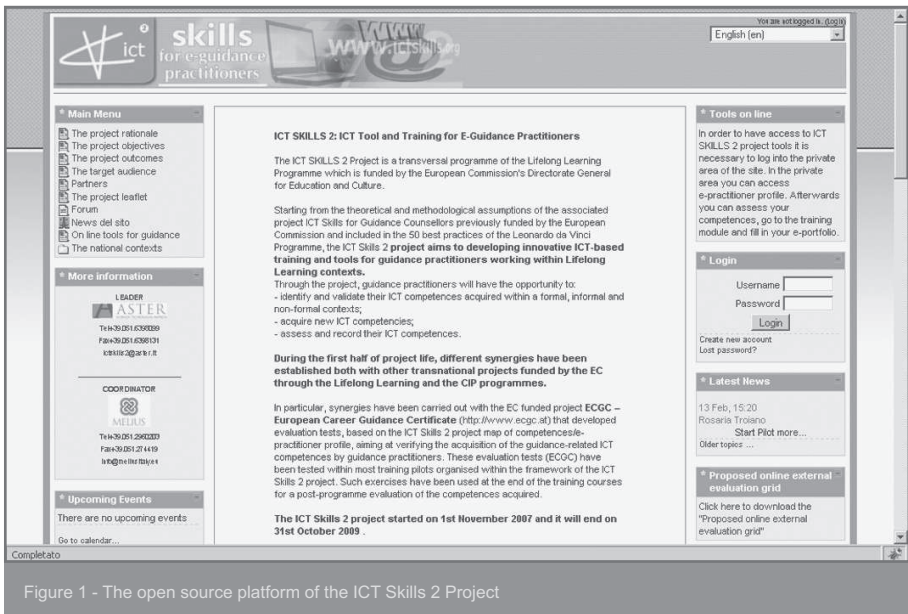


Figure 1 - The open source platform of the ICT Skills 2 Project

## INVOLVING AND MANAGING PARTICIPANTS

A constructivist perspective<sup>15</sup> sees students actively engaged in the creation of meanings and teaching with this approach means paying attention to what students, by themselves, can analyse, investigate, share, build and generate based on what is already known, rather than on the basis of the concepts, skills and processes that can be repeated mechanically.

The principles of constructivism in pedagogical terms, take into account the following facts:

- Students enter in a classroom with an embedded view of things formed by years of previous experience and learning
- Even in its evolution, the point of view of a student filters all experiences and affects the interpretation of observations
- Changing point of view, for a student, is difficult
- Students learn from each other, as well as from the teacher
- Learning by doing is more effective than learning by listening, reading, etc
- Giving the opportunity to everyone to have a say stimulates the production of new ideas.

Creating educational content is only a part of what a good Course Management System (CMS) must do. The CMS must manage learners in various ways, including:

- Access to information on the students on a course
- Possibility to divide the participants into groups
- Calendar of events at the site, course and user
- And much more, for example: application of rating scales to the various learning activities, management of the votes, recording of the access of each user and loading external files within a course, etc.

Moodle provides the teacher with all these possibilities. With a click, the activities of all participants inscribed on a course can be viewed. Participants create their own personal profile, which may include a photo, for mutual understanding in the community of learning.

Teachers can also create a calendar of events that is important both for participants and for teachers. In this platform, events can be divided into various categories, including:

- Global events, that appear in all courses, created by the site
- Events on the course, set up by teachers of the same course
- Group events, set by teachers only for a certain group of students.

Future events appear, in different colours, on the home page of the course, advising participants on all courses on which they are registered. The e-learning system can show in detail also the online activity of participants, tracking when and what resources and what activities have been accessed by each one.

The resources of a course are centralised in a specific area where files are available for the creation of new activities (see figure 2).

### Notes

15. Some of the major theorists of constructivism are Ernst von Glasersfeld, Heinz von Foerster, Humberto Maturana and Francisco Varela, Edgar Morin. In the specific field of guidance and training of practitioners you can see also Peavy, V. (1997). *Sociodynamic Counselling: A Constructivist Perspective for the Practice of Counselling in the 21st Century*. Victoria, B.C., Canada: Trafford Publishing.

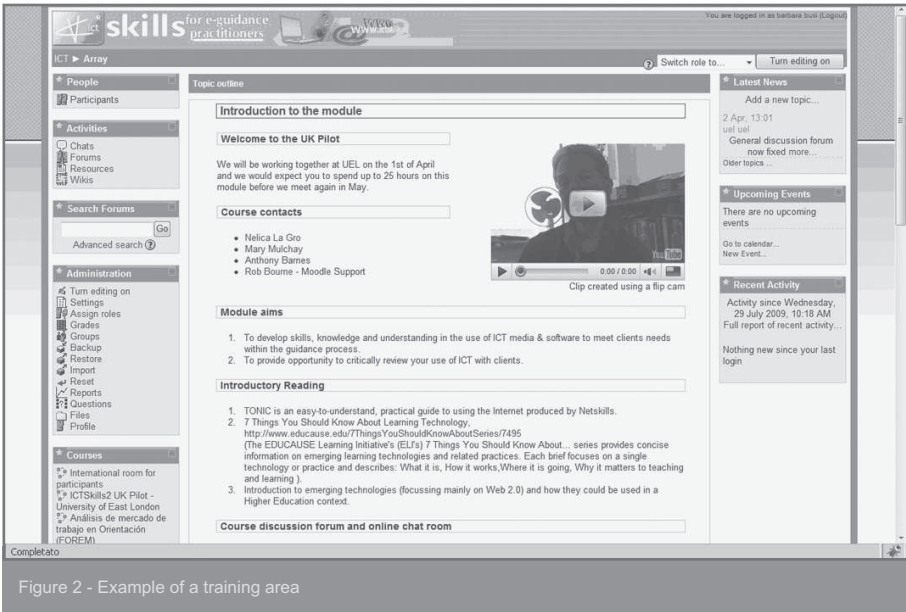


Figure 2 - Example of a training area

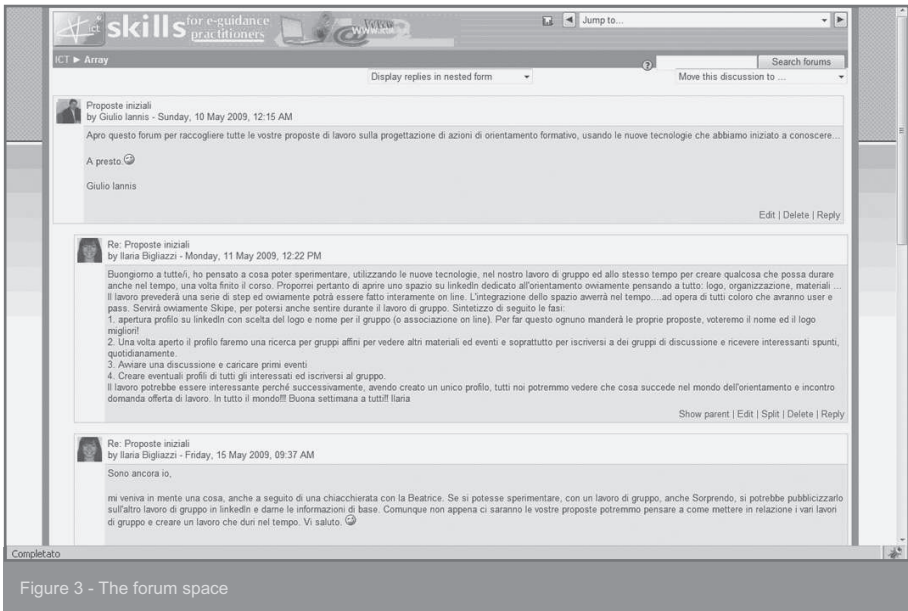
## FROM PARTICIPANTS' POINT OF VIEW

From the participants' point of view, the ICT SKILLS 2 e-learning platform is very user-friendly. It's easy to navigate with any browser on the pages of courses in Moodle. There are links that allow tracing intuitively the navigation through the pages. Login is done very easily. The staff of the project provides a "registration key" to allow participants to take part in the courses. These keys are provided to participants separately. Courses that require a key are highlighted by a specific icon. It is possible to open the classrooms for visitors, without any login.

The participants can connect at any hour of any day, from any computer, to interact with their course, and may specify the time zone and language they want to use. Moodle has interface support for nearly 40 languages. The ICTSKILLS 2 Moodle platform is available in English, Italian, Spanish and Rumanish.

When participants are "enrolled" in the forums, they are alerted via e-mail of each new message added to them. In addition, teachers can set notifications for private e-mail dialogues (see figure 3).

The e-learning resources and the ICT tools tested during the National pilot trainings are varied and most of them can be accessed through the ICTSKILLS 2 platform.



One of the most important and most used tools in the e-learning environment is the forum that allowed participants to interact among themselves and with their teachers, developing new professional knowledge in the field of guidance. Other tools have been tested using the e-learning platform, such as wiki, video and audio files, video-communication through Skype, professional and social networks on the web, specific software for the career guidance provision, the virtual environment through Second Life. Most of these tools and resources are now directly available through the ICTSKILLS2 e-learning platform.

## THE ICT-BASED TOOLS DEVELOPED FROM THE MAP OF GUIDANCE-RELATED ICT COMPETENCES

### THE E-PRACTITIONERS PROFILE

The e-practitioner profile is a tool integrated in the ICT SKILLS 2 open source learning environment. This tool, created as hypertext, allows the users to “navigate” the different sections of the e-practitioner profile.

The e-practitioner profile has two units:

- Unit 1 relates to the delivery of guidance interventions based on the role of ICT in supporting clients' information, experiential learning, constructivist learning and communication needs

- Unit 2 relates to the development and management of ICT tools and guidance tasks taking account of the service context.

Each unit is divided into elements of competence which are then broken down into:

- Performance statements, i.e. 'You must be able to...' and
- Underpinning knowledge and skills statements, i.e. 'You must know...'

The tool has the following structure, based on two units and six elements:

- Use ICT to deliver guidance
  - Informing
  - Experiencing
  - Constructing
  - Communicating
- Develop and manage the use of ICT in guidance
  - Development
  - Management

Each element has sub-elements and in each one the users can find the following information (view figure n. 4):

1. Knowledge and understanding
2. Skills and techniques
3. ICT tools used
4. Related IAEVG tasks

**sub-element 3.1**  
**Select and use ICT media and software to assist clients in structuring and managing their career thinking and development**

Knowledge and understanding	Skills and techniques	ICT tools used	IAEVG tasks related
- what suitable software is available for your clients, its features and benefits (e.g. psychometric tests, interest questionnaires, decision-making programs)  - what suitable hardware is available for your clients, its features and benefits (e.g. desktop computers, webcams, PDA/smart phones, interactive whiteboards)	- how to retrieve and analyse clients' responses using a program's record-keeping and administration features  - how to adjust the relationship with clients to fit the technology being used and the purpose of the intervention (e.g. establishing an e-mentoring or coaching relationship with a job-seeker)	telephone Mobile-based tool videoconference e-mail chat Forum social software e-portfolio	Career development Counselling Placement

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

Figure 4 - A section of the E-practitioner profile

The possibility to access the e-practitioner profile directly on line facilitates understanding by users of the profile itself and makes clear the connection with the training modules, with the ICT tools and with the IAEVG tasks.

### THE ON LINE COMPETENCES SELF-ASSESSMENT TOOL

Based on the e-practitioner profile and the revised map of competences, it was also created and tested an on-line self-assessment tool, available on the project web site ([www.ictskills2.org](http://www.ictskills2.org)). This tool for self-assessment is useful for the participants to measure the gap between the ICT map of competences and their skills and knowledge, to detect the need for training in this specific field and to choose the appropriate and consistent training modules.

The tool is based on a set of structured questions on the skills and knowledge linked to the map of competences. It is one of the results of this project and it could be used connected with the Moodle platform, as a technical and methodological tool to choose and to evaluate the training process.

The same tool can also be used as support in the assessment of learning at the end of each module. The assessment tool is integrated within the e-learning platform, and each participant can automatically send the results of the questionnaire in a specific section of their e-portfolio.

The use of this self-assessment tool is very easy. The practitioners can choose one of the elements and start checking if they can do the related activities, listed as examples, and the level of ability of doing them. According to the values defined per each example of activity, the system will calculate the training gap and according to the obtained results the practitioners will be advised to attend the appropriate training module.

In-coming competences will be stored in the personal e-portfolio and can be modified by the practitioners after the training.

### THE E-PORTFOLIO

Among the tools available within the ICTSKILLS2 platform, was also tested a version of the online portfolio of skills, that could be developed by all participants as a personal online space to collect, organize and publish their own forms and in different media formats, links and comments on sources and references relevant to describe the progressive results of their own learning path.



Figure 5 - The e-portfolio block

The e-portfolio allows the participant to integrate different components: personal information, your educational history, career-specific learning, works produced during the journey, assessment results, comments and personal reflections.

The e-portfolio tool is available as a block in the structure of the Moodle learning environment. Once the block is activated the participant can start using and working with portfolios across different courses. After activation of the e-portfolio module participants have a new block available in the virtual classroom (see figure n. 5).

The link headed 'My Portfolio' is the entry-point to the eportfolio-module. The whole eportfolio-functionality separated by different tabs can be accessed behind this link. The link 'Shared Portfolios' points to all shared portfolios of other students within the Moodle-installation that have granted the user access to their portfolio (or parts of it). The link 'Export' is a quick-link to the export/import page within the portfolio-module and is a central part of our development: users can export their eportfolios into a SCORM-zip-file with a few simple steps.

The exabis-e-Portfolio-module has the following features which can be considered relevant for a ePortfolio-work:

- An individual starting page which may contain one's curriculum vitae or similar
- A manageable category-system on two levels (main category and sub category)
- File-management within the category-system (i.e. for publication of one's best work-efforts)
- Publication of interesting links within moodle or into the web via weblink
- Self-reflection and documentation of one's personal learning-style by using private notes (with the option for publication within Moodle or into the web via weblink)
- Commenting-functionality for published links, files and notes
- Export-functionality into a SCORM-zip-format
- Cross-course usage of eportfolio-module
- Import of assignments from within all Moodle -courses into an individual portfolio
- Import of content from eportfolio-module exported SCORM-packages.

The e-portfolio, as the other ICT tools proposed during the training pilots, is very relevant for the practitioners because it could be used in a very fruitful way to support the guidance activities in different contexts.

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# CHAPTER 4

# Training Model

Luis Sobrado and Elena Fernandez  
building on work by  
Cristina Cogoi, Petre Botnariuc, Luminita Tasica,  
Anthony Barnes, Nelica La Gro, Giulio Iannis,  
David Trullo, Angeles Tendero

## INTRODUCTION

The training model is one of the expected outputs from the ICT Skills 2 project. It is a standard training curriculum based on the map of guidance-related ICT competences that has been revised and adapted to be hosted into the project platform (the so called e-practitioner profile).

### OBJECTIVES

The principal aim of this model is to give methodological guidelines for the design of the training path.

The frame of the training module has been developed by UEL and CRAC/NICEC with the aim of collecting training contents in a standard way and which can easily be transferred into the on-line format.

Each module is linked to a specific competence of the e-practitioner profile and has been tested within pilots that have been carried out by all partner countries according to different methodological approaches. The training curriculum has offered a framework for the structure of the learning rooms on the Moodle platform. The user/practitioner had access to such modules autonomously on the platform or after having filled-in the competences self-assessment tool.

### TRAINING MODEL: RATIONALE

The training model is standardised but flexible enough to be applied to other national or sectoral contexts thus improving the chances of exploiting the project results in the future.

LLL practitioners will be able to customise their training path according to their needs and to their existing ICT competences as the training model is based on credits with a modular and flexible frame.

As training will be delivered in blended learning it won't be too binding in terms of classroom attendance and participants will be able to use distance modules in a flexible way according to their daily working and personal commitments.

The training model was implemented in national training pilots that were organised by all countries between March and July 2009. Through the pilots the participants evaluated not only the training path but also the other on-line tools, i.e. the e-practitioner profile, the competences self-assessment tool and the e-portfolio.

The training was composed of face-to-face and distance sessions (i.e. blended learning).

The following training framework (see Box 2) summarises the organisation of face to face and distance learning hours per module.<sup>16</sup>

#### Notes

16. The framework is based on a graphic proposal developed by Diego Boerchi of the Cattolica University/CROSS in Milan.

<b>BOX 2</b> TRAINING FRAMEWORK		Credits	Training code	Total hours	Face-to-face hours	Training at a distance (Moodle platform)	Individual study	Other
<b>UNIT 1.1</b>	Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs	5		125	20	50	48	7
<b>MOD. 1</b>	1.1.1 Select and use visual, audio and text-based information	1		25	4	10	8	3
<b>MOD. 2</b>	1.1.2 Create visual, audio and text-based information for clients	1		25	4	10	10	1
<b>MOD. 3</b>	1.1.3 Enable clients to select and use visual, audio and text-based information for themselves	1		25	4	10	10	1
<b>MOD. 4</b>	1.1.4 Enable clients to create visual, audio and text-based information	1		25	4	10	10	1
<b>MOD. 5</b>	1.1.5 Share information with other partners in clients' networks of support	1		25	4	10	10	1
<b>UNIT 1.2</b>	Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential learning needs	3		75	9	21	45	0
<b>MOD. 6</b>	1.2.1 Select and use ICT media and software that will give your clients access to virtual and simulated career experiences and situations	1		25	3	7	15	0
<b>MOD. 7</b>	1.2.2 Create experiential learning activities and simulations for your clients using ICT	1		25	3	7	15	0
<b>MOD. 8</b>	1.2.3 Enable clients to access virtual and simulated career experiences and situations using ICT media and software	1		25	3	7		
<b>UNIT 1.3</b>	Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' constructivist learning needs	3		75	15	18		
<b>MOD. 9</b>	1.3.1 Select and use ICT media and software to assist clients in structuring and managing their career thinking and development	1		25	5	6		

MOD. 10	1.3.2 Create activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development	1	25	5	6		
MOD. 11	1.3.3 Enable clients to use ICT media and software to assist them in structuring and managing their career thinking and development	1	25	5	6	10	4
UNIT 1.4	Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication needs	4	100	12	28	46	14
MOD. 12	1.4.1 Select and use ICT media and software for establishing and maintaining client communications	1	25	3	7	12	3
MOD. 13	1.4.2 Create activities and resources using ICT media and software for establishing and maintaining client communications	1	25	3	7	11	4
MOD. 14	1.4.3 Enable clients to use ICT media and software to establish and maintain communications with you and others who can help them in their careers	1	25	3	7	11	4
MOD. 15	1.4.4 Select appropriate channels for communicating and consulting with others who can support the client in the guidance process	1	25	3	7	12	3
UNIT 2.1	Develop and manage the use of ICT in guidance: Develop your use of ICT-related guidance solutions	6	150	18	25	107	0
MOD. 16	2.1.1 Use ICT media and software in different combinations to achieve guidance objectives	1	25	3	5	17	0
MOD. 17	2.1.2 Integrate ICT and face-to-face approaches, where appropriate, to ensure an effective guidance process for clients	1	25	3	4	18	0
MOD. 18	2.1.3 Identify the training and support needs of clients to enable their use of ICT in guidance	1	25	3	4	18	0
MOD. 19	2.1.4 Carry out administrative tasks related to the use of ICT media and software	1	25	3	4	18	0
MOD. 20	2.1.5 Monitor, review and evaluate ICT-related guidance solutions using ICT	1	25	3	4	18	0
MOD. 21	2.1.6 Address your own training and support needs to enable you to use ICT in guidance	1	25	3	4	18	0

<b>UNIT 2.2</b>	<b>Develop and manage the use of ICT in guidance: Manage your use of ICT-related guidance solutions in a service context</b>	7		175	21	46	90	18
<b>MOD. 22</b>	2.2.1 Identify opportunities and constraints in the service's use of ICT in guidance	1		25	3	6	13	3
<b>MOD. 23</b>	2.2.2 Apply safeguards to protect clients using ICT for guidance purposes	1		25	3	7	13	2
<b>MOD. 24</b>	2.2.3 Identify ways of ensuring fairness and inclusion in providing a guidance service using ICT	1		25	3	7	13	2
<b>MOD. 25</b>	2.2.4 Maintain service records using ICT-based management information systems	1		25	3	6	13	3
<b>MOD. 26</b>	2.2.5 Promote community awareness and take-up of the service's ICT-related guidance provision	1		25	3	7	13	4
<b>MOD. 27</b>	2.2.6 Collaborate with professional colleagues in the delivery and development of ICT-related guidance	1		25	3	7	13	2
<b>MOD. 28</b>	2.2.7 Collaborate with ICT developers in the organisation and development of ICT-supported client services	1		25	3	6	13	3
<b>TRANSVERSAL UNITS</b>		<b>2</b>		<b>50</b>	<b>15</b>	<b>2</b>	<b>33</b>	<b>0</b>
<b>MOD. 29</b>	T.1 Pre-programme self-evaluation of the guidance-related ICT competences through the use of the skills assessment tool of the ICT Skills 2 project storage of results in the personal e-portfolio introduction to the project and to the professional profile of the e-practitioner introduction to ethical issues in e-guidance; evaluation of the in-coming guidance-related ICT competences by an evaluation committee.	1		25	7	2	16	0
<b>MOD. 30</b>	T.2 Post-programme self-evaluation of the guidance-related ICT competences through the use of the skills assessment tool of the ICT Skills 2 project; storage of results in the personal e-portfolio; use of the tests/ exercises produced within the ECGC project; storage of results in the e-portfolio; evaluation of the guidance-related ICT competences and results by an evaluation committee; certification.	1		25	8	0	17	0
<b>Total training course</b>		<b>30</b>		<b>750</b>	<b>110</b>	<b>190</b>	<b>400</b>	<b>50</b>

## METHODOLOGICAL / DIDACTIC APPROACH

### PRINCIPLES

The partnership was aware that the participants' perceptions of the quality of the distance modules is linked to the LLL systems where they work, to their role within the LLL service and to their vision of the world.

That is why practitioners could have a different perception of the quality of modules delivered at a distance but whatever the view it cannot be considered as wrong as it depends on practitioners' values that cannot be merely aggregated. So, only a holistic approach in the didactic materials will be able to ensure a correct view.

The training was based on competences described in the professional profile of the e-practitioner that in its turn draws on the map of ICT competences from the earlier associated project. It included self-tuition on the job, face-to-face (i.e. in the classroom) and distance training according to a blended learning methodological approach. It was flexible (in process and context), personalised (according to the needs and existing competences of the practitioner), involving active participation of the participant and 'shaped' by his daily job. Partners explored any possibility to connect via videoconference and virtual chat during the classroom sessions in order to virtually visit those who were providing training in LLL systems.

Participants' work and exercises were evaluated in individual and group sessions.

The training model was tested through piloting it with a sample of practitioners (about 80 in total) in all partner countries and belonging to all LLL systems.

Evaluation results were collected in national reports that were used to adapt the training path but also the transversal outputs like the on-line competences self-assessment tool, the e-practitioner profile and e-portfolio and the open source platform.

### THE TRAINING MODEL: A DIDACTIC GUIDE

The training model has been framed as a didactic guide (see Annex), i.e. guidelines for trainers in order to deliver the training contents according to the same methodological approach and learning outcomes. The planning of the units and training modules is a major effort but the work done systematises and facilitates also the learning of the users of the education programme. It is a fundamental tool in order to carry out training based on the learning.

The sections of the didactic guide have a common format. On the one hand, that helps students to comprehend of the training model. On the other hand, it enables the comparability and coordination among the various modules delivered in the training pilots. Nevertheless, the teachers have considerable scope to customise each module according to their users needs and their own methodology.

The didactic guide helps to systematise the training modules according to the ECTS system.on developments. However, piecemeal and ad hoc decisions are gradually giving way to

partners reflect a myriad of different factors. Unresolved issues in some countries about the legal status and role of guidance practitioners affect training and development issues. Nevertheless, enthusiasm for innovation among committed guidance practitioners remains and organisational levels. Securing a consistent vision for the use of IC.

The structure proposed for the didactic guide is:

- Descriptive data of the modules
- Training objectives and competences to develop/improve
- Learning outcomes to achieve;
- Contents (theoretical and practical)
- Suggestions in terms of teaching methodology, available resources
- Assessment of the recipient's learning.

The various stages of construction of the training guide include:

### **1. DESCRIPTIVE DATA OF THE TRAINING MODULES**

#### a) Description of the module

The name and code of each module and the number of ECTS credits and the responsible institution for delivery.

#### b) Prerequisites of the module

Essential requirements (available) and those recommended (course previous modules, possess language skills, technical or special academic skills, etc).

### **2. OBJECTIVES AND SKILLS TO ACQUIRE IN THE MODULES**

The training objectives are intended to clarify what it is that students will learn and the learning process that will help them to learn it.

The objectives and competences explain the improvements that students will make as a result of doing the identified training modules.

Objectives include three types of goals or competences related to:

- Heir own knowledge of each module
- The domains with the domain of certain skills and training tools
- The attitudes or important values depending on each module.

### **3. LEARNING OUTCOMES TO BE ACQUIRED**

They are closely associated to the goals and competences.

### **4. CONTENTS (DESCRIPTORS) OF THE TRAINING MODULES**

These outlines are what students will learn in the training modules. All modules are attached at the end of this report (see Annex) and they include main aim of the module, study topics, learning outcomes, suggested teaching methods, useful resources and organisation of the learning time.

### **5. METHODOLOGICAL DIRECTIONS AND DISTRIBUTION OF TRAINING ACTIVITIES IN THE ECTS SYSTEM**

The training methodology refers to the form in which the training devices to facilitate the learning of students will be organised.

An appropriate methodology is the good combination of the three methodology formats: the exposition of the teacher, the group work and independent study of each student.

The teaching methods should encourage the progressive autonomy of the students.

The ECTS system enables a wide variation of activities in the progress of learning: personal work, in groups, workshops, face to face, at a distance ...

The teaching methodology is closely related to the objectives and competences that are to be achieved and will be reflected in the distribution of activities in ECTS credits.

Among the face-to-face and distance activities that can be done in each training module, depending on the objectives and competences to be acquired, are reading, discussions, individual and group work, seminars, workshops, laboratory, visits, mentoring, assessments, presentations of personal or team projects.

## 6. TRAINING RESOURCES

Different resources were used depending on the didactic methodology employed, e.g. personal, group, technology (face to face and at distance).

There is a close connection between the various training modules with the Information and Communication Technology (ICT) and with the Guidance functions, especially considering the skills and technological and guidance resources both face-to-face mode and at distance.

## 7. DISTRIBUTION OF THE TRAINING ACTIVITY ON THE MODULES IN ECTS CREDITS

It is one of the most innovative aspects of the new education guidance based on ECTS system. It is distributing the workload in the set of tasks to be developed by students in the period of activity allocated to the training modules.

The operating mode of carrying out that distribution is as follows:

1. Determine the overall weight of all modules of a programme (it would be 30 training modules for 25 hours per ECTS credit and each module is 750 hours)
2. Identification of activities to be developed by students in each module: theoretical presentations, discussions, individual and group work, workshop or laboratory work, tutoring, evaluation, visits.
3. Face-to-face/at distance and self-work of the training activities. All tasks require face-to-face time, one of them at distance and the other autonomous work (study, commissioned work...). Note that the face-to-face time required for each activity may change depending on the type of activity concerned.

Among the training activities that should be considered with a time distribution in the ECTS system include: Presentations/Theoretical classes; Seminars; Workshops; Individual work; Group work; Personal and/ or group tutorial; Assessments; Visits.

The level of face to face and at distance learning should also be determined in this training programme.



## 8. ASSESSMENT

It is an important element in the training guides.

Among the variables to consider in the learning evaluation of each module the following can be considered:

- a) To assess aspects: participation, concepts, carrying out work or cases, student self-contributions
- b) Evaluation criteria: level of active participation in classes, group work, discussions, mastery of theoretical and practical knowledge, delivery of cases and work well resolved (structure, quality, originality, presentation ...), quality of presented work

As assessment tools that can be cited include observation, objective tests, individual and group works, interviews, questionnaires.

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# **CHAPTER 5**

# **Pilots Results**

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building on work by

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## METHODOLOGICAL PREMISE

According to the project proposal, in all partners countries the partnership carried out different pilots in terms of length and delivery methodology. Even though pilots were framed by flexibility in terms of organisation delivery, subject and training contents delivered corresponding to the whole/part of the standard training model. All of them:

- Provided practitioners with the necessary criteria and models that will enable them to critically evaluate existing ICT sources
- Developed new attitudes and skills in using ICT in relation to a range of guidance tasks
- Enabled career guidance practitioners to reflect on their practice and the role of ICT materials with clients.

The use of the pilots was to test both the ICT-based tools developed by the project and the training model. The process was to test, evaluate and validate all such outputs.

Each pilot training course was based on a blended learning approach and involved partners and other institutions such as universities and training organisations. Whenever possible, face-to-face sessions in the pilots were organised during the same period in all countries, in order to give the possibility of connecting groups of participants via skype distance meetings, videoconference, chat rooms or Second Life meetings, for instance.

Distance training was based on the open source platform and training materials were partially elaborated by trainers and partially from national and transnational sources.

Pilots were based on a modular model. Thus it was a flexible and open approach in which participants could take part in all of them or just some of them, according to their competences, previously tested through the use of the on-line competences self-assessment tool.

All modules or a selection of them were tested through the pilots in every country.

In particular, in all pilots participants were able to:

- Define and valorise their ICT competences through the use of an on-line competences self-assessment tool
- Acquire new competences in order to deliver guidance actions through the use of ICT
- Store the learning outcomes in an e-portfolio (performance, standards and process of learning, etc).

## SUMMARY OF PILOTS DETAILS

### DATES/TIMING

March/July 2009.

25 to 750 hours (1- 30 credits/ 25 hours per credit).

Dates were similar whenever possible in all participating countries to be able to do joined activities.

### NUMBER OF BENEFICIARIES

10 to 20 per group.

### TARGET GROUPS

The participants in the training pilots were guidance practitioners, working either in the vocational, educational or professional areas, with students, workers, young people and physically or socially disadvantaged clients.

Most of them had a university degree, a basic ICT tools knowledge and a quite good English knowledge, at least B2 level (independent user) of the European Language Passport.

They have experience in the guidance field and have come up with tasks using ICT in their daily practice.

They have, therefore, a very positive general approach to the use of ICT and clearly see the importance and possibilities of the present and potential uses of ICT as a medium for counselling.

The choice of guidance activities was influenced by the roles of the guidance practitioners. The choice of ICT tools was pragmatic, determined by factors such as availability and also perceived utility in relation to specific guidance tasks.

Clients were mainly adult guidance practitioners between 25 and 45 years old.

### CURRICULUM DESIGN

- At least 20% presentational training sessions
- Start-up sessions for theoretical and technical basics of each module
- Final examination and feedback sessions
- A maximum of 80% distance learning with one live simulation evaluated by the tutor for relevant competences
- For further details see Chapter 4.

### TRAINING RESOURCES

The online platform provided the participants with a list of self training materials available online as well as printed material in the local area and local languages, and other support resources available on the Internet. The materials were:

- Easy to access
- Observant of the requirements for distance self-training
- Adapted to the needs of the practitioner
- Reliable, useful and updated.

### TRAINING METHODOLOGY

- Information to participants through ICT
- Study of the needs of participants
- Group sessions
- Personal communication through ICT
- Continual evaluation and assessment throughout the course.

**RESOURCES**

<b>Moodle platform</b> <b>Web sites</b> <b>E-mail</b> <b>Fixed and mobile telephone</b> <b>Text Messaging</b> <b>Chat rooms</b> <b>Forums</b> <b>Blogs</b> <b>Wikis</b>	<b>Facebook</b> <b>E-portfolios</b> <b>Videoconference</b> <b>Skype</b> <b>Google groups</b> <b>Digital Television</b> <b>Virtual worlds (Second Life)</b> <b>LinedIn and Xing</b>
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**TEACHER (TRAINER'S PROFILE)**

There was a need for two types of trainers (Guidance expert and ICT expert). They could come from the public, private and academic sectors.

More specifically, they generally had:

- Competences in Professional and Educational Guidance, preferably with a university degree
- Specific competences desirable in work markets, assessment, professional development, vocational guidance, research, etc.
- Wide understanding and knowledge of ICT tools
- Good level of English
- Knowledge of teaching methodology, handling of groups and psychology of adults
- Able to motivate students in their training process
- Flexible and open to new experiences and resources.

## UNIVERSITY OF EAST LONDON pilot (UK)

Nelica La Gro

### PILOT COURSE MODULE

1.1 Use ICT media and software in the guidance process to meet clients' information needs

1.2 Use ICT media and software in the guidance process to meet clients' experiential learning needs

1.3 Use ICT media and software in the guidance process to meet clients' constructivist learning needs

1.4 Use ICT media and software in the guidance process to meet clients' 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.

### NAME OF THE PILOT

UEL Pilot

### MODULE LEADER

University of East London (UEL)

### DATES

April-June 2009

### LOCATION OF DELIVERY

UEL & Distance Learning

### OBJECTIVES OF THE MODULE:

1. To develop skills, knowledge and understanding of guidance practitioners in the use of ICT media & software to meet clients' needs within the guidance process
2. To provide opportunity to critically review your use of ICT with clients.

### CONTENTS (TOPICS OF STUDY)

In contrast to other pilots we drew on selected competences from a range of modules in the original training framework and reconfigured them into 5 broad topic

areas. In this way the module has been adapted to the UK context to be more learner-facing.

The 5 topic areas are described below, as well as the related competences:

1: The range of ICT media and software available, relevant to organisation and client needs (competences: 1.1.1; 1.2.1; 1.3.1; 1.4.1)

2: Supporting clients' use of selected media and software (mediated) & enabling clients' independent use of resources (non-mediated) within the guidance process (competences: 1.1.2; 1.1.3, 1.1.4, 1.1.5; 1.2.1; 1.2.2; 1.2.3; 1.3.1; 1.3.2; 1.3.3 1.4.1; 1.4.2; ; 1.4.3 1.4.4)

3: Fairness and inclusion in access to media and software (competences: 2.2.3)

4: Current and future developments in the use of ICT in guidance (competences: 2.2.6; 2.2.7)

5: Methods for monitoring, reviewing and evaluating the use of ICT in guidance (competences: 2.1.5; 2.2.2).

### METHODOLOGY, TECHNIQUES AND TOOLS

A blended approach was used, which included face-to-face and distance sessions, with the premise that experiential learning would be most effective in promoting transferable learning. A questionnaire was sent to all participants to establish their current use of ICT, and what they hoped to gain from their involvement with the pilot. This information was taken into account in the design of the materials for the pilot. The approach taken was to introduce participants to a range of technologies and topic areas, allowing them to select topics they wished to prioritise and the order in which they would carry out the work. In this way, participants were able to develop their awareness of various technologies and experiment with their use. This approach focuses on reflective learning in contrast to direct teaching/ training in the use of technology where the participant may take a less active and experiential part.

### STUDENT PROFILE

Ten experienced guidance practitioners volunteered to participate. They came from a range of contexts including Higher Education, schools, Connexions partnerships in the North and Southeast of England.

### TRAINER PROFILE

The trainers included 2 UEL tutors, a NICEC consultant and one IT specialist from UEL. During the process of developing the materials, briefing the participants and facilitating learning it was extremely valuable to have access to specialist IT input.

### TEACHING AND LEARNING TIME

A strength of the pilot was the opportunity for participants to experience both face to face sessions and self directed distance learning. The initial one day meeting offered a briefing on the project and introduction to the ICTSkills2website, the moodle platform, pilot instructions and tasks. This was also the opportunity to exchange views, expectations, to develop group cohesion and support of each other's learning and development. It was suggested that participants allocate 25 hours independent learning to complete the exercises over a 6 week period and this was followed by a half day review at University of East London.

### MATERIALS, ACTIVITIES AND EXERCISES

In each topic area there were learning outcomes to be realised, but there was also the opportunity to utilise different ICT resources, so helping participants to become more familiar with the range of technologies that can be incorporated into guidance practice. Technologies that were employed within the pilot included posting comments on a designated forum space in Moodle; evaluating web resources and posting commentaries in a google doc; commenting on selected resources in relation to fairness and inclusion in a wiki,

so offering the opportunity to develop a shared verdict; writing a short review of learning in relation to one of the technologies, including commentary on how this could relate to their guidance practice; considering a selection of web based resources and evaluating their relevance using the Ariadne guidelines; using an evaluation tool such as Survey Monkey to design and develop an evaluation of a web resource.

### EQUIPMENT, SOFTWARE

For face to face sessions, PC room with a personal PC equipped with Internet connection per each participant. Moodle platform, access to technologies as described above. Film of pilot materials available on:

[http://77.68.38.25/ICTSkills2\\_test/ICTSkills2v1.html](http://77.68.38.25/ICTSkills2_test/ICTSkills2v1.html)

### EVALUATION, ASSESSMENT

Participants completed an evaluation questionnaire and also provided qualitative feedback during the review session at UEL.

#### Feedback on Training Framework offered by UEL Pilot

Participants actively engaged with the tasks and found them useful. They liked the idea of 'dipping in and out' of the framework in their own time rather than attending training sessions, or having to follow a prescribed path. There were suggestions around 'situating' the tasks better e.g. linking the tasks to how they could be used in guidance practice by using examples. Participants valued the additional reading resources that were available on links, but suggested they could be released periodically.

**The Skills Assessment Tool.** There was agreement that an assessment tool is attractive, particularly as a starting point but there were concerns about the design of this tool. It was also agreed that such a tool can ensure that participants are more active in

their own learning and in identifying their own training needs rather than being passive participants. There was general consensus that there were too many questions, the tool was too dense and that many of the questions were repetitive and hence off-putting and not accessible. It was also felt that questions were too sub-divided and it would be better if there were general topic areas. It was suggested that the tool could be developed to include explanations of technical terms e.g. when you click on terms and an explanation appears. Assuming that one knows all these terms can lead people to feel disempowered and less likely to engage with the learning

**E-Portfolio.** Participants were not able to access this easily and most did not proceed. Feedback indicated that clearer guidelines would be helpful. Those that did access the Portfolio were unsure how to store the self-assessment results.

**Communication.** The pilot highlighted the importance of on-going and accessible communication links. An area where the trainers agreed further attention was needed was the introduction of agreed forums either by topic or by time where scheduled communications could occur. This would contribute to more on-line relationships and develop a dialogue between participants. More involvement with facilitating on-line discussions would also be welcomed by participants.

### COMMENTS, OBSERVATIONS

All participants acknowledged the value of the learning and the potential to integrate this into their work role. Feedback indicated there was a gap in the current training offer in relation to this area of expertise. While some participants had fairly well established use of ICT within their work context, most had very limited use of ICT in their professional context. For most, ICT had been utilised in a passive way in terms of

sharing information or communication, rather than experiential or constructivist ways.

Participants indicated they would also like the opportunity to focus more on how the technologies could be integrated into their practice. It was suggested that it could be helpful to provide a platform within a learning programme to introduce technologies with a forum where technical and process queries could be shared. It was also noted that participants valued the approach to facilitative contextual learning rather than more abstract and direct teaching or training approaches. For some participants this was a transition from one way of learning to another where the onus sits with the learner. Most agreed that this was an effective approach and would ensure their continued engagement and interest in the use of ICT in their professional practice. Feedback indicated that engagement with the technologies increased both confidence and motivation. Participants identified many interesting and creative ways in which ICT could enhance their practice, which again emphasised that the acquisition of such knowledge and skills benefits from being contextualised, rather than taught as a discrete skill set.

The role of technical input was highlighted. It was imperative that the training team also included technical expertise, both in developing the exercise and training approach and during the course of the pilot to assist with technical queries.

Although the sample was small the feedback gathered supports the case for the future development of learning packages to help practitioners further develop their knowledge and confidence in this area. This could be in the shape of validated and certificated modules offered by an educational institution, integrated into the professional development framework or short course/ units that contribute to continuous professional development.



## FOREM pilot (SPAIN)

### PILOT COURSE MODULE

1.2 Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential learning needs

### NAME OF THE PILOT

Experiencia de formación experimental:  
Análisis de mercado de trabajo

### MODULE LEADER: FOREM

**DATES** May 2009

### LOCATION OF DELIVERY

FOREM Madrid

### OBJECTIVES

Update knowledge of ICT media and software for virtual and experiential learning experiences:

- Second Life, digital television, personal digital devices (ie. PDAs)
- Use of ICT media and software for virtual and simulated learning needs
- Analyse the strength of materials and resources available to users to allow the use of ICT in the experiential field
- Identify elements that influence the guiding services based on ICT.

### CONTENTS (TOPICS OF STUDY)

- Explore the procedure and technical requirements of the mentioned ICT resources
- Value the advantages and disadvantages of virtual and simulated experiences
- Analyse the organisation of services and potential of ICT resources.
- Study the factors affecting the use of virtual and simulated experiences in guidance.

### METHODOLOGIES, TECHNIQUES AND TOOLS

Participants were asked to check several

documents and audiovisual materials on virtual and simulated experiences in guidance included in the ICT Skills 2 Moodle platform. Comments and questions were developed in the forum space.

The 3D virtual world 'Second Life' was chosen as main tool to work with.

A starting guide was provided to create an avatar and register in Second Life.

Several technical tests were set up to help participants interact within Second Life.

### Activities/tasks:

- Participants were asked to compose a brief document with the advantages, possibilities and disadvantages of the use of Second Life in education
- Gymkhana game: First activity online in Second Life with all the avatars where they had to find documents and download videos. First group meeting online
- Participants were asked to compose a guidance activity or adapt a task from their daily practice using Second Life
- Second meeting online: comments and discussion on adapting virtual and simulated experiences in guidance. Visit to several Second Life spaces on education.

### STUDENT PROFILE

18 participants took part in the pilot. Most of them were experienced guidance practitioners working in professional guidance programmes with psychology and sociology backgrounds.

### TRAINER PROFILE

Ángeles Tendero (tutor and guidance trainer). David Trullo (tutor, coordinator and IT specialist).

### TEACHING AND LEARNING TIME (TOTAL 25 HOURS)

First face to face session (2 hours): briefing

and introduction to materials. This took place in a meeting room with computers and a projector where students were introduced to the ICTSkills2 platform and Second Life.

21 hours distance learning: study of materials, interaction with tutors and other students, group activities and exercises.

Face to face session for assessment and evaluation (2 hours).

### **MATERIALS, ACTIVITIES AND EXERCISES**

Most of the pilot activities were developed at distance mainly using Second Life (ie. meetings, practical exercises, group work) and through the tools in the platform.(ie. Forum, video examples, downloadable Second Life using guide).

### **EQUIPMENT, SOFTWARE**

ICTSkills2 Moodle Platform for materials and communication [www.ictskills2.org](http://www.ictskills2.org)  
Second Life platform [www.secondlife.com](http://www.secondlife.com)

### **EVALUATION, ASSESSMENT**

Most participants had no previous knowledge of virtual and simulated ICT tools and packages, but were positive and active with the opportunity to experience new areas.

Participants found the explanations to the pilot constructive and valued the help and advice from tutors. They found the tasks and activities useful, interesting, clear and amusing. They felt very motivated, valued the activity highly and added suggestions.

### **OVERALL EVALUATION ON ICTSKILLS2 TOOLS**

**The Skills Assessment Tool.** Participants agreed with the need of a tool of assessment but found it too long/dense/unclear, though full of future possibilities for development.

**E-Portfolio.** Participants were not able to access this easily and most did not proceed.

## UNIVERSITY OF SANTIAGO DE COMPOSTELA pilot (SPAIN)

### PILOT COURSE MODULE

2.2.2 Apply safeguards to protect clients using ICT for Guidance purposes

### NAME OF THE PILOT

Desarrollo y gestión del uso de las TIC en orientación

### MODULE LEADER

University of Santiago de Compostela

**DATES** April / May 2009

### LOCATION OF DELIVERY

FOREM Madrid

### OBJECTIVES

1. General objectives: a) Develop skills, knowledge and understanding in the use of ICT media and software to meet customer's needs in the guidance process and b) Provide the opportunity for a critical review about the use of ICT with users.

2. Specific objectives: a) Identify ethical principles associated with the using of ICT to the guidance; b) Demonstrate ethical behavior in the application of ICT in the context of the guidelines; c) Respect the confidentiality and protection of personal and professional; d) Use safety measures to protect users in the use of ICT to the guidance and e) Prevent and protect the health and safety of users to the ICT.

### CONTENTS (TOPICS OF STUDY)

Deontological codes of guidance actions in the field of ICT; Standards regarding to the confidentiality and date protection; Ethical standards of the National and International Associations of Guidance on the employment of ICT in guidance actions; Security measures and data protection in the using of ICT in

guidance and assessment of the effectiveness of the implementation of ethical principles in the use of ICT in guidance.

### METHODOLOGIES, TECHNIQUES AND TOOLS

Exposition to the students with ICT use: PowerPoint, websites, Internet; group sessions with discussions through chat, websites, internet, forums, newsgroups, skype and individual tutoring with the additional use of e-mail, mobile telephone, messages...

### STUDENT PROFILE

From a sample of 18 participants the average is: 32 years of age (more 40 years, 40%; of 22-29 years, 20% and 30-40 years, 40%). 61.5% female and 38.5% male. Labour situation : 85% in work and 15% unemployed. Professional status: 8.5% is Counselor; 38.5 Professor of Guidance and 23% students of university; psychopedagogy, psychology and pedagogy disciplines. The academic profile is the Master grade or student of Master.

### TRAINER PROFILE

University professor of Educational and Vocational Guidance (3 trainers) and 2 training tutors of university teachers. The academic profile is the Doctor in Education Sciences. **Luis Sobrado Fernández, Elena Fernández Rey, Cristina Ceinos Sanz and Rebeca García Murias.**

### TEACHING AND LEARNING TIME (TOTAL 25 HOURS)

Face-to- face: 3 hours; Training at a distance: 7 hours; Individual study: 13 hours; and other: 2 hours; Total hours: 25 (1 Credit).

The distribution by didactic activities is: Presentations (Power Point): 3 hours; Initial and final evaluation: 2 hours; Team work: 7 hours and individual study: 13 hours.

### MATERIALS, ACTIVITIES AND EXERCISES

The resources used were websites of national and international agencies: IAEVG, Canadian

Standard and Guidelines form Career Development Practitioners (CSGCDP), NCDA, ACA, Bibliography references, Chat, Internet, Power Point, Mobile phones, e-mail, forum...The exercises were carried out self-assessment of ethical skills, correspondence activities, choice of answer, etc.

They also suggested the desirability of standardising as much as possible the final objective assessment for each module of the course to be the same as the initial assessment in order to have a common approach.

### **EQUIPMENT, SOFTWARE**

Integrated for computer work on the Moodle platform with several exercises and ICT resources such as: chat, forums exhibition of youtube videos.

### **EVALUATION, ASSESSMENT**

The initial evaluation questionnaire was common to all participants on the training course. The final evaluation of the module consisted of a questionnaire of 22 items with 4 rating options (the lowest to the highest and one open question).

The average score on the course organisation was 3.64 points; the contents and teaching methodology was 3.59; the duration and schedule was 3.59; the trainers/tutors actions was 3.62 and the teaching resources was 3.48 points. The average general evaluation of the course was 3.77 and the grade for general satisfaction with the course was 3.66 points.

The evaluation of the module was completed by group discussion and debate with all the participants which showed similar results with higher levels of satisfaction and effectiveness. It is necessary to have more tutors (one for five students).

### **COMMENTS, OBSERVATIONS**

Course attendees emphasised the need to adjust the time and number of participants in the calendar of activities (at least an hour for chat sessions with five participants as maximum). The number of tutors should also be expanded because two were insufficient for 18 participants. There should be one tutor for each five attendees, as maximum.

## MELIUS AND CATTOLICA UNIVERSITY MILAN pilot (ITALY)

### PILOT COURSE MODULE

All modules

### NAME OF THE PILOT

Corso pilota di aggiornamento post-lauream in orientamento a distanza

### MODULE LEADER

MELIUS in co-operation with the CATTOLICA University in Mila

### DATES

21 March 2009 - 17 July 2009

### LOCATION OF DELIVERY

Cattolica University Milan

### OBJECTIVES

Test, through the pilot, both the training model, the ICT-based tools and platform developed within the ICT Skills 2 project according to what was envisaged in the project proposal. In addition, there was the intention to create contacts with national training providers in order to be able to mainstream the training within their system according to the approach of a future exploitation of the project results.

The agreement with the Cattolica University in Milan was a way to find a training provider that could recognise the learning in terms of credits and that such credits could be accepted also by other university level courses developed by other project partners (i.e. University of Santiago and UEL).

### CONTENTS (TOPICS OF STUDY)

Contents were those ones envisaged by the e-practitioner profile and its related training model included in the above programme.

The Moodle platform was framed according

to that and it contains all tests, training material and specific topics shared during the training sessions.

### METHODOLOGY, TECHNIQUES AND TOOLS

Both face-to-face and distance learning featured in this training pilot. In some cases, skype connection was used with participants who couldn't be in Milan. In such cases, only the audio possibility was used in order to avoid any technical problem of "overloading" the Internet line and making listening difficult for the connected people. A training module was arranged around each element of competence.

All training sessions had a very practical approach, so little theory (less than a half of each training session) was used and interactive exercises were preferred.

At the 80% of cases there was a PC room available, with a personal PC and Internet connection for each participant. In that way, also virtual simulations on Second Life for example and the use of different ICT-based tools (i.e. chat, skype, forums, Facebook, etc.) were possible during the exercises/tests.

Teachers used their room in the Moodle platform to up-load training materials and exercises. At the beginning participants framed their own e-portfolios in categories and sub-categories according to the pilot training programme.

Before each training session participants had to self-assess the competences related to that specific training module through the use of the self-assessment competences tool.

Results of such self-assessment have been included in the e-portfolio as results of the exercises done during the different training sessions (taken from the Moodle rooms) and reflections on the experience done.

### STUDENT PROFILE

10 participants coming from public employment centres, universities, information centres, chambers of commerce with English knowledge, vocational or educational guidance experience and knowledge and basic ICT skills.

All of them are in charge with different guidance services within their organisations and very interested in the course for different reasons.

### TRAINER PROFILE

For each training module, a specific teacher/trainer was identified from the university or private company worlds who were expert in that specific field. There has also been the collaboration of some ICT Skills 2 and eGOS project partners (according to a synergistic approach that features in ICT Skills 2).

**Anthony Barnes**, careers education consultant, trainer and materials developer. **Simona Benini**, careers education consultant and trainer. **Diego Boerchi**, doctor in social psychology. **Cristina Castelli**, guidance trainer. **Elena Coello**, ICT Executive Agency Education, European Commission. **Cristina Cogoi**, guidance expert and coordinator ICT Skills 2 project. **Cristina Nucuta**, IT manager of City Hall of Iasi, Romania. **Stefano Penge**, guidance expert. **Maurizio Serafin**, expert in labour politics. **Daniela Villani**, doctor in psychology research. **Silvia Zanella**, journalist expert in business.

### TEACHING AND LEARNING TIME (TOTAL 750 HOURS)

The distribution of the teaching learning time corresponds to the training framework (see Chapter 5). 30 credits were assigned to the participants plus previous an additional examination.

### MATERIALS, ACTIVITIES AND EXERCISES

All training materials and exercises are available on the Moodle platform.

### EQUIPMENT, SOFTWARE

- PC rooms with a personal PC equipped with Internet connection per each participant
- Use of Second Life, social networks like XING, Facebook, etc.
- Use of skype in some cases for distance learning instead of presential one with some participants (max 3 for a total of 3 training sessions) with problems to go to Milan.

### EVALUATION, ASSESMENT

External evaluation questionnaires were distributed before the end of the course.

The final assessment was carried out on July 17th at the end of the pilot. For that, ECGC exercises were used. In addition, the participants' e-portfolios were analysed as they included all results and reflections done for all training sessions.

Participants were asked before the end of the training to carry out again the exercise of measuring the results on all competences by using the self assessment tool. Results were measured and the gap between the incoming competences and the outgoing ones are outstanding.

## PLURIVERSUM pilot (ITALY)

### PILOT COURSE MODULE

1.3 Use ICT media and software in the guidance process to meet clients' constructivist learning needs

### NAME OF THE PILOT

Orientamento e nuove tecnologie - Pilot Italia 2 Siena

### MODULE LEADER

Centro Studi Pluriversum

### DATES

April - June 2009

### LOCATION OF DELIVERY

Siena, Italy - Centro Studi Pluriversum

### OBJECTIVES

- Developing skills of selecting and using ICT media and software in the guidance process to meet clients' constructivist learning needs
- Developing skills of creating activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development
- Developing skills of enabling clients to use ICT media and software to assist them in structuring and managing their career thinking and development.

### CONTENTS (TOPICS OF STUDY)

- Knowledge of suitable software and hardware devices to improve guidance processes (e.g. software to improve knowledge about job profiles and about self-evaluation and choosing processes)
- Select among of different ICT media and software tools to assist clients in structuring and managing their career thinking and development

- Knowledge of methodologies to plan and define activities and resources to improve guidance processes to meet clients' constructivist learning needs
- Developing skills of planning activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development
- Guidance methodologies and techniques suitable for helping clients to use specific ICT tools in structuring and managing their career thinking and development
- Methodologies to mediate and moderate clients' use of ICT media and software
- Developing the ability to work with both individuals and small groups, and techniques to enable clients to make an electronic individual learning or career plan and to help clients to create and maintain a careers e-portfolio.

### METHODOLOGY, TECHNIQUES AND TOOLS

In order to achieve the learning outcomes, Pluriversum experts used a wide range of methods such as co-operative learning, distance learning, project work in small groups and theoretical lessons.

### STUDENT PROFILE

13 practitioners took part in the pilot. All were experienced and working in employment and training services in Tuscany.

### TRAINER PROFILE

The training pilot in Siena "Orientamento e nuove tecnologie" (Guidance and new technologies) involved five trainers and two tutors. All were experienced in guidance counselling and practitioners' training. The table below indicates the role and work contexts in which they are working.

**Giovanni Bonaiuti**, Researcher, University of Florence. **Alessandro Campi**, Expert in distance learning, Giunti Labs.

**Giulio Iannis**, Managing Director Centro Studi Pluriversum. **Maurizio Serafin**, Expert in guidance training, project leader Centro Studi Pluriversum. **Stefania Tomaroli**, Guidance trainer (tutor).

### TEACHING AND LEARNING TIME (TOTAL 75 HOURS)

Theory, 15 hours; Working groups, 12 hours; Distance learning, 18 hours; Individual work, 30 hours.

### MATERIALS, ACTIVITIES AND EXERCISES

Booklet, exercises and activities are available on the Moodle platform.

### EQUIPMENT, SOFTWARE

The classroom was equipped with personal computer, videopin, Internet connection and other didactical supports. The group could also use the new software Sorprendo, based on a constructivistic methodology and produced by Cascaid Ltd.

### EVALUATION, ASSESSMENT

#### Feedback about the overall presentation of the tools

Participants appreciated the lay out of tools. The presentations were user-friendly, even if instructions for a few of the tools could have been better explained in order to let the participants use them in a more effective way.

#### Feedback on the overall framework of "Orientamento e nuove tecnologie"

Most of participants were pleased to reach a clear identification of various tools. They found it significant and helpful to receive explanatory documents for each one of them. These helped the participants to go deeper into the issues concerned and to discuss them.

In their opinions, the most useful tools in the guidance process are: databases, facebook, skype, SMS, telephone. They have doubt

about the usability and accessibility of: Second life, videoconference and video curriculum.

Talking about the framework of the training course, they'd like to have further time to study the documents and to discuss with each other about the connection between the different tools and their everyday work.

Thanks to a specific questionnaire, Centro Studi Pluriversum tried to collect also participants' feelings and thoughts. Summarising the results, we can state that the participants were surprised by the potential for development and growth that ICT can offer to guidance process.

They were amused, curious, and amazed to know the potential of these new technologies. Sometimes they felt themselves bewildered by the large number of possible solutions and the lack of confidence with these new media. Despite this, they agree that ICT have introduced changes from which we cannot go back.

At the end of the questionnaire, participants were supposed to assess their own skills in relation to the main topics of study. Participants had to assign a value from 1 to 5 to their skills in relation to each topic before and after the course. (Average results +1.1)

### OVERALL EVALUATION OF ICTSKILLS2 TOOLS

**The Skills Assessment Tool.** The overall opinion about the Skills Assessment tools is that it allow very specific evaluation of skills. The questions are well fit practical situations well.

On the other hand, it's not very easy to save the results and to move ahead and backwards among sub-categories.

**E-Portfolio.** In theory, the tool is very



useful, but participants were not able to access this easily and, for this reason, they did not proceed.

**Communication and collaboration.** The forum is a very useful tool for the exchange of ideas, although not much in the training group. The only one problem is that virtual work makes you lose the visual and personal impact with the person you are talking to.

## **INSTITUTE OF EDUCATION SCIENCES pilot (ROMANIA)**

### **PILOT COURSE MODULES**

1.1 Use ICT media and software in the guidance process to meet clients' information needs including components from modules 1.2, 1.3, 1.4, 2.1, 2.2. according to the trainees interest.

### **NAME OF THE PILOT**

ICT Skills for Practitioners in Lifelong Learning Systems

### **MODULE LEADER**

Institute of Education Sciences

### **DATES**

18 - 20 March Face-to-Face Session;  
23 March - 19 April 2009 Distance Session

### **LOCATION OF DELIVERY**

Viiilor Economical College, Bucharest

### **OBJECTIVES**

- Develop knowledge on ICT media and software used in the guidance and counselling process
- Develop skills in applying ICT media and software in the guidance and counselling process
- Develop critical thinking in selecting and planning appropriate use of ICT in the guidance and counselling process.

### **CONTENTS (TOPICS OF STUDY)**

- Role of the counsellor/teacher in a knowledge society, Student-centred learning paradigm
- Competences of website use and management
- ICT tools in career development (E-mail, chat, forum, blog).

### **METHODOLOGY, TECHNIQUES AND TOOLS**

The training consisted of two parts: a 3-day face-to-face seminar (18-20 March) and a 4-week distance training (23 March – 19 of April). The face-to-face training took place in an AEL computer laboratory fully equipped with up-to-date computers, Internet connection, videoprojector, laptop and flipchart. The methods used included: PowerPoint presentation, interactive discussion, mind map, brainstorming, case study, role play, simulation, teamwork, interview and critical analysis.

### **STUDENT PROFILE**

School counsellors, school inspectors, teachers of different subjects, trainers, managers of counselling centres, career counsellors, human resources specialists.

### **TRAINER PROFILE**

Assoc. Univ. **Prof. Dr. Eugen Noveanu** University of Bucharest, Computer Assisted Instruction, Designing Educational Technology. Trainer in Information and Career Counselling - **Marcela Claudia Călineci**. Trainer in Information and Career Counselling, Distance Counselling - **Mihaela Chiru Laroche**.

### **TEACHING AND LEARNING TIME (TOTAL - 24 HOURS)**

The face to face session lasted for three days with eight hours a day amounting a total of 24 training hours and addressed both theoretical and practical aspects of using ICT in LLL services. The distance session lasted for four weeks of individual work, and was meant for testing the developed ICT tools (skills self-assessment tool, e-portfolio, the standard eprofile and the communication section).

### **MATERIALS, ACTIVITIES AND EXERCISES**

Worksheets, PowerPoint, role play, team working, "The tulip", "Portraits, portraits", "An appealing website", "Why ICT?", "Diagnosis ICT".

## EVALUATION, ASSESSMENT


**The Tools are mainly positively appreciated.** The graphical layout is attractive and well designed, the guidelines for using the tools are useful and clear, the menu is clear and easy to use, they are found necessary for the activity of a school counsellor and could constitute a common repository. There is still place for improvement for the portfolio.

**The Skills assessment tool.** It allows for the identification of the personal needs and competences in an objective manner, it is accurate, easy to use, well structured and expressive. However, some of the participants needed guidelines.

**The Training framework.** It is considered very useful, the training resources and materials seemed appropriate for acquiring new skills needed in counselling and provides an opportunity to test the ICT competences in guidance.

**The E-portfolio.** The online portfolio allows a very good planning of one's own learning and it helps planning, stimulating and assessing it, being easy to use. The support materials in the online portfolio could be increased.

**Communication and collaboration.** The discussion forum allows for a good collaboration between the practitioners of the group, facilitating the personal and professional development, with real benefits for the current activity and not least for the clients. It is very useful, overcoming many barriers (time, space, lack of information, etc), but the exchange of resources with other colleagues did not happen to a sufficient extent. It could be improved by adding also other communication means and by enhancing the level of participation in it.



# **CHAPTER 6**

# **Synergies**

# **and**

# **Exploitation**

Cristina Cogoi, Anthony Barnes and A.G. Watts

In all collaborative projects funded by the European Union, growing importance is being attached to achieving 'added value', in two main ways. The first is by establishing synergies with other related projects. The second is by giving close attention to 'exploitation': i.e. seeking changes in policies and practices based on the project's work. This latter is in addition to the traditional emphasis on dissemination – transmitting information about the project and its outputs – and effectively gives it an outcome-related edge.

These two issues are being addressed strategically within the new European Lifelong Guidance Policy Network, as the theme of one of its two Task Groups. The Network has been given a formal status and role under the new Council Resolution on better integrating lifelong guidance into lifelong learning strategies, passed by the Council of the European Union on 21 November 2008.<sup>17</sup> The theme of one of the Network's two Task Groups is synergy between EU-funded projects. A stated aim of the Task Group is to lead to stronger impact from such projects on public policy, at both national and European levels.

Within the ICT Skills 2 project, systematic attention has been given to both of these issues.

## SYNERGIES

In terms of synergies with other EU-funded projects, a useful distinction was drawn by the project between three possible levels of such links:

- Cross-referencing - where each project demonstrates awareness of the other and refers to it where appropriate
- Co-operation - where the project agree to take account of each other's outputs
- Cross-fertilisation - where the projects seek to influence each other's conceptual thinking and to reach a common position on key conceptual issues.

Co-operation was likely to require a letter of agreement, and cross-fertilisation a joint statement of some kind.

Four projects were identified for establishing links of these kinds:

- The EAS (European Accreditation Scheme for Career Guidance Practitioners) project (see [www.corep.it/eas/home.htm](http://www.corep.it/eas/home.htm)) (see EAS, 2008)
- The ECGC (European Career Guidance Certificate) project (see [www.ecgc.at](http://www.ecgc.at))
- A NICEC project, funded by CEDEFOP, on the qualification routes and competences needed by career guidance counsellors (see CEDEFOP, 2009)
- The eGOS (e-Guidance and e-Government Services) project (see [www.egos-cip.eu](http://www.egos-cip.eu)) funded under the Competitiveness and Innovation Framework Programme.

The European Accreditation Scheme (EAS) project (2006-08) involved 40 organisations/associations with the aim of improving professional qualifications and identifying minimum occupational standards for guidance practitioners. The project identified a number of competences for assessment that were common to all tasks that a practitioner might be expected to undertake, one of which was 'use ICT for guidance purposes'.

This approach to embedding the use of ICT in all guidance activities is consistent with the ICT Skills 2 methodology. The additional detail provided by the ICT Skills 2 competence

framework enables training providers to plan a comprehensive programme of professional learning and development activities for guidance practitioners.

The European Career Guidance Certificate (ECGC) project (2007-09) has ten partners and is led by Melius, the co-ordinator of the ICT Skills 2 project. The aim is to develop a standardised and internationally transferable certification system for career guidance practitioners. The ECGC partners have built on the MEVOC project and on ICT Skills 1 and 2 in carrying out their project.

The NICEC report on Professionalising Career Guidance: Practitioner Competences and Qualification Routes in Europe (CEDEFOP, 2009) proposes a competence framework which could be used flexibly to achieve greater consistency in training provision for such staff. Consistent with the EAS approach, this report identifies the ability to use 'information and communication technologies' as one of six foundation competences. Trainees and their trainers and assessors are able to identify ways in which ICT could be used to demonstrate the performance of other client interaction and supporting competences. The ICT Skills 2 framework complements this approach very well. In a sense, it reverses the perspective by offering a more explicit focus on the applied ICT skills needed to transform career guidance practice. It foregrounds the use of ICT to support the development of e-guidance and blended guidance solutions.

The eGOS project (2008-11) involves 22 partner organisations from four countries. It aims to provide e-guidance to all-age clients in their homes over the internet and from indoor and outdoor kiosks in public centres and remote areas. E-guidance practitioners will be trained using the ICT Skills 2 competence framework, self-assessment tool, e-portfolio and e-learning platform.

In most of these cases, therefore, there is evidence not only of cross-referencing but also of co-operation and cross-fertilisation.

## EXPLOITATION

'Exploitation' in principle addresses two distinct issues:

- Sustainability: ensuring that the work of the project can be sustained in the partner countries beyond the project's life
- Transferability: ensuring that the benefits of the project can be transferred to other European countries.

On sustainability, a further important distinction can be drawn between:

- Maintenance: sustaining the provision trialled in the training pilots
- Multiplication: ensuring that the work of the project is adopted by other training providers
- Mainstreaming: ensuring that the work of the project is reflected in relevant professional standards, accreditation structures, etc.

On maintenance, all of the project partners have plans for sustaining their training programmes. For example:

- The Institute for Educational Sciences (Romania) will use the training materials

developed during the pilot phase in the continuous training courses delivered by the Institute at national level

- Centro Studi Pluriversum (Italy) is using the Moodle system to offer training to their guidance practitioners. The ICT Skills 2 training modules will be integrated in this training offer
- The University of East London (UK) will incorporate part of the training framework into the curriculum for its postgraduate Diploma in Career Guidance training from 2009
- FOREM (Spain) is already applying the pilot as part or module for e-courses in Guidance Practitioning and on-line Tutoring courses.

There are also plans to maintain the project's open-source platform. Initially, following the end of the project, the platform will be hosted by the partner Melius srl (Italy), but the possibility to have "clone" versions of the platform in each partner's server will be discussed with partners.

On multiplication, some steps have been taken to ensure that the training will be continued by the local/national training providers:

- Melius srl (Italy) has forged an agreement with the Cattolica University/CROSS Unit in Milan (Italy) to deliver a postgraduate course from January 2010 in e-guidance
- Centro Studi Pluriversum (Italy) has created a partnership with the publisher of Trio, the public e-learning platform in the Toscana Region, to develop new training and guidance tools
- The Institute for Educational Sciences (Romania) has lobbied with the University Titu Maiorescu to include the piloted training framework as a master's course.

On mainstreaming, too, plans have been made. In particular:

- The Institute for Educational Sciences (Romania) has presented to the Teacher Training Centre in Bucharest the training path in order to include in their training regular offer a course for the continuous training of teachers in secondary education
- The University of East London (UK) will continue liaison with ENTO and ICG.

So far as transferability is concerned:

- Some transfer will be achieved through the links that have been established with the eGOS project (see above). Thus in September 2009, the partners in the eGOS project will begin specific training in e-guidance, i.e. in Bulgaria (in the iCentres network, [www.icentres.net](http://www.icentres.net)) and in Iceland (at the University of Iceland, <http://www2.hi.is>)
- The ICT Skills 2 guidance-related ICT map of competences and the training model has been the base for a Transfer of Innovation project in Turkey ("Developing and Delivering Innovative ICT Vocational Guidance Services" – ref. 2009-TR1-LEO05-08657) that has been recently approved within the EC Lifelong Learning Programme. Melius srl (Italy) will support the transfer at national level.

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## Notes

17.[http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/educ/104236.pdf](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf)



# **CHAPTER 7**

# **Conclusions and advices**

Petre Botnariuc, Luminita Tasica, Marina Silverii,  
Barbara Busi, Cristina Coghi

## PREMISE

The project outcomes represent a coherent and integrated set of tools meant for the professional development of the ICT skills of LLL practitioners. They include a revised map of e-guidance competences; surveys on the national context of ICT use in guidance and recommendations for implementation of the new tools and training; an e-practitioner profile designed to be explored through an open source platform addressed to practitioners coming from all lifelong learning systems; an online tool for competences self-assessment and an e-portfolio.

The online tools developed by the project (ie. e-practitioner profile, e-portfolio, online competences self-assessment tool, Moodle platform) are validated through the organised pilots and have a good exploitation potential being available in all partner languages including English. They proved beneficial for all the envisaged target groups.

The evaluation results indicate that the project in the partner countries created the background for further development of e-guidance services. In particular, the impact in a short term was trained and guidance related ICT competent LLL staff and integration of innovation for what concerned the participants in the pilots. In the medium and long term it could contribute to a cost reduction of the LLL services management and to an improvement in the access to LLL services by final beneficiaries.

The evaluation feedback suggests that the outputs and proposed solutions are workable and relevant at both the partnership countries and at a larger transnational level. In particular, the map and the training model are flexible enough to be adapted within contexts of other countries/sectors and have a big potential to be sustained on short and medium term on the own resources of the partners and relevant stakeholders. There is proof of that in the exploitation plans of partners whose examples have been included in Chapter 6.

In order to meet this demand also the outputs of the project have been constructed in an integrated and interrelated way. Thus, the guidance related map of ICT competences, if transferred to the on line format, corresponds to the e-practitioner profile.

The Moodle platform on which it is based hosts the online competences self-assessment tool and an interactive tool (see Chapter 3).

The very complex innovative and development work have been accomplished through specific working groups. The best use of technology was used to complement the face-to-face partnership meetings with both synchronous and asynchronous distance meetings (ie. Skype, discussion forum and email).

This chapter wants to represent a general evaluation of the project outputs and would like to arrive to a first conclusion in order to:

- Valorise the strength aspects of all outputs carried out
- Underline what advantages can be obtained by such results
- Who will be able to use them.

## THE MAIN OUTPUTS

### OVERVIEW OF THE NATIONAL CONTEXTS

The survey carried out on the strategic players at national and transnational level helped the process of adaptation and innovation of the project outputs. In particular, it provided information on any obstacle existing at a national level that could hinder the exploitation and mainstreaming of results after the project end. It focused on their feedback on the exploitation and development of the results from the associated project, input for the new map of competences, possible opportunities and barriers in the implementation of the expected results, the national and international context etc.

The survey could be used by the decision-makers as well as by the European Commission for better understanding the state of play in Europe as regards the use of the ICT in the guidance services, the guidance practitioners' training needs, the obstacles that still stand in the way of necessary development and in the deployment of ICT for guidance.

### THE REVISED VERSION OF THE MAP OF THE GUIDANCE-RELATED ICT COMPETENCES

The revised version of the map had as the starting point the map developed through the associated project ICT Skills 1. That first version was based on a matrix that incorporated the following elements: seven guidance tasks of the IAEVG/AIOSP research<sup>18</sup>, three types of approach of the guidance practitioners in the use of ICT for guidance purposes, eight ICT tools. This approach resulted in a list of guidance-related ICT competences, that is, specific competences for practitioners using ICT-based tools in their guidance activities with clients.

However, for reasons of centeredness on the user needs, this distinction between the different techniques (website, email, videoconferencing, chat, forums etc.) was abandoned, and the new version was adapted according to that and transferred to the on line format (e-practitioner profile). The new map represents therefore a revision and extension of the old one in terms of contents of the previous one as an integration of ICT tools used in order to reproduce the real working context of an e-practitioner. It was a very ambitious aim and complex work. In fact, before having the revised version of the map, an additional work of simplification, integration and up-date was carried out on the previous map of competences (i.e. based on the 3 identified dimensions: usage as a resource or as a medium, the range of ICT tool, the IAEVG tasks).

The emerging trend of converging technologies (ie. development of Internet technology from the classical web to web 2 technologies, and now to web 3) required a change of focus from the concrete technique to the generic way of use.

The new map could represent a reflection tool for the guidance practitioners in order to better understand their training needs and complete their professional profile. It is also a flexible tool that can be periodically up-dated according to the technologies' evolutions, guidance practitioners' new needs and final users' new needs.

#### Notes

18. Repetto et al. (2003), International competencies for educational and vocational guidance practitioners, IAEVG/AIOSP.

### **THE TRAINING MODEL**

The training path consists of 30 training modules of 25 study hours, each one equivalent to 1 ECTS credit, with a total duration of 750 hours for a total of 30 credits. It is designed as a flexible model. It is therefore able to provide for acquiring different levels of accreditation and only the needed training corresponding to the missing competences of the practitioners. It was designed taking into account the possibility of transferability of the model in other countries and organisation features. The training model starts from the revised map of competences, and the training model of ICT Skills 2. The partnership developed a specific didactic guide supporting the delivery of the pilot training courses in each partner country.

The training model could support the guidance trainers and the decision-makers in the integration of the training framework in the regular training offer as regards the use of ICT for guidance purposes.

### **THE OPEN SOURCE PLATFORM**

The web platform activated by the partnership using the open source Moodle represented a common e-learning environment for all the pilots in the four different countries. It has been very functional for the project purposes. In particular, the platform has demonstrated its adaptability as a virtual context for the pilots. The partners used the platform for the management of the course, specifically for the distance activities.

The users have considered the platform user-friendly, simple to navigate and intuitive, the teachers have appreciated the flexibility and adaptability as also the potentiality of customisation.

The open source that will be maintained beyond the lifetime of the project could be a learning virtual context at disposal for the guidance trainers, but also for the guidance practitioners in their daily practice with the users.

### **ON-LINE COMPETENCES SELF-ASSESSMENT TOOL**

The feedback received from the participants indicates that the specific questions and answers for each competence are appropriate leading to an objective assessment of their actual level of competences. The on-line competences self-assessment tool helped the e-practitioners to shape their training path according to results occurred. The national pilots were to a great extent customised to the actual learning needs of the practitioners.

An important side effect of the use of the on-line competences self-assessment tool is the awareness-raising on the possible use of certain ICT-based tools in guidance not tried before. As the examples from the on-line competences self-assessment tool are sometimes too difficult or too simple. It would be necessary in the future to balance them starting gradually from the simpler example to the more difficult.

The skills assessment tool proved to be realistically designed. It would seem preferable to base the tool on self-assessments. In fact, in order to officially entitle certification or accreditation, they will need to interact with an external evaluator (at a distance). Similarly for the web platform and the e-portfolio, also the on-line competences self-assessment tool could be a strategic support for the guidance trainers in order to identify the

competences needs of the guidance practitioners and better develop training courses which are coherent with these needs. In the same way as the revised map, this tool could be used directly by the guidance practitioners in order to identify their training needs and complete their professional profile.

### **E-PORTFOLIO**

The e-portfolio was meant as a very flexible and customisable tool introduced to assure during the training an easy tool to collect all the relevant personal outputs of a participant (i.e. CV, test scores, results of a certain module etc). Many of the participants encountered difficulties in using and really understanding its purpose. So eventually they ended by treating it only as a compulsory tool, but not showed a deeper approach in using it.

A reviewed (in particular for the on line usability) version of the e-portfolio could be used as a support tool for the guidance practitioners when they work with the users. It could be also a learning tool for the guidance trainers. Finally, it could be used directly by the guidance practitioners for a better management of their own CVs and to present them on line.

### **THE NATIONAL PILOTS**

Pilots were the channel through which the different project outputs (i.e. Moodle platform, e-practitioner profile, e-portfolio, on line competences self-assessment tool, training model) were tested, improved and validated in their final versions.

Nevertheless, the pilots offered transversal suggestions that are very useful for training providers, stakeholders and the European Commission. For example, in some cases the lack of experience of trainers in the project field (being as it is very innovative) made it more difficult to assure an appropriate level of participation by e-practitioners. The flexible e-practitioner profile, allowed producing adapted shorter training curricula according to the specific requirements of the national contexts, the nature of the training organisations and the training needs of LLL practitioners themselves.

In addition the didactic guide produced within the project didn't offer in some cases enough feedback in order to carry out the training.


In the future, a detail work on such tool would be necessary for further improvement. The national pilot results could be an interesting reference for those who want to experiment with the blended training format proposed. Also the European Commission could use this format if interested to propose European initiatives in the field under consideration.

## **RECOMMENDATIONS**

During the lifetime of the project a lot of initiatives have been activated by the partners in order to favour the good dissemination and exploitation of the results obtained as well as to involve the beneficiaries in their definition. The dissemination activities of the project reached relevant practitioners and stakeholders from national networks in the partner countries and also a larger audience at an international level. Effective means of sustainability have been put in place like integration of the training framework in the regular training offer of some education institutions. The impact in terms of synergies has been already carried out (see Chapter 6).

In the future the following actions could be taken in order to maximise the impact of the project results. In particular, these recommendations are addressed to policy makers and training providers in the partner countries and in other European countries.

- Assure a wider dissemination of the results
- Mainstream the revised map in the initial and continuous training provision for guidance practitioners
- Support the follow-up of initiatives of the project such as for example apply for a new project based on initial and continuous training of guidance practitioners also coming from other European countries
- Promote bilateral agreements in order to carried out self-financed/market financed training courses at different levels
- Improve the online usability of the ICT based tools according to the evaluation results of the project (i.e e-portfolio, on line self-assessment tool of competences)
- The European Commission could suggest synergies with similar projects during the evaluation and approval phase of project funded by LLL Programme
- Extend the collaboration in interdisciplinary teams (guidance experts and software developers) to support the further development of ICT tools which are tailored and appropriate to the clients and the guidance process needs.



**ANNEX**  
**Training**  
**model:**  
**a didactic**  
**guide**

**MODULE 1**

Select and use visual, audio and text-based information

<b>UNIT</b> 1.1	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.1 Select and use visual, audio and text-based information	
<b>Main aim(s) of the module</b> - Develop knowledge, understanding and skills in providing the clients with information that is relevant to their needs and appropriate to their background/learning style	
<b>Main topics of study</b> - Identification of the websites with information needed to support the guidance process - Quality assessment of the information (re)sources - Information management (techniques and tools for accessing, storing, retrieving and processing relevant career information).	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> 1. Enumerate at least three relevant sources of information at national level and at least three at international/European level to address the information needs of the clients 2. Explain the specific of different types of information formats (audio, video, text, multimedia) and their appropriateness for different clients (in relation with their age, background, level of education, etc.) 3. Enumerate and explain the different criteria to assess the quality of a (guidance) website 4. Present the main features of different ICT applications in order to identify, collect and retrieve information  <i>Skills</i> 5. Apply the different criteria to assess the quality of a (guidance) website 6. Analyse the different results of (self)knowledge questionnaires and evaluate the appropriateness of different information (re)sources in relation to them and to the client's needs, age, cultural background, level of education 7. Evaluate the quality and appropriateness of websites and information materials 8. Use techniques and tools for accessing and processing information 9. Use ICT as a medium and as a resource in the information process	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> Lectures, concept/mind maps, simulations, role play, exercises	
<b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b> - Interview - Knowledge-questionnaire/test (online) - Simulation - Role-play	



## Reading and resources for the module

## Core

Basic bibliography and online resources

- Jgau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007.
- Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003.
- Guidelines for Web-based Guidance, Online: <http://www.ariadneproject.org>

## Recommended

Specific bibliography

Indicative learning and teaching time	Activity
<p><i>0. Initial evaluation</i> 1 H</p>	<p>Initial distance evaluation of prior knowledge and homework preparation (1 hours) It takes place one week before the starting face-to-face session and is based on a MSWord two pages questionnaire.</p>
<p><i>1. Student/tutor interaction, some of which may be online</i> 14 H</p>	<p>Activity: - Face-to-face starting session (4 hours) - Distance training (10 hours)</p>
<p><i>2. Student learning time</i> 10 H</p>	<p>Activity: - Student learning (10 hours)</p>

Total hours (1 and 2) 25 H

ECTS credits (25 hrs per credit) 1

## MODULE 2

Create visual, audio and text-based information for clients

<b>UNIT</b> 1.1	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.2 Create visual, audio and text-based information for clients	
<b>Main aim(s) of the module</b> - Develop practitioners' skills in creating career guidance information in a range of formats in order to respond to the clients' needs	
<b>Main topics of study</b> - Content design principles in developing career guidance information materials - Layout design principles in developing career guidance information materials - Authoring tools in developing standalone and online career guidance information materials	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> 1. Explain the content design principles in developing career guidance information materials 2. Explain the layout design principles in developing career guidance information materials 3. Identify the relevant facilities of different authoring tools useful in developing standalone and online career guidance information materials  <i>Skills</i> 4. Apply the different quality criteria to develop career guidance information 5. Analyse the individual and target group profiles and design appropriate career guidance information 6. Use the layout and content design principles in developing career guidance information materials 7. Use the relevant facilities of different authoring tools for creating standalone and online career guidance information materials	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> - Frontal theoretical presentations - Roleplay, concept maps, simulations, exercises - Individual study - Distance learning within Moodle platform - E-mail and forum communication	
<b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b> - Knowledge-questionnaire/test (online) - Simulation - Portfolio - Interview	

**Reading and resources for the module**

**Core**

Basic bibliography and online resources

- Jigau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007
- Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afr, Bucuresti, 2003
- Guidelines for Web-based Guidance, Online: <http://www.ariadneproject.org>

**Recommended**

Specific bibliography

Indicative learning and teaching time	Activity
<p><i>0. Initial evaluation</i> 1 H</p>	<p>Initial distance evaluation of prior knowledge and homework preparation (1 hours)</p>
<p><i>1. Student/tutor interaction, some of which may be online</i> 14 H</p>	<p>Activity: - Face-to-face starting session (4 hours) - Distance training (10 hours)</p>
<p><i>2. Student learning time</i> 10 H</p>	<p>Activity: - Student learning (10 hours)</p>

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**

## MODULE 3

Enable clients to select and use visual, audio and text-based information for themselves

<b>UNIT</b> 1.1	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.3 Enable clients to select and use visual, audio and text-based information for themselves	
<b>Main aim(s) of the module</b> <ul style="list-style-type: none"><li>- Develop the trainees abilities to critically evaluate their use of ICT with clients</li><li>- Develop the trainees' abilities to promote clients' active and independent use of media and software</li><li>- Develop the trainees' coaching skills in helping client's use of ICT media &amp; software within the guidance process</li></ul>	
<b>Main topics of study</b> <ul style="list-style-type: none"><li>- Client's limitations in using independently the media and software for career guidance information purposes</li><li>- Raising motivation and confidence in client for an autonomous use of media and software for obtaining career guidance information</li><li>- Coaching the clients to assess the relevance of the information (re)sources</li><li>- Coaching the clients' skills in information management (using techniques and tools for accessing and processing information)</li></ul>	
<b>Learning Outcomes for the module</b> <p>At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"><li>1. Describe the principles of content presentation in a clear and understandable way</li><li>2. Outline motivation techniques for the clients</li><li>3. Identify different didactical approaches</li><li>4. Describe Internet searching techniques (formulating queries on the Internet)</li></ol> <p><i>Skills</i></p> <ol style="list-style-type: none"><li>5. Analyse client's needs and opportunities</li><li>6. Identify the client difficulties in applying the quality assessment criteria to a (guidance) website</li><li>7. Analyse the results of (self)knowledge questionnaires and evaluate the appropriateness of different information (re)sources in relation to them and to the client's needs, age, cultural background, level of education</li><li>8. Coach/assist the client to select and use media and software in order to obtain career guidance information</li><li>9. Conduct training units using different methods</li><li>10. Teach how to filter job offers in accordance to one's own resources and abilities</li></ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"><li>- Frontal theoretical presentations</li><li>- Roleplay, concept maps, simulations, exercises</li><li>- Individual study</li><li>- Distance learning within Moodle platform</li><li>- E-mail and forum communication</li></ul>	

<p><b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b></p> <ul style="list-style-type: none"> <li>- Knowledge-questionnaire/test (online)</li> <li>- Simulation</li> <li>- Portfolio</li> <li>- Interview</li> <li>- Role-play</li> </ul>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b>                  Basic bibliography and online resources</p> <ul style="list-style-type: none"> <li>- Jigau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007</li> <li>- Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003</li> <li>- Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a></li> </ul> <p><b>Recommended</b>                  Specific bibliography</p>	
Indicative learning and teaching time	Activity
<p><i>0. Initial evaluation</i> 1 H</p>	<p>Initial distance evaluation</p>
<p><i>1. Student/tutor interaction, some of which may be online</i> 14 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Face-to-face starting session (4 hours)</li> <li>- Distance training (10 hours)</li> </ul>
<p><i>2. Student learning time</i> 10 H</p>	<p>Activity (seminars, readings, work group):</p> <ul style="list-style-type: none"> <li>- Student's learning (10 hours)</li> </ul>
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

## MODULE 4

Enable clients to create visual, audio and text-based information

<b>UNIT</b> 1.1	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.4 Enable clients to create visual, audio and text-based information	
<b>Main aim(s) of the module</b> <ul style="list-style-type: none"><li>- Provide the trainees the opportunity to engage other actors in developing ICT-based career guidance information</li><li>- Develop the trainees' abilities to promote clients' motivation and responsibility of developing accountable career guidance information</li><li>- Develop the trainees' coaching skills in helping client's develop career guidance information</li></ul>	
<b>Main topics of study</b> <ul style="list-style-type: none"><li>- Training the clients to apply content and layout design principles in developing career guidance information materials</li><li>- Relevant situations of involving clients in the development process of career guidance information</li><li>- Training the clients to use authoring tools in developing career guidance information materials.</li></ul>	
<b>Learning Outcomes for the module</b> <p>At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"><li>1. Describe the techniques to coach clients to apply content and layout design principles in developing career guidance information material</li><li>2. Identify relevant situations of involving clients in the development process of career guidance information</li><li>3. Describe the techniques to coach clients to use authoring tools in developing career guidance information materials</li></ol> <p><i>Skills</i></p> <ol style="list-style-type: none"><li>4. Assess clients' ability to develop career guidance information</li><li>5. Assess clients' ability to apply content and layout design principles in developing career guidance information materials</li><li>6. Assess clients' ability to use authoring tools in developing career guidance information materials</li></ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"><li>- Frontal theoretical presentations</li><li>- Roleplay, concept maps, simulations, exercises</li><li>- Individual study</li><li>- Distance learning within Moodle platform</li><li>- E-mail and forum communication</li></ul>	

<p><b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b></p> <ul style="list-style-type: none"> <li>- Knowledge-questionnaire/test (online)</li> <li>- Interview</li> <li>- Portfolio</li> <li>- Simulation</li> <li>- Role-play</li> </ul>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b> Basic bibliography and online resources</p> <ul style="list-style-type: none"> <li>- Jigau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007</li> <li>- Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003</li> <li>- Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a></li> </ul> <p><b>Recommended</b> Specific bibliography</p>	
Indicative learning and teaching time	Activity
<p><i>0. Initial evaluation</i> 1 H</p>	<p>Initial distance evaluation</p>
<p><i>1. Student/tutor interaction, some of which may be online</i> 14 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Face-to-face starting session (4 hours)</li> <li>- Distance training (10 hours)</li> </ul>
<p><i>2. Student learning time</i> 10 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Student's learning (10 hours)</li> </ul>
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

**MODULE 5**

Share information with other partners in clients' networks of support

<b>UNIT</b> 1.1	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.5 Share information with other partners in clients' networks of support	
<b>Main aim(s) of the module</b> - Develop practitioners' skills in sharing career information in a range of formats with other partners in the clients' networks of support	
<b>Main topics of study</b> - Online and offline computerised storing systems: static and dynamic/interactive webpages, CD and DVD writing and multiplication; other electronic storing supports - Development and sharing reports using different MSOffice applications: formatted text (MS Word files); PowerPoint presentations; datasheets (MS Excel, MS Access); graphic, audio and video authoring tools	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> 1. Explain the differences between the web 1.0 and web 2.0 applications and their respective information sharing facilities 2. Recall specific procedures of different information sharing software (i.e. Ipod, Itunes, wikies, blogs, Google documents, etc.) 3. Up-to-date knowledge of education, training facilities and labour market dynamics  <i>Skills</i> 4. Work on collaborative projects with other partners in clients' networks of support 5. Syntetize career guidance information 6. Demonstrate critical understanding of using ICT tools in the clients' networks of support 7. Critical awareness of future possibilities in maintaining partners contacts using ICT media and software 8. Use writing and multiplication software for CD and DVD 9. Use other electronic storing supports to copy and move or multiply career guidance information 10. Use graphic, audio and video authoring tools to share career guidance information with other practitioners 11. Evaluate effectiveness of using ICT in guidance networks 12. Demonstrate good active and passive networking skills, particularly at a regional level as well as team working skills 13. Interpret and communicate the demands of the labour market and of individual working places	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> - Frontal theoretical presentations - Roleplay, concept maps, simulations, exercises - Individual study - Distance learning within Moodle platform - E-mail and forum communication	



<p><b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b></p> <ul style="list-style-type: none"> <li>- Interview</li> <li>- Knowledge-questionnaire/test (online)</li> <li>- Simulation</li> </ul>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b> Basic bibliography and online resources</p> <ul style="list-style-type: none"> <li>- Jigau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007</li> <li>- Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003</li> <li>- Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a></li> </ul> <p><b>Recommended</b> Specific bibliography</p>	
Indicative learning and teaching time	Activity
<p><i>0. Initial evaluation</i> 1 H</p>	<p>Initial distance evaluation (1 hour)</p>
<p><i>1. Student/tutor interaction, some of which may be online</i> 14 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Face-to-face starting session (4 hours)</li> <li>- Distance training (10 hours)</li> </ul>
<p><i>2. Student learning time</i> 10 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Student learning (10 hours)</li> </ul>
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

<b>UNIT 1.2</b>	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential needs</b>
<p><b>Module title/guidance-related ICT competence</b>                  1.2.1 Select and use ICT media and software that will give your clients access to virtual and simulated career experiences and situations</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Update knowledge of ICT media and software for learning experiences: Second Life, digital television, personal digital devices (ie. PDAs)</li> <li>- Use of ICT media and software for virtual and simulated learning needs</li> <li>- Analyse the strength of materials and resources available to users to allow the use of ICT in the experiential field</li> <li>- Identify elements that influence the guidance services based on ICT</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Explore the procedure and technical requirements of the mentioned ICT resources</li> <li>- Value the advantages and disadvantages of virtual and simulated experiences</li> <li>- Analyse the organization of services and potential of ICT resources</li> <li>- Study the factors affecting the use of virtual and simulated experiences in guidance</li> </ul> <p>Numbers relate to e-guidance practitioner competences: 4</p>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of different ICT tools for virtual and simulated learning experiences</li> <li>2. Evaluate effectiveness, strengths and weaknesses of the ICT software and media and how to apply them to guidance tasks</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Assess the development and management of ICT virtual and simulated tools in guidance</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Demonstrate critical awareness in the management of ICT-related guidance solutions in virtual and simulated experiential needs</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Communication through Second Life</li> <li>- Analysis individualized of the students needs</li> <li>- Personal communication via e-mail messages</li> <li>- Group chat sessions, videoconference</li> </ul>	
<p><b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b>                  Design and conduct an evaluation of the strategy plan ICT resource that is used with clients in the guidance process</p>	

**Reading and resources for the module**

**Core**

- Cornide Montoya, Elena. Realización de tutorías en e-learning, FOREM, Madrid, 2007
- Juste, Julio. Vivir en la metáfora con Holala Alter, Universidad de Granada, 2008
- Online: [http://citywiki.ugr.es/wiki/Arquitecturas\\_coplanarias](http://citywiki.ugr.es/wiki/Arquitecturas_coplanarias)

**Recommended**

Second Life, Websites, Chat, Forums, Electronic portfolios, Videoconference, News-group, Blogs

Indicative learning and teaching time	Activity Conducting guidance interviews, development of portfolios
1. <i>Student/tutor interaction, some of which may be online</i> 10 H	Activity: - Seminars, tutorials, workshops
2. <i>Student learning time</i> 15 H	Activity: - Seminars, readings, group activities

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**

## MODULE 7

Create experiential learning activities and simulations for your clients using ICT

UNIT 1.2	Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential needs
<b>Module title/guidance-related ICT competence</b> 1.2.2 Create experiential learning activities and simulations for your clients using ICT	
<b>Main aim(s) of the module</b> <ul style="list-style-type: none"><li>- Develop skills, knowledge and understanding in the use of ICT media and software to meet clients needs within the guidance process</li><li>- Provide guidance tools through new ICT activities</li><li>- Adapt ICT tools to simulations and virtual activities in guidance</li><li>- Identify and solve obstacles related to the use of ICT in the guidance field</li></ul>	
<b>Main topics of study</b> <ul style="list-style-type: none"><li>- Arrange a virtual activity with users through Second Life</li><li>- Understand the use of Second Life and be able to address difficulties</li><li>- Arrange simulations and activities</li></ul>	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> <ol style="list-style-type: none"><li>1. Demonstrate critical understanding of current issues and trends relating to the use of ICT for virtual and simulated experiences</li><li>2. Evaluate strengths and weaknesses when using experimental ICT tools</li></ol> <i>Skills</i> <ol style="list-style-type: none"><li>3. Critical awareness of future possibilities in delivering guidance using ICT media and software in virtual and simulated procedures</li></ol> <i>Attitudes</i> <ol style="list-style-type: none"><li>4. Demonstrate critical awareness of current issues relating to ICT in your guidance practice</li><li>5. Application of everyday practice in next experimental contexts</li></ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"><li>- Exposition to the users with utilization ICT</li><li>- Individualized tutory of the clients needs.</li><li>- Group chat sessions videoconference</li><li>- Personal communication via e-mail, messages</li></ul>	
<b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b> Design and conduct an evaluation of the virtual and simulated ICT resources that are used with clients in the guidance process	

**Reading and resources for the module**

**Core**

- Cornide Montoya, Elena. Realización de tutorías en e-learning, FOREM, Madrid, 2007
- Juste, Julio. Vivir en la metáfora con Holala Alter, Universidad de Granada, 2008
- Online: [http://citywiki.ugr.es/wiki/Arquitecturas\\_coplanarias](http://citywiki.ugr.es/wiki/Arquitecturas_coplanarias)
- Iribas Rudín, Ana Eva (2008) Enseñanza virtual en Second Life, Editorial Complutense, Madrid, pp. 125-142
- Online: <http://eprints.ucm.es/7800/>
- Manzano Garrido, Florencio. El sistema nacional de cualificaciones y la formación profesional, FOREM, Madrid, 2005

**Recommended**

Second Life, Websites, Chat, Forums

Indicative learning and teaching time	Activity Conducting Guidance Interviews
<p><i>1. Student/tutor interaction, some of which may be online</i> 10 H</p>	<p>Activity: - Conferences, seminars, tutorials</p>
<p><i>2. Student learning time</i> 15 H</p>	<p>Activity: - Seminars, readings, teamwork</p>

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**

## MODULE 8

Enable clients to access virtual and simulated career experiences and situations using ICT media and software

<b>UNIT 1.2</b>	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential needs</b>
<b>Module title/guidance-related ICT competence</b> 1.2.3 Enable clients to access virtual and simulated career experiences and situations using ICT media and software	
<b>Main aim(s) of the module</b> <ul style="list-style-type: none"><li>- Ensure ways of access to virtual experiences using ICT in providing a guidance service</li><li>- Consider technical issues and availability of different devices and ICT tools</li><li>- Diagnose and address the needs of special groups</li><li>- Drive efforts towards new experiences in difficult cases</li></ul>	
<b>Main topics of study</b> <ul style="list-style-type: none"><li>- Technical needs and technical guidance for users</li><li>- Study different approaches in virtual and simulated experiences</li><li>- State future development in the utilization of ICT in guidance</li><li>- Address the needs of special groups of clients</li></ul>	
<b>Learning Outcomes for the module</b> <p>At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"><li>1. Demonstrate critical understanding of ways of using virtual and simulation experiences in guidance services using ICT</li></ol> <p><i>Skills</i></p> <ol style="list-style-type: none"><li>2. Critical awareness of future possibilities in the diagnostic of clients with different needs</li></ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"><li>3. Demonstrate critical awareness of how to address the needs of special groups</li></ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"><li>- Exposition to the clients with utilization ICT skills</li><li>- Individualized diagnostic with users needs</li><li>- Chat sessions in group, videoconference</li><li>- Personal communication via e-mail, messages</li></ul>	
<b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b> <p>Design and conduct an evaluation of the needs special groups</p>	

### Reading and resources for the module

#### Core

- Cornide Montoya, Elena. Realización de tutorías en e-learning, FOREM, Madrid, 2007
- Juste, Julio. Vivir en la metáfora con Holala Alter, Universidad de Granada, 2008
- Online: [http://citywiki.ugr.es/wiki/Arquitecturas\\_coplanarias](http://citywiki.ugr.es/wiki/Arquitecturas_coplanarias)
- Iribas Rudín, Ana Eva (2008) Enseñanza virtual en Second Life, Editorial Complutense, Madrid, pp. 125-142
- Online: <http://eprints.ucm.es/7800/>
- Manzano Garrido, Florencio. El sistema nacional de cualificaciones y la formación profesional, FOREM, Madrid, 2005

#### Recommended

Second Life, Websites, Chat, Forums

Indicative learning and teaching time	Activity Conducting guidance interviews, development of portfolios
1. <i>Student/tutor interaction, some of which may be online</i> 10 H	Activity: - Conferences, seminars, tutorials
2. <i>Student learning time</i> 15 H	Activity: - Seminars, readings, teamwork

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**

## MODULE 9

Select and use ICT media and software to assist clients in structuring and managing their career thinking and development

UNIT 1.2	Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' constructivist learning needs
<b>Module title/guidance-related ICT competence</b> 1.3.1 Select and use ICT media and software to assist clients in structuring and managing their career thinking and development	
<b>Main aim(s) of the module</b> - Develop skills of select and using ICT media and software in the guidance process to meet clients' constructivist learning needs	
<b>Main topics of study</b> - Knowledge of suitable software and hardware devices to improve guidance processes (i.e. software to improve knowledge about job profiles and about self-evaluation and choosing processes) - Select among different ICT media and software tools to assist clients in structuring and managing their career thinking and development	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> 1. Knowledge about the guidance intervention theories and how they could meet clients' constructivist learning needs 2. Knowledge about suitable software available for clients, its features and benefits (i.e. psychometric tests, interest questionnaires, decision-making programs) 3. Knowledge about suitable hardware available for clients, its features and benefits (i.e. desktop computers, webcams, PDA/smart phones, interactive whiteboards)  <i>Skills</i> 4. Understanding how the guidance intervention could correspond to clients' constructivist learning needs 5. Understanding how to retrieve and analyse clients' responses using a program's record-keeping and administration features  <i>Attitudes</i> 6. Ability to assist clients in structuring and managing their career thinking and development 7. Ability to adjust the relationship with clients to fit the technology being used and the purpose of the intervention (e.g. establishing an e-mentoring or coaching relationship with a job-seeker)	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> In order to achieve the learning outcomes, experts will use a wide range of methods as such: - theoretical lessons - cooperative learning using the Moodle platform - at distance learning using the specific session of the Moodle platform - project work in small groups and job shadowing with experts	



**Assessment methods which enable students to demonstrate the learning outcomes for the module**

The experts evaluate the learning outcomes through the online platform. Each student will present and discuss on the Moodle forum its own proposal of guidance intervention using adequate ICT tools.

**Reading and resources for the module**

**Core**

- Peavy, V. , Sociodynamic Counselling: A Constructivist Perspective for the Practice of Counselling in the 21st Century. Victoria, B.C., Canada, Trafford Publishing, 1997
- Peavy, R.V., A constructivist model of training for career counsellors, in Journal of Career Development, 1992, 18(3), p. 215 - 228
- Amundson N.E., Active Engagement. Enhancing the career counselling process. Ergon Communications, Richmond Canada, 2003
- Amundson N.E., Harris-Bowlsbey J., Niles S.G., Essential Elements of Career Counselling, Pearson Education, New Jersey USA, 2005

**Recommended**

- Software SORPRENDO – Regione FVG – Cascaid

Indicative learning and teaching time	Activity
<p><i>1. Student/tutor interaction, some of which may be online</i> 15 H</p>	<p>Activity:                      - 5 hours → theoretical lessons - Group Seminar to present theories and ICT tools                      - 6 hours → distance training - Cooperative learning activities on the Moodle platform                      - 4 hours → project work in small groups and job shadowing with experts to make direct experiences with the ICT tools</p>
<p><i>2. Student learning time</i> 10 H</p>	<p>Activity:                      - at distance learning using the specific session of the Moodle platform (background reading, diary, portfolio, etc.)</p>

**Total hours 25 H**

**ECTS credits (25 hrs per credit) 1**

<b>UNIT 1.3</b>	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' constructivist learning needs</b>
<p><b>Module title/guidance-related ICT competence</b>                  1.3.2 Create activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Develop skills of creating activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Knowledge of methodologies to plan and define activities and resources to improve guidance processes to meet clients' constructivist learning needs</li> <li>- Developing skills of planning activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Knowledge of methodologies to plan and define activities and resources to improve guidance processes to meet clients' constructivist learning needs</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. Understanding how the guidance practitioner could create guidance and learning environment to improve clients' constructivist learning processes</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>3. Ability to design activities and resources for your clients (i.e. planning a session where clients will use mind or concept mapping software to structure their thinking)</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <p>In order to achieve the learning outcomes, experts will use a wide range of methods as such:</p> <ul style="list-style-type: none"> <li>- theoretical lessons;</li> <li>- cooperative learning using the Moodle platform;</li> <li>- at distance learning using the specific session of the Moodle platform;</li> <li>- project work in small groups and job shadowing with experts</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>The experts evaluate the learning outcomes through the online platform. Each student will present and discuss on the Moodle forum its own proposal of guidance intervention using adequate ICT tools</p>	

### Reading and resources for the module

#### Core

- Peavy, V. , Sociodynamic Counselling: A Constructivist Perspective for the Practice of Counselling in the 21st Century. Victoria, B.C., Canada, Trafford Publishing, 1997
- Peavy, R.V., A constructivist model of training for career counsellors, in Journal of Career Development, 1992, 18(3), p. 215 - 228
- Amundson N.E., Active Engagement. Enhancing the career counselling process. Ergon Communications, Richmond Canada, 2003
- Amundson N.E., Harris-Bowlsbey J., Niles S.G., Essential Elements of Career Counselling, Pearson Education, New Jersey USA, 2005

#### Recommended

- Software SORPRENDO - Regione FVG - Cascaid

Indicative learning and teaching time	Activity
<p><i>1. Student/tutor interaction, some of which may be online</i> 15 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Theoretical lessons - Group Seminar to present theories and ICT tools (5 hours)</li> <li>- Distance training - Cooperative learning activities on the Moodle platform (6 hours)</li> <li>- Project work in small groups and job shadowing with experts to make direct experiences with the ICT tools (4 hours)</li> </ul>
<p><i>2. Student learning time</i> 10 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- at distance learning using the specific session of the Moodle platform (background reading, diary, portfolio, etc.)</li> </ul>

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**

<b>UNIT 1.3</b>	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' constructivist learning needs</b>
<p><b>Module title/guidance-related ICT competence</b>                  1.3.3 Enable clients to use ICT media and software to assist them in structuring and managing their career thinking and development</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Develop skills of enabling clients to use ICT media and software to assist them in structuring and managing their career thinking and development</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Guidance methodologies and techniques suitable to help clients to use specific ICT tools in structuring and managing their career thinking and development</li> <li>- Methodologies to mediate and moderate clients' use of ICT media and software</li> <li>- Developing ability to work with both individuals and small groups, and techniques to enable clients to make an electronic individual learning or career plan and to help clients to create and maintain a careers e-portfolio</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1 Knowledge about guidance methodologies and techniques suitable to help clients to use specific ICT tools in structuring and managing their career thinking and development</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. Understanding how to mediate and moderate clients' use of ICT media and software (i.e. to get the most out of using chatrooms and forums for assessment and self-assessment)</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>3. Ability to work with both individuals and small groups (i.e. carry out individual counselling interviews and group work sessions via videoconference)</li> <li>4. Ability to enable clients to make an electronic individual learning or career plan</li> <li>5. Ability to help clients to create and maintain a careers e-portfolio</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <p>In order to achieve the learning outcomes, experts will use a wide range of methods as such:</p> <ul style="list-style-type: none"> <li>- theoretical lessons</li> <li>- cooperative learning using the Moodle platform</li> <li>- at distance learning using the specific session of the Moodle platform</li> <li>- project work in small groups and job shadowing with experts</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>The experts evaluate the learning outcomes through the online platform. Each student will present and discuss on the Moodle forum its own proposal of guidance intervention using adequate ICT tools</p>	

### Reading and resources for the module

#### Core

- Peavy, V., *Sociodynamic Counselling: A Constructivist Perspective for the Practice of Counselling in the 21st Century*. Victoria, B.C., Canada, Trafford Publishing, 1997
- Peavy, R.V., *A constructivist model of training for career counsellors*, in *Journal of Career Development*, 1992, 18(3), p. 215 - 228
- Amundson N.E., *Active Engagement. Enhancing the career counselling process*. Ergon Communications, Richmond Canada, 2003
- Amundson N.E., Harris-Bowlsbey J., Niles S.G., *Essential Elements of Career Counselling*, Pearson Education, New Jersey USA, 2005

#### Recommended

- Software SORPRENDO - Regione FVG - Cascaid

Indicative learning and teaching time	Activity
<p>1. <i>Student/tutor interaction, some of which may be online</i> 15 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Theoretical lessons - Group Seminar to present theories and ICT tools (5 hours)</li> <li>- Distance training - Cooperative learning activities on the Moodle platform (6 hours)</li> <li>- Project work in small groups and job shadowing with experts to make direct experiences with the ICT tools (4 hours)</li> </ul>
<p>2. <i>Student learning time</i> 10 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- at distance learning using the specific session of the Moodle platform (background reading, diary, portfolio, etc.)</li> </ul>

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**

<b>UNIT 1.4</b>	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication learning needs</b>
<p><b>Module title/guidance-related ICT competence</b>  <b>1.4.1 Select and use ICT media and software for establishing and maintaining client communications</b></p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Offer advice by the Counsellor to the clients on the use of ICT for communication</li> <li>- Explore the communication needs of stakeholders</li> <li>- Choose and use ICT and other multimedia resources to initiate and strengthen the interaction with users</li> <li>- Ability to use various types of ICT on function the demands and expectations of the recipients</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- The range of ICT media and software available, relevant to the organisation and client needs</li> <li>- Supporting clients' use of selected media and software within the guidance process (mediated use)</li> <li>- Selection of multimedia resources</li> <li>- Academic and work information</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Know the Information and Communication Technologies</li> <li>2. Demonstrate critical understanding of current issues and trends relating to ICT in the guidance sector where you work</li> <li>3. Evaluate effectiveness of using ICT in guidance</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>4. Ability of mastering ICT skills</li> <li>5. Assess the relevance and usefulness of ICT within the guidance process in meeting clients' communication</li> <li>6. Critical awareness of future possibilities in delivering guidance using ICT media &amp; software</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>7. Possessing a positive attitude towards the use of ICT</li> <li>8. Demonstrate critical awareness of current issues relating to ICT in your guidance practice</li> <li>9. Capacity to interact a group using ICT</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Information to the recipients with employment ICT grouped</li> <li>- Analysis of the students needs</li> <li>- Group chat sessions, video conferencing, skype</li> <li>- Personal communication via e-mail, phone, messages</li> <li>- Advice to the users for the development of electronic portfolios</li> </ul>	

<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>                  Design and development an evaluation of a selected ICT media that is used with clients in the guidance process and communication</p>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b>                  - Garrison, D. R. and Anderson, T. (2003), E-learning in the 21st Century. London: Routledge and Falmer</p> <p><b>Recommended</b>                  Websites, chat, forums, portfolios, videoconference</p>	
<p><b>Indicative learning and teaching time</b></p>	<p><b>Activity</b>                  Conducting guidance interviews, development of portfolios</p>
<p><i>1. Student/tutor interaction, some of which may be online</i>                  13 H</p>	<p><b>Activity:</b>                  - Face-to-face presentations, teamwork</p>
<p><i>2. Student learning time</i>                  12 H</p>	<p><b>Activity:</b>                  - Seminars, readings, study work</p>
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

## MODULE 13

Create activities and resources using ICT media and software for establishing and maintaining client communications

UNIT 1.4	Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication learning needs
<b>Module title/guidance-related ICT competence</b> 1.4.2 Create activities and resources using ICT media and software for establishing and maintaining client communications	
<b>Main aim(s) of the module</b> <ul style="list-style-type: none"><li>- Develop tasks using ICT and multimedia resources for communication with users</li><li>- Generate technological resources to initiate and set the interaction with the target audience</li><li>- Create guide actions through the use of ICT tools and multimedia</li><li>- Generate resources of ICT to strengthen communication with the clients</li><li>- Create and guide social networks through chat, forums, videoconference,...</li></ul>	
<b>Main topics of study</b> <ul style="list-style-type: none"><li>- Supporting clients' use of selected media and software within the guidance process (mediated use)</li><li>- Interviews for guidance</li><li>- Work information</li><li>- Professional curriculum</li><li>- Portfolios technical</li><li>- Internet</li><li>- Work placement</li></ul>	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> <ol style="list-style-type: none"><li>1. Skills for the employment of messages via mobile phone</li><li>2. Ability to communicate through e-mail and web sites</li></ol> <i>Skills</i> <ol style="list-style-type: none"><li>3. Skills development of an e-portfolio</li><li>4. Skills for Internet navigation</li></ol> <i>Attitudes</i> <ol style="list-style-type: none"><li>5. Social communication skills through chat, forums and videoconference</li></ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"><li>- Personal information through the use of ICT</li><li>- Individual interview</li><li>- Staff coaching</li><li>- Chat meetings, videoconference and Skype</li><li>- Use of the forum</li></ul>	



<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>Design and development an assessment of a selected ICT resource that is used with clients in the guidance process and communication</p>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b></p> <p>- Sobrado, L. (2006). "Las competencias de los Orientadores en el ámbito de las TIC: Diagnóstico y desarrollo". <i>Revista Estudios sobre Educación</i>, Nº 11, 27-43. Accesible en <a href="http://www.unav.es/educacion/ese">www.unav.es/educacion/ese</a></p> <p><b>Recommended</b></p> <p>Websites, Newsgroup, Forums, Portfolio, Internet, etc.</p>	
<b>Indicative learning and teaching time</b>	<b>Activity conducting interviews</b>
<p><i>1. Student/tutor interaction, some of which may be online</i></p> <p><b>15 H</b></p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>- Face-to-face presentations, teamwork</li> </ul>
<p><i>2. Student learning time</i></p> <p><b>10 H</b></p>	
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

## MODULE 14

Enable clients to use ICT media and software to establish and maintain communications

<b>UNIT 1.4</b>	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication learning needs</b>
<b>Module title/guidance-related ICT competence</b> 1.4.3 Enable clients to use ICT media and software to establish and maintain communications with you and others who can help them in their careers	
<b>Main aim(s) of the module</b> <ul style="list-style-type: none"><li>- Facilitate users to use multimedia tools to generate and strengthen the interaction between guidance agents that help them in their professional action</li><li>- Help the recipients to start and strengthen the communication between them and the counsellors that they can find employment</li><li>- Guide clients through interactive interventions for their professional transitions</li><li>- Establish social communication networks through ICT to enhance the occupational and training programming</li><li>- Potentiate the guidance actions of the group to start and establish personal and professional communication</li></ul>	
<b>Main topics of study</b> <ul style="list-style-type: none"><li>- Enabling clients' independent use of selected media and software (non-mediated use)</li><li>- Vocational information</li><li>- Diagnosis of needs</li><li>- E-training</li><li>- Roles and job functions</li><li>- Professional development</li></ul>	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to: <i>Knowledge</i> <ol style="list-style-type: none"><li>1. Communicative skills through ICT</li><li>2. Information toward personal and social diversity</li></ol> <i>Skills</i> <ol style="list-style-type: none"><li>3. Skills for guidance in the group through of multimedia resources and ICT</li></ol> <i>Attitudes</i> <ol style="list-style-type: none"><li>4. Social interaction skills through the forums, chats, video-conferences, news group...</li></ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"><li>- Exhibition on the study of job needs of stakeholders</li><li>- E-training activities</li><li>- Telematic tutorial</li><li>- Advice of group</li><li>- Using the chat, video-conference and forums</li></ul>	

<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>Design and conduct an evaluation of a selected ICT media and resource that is used with persons in the guidance process and communication</p>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b></p> <p>- Vuorinem, R. and Saukkonen, S. (2006). Guidance Services in Higher Education. Jyvaskyla: University Press</p> <p><b>Recommended</b></p> <p>Video-conference, Chat, Websites</p>	
<p><b>Indicative learning and teaching time</b></p>	<p><b>Activity</b></p> <p>Analysis of needs and conducting e-learning course</p>
<p><i>1. Student/tutor interaction, some of which may be online</i></p> <p>14 H</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>- Face-to-face presentations (3 hours)</li> <li>- Teamwork (3 hours)</li> <li>- Initial evaluation (1 hour)</li> <li>- Hours at distance (7 hours)</li> </ul>
<p><i>2. Student learning time</i></p> <p>11 H</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>- Seminars, readings, teamwork</li> </ul>
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

<b>UNIT 1.4</b>	<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication learning needs</b>
<p><b>Module title/guidance-related ICT competence</b>                  1.4.4 Select appropriate channels for communicating and consulting with others who can support the client in the guidance process</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Diagnose the cultural, formative, labour necessities... of the users</li> <li>- Choose channels adapted for the communication with other agents of advising</li> <li>- Select appropriate channels of consultation with experts who help in guidance processes</li> <li>- Choose adapted ICT instruments to the demands of the users in the formative and socio-labour field</li> <li>- Advise on election of suitable formative actions for the labour insertion</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Supporting clients' use of selected media and software within the guidance and communication process (mediated use)</li> <li>- Analysis of necessities</li> <li>- Labour information</li> <li>- E-training programs information</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Abilities of personal and labour self-knowledge</li> <li>2. Knowledge of labour world</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Skills of self-learning</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Aptitudes for the personal and group communication</li> <li>5. Abilities of social interaction</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Explanation and common putting of the results of necessities analysis through the use of questionnaire</li> <li>- Exhibition and colloquy of e-training programs</li> <li>- Presentation through the PowerPoint program of the professional reality</li> <li>- Individualized and group tutory</li> <li>- Use of chat, videoconference and forums</li> </ul>	

<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>                  Design and implementation an evaluation of a selected ICT media that is used with clients in the guidance process and communication</p>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b>                  - Cogoi, C. (Coord.) (2005). Using ICT in Guidance: Practitioners competences and training. Bologna: Outline Edizioni</p> <p><b>Recommended</b>                  e-training programs, websites, videoconference</p>	
Indicative learning and teaching time	Activity To study e-training programs
<p><i>1. Student/tutor interaction, some of which may be online</i>                  14 H</p>	<p>Activity:                  - Face-to-face presentations (3 hours)                  - Teamwork (3 hours)                  - Initial evaluation (1 hour)                  - Hours at distance (7 hours)</p>
<p><i>2. Student learning time</i>                  12 H</p>	<p>Activity:                  - Seminars, readings, teamwork</p>

<b>Total hours (1 and 2) 25 H</b>
<b>ECTS credits (25 hrs per credit) 1</b>

<b>UNIT 2.1</b>	<b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>
<b>Module title/guidance-related ICT competence</b> 2.1.1 Use ICT media and software in different combinations to achieve guidance objectives	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Develop a positive approach to the use and advantage of ICT in guidance context</li> <li>- Develop awareness of a broad range of ICT media and software and its selective use with a range of client groups</li> <li>- Integrate ICT media and software to the guidance process ensuring flexible application</li> <li>- Develop a critical approach to the use of ICT media and software ensuring appropriate selection and usefulness</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Literature review of the development of ICT in the guidance process</li> <li>- Reviewing the appropriate use of ICT with a range of client groups looking at advantages and disadvantages</li> <li>- Practical development of skills and knowledge of ICT media and software</li> <li>- Evaluation of various approaches including advantages and disadvantages</li> </ul>	
<p><b>Learning Outcomes for the module</b> At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Understand the impact of ICT media and software on the guidance process with a range of client groups, including those with special needs</li> <li>2. Demonstrate critical understanding of and application of a range of ICT media and software</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Be able to evaluate the use of various approaches and make decisions in relation to most appropriate intervention</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Demonstrate ability to apply a range of ICT interventions in a range of guidance contexts</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Theory based workshops</li> <li>- Practical application sessions developing competence in a range of ICT skills</li> <li>- Work based learning focussing on the use of a range of ICT</li> <li>- Web based forums to exchange views</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> Carry out and evaluate a guidance intervention using a combination of different ICT approaches</p>	

<p><b>Reading and resources for the module</b></p> <p><b>Core</b>  - Evangelista, L. (2003). How is the internet changing careers guidance? First results of a survey among European careers advisers. <a href="http://www.cnrop.ise.ro/EN/docs/survey_it.pdf">http://www.cnrop.ise.ro/EN/docs/survey_it.pdf</a></p> <p><b>Recommended</b>  Websites, Chat, Forums, Electronic portfolios, Videoconference, News-group</p>	
Indicative learning and teaching time	Activity Conducting guidance interviews, development of portfolios
<p><i>1. Student/tutor interaction, some of which may be online</i>  <b>8 H</b></p>	<p><b>Activity:</b>  - Taking a virtual seminar using discussions, moderated online</p>
<p><i>2. Student learning time</i>  <b>17 H</b></p>	
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

<b>UNIT 2.1</b>	<b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>
<p><b>Module title/guidance-related ICT competence</b>                  2.1.2 Integration of ICT and face-to-face approaches, where appropriate, to ensure an effective guidance process for clients</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Enable students to develop guidance interventions which make maximum use of ICT media and software</li> <li>- Review methodologies that integrate ICT approaches to the guidance process leading to a blended solution(s)</li> <li>- Enable students to demonstrate competence in development of flexible and appropriate relationships with individuals and groups</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Reviewing the range of ICT media and software available and examining its appropriateness to a range of guidance contexts</li> <li>- Integration of ICT media and software into the guidance process</li> <li>- Role of professionals and clients in use of ICT within guidance</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Critical understanding of a range of ICT media and software appropriate to the guidance context</li> <li>2. Critical awareness of the flexibility of ICT media and software in relation to develop collaborative relationships with a range of client groups</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Exercise judgement on integration of ICT within the guidance process</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Capability to organise practical sessions for clients utilising ICT</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Theory based workshops</li> <li>- Practical application sessions developing competence in a range of ICT skills</li> <li>- Work based learning focussing on the use of a range of ICT</li> <li>- Personal communication via e-mail, messages</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>Evaluate a blended approach to guidance activity and identify ways this can be improved                  Utilise a blended approach to completing the evaluation and review your learning</p>	



<p><b>Reading and resources for the module</b></p> <p><b>Core</b></p> <ul style="list-style-type: none"> <li>- Sampson, J.P. (2006) Challenges in Effectively Designing and Using ICT in Career Guidance, <a href="http://www.derby.ac.uk/files/jimsampsonict.doc">http://www.derby.ac.uk/files/jimsampsonict.doc</a></li> <li>- European Commission. (2004). Ariadne: Guidelines for web-based guidance. [<a href="http://www.ariadneproject.org/eu">http://www.ariadneproject.org/eu</a></li> </ul> <p><b>Recommended</b></p> <p>E-mails, Websites, Forums, Chat, Videoconference, Newsgroup, Portfolio</p>	
<p><b>Indicative learning and teaching time</b></p>	<p><b>Activity</b>                      Conducting guidance interviews, development of portfolios</p>
<p><i>1. Student/tutor interaction, some of which may be online</i>                      7 H</p>	<p><b>Activity:</b>                      - Taking a virtual workshops, seminars activities, online debates, online chat</p>
<p><i>2. Student learning time</i>                      18 H</p>	

<p><b>Total hours (1 and 2) 25 H</b></p>
<p><b>ECTS credits (25 hrs per credit) 1</b></p>

<b>UNIT 2.1</b>	<b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>
<b>Module title/guidance-related ICT competence</b> 2.1.3 Identify the training and support needs of clients to enable their use of ICT in guidance	
<b>Main aim(s) of the module</b> - Enable students to identify, analyse clients' training and support needs to further enable their use of ICT in guidance activities - Provide students with opportunities to further understand how to assist clients to develop use of ICT	
<b>Main topics of study</b> - Range of ICT media and software and how they meet client needs in relation to guidance activities - Frameworks for assessing clients' levels of confidence and competence - Fairness and inclusion in the access to media and software - Methodologies for encouraging clients to develop active use of ICT media and software in guidance-related activities.	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> 1. Demonstrate critical understanding of current ICT and media and how they meet client needs in relation to guidance activities 2. Ways of ensuring fairness and inclusion in how clients access guidance services using ICT 3. Approaches to support client learning in relation to ICT and guidance activities  <i>Skills</i> 4. Critical awareness of how clients approach ICT activities in the area of guidance  <i>Attitudes</i> 5. Be able to use a range of interventions to support particular client groups in their use of ICT	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> - Group work through video conference/ email and discussion groups - Seminar - Tutorials	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> Choose a specific client group and present a strategy for a. identification of learning and support needs b. approaches to further develop client active employment of ICT to address their guidance needs	

<p><b>Reading and resources for the module</b></p> <p><b>Core</b>  - Vuorinen,R. &amp; Sampson,J. (2009) Ethical Guidelines for e-guidance &amp; usage, (Available) <a href="http://www.egos-cip.eu">www.egos-cip.eu</a></p> <p><b>Recommended</b>  E-mails, Websites, Forums, Chat, Videoconference, Newsgroup, Portfolio</p>	
Indicative learning and teaching time	Activity
<p>1. <i>Student/tutor interaction, some of which may be online</i>  7 H</p>	<p><b>Activity:</b>  - Taking a virtual workshops, online debates, online chat</p>
<p>2. <i>Student learning time</i>  18 H</p>	
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

**MODULE 19**

Carry out administrative tasks related to the use of ICT media and software

<b>UNIT 2.1</b>	<b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>
<p><b>Module title/guidance-related ICT competence</b> 2.1.4 Carry out administrative tasks related to the use of ICT media and software</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Develop confidence and expertise in administrative tasks related to use of ICT media and software</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Framework for using ICT in guidance</li> <li>- Range of systems to support storage and retrieval of client information</li> <li>- Confidentiality and protocols for information sharing</li> <li>- Methods to incorporate guidance information and resources into media and software that may be accessed by different client groups</li> </ul>	
<p><b>Learning Outcomes for the module</b> At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Critical understanding of systems to support and develop ICT media and software relevant to specific client groups</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. Assess the relevance and usefulness of different systems in relation to client needs</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>3. Be able to carry out administrative tasks related to ICT use</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Workshop/Seminar</li> <li>- Tutorials</li> <li>- Personal relation via e-mail, interviews, messages</li> <li>- Forum sessions, videoconference</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>Choose a guidance-related ICT resource utilised by a specific client group and update/ further develop this to meet client needs. Evaluate outcomes for the client group</p>	

<p><b>Reading and resources for the module</b></p> <p><b>Core</b>          - Sampson, J.P. (2006) Challenges in Effectively Designing and Using ICT in Career Guidance, <a href="http://www.derby.ac.uk/files/jimsampsonict.doc">http://www.derby.ac.uk/files/jimsampsonict.doc</a></p> <p><b>Recommended</b>          E-training programs, Websites, Videoconference, Forum, E-mail, Chat, Internet...</p>	
Indicative learning and teaching time	Activity Conducting guidance interviews, development of portfolio
<p><i>1. Student/tutor interaction, some of which may be online</i>  <b>7 H</b></p>	<p><b>Activity:</b>          - To participate in practical workshop</p>
<p><i>2. Student learning time</i>  <b>18 H</b></p>	
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

<b>UNIT 2.1</b>	<b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>
<p><b>Module title/guidance-related ICT competence</b>                  2.1.5 Monitor, review and evaluate ICT-related guidance solutions using ICT</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Develop understanding of quality standards that can be applied to monitor and review use of ICT in guidance</li> <li>- Enable students to demonstrate they can apply standards to evaluate ICT-related solutions</li> <li>- Develop competence in using ICT to review and evaluate use of ICT in guidance</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Quality standards, both international and those related to the national context</li> <li>- Advantages and disadvantages of methodologies to monitor, review and evaluate ICT –related guidance solutions</li> <li>- Meeting needs of special groups</li> <li>- Utilising outcomes of evaluation to further develop services</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Current issues and trends relating to review and evaluation of ICT in the guidance services</li> <li>2. Developing approaches to review and evaluation that ensure needs of differing client groups are addressed</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Exercise judgement on appropriate methods to be employed to evaluate ICT solutions</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Demonstrate critical awareness of review and evaluation of service in the guidance community</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Teaching session with the use ICT</li> <li>- Personal interaction via e-mail, messages</li> <li>- Group chat sessions, videoconference</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>Design and conduct an evaluation of an ICT resource that is used with clients in the guidance process, using a range of both qualitative and quantitative measures</p>	

<p><b>Reading and resources for the module</b></p> <p><b>Core</b> - European Commission. (2004). Ariadne: Guidelines for web-based guidance. (Available) [<a href="http://www.ariadneproject.org/">http://www.ariadneproject.org/</a>]</p> <p><b>Recommended</b> Fixed and Mobile telephone, Newsgroup, Forums, Videoconference, E-mail, Web page</p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b> Analysis of needs, conducting a e-learning course
<p><i>1. Student/tutor interaction, some of which may be online</i> 7 H</p>	<p><b>Activity:</b> - Participation in a workshop with implemented actions, telematic tutorial</p>
<p><i>2. Student learning time</i> 18 H</p>	
<b>Total hours (1 and 2) 25 H</b>	
<b>ECTS credits (25 hrs per credit) 1</b>	

<p><b>UNIT 2.1</b></p>	<p><b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b></p>
<p><b>Module title/guidance-related ICT competence</b>                  2.1.6 Address your own training and support needs to enable you to use ICT in guidance</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Enable students to address their own training needs to develop their competence and knowledge in using ICT in guidance practice</li> <li>- Develop students awareness of local, national and international resources available to support leaning</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Methodologies to enable assessment of own current training needs on use of ICT in guidance</li> <li>- International and national resources support learning</li> <li>- Critical review of resources and development of working criteria to assess suitability for individual learning needs</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Current resources available to support learning on ICT in guidance and criteria on how to evaluate them</li> <li>2. Methodologies to develop identification of training needs and development plan</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Reflective and critical thinking in professional setting</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Be able to complete a training and development plan and identify appropriate sources to inform additional learning</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Teaching session</li> <li>- Tutorials - personal and on-line</li> <li>- Use of on-line resources, discussion forums</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>Develop personal training and development plan for use of ICT in own guidance practice and identify appropriate resources to support learning</p>	



<p><b>Reading and resources for the module</b></p> <p><b>Core</b>  - COMMISSION OF THE EUROPEAN COMMUNITIES (2008). The use of ICT to support innovation and lifelong learning for all - A report on progress, Commission Staff Working Document, Brussels</p> <p><b>Recommended</b>  E-training programs, Websites, Videoconference, E-mail, Forum, Chat, Internet, Messages</p>	
<p><b>Indicative learning and teaching time</b></p>	<p><b>Activity</b>  Conducting guidance interviews, development of portfolios</p>
<p><i>1. Student/tutor interaction, some of which may be online</i>  <b>7 H</b></p>	
<p><i>2. Student learning time</i>  <b>18 H</b></p>	

<p><b>Total hours (1 and 2) 25 H</b></p>
<p><b>ECTS credits (25 hrs per credit) 1</b></p>

<b>UNIT 2.2</b>	<b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<b>Module title/guidance-related ICT competence</b>	
2.2.1 Identify opportunities and constraints in the service's use of ICT in guidance	
<b>Main aim(s) of the module</b>	
<ul style="list-style-type: none"> <li>- Identify strengths and weaknesses in the use of ICT in guidance</li> <li>- Identify difficulties before the change introduced by ICT and overcome them</li> <li>- Analyzing the strength of materials and resources available to users to allow the use of ICT in the field guide</li> <li>- Identify elements that influence the guiding services based on ICT</li> </ul>	
<b>Main topics of study</b>	
<ul style="list-style-type: none"> <li>- Localization opportunities and barriers in the service's utilization of ICT in guidance</li> <li>- Difficulties for the change in the using of ICT in guidance</li> <li>- Analyzing the organization of services and potential of ICT-related guidance</li> <li>- Study of the factors affecting the use of ICT-based approach to a counselor</li> </ul>	
<b>Learning Outcomes for the module</b>	
At the end of this module, students will be able to:	
<i>Knowledge</i>	
<ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of obstacles to change and how to overcoming them relating to ICT in the guidance.</li> <li>2. Evaluate effectiveness how to analyse the infrastructure of the service to deliver ICT-related guidance provision</li> </ol>	
<i>Skills</i>	
<ol style="list-style-type: none"> <li>3. Assess the development and manage the utilization of ICT in guidance</li> </ol>	
<i>Attitudes</i>	
<ol style="list-style-type: none"> <li>4. Demonstrate critical awareness of manage your employment of ICT-related guidance solutions in a service frame</li> </ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- Exposition to the users with utilization ICT grouped</li> <li>- Analysis individualized of the students needs</li> <li>- Personal communication via e-mail messages</li> <li>- Group chat sessions, videoconference</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Design and conduct an evaluation of the strategy plan ICT resource that is used with clients in the guidance process	

<p><b>Reading and resources for the module</b></p> <p><b>Core</b>  - Vuorinem, R. and Samposon, J. (2009). Ethical Guidelines for e-guidance. Available in: <a href="http://www.egos.cip.eu">www.egos.cip.eu</a></p> <p><b>Recommended</b>  Websites, Chat, Forums, Electronic portfolios, Videoconference, News-group</p>	
Indicative learning and teaching time	Activity Conducting guidance interviews, development of portfolios
<p><i>1. Student/tutor interaction, some of which may be online</i>  <b>13 H</b></p>	<p><b>Activity:</b>  - Presentations: 3 hours  - Initial Evaluation: 1 hour  - Group Work: 2 hours  - Distance hours: 7 hours</p>
<p><i>2. Student learning time</i>  <b>12 H</b></p>	
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

<b>UNIT 2.2</b>	<b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<p><b>Module title/guidance-related ICT competence</b>                  2.2.2 Apply safeguards to protect clients using ICT for guidance purposes</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Develop skills, knowledge and understanding in the use of ICT media and software to meet clients needs within the guidance process</li> <li>- Provide opportunity to critically review your use of ICT with clients</li> <li>- Use safety measures for the protection of users in the utilization of ICT applied to the Guidance</li> <li>- Identify ethical principles related by the use of ICT in the field guide</li> <li>- Demonstrate ethical behavior in the application of ICT in the context of the Guidance</li> <li>- Respect the confidentiality and protection of personal and professionals data</li> <li>- Employ basic systems of security in ICT</li> <li>- Prevent and protect the health and safety of users of ICT</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Quality standards for the use of ICT in guidance</li> <li>- Codes of ethics in guiding action in the field of ICTs</li> <li>- Safety measures and data protection in the use of ICT in guidance</li> <li>- Prevention of health and safety of users of ICT</li> <li>- Rules regarding confidentiality and data protection</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of current issues and trends relating to the use of ICT in the guidance on quality standars</li> <li>2. Evaluate effectiveness on ethical principles of using ICT in guidance</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Critical awareness of future possibilities in delivering guidance using ICT media and software in security procedures</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Demonstrate critical awareness of current issues relating to ICT in your guidance practice</li> <li>5. Application of ethical principles and quality standars relating to the utilization of ICT in guidance</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Exposition to the users with utilization ICT</li> <li>- Individualized tutory of the clients needs</li> <li>- Group chat sessions videoconference</li> <li>- Personal communication via e-mail, messages</li> </ul>	

<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>                  Design and conduct an evaluation of the ethical procedures ICT resource that is used with clients in the guidance process</p>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b>                  - Code of Ethics (2007). National Career Development Association. Available in: <a href="http://www.ncda.org">www.ncda.org</a></p> <p><b>Recommended</b>                  E-portfolios, Chat, Forum, Videoconference, News-group, Messages</p>	
<p><b>Indicative learning and teaching time</b></p>	<p><b>Activity</b>                  Conducting guidance interviews, taking a virtual workshop</p>
<p><i>1. Student/tutor interaction, some of which may be online</i>  <b>13 H</b></p>	<p><b>Activity:</b>                  - Presentations: 3 hours                  - Initial Evaluation: 1 hour                  - Group Work: 2 hours                  - Distance hours: 7 hours</p>
<p><i>2. Student learning time</i>  <b>12 H</b></p>	

<p><b>Total hours (1 and 2) 25 H</b></p>
<p><b>ECTS credits (25 hrs per credit) 1</b></p>

## MODULE 24

Identify ways of ensuring fairness and inclusion in providing a guidance service using ICT

UNIT 2.2	Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context
<b>Module title/guidance-related ICT competence</b> 2.2.3 Identify ways of ensuring fairness and inclusion in providing a guidance service using ICT	
<b>Main aim(s) of the module</b> <ul style="list-style-type: none"><li>- Localization ways of ensuring fairness and inclusion using ICT in providing a guidance service</li><li>- Equality access to ICT-related guidance facilitation of users with learning difficulties and disabilities</li><li>- Diagnostic and address the needs of special groups</li><li>- Ensure that issues of fairness and inclusion are considered in ICT, related guidance practice</li></ul>	
<b>Main topics of study</b> <ul style="list-style-type: none"><li>- Fairness and inclusion in the access to media and software</li><li>- Equal access to ICT of users with learning difficulties and disabilities</li><li>- Current and future development in the utilization of ICT in guidance</li><li>- Localization way of fairness and inclusion in service using ICT</li><li>- Address the needs as special groups</li></ul>	
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> <ol style="list-style-type: none"><li>1. Demonstrate critical understanding of ways of ensuring fairness and inclusion in guidance service using ICT</li></ol> <i>Skills</i> <ol style="list-style-type: none"><li>2. Critical awareness of future possibilities in the diagnostic of clients with learning difficulties</li></ol> <i>Attitudes</i> <ol style="list-style-type: none"><li>3. Demonstrate critical awareness of how to address the needs of special groups</li></ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"><li>- Exposition to the clients with utilization ICT skills</li><li>- Individualized diagnostic with users needs</li><li>- Personal communication via e-mail, messages</li></ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> Design and conduct an evaluation of the needs of special groups	

Reading and resources for the module	
<p><b>Core</b></p> <p>- Clayton, P., Plant, P. and Rohdin, I. (2008). European Solutions for guidance and counselling for socially disadvantaged groups. Milano: Ed. Franco Angeli</p> <p><b>Recommended</b></p> <p>E-mails, Websites, Forums, Chat, Videoconference, Newsgroup, Portfolio</p>	
Indicative learning and teaching time	Activity Conducting guidance interviews, development of portfolios
<p>1. Student/tutor interaction, some of which may be online</p> <p>13 H</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Presentations: 3 hours</li> <li>- Initial Evaluation: 1 hour</li> <li>- Group Work: 2 hours</li> <li>- Distance hours: 7 hours</li> </ul>
<p>2. Student learning time</p> <p>12 H</p>	
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

<b>UNIT 2.2</b>	<b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<p><b>Module title/guidance-related ICT competence</b>                  2.2.4 Maintain service records using ICT-based management information systems</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Develop skills, knowledge and understanding in the use of ICT media and software to meet clients needs within the guidance process</li> <li>- Provide opportunity to critically review your use of ICT with clients</li> <li>- Use ICT to manage information based on the records of the services counselors</li> <li>- Analyze various systems of information management</li> <li>- Use methodologies to share information with other partners through support networks</li> <li>- Analyze the necessary requirements in the workplace (educational centres, industrial entities, etc.)</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Records of guidance services</li> <li>- Requirements necessary at the headquarters of the services (schools, employment offices ...)</li> <li>- Shared management of information</li> <li>- Support networks for information</li> <li>- Duties of the information management model</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of trends relating to ICT in the guidance based management information systems</li> <li>2. Evaluate effectiveness of information systems works</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Assess the relevance and usefulness of ICT within the guidance process in clients networks of support</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Demonstrate critical awareness maintain service records using ICT-based management information systems</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Exposition to the clients with utilization of the ICT</li> <li>- Individualized diagnostic of the users needs</li> <li>- Personal relation via e-mail, interviews, messages</li> <li>- Forum sessions, videoconference</li> </ul>	



<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> Design and conduct a continue evaluation of the ICT resource that is used with clients in the guidance process</p>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b> Basic Bibliography <b>Recommended</b> E-training programs, Websites, Videoconference, Forum, E-mail, Chat, Internet</p>	
<p><b>Indicative learning and teaching time</b></p>	<p><b>Activity</b> Conducting guidance interviews, development of portfolios</p>
<p><i>1. Student/tutor interaction, some of which may be online</i> <b>13 H</b></p>	<p><b>Activity:</b> - Presentations: 3 hours - Initial Evaluation: 1 hour - Group Work: 3 hours - Distance hours: 6 hours</p>
<p><i>2. Student learning time</i> <b>12 H</b></p>	

<p><b>Total hours: (1 and 2)25 H</b></p>
<p><b>ECTS credits (25 hrs per credit): 1</b></p>

<b>UNIT 2.2</b>	<b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<b>Module title/guidance-related ICT competence</b> 2.2.5 Promote community awareness and take-up of the service's ICT-related guidance provision	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Promote community awareness on the development of the guidance in the field of ICTs</li> <li>- Analyze the resources for the dissemination of ICT service integrated into the leading role</li> <li>- Link services with guidance systems of promotion and dissemination of ICT</li> <li>- Promote and disseminate the ICT integrated into the leading role</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Guidance services in connection with the use of ICTs</li> <li>- Community awareness and developing services of ICT associated with the action guide</li> <li>- Diffusion techniques of ICT using in the institutions of guidance</li> <li>- Systems and procedures for promotion and dissemination of ICTs in the area of services counselors</li> </ul>	
<p><b>Learning Outcomes for the module</b> At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of current issues and trends relating to ICT in the guidance services on development and dissemination</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. Assess the relevance and usefulness of ICT within the guidance process in techniques for marketing the services</li> <li>3. Critical awareness of future possibilities in maintain systems for promoting and dissemination ICT-related guidance services</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Demonstrate critical awareness of current issues relating to ICT in promote community awareness</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Exposition to the clients with the use ICT</li> <li>- Individualized analysis of the users needs</li> <li>- Personal interaction via e-mail, messages</li> <li>- Group chat sessions, videoconference</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> Design and conduct a continue evaluation of ICT resource that is used with clients in the guidance process</p>	

<p><b>Reading and resources for the module</b></p> <p><b>Core</b> - Vuorinen, R. and Saukkonen, S. (2006). Guidance services in Higher Education. Jyväskylä: University Press</p> <p><b>Recommended</b> Fixed and Mobile telephone, Newsgroup, Forums, Videoconference, E-mail, Web page</p>	
Indicative learning and teaching time	Activity Analysis of needs, conducting a e-learning course
<p><i>1. Student/tutor interaction, some of which may be online</i> 14 H</p>	<p>Activity: - Presentations: 3 hours - Initial Evaluation: 1 hour - Group Work: 3 hours - Distance hours: 7 hours</p>
<p><i>2. Student learning time</i> 12 H</p>	
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

<b>UNIT 2.2</b>	<b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<p><b>Module title/guidance-related ICT competence</b>                  2.2.6 Collaborate with professional colleagues in the delivery and development of ICT-related guidance</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Cooperate with guidance professionals colleagues on the development of ICTs</li> <li>- Do studies on best practices in the use of ICT in guidance</li> <li>- Help colleagues in the use of ICT resources and especially in the use of the software</li> <li>- Ensure effective systems to collaborate in activities with colleagues</li> <li>- Discuss with colleagues the potential of ICT to improve the practical guidance</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Current and future developments in the use of ICT in guidance</li> <li>- Examples of good practice in the use of ICT in guidance</li> <li>- Effective systems of cooperative work with colleagues</li> <li>- Helps colleagues in the use of ICT in guidance</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1 Demonstrate critical understanding of trends relating to ICT in the guidance based in collaborate with professional colleagues</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. Critical awareness of future possibilities in local, national and transnational studies of the effective practice in the use of ICT in guidance</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>3. Demonstrate critical awareness in assist colleagues in using ICT media and software</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Exposition to the users with utilization of the ICT</li> <li>- Individualized analysis the users needs</li> <li>- Personal interaction with interviews, messages</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>                  Design and conduct a continue evaluation of ICT resource that is used with clients in the guidance process</p>	

<p><b>Reading and resources for the module</b></p> <p><b>Core</b>                  Basic Bibliography  <b>Recommended</b>                  E-training programs, Websites, Videoconference, E-mail, Forum, Chat, Internet, Messages</p>	
<p><b>Indicative learning and teaching time</b></p>	<p><b>Activity</b>                  Conducting guidance interviews,                  development of portfolios</p>
<p><i>1. Student/tutor interaction, some of which may be online</i>                  13 H</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>- Presentations: 3 hours</li> <li>- Initial Evaluation: 1 hour</li> <li>- Group Work: 2 hours</li> <li>- Distance hours: 7 hours</li> </ul>
<p><i>2. Student learning time</i>                  12 H</p>	
<p><b>Total hours (1 and 2) 25 H</b></p>	
<p><b>ECTS credits (25 hrs per credit) 1</b></p>	

<b>UNIT 2.2</b>	<b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<p><b>Module title/guidance-related ICT competence</b>                  2.2.7 Collaborate with ICT developers in the organisation and development of ICT-supported client services</p>	
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Cooperate in the establishment and development of ICT supported by guidance services to the user</li> <li>- Offer suggestions to managers and leaders of the guidance related to the software of ICT</li> <li>- Discuss about the use of ICT linked to their requirements</li> <li>- Participation and development of new approaches and programs of ICT</li> </ul>	
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Current and future developments in the use of ICT in guidance</li> <li>- Structuring and development of ICT-supported services counselors</li> <li>- Uses and requirements of ICT</li> <li>- Participation and development of innovative approaches and new programs of ICT integrated in services counselors</li> </ul>	
<p><b>Learning Outcomes for the module</b>                  At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of trends relating to ICT in the supported client services</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. Critical awareness of possibilities in collaborate with ICT developers in the organization of users services</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>3. Demonstrate critical awareness in new programs and approaches in guidance</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Exposition to the clients with employment of the ICT</li> <li>- Individualized diagnostic of the users needs</li> <li>- Personal communication via e-mail, internet</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>                  Design and conduct a continue evaluation with clients in the guidance process</p>	

**Reading and resources for the module****Core**

- Watts, A.G. (2002). "The role of information and communication technologies in integrated career information and guidance systems, A policy perspective. International Journal for Educational and Vocational Guidance, 2, 139-155.

**Recommended**

Websites, Videoconference, E-mail, Forum, Chat, E-training programs, Messages, Internet

Indicative learning and teaching time	Activity Conducting guidance interviews, development of portfolios
<p><i>1. Student/tutor interaction, some of which may be online</i> 13 H</p>	<p>Activity: - Presentations: 3 hours - Initial Evaluation: 1 hour - Group Work: 3 hours - Distance hours: 6 hours</p>
<p><i>2. Student learning time</i> 12 H</p>	

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**

TRANSVERSAL UNIT
<p><b>Module title/guidance-related ICT competence</b>                      T.1 Pre-programme self-evaluation of the guidance-related ICT competences through the use of the skills assessment tool of the ICT Skills 2 project; storage of results in the personal e-portfolio; introduction to the project and to the professional profile of the e-practitioner; introduction to ethical issues in e-guidance; evaluation of the in-coming guidance-related ICT competences by an evaluation committee</p>
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Have a pre-programme self-assessment of competences in order to customise the training course on participants' needs</li> <li>- Have an overview on the e-practitioner profile working fields and opportunities of career development</li> <li>- Have an overview on ethical principles in e-guidance</li> </ul>
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Use of the skills-assessment tool in order to have a clear idea on the owned guidance-related ICT competence and on the training needs</li> <li>- Context, role and career development of the e-practitioner (i.e. the professional profile features)</li> <li>- Ethical principles in e-guidance</li> </ul> <p><i>Numbers relate to e-guidance practitioner competences</i>                      Transversal competences. Not applicable</p>
<p><b>Learning Outcomes for the module</b>                      At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Know his/her learning needs against e-guidance</li> <li>2. Know the working context, career opportunities, job fields of the e-practitioner</li> <li>3. Know the theoretical assumptions on ethics in e-guidance</li> <li>4. Know the target groups that could better benefit from e-guidance activities</li> <li>5. Know the context situations that better fit to e-guidance</li> <li>6. Know the e-guidance development in Europe</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>7. Be able to use the skills-assessment tool and the personal e-portfolio</li> <li>8. Be able to deliver e-guidance according to the main ethical assumptions</li> <li>9. Be able to look for career opportunities in the e-guidance field</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>10. Be ready to deliver e-guidance in integration to traditional guidance services</li> <li>11. Be open to the opportunities offered by the ICT in guidance</li> </ol>
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>                      Blended learning methods: lectures, use of ICT-based tools developed within the ICT Skills 2 project</p>



<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Self-assessment through the on-line skills assessment tool</li> <li>- Evaluation of results stored in the personal e-portfolio</li> </ul>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b></p> <ul style="list-style-type: none"> <li>- Vuorinen, R. &amp; Sampson, J. (2009). Ethical guidelines for e-guidance delivery and usage. A report produced for the eGOS project. URL: <a href="http://www.egos-cip.eu">www.egos-cip.eu</a> (in the area "Project outputs")</li> <li>- Malone, J. F. (2007b). Ethical guidelines, legal and regulatory issues in distance counseling. In J.F. Malone, R. M. Miller, &amp; G. R. Walz, (Eds.). Distance counseling: Expanding the counselors' reach and impact (pp. 133-148). Ann Arbor, MI: Counseling Outfitters</li> </ul> <p><b>Reccomended</b></p> <ul style="list-style-type: none"> <li>- Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a></li> <li>- Sampson, J. P., Jr. (2002). Quality and Ethics in Internet-Based Guidance. The International Journal for Educational and Vocational Guidance, 2, 157-171</li> </ul>	
Indicative learning and teaching time	Activity
1 H	Face-to-face: introduction to the project and to the course aims and framework; expected results; explanation of the ICT-based tools developed by the project to be used within the course (skills-assessment tool, e-portfolio)
4 H	Face-to-face: pre-programme self-assessment through the skills-assessment tool. Compilation of the personal e-portfolio. Customisation of the training path according to the individual results
1 H	Face-to-face: the professional profile of the e-practitioner: the European context; career opportunities, constraints, etc.
1 H	Videoconference: ethical principles in e-guidance: theory, practical indications
2 H	Distance learning: networking on Moodle with participants also of the other partner pilots
16 H	Individual learning: deeping knowledge by reading training materials up-loaded on Moodle

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**

TRANSVERSAL UNIT
<p><b>Module title/guidance-related ICT competence</b>                      T.2 Post-programme self-evaluation of the guidance-related ICT competences through the use of the skills assessment tool of the ICT Skills 2 project; storage of results in the personal e-portfolio; use of the tests/exercises produced within the ECGC project; storage of results in the e-portfolio; evaluation of the guidance-related ICT competences and results by an evaluation committee; certification</p>
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Have a post-programme self-assessment of competences in order to verify the own perception of the learning outcome</li> <li>- Have a post-programme assessment through the use of the ECGC (European Career Guidance Certificate) project exercises and evaluation of results for the certification delivery</li> </ul>
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Use of the skills-assessment tool in order to have a clear idea on the owned guidance-related ICT competence and on the training needs</li> <li>- Evaluation of the learning outcomes by an evaluation body</li> </ul> <p><i>Numbers relate to e-guidance practitioner competences</i>                      Transversal competences. Not applicable</p>
<p><b>Learning Outcomes for the module</b>                      At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. According to the type of course, parts or all knowledge envisaged by the different sub-elements of competences</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. According to the type of course, parts or all skills envisaged by the different sub-elements of competences</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>3. According to the type of course, parts or all skills envisaged by the different sub-elements of competences</li> </ol>
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>                      Blended learning methods: lectures, use of ICT-based tools developed within the ICT Skills 2 project</p>
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Post-programme self-assessment through the on-line skills-assessment tool</li> <li>- Post-programme evaluation through the ECGC project exercises</li> <li>- Evaluation of results stored in the personal e-portfolio</li> <li>- Evaluation of the project ICT-based tools and of the training in its complex</li> </ul>

**Reading and resources for the module****Core**

- ECGC exercises. A set of exercised based on the map of guidance-related ICT competences of the ICT Skills 2 project. Available on-line at: [www.ecgc.at](http://www.ecgc.at) by asking a password
- The on-line tool for the self-assessment of guidance-related ICT competences available on the ICT Skills 2 project website
- The e-portfolio available on the ICT Skills 2 project website

**Reccomended**

Tests developed at a national level by the project partners

Indicative learning and teaching time	Activity
17H	Individual learning: preparatory to the face-to-face session: post-programme self-evaluation through the skills assessment tool in order to see the gap from the beginning and the learning outcomes; storage of these results in the e-portfolio; development of the ECGC exercises
7H	Face-to-face: evaluation of results by the evaluation body
1H	Face-to-face: certification and closure of the course

**Total hours (1 and 2) 25 H**

**ECTS credits (25 hrs per credit) 1**



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