Imagining models of blended guidance

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Where were you?

• In 1989?

• When you first used the internet?

• When you first posted something to the internet?
Welcome to NCSA Mosaic, an Internet information browser and World Wide Web client. NCSA Mosaic was developed at the National Center for Supercomputing Applications at the University of Illinois in Urbana-Champaign. NCSA Mosaic software is copyrighted by The Board of Trustees of the University of Illinois (UI), and ownership remains with the UI.

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The Software Development Group at NCSA has worked on NCSA Mosaic for nearly four years and we've learned a lot in the process. We are honored that we were able to help bring this technology to the masses and appreciated all the support and feedback we have received in return. However, the time has come for us to concentrate our limited resources in other areas of interest and development on Mosaic is complete.

All information about the Mosaic project is available from the homepages.

NCSA Mosaic Platforms:
- NCSA Mosaic for the X Window System
- NCSA Mosaic for the Apple Macintosh
- NCSA Mosaic for Microsoft Windows

World Wide Web Resources The following resources are available to help introduce you to cyberspace and keep track of its growth:
- A glossary of World Wide Web terms and acronyms
- An INDEX to Mosaic related documents
- NCSA Mosaic Access Page for persons with disabilities
- Mosaic and X Windows related Tutorials
- Internet Resources Meta-Index at NCSA
- Connected Chatroom Points for Internet Evaluation
Jobs that are disappearing due to the internet
Going to Africa. Hope I don't get AIDS. Just kidding. I'm white!
THE PRESENT:

This is a reverse job application. I am done asking people to hire me, for several reasons. First and foremost, it clearly doesn’t work. Second, it closes me off to a lot of potentially amazing opportunities; I can only find and apply to so many jobs, and there are doubtlessly hundreds of thousands out there that I would be a great fit for. Third and finally, the application process undermines my value as a worker. I have gone my entire life consistently producing excellent results at every task I set my mind to, and quite frankly, employers should be coming to me, not the other way around.

These points in mind, I have decided to invert the job application process. You are reading this now, no doubt because you are curious what sort of character honestly believes that he is entitled to have companies send him job offers despite a complete lack of professional work experience or any demonstrations of his purported talents. You are right to be curious, so I have taken the liberty of sketching up some diagrams to illustrate exactly what it is that I bring to the table as a potential employee. I’m sure you are already racking your brain trying to think up a job position to offer me that will pique my interest, but in the unlikely case that you are not, I am confident that a quick review of my credentials in this format will win you over.
To summarise, the internet is...

- **a career resource library** through which individuals can find information that informs and relates to their informational needs
- **an opportunity marketplace** where individuals can transact with opportunity providers (employers and learning providers)
- **a space for the exchange of social capital** within which conversations can be undertaken, contacts identified and networks maintained
- **a democratic media channel** through which individuals and groups can communicate
Careers professionals role

• Be someone trustworthy
• Create, curate and signpost to good online content
• Teach people the skills that they need to manage the online environment
Blended provision

Helping people to manage their career

Providing career support online

This increasingly requires knowledge of the online career environment

Blended career guidance addresses all of this

This requires new pedagogies and guidance models
5 easy places to start with blended career guidance

1. Every time you meet with a client try and improve their digital career management skills.
2. Make and maintain a list of the top 10 careers sites for your clients. Give it out at every session.
3. Read or explore a new resource every day and think about whether and when you should refer to it.
4. Make sure your Linkedin profile is up to date and use it as an exemplar.
5. Create a blog and publish your advice, presentations and other content to it.
Instructional design

• Creating "instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing" (Merrill and colleagues, 1996).

• Instructional design makes used of all technologies – but it starts from what the learner needs and what is being learnt and not from the technology.
Gagné's taxonomy of learning events

1. Gaining attention
1. Informing learners of objectives
1. Presenting the stimulus
1. Providing learning guidance

1. Eliciting performance
1. Providing feedback
1. Assessing performance
1. Enhancing retention and transfer
Teaching digital career management skills

7 Cs of digital career literacy

- Changing
- Collecting
- Curating
- Creating
- Critiquing
- Communicating
- Connecting
So how can we actually move online?

1. Provision of information

2. Providing access to automated interactions

3. Offering communication
   A. One-to-one
   B. One-to-many/many-to-one
   C. Many-to-many

These can be blended with existing career learning that happens in a face-to-face environment.
The role for the practitioner

Kettunen’s model of how careers practitioners can make use of the internet in their practice.
Choices when delivering online career support

• Synchronous or asynchronous?
• One-to-one or one-to-many?
• Text-based or multi-media?
• Open or closed online spaces?
• Which technology to use?
What changes when you are online?

- You lose some body language and contextual clues – but you gain others e.g. emoticons, being able to observe people in their network.
- There is the potential for enhanced anonymity (or at least the feeling of it).
- You can’t assume the environment that your client/student is in.
- The medium (and you and the clients assumptions about it) influences the style of communication.
- Structure becomes more important.
Salmon’s model
Making use of mobiles

• Places learning in a specific context; locations become meaningful through tech-based learning.
• Augments reality with virtual information.
• Contributes to shared learning resources. Learners and educators can together create and share material.
• Places an adaptive learning toolkit in hand.
• Allows learner to take ownership of learning.
Blended career learning models

- Rotation model
- Flex model
- Self-blend model
- Enriched-virtual model
Rotation model.
Teachers and students rotate between modalities during learning in a purposeful way based on a clear instructional design.
Rotation model example

Watch an online film about career change → Classroom discussion about dealing with career change → Individual research on famous career changers

Report back in class → Group construction of an online blog post on ‘tips for career changers’
Flex model

**Flex model.** Most teaching and learning is provided online, but students are able to access teacher time in a flexible way to meet their individual learning and support needs.
Flex allows you to ‘flip’ your classroom

What is a "FLIPPED CLASSROOM?"

Flipping the lecture from "in class" to a video format that students watch at home on their own time.

EVERY DAY in class... teachers engage students with activities, workshops, labs, and individual attention.
Self-blend model.

Students study core learning face-to-face and then access additional learning opportunities online.
Self-blend model example

- Limited class-time used to map out the key areas for learning.
- Homework and extension tasks provided online – ideally allowing the learner some freedom to explore what interests them.
- Learning checked through assessment.
Enriched-virtual model.
Learning primarily takes place online but with strategically positioned face-to-face touch points.
Enriched-virtual model example

• Enroll students in a careers MOOC (e.g. https://www.sheffield.ac.uk/careers/moocs) or other form of structured online learning.

• Provide events (e.g. days with face-to-face employer involvement) to supplement, incentivise and assess their learning.

• Watch participation rates carefully and consider how you can incentivise engagement.
In conclusion

- We live in a blended world.
- The internet is fantastic for career building – but it also offers dangers.
- Our role is to build our clients up to help them to manage these challenges.
- But to do this we have to learn to career online ourselves.
- We should move away from thinking about F2F or E-guidance and design learning using all of the available tools (blended guidance).
Call for papers

Career and career guidance in the Nordic countries

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Please submit abstracts of your proposed manuscript by email to Erik.haug@inn.no by 22nd December 2017.
References

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