Digitalisation in lifelong guidance

Jaana Kettunen

Finnish Institute for Educational Research, Univeristy of Jyväskylä, Finland

Digitisation,

digitalisation

digital transformation

Although the three
concepts have distince
meanings,
they often are used
interchangeably
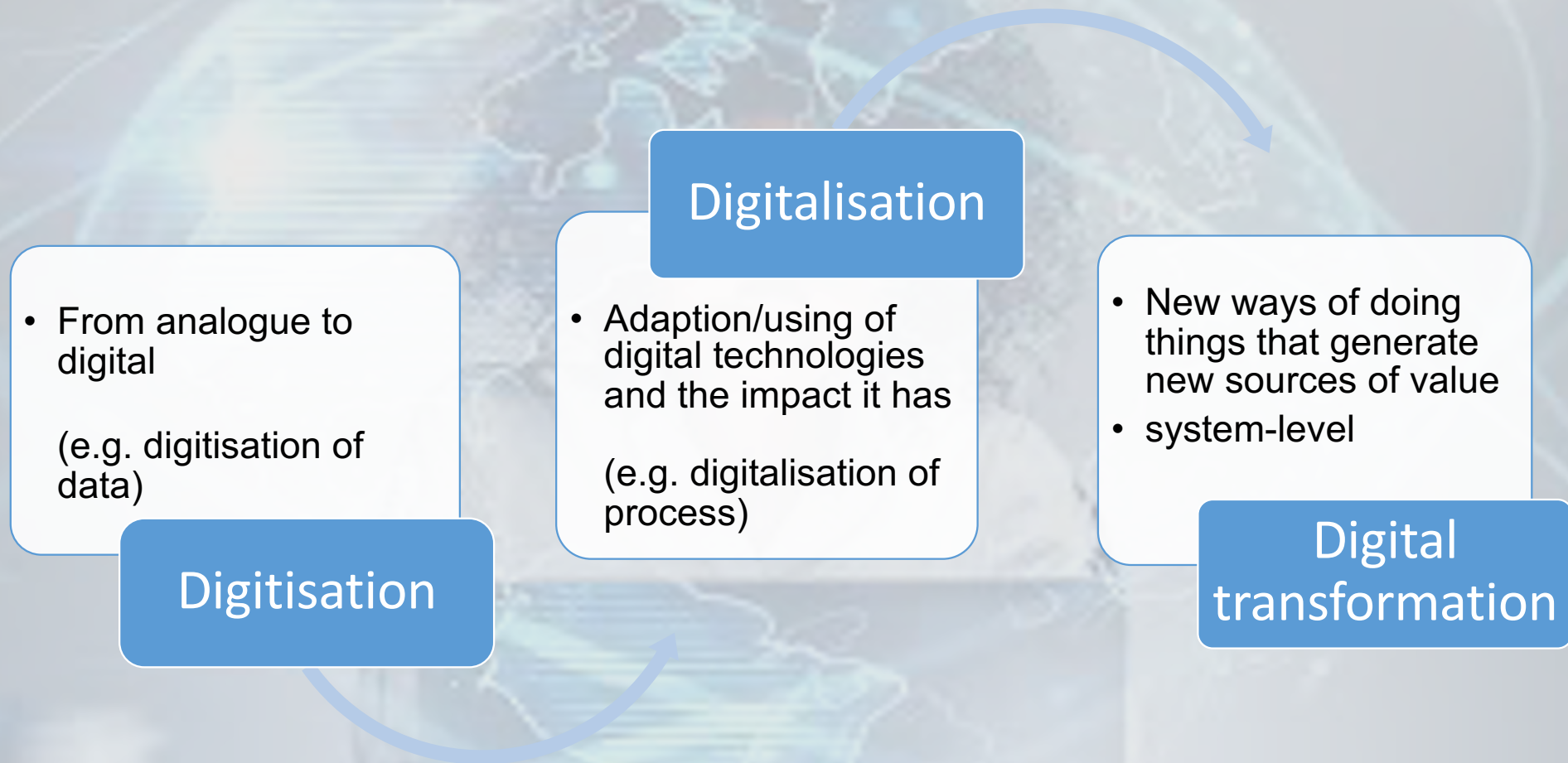
Digitalisation
in lifelong guidance

Digitalisation is a generic term for the digital transformation of all sectors based on the large-scale adoption of existing and emerging digital technologies.

Thus, digitalisation can be seen as the transformation and the technologies are the tools through which it will occur (Randall, L. and Berlina, A., 2019).

Evolving role of guidance professionals

choice of occupation

career development

networking

expert in content

expert in process

expert in managing the social space

"Career services have expanded from the private to the public sphere and from individual sessions to more collective engagement."

(e.g. Plant, 2008, Thomsen, 2012, Kettunen, 2017)

Evolving role of ICT/digital technologies

The **role** of information and communication technology in career services **can be seen** in three ways; as a tool, as an alternative, or as an agent of change.

Watts (1986, 2002)

Guidance **practitioners** have generally **used** technology in one of the three ways: to deliver information, to provide automated interaction and to provide channel for communication.

(Hooley et al, 2010; Watts, 2002)

Evolving role of ICT/digital technologies -contribution to the guidance process

Barnes, La Gro and Watts (2010)

suggested that ICT be used for the following four functions : informing, experiencing, constructing and communicating.

Osborn, Dikel & Sampson (2011)

proposed a similar model of three functions: understanding, acting and coping.

Evolving role of ICT/digital technologies

The existing and emerging can serve as a mechanism for the development of more integrated and user-centered lifelong guidance system.
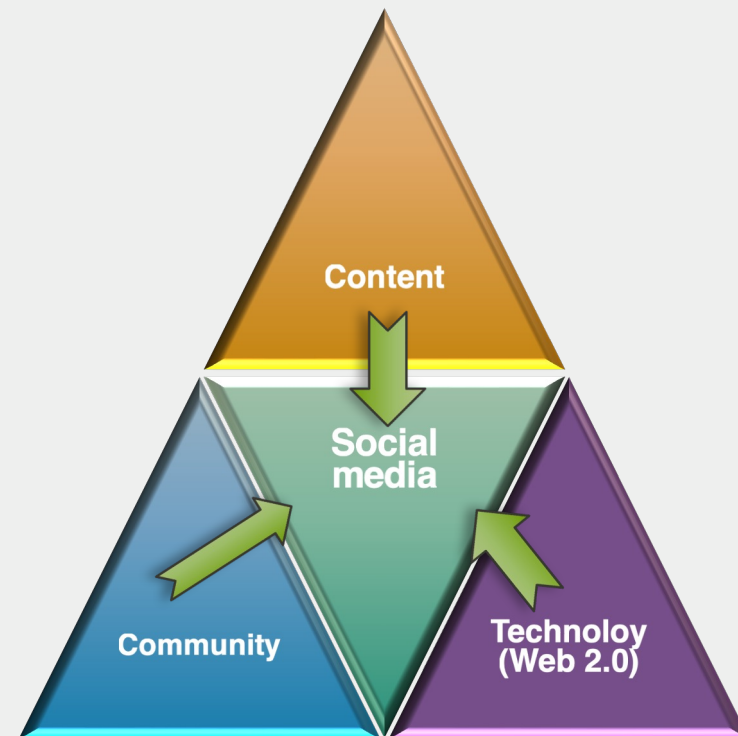
ELGPN 2010,
Watts, 2010

The rise of Social media

Defining social media

"Social media is a process, where individuals and groups build up a common understanding and meanings with contents, communities and technology."

Sources: Ahlqvist et al., (2010) and
Kolbwich & Maurer (2006)
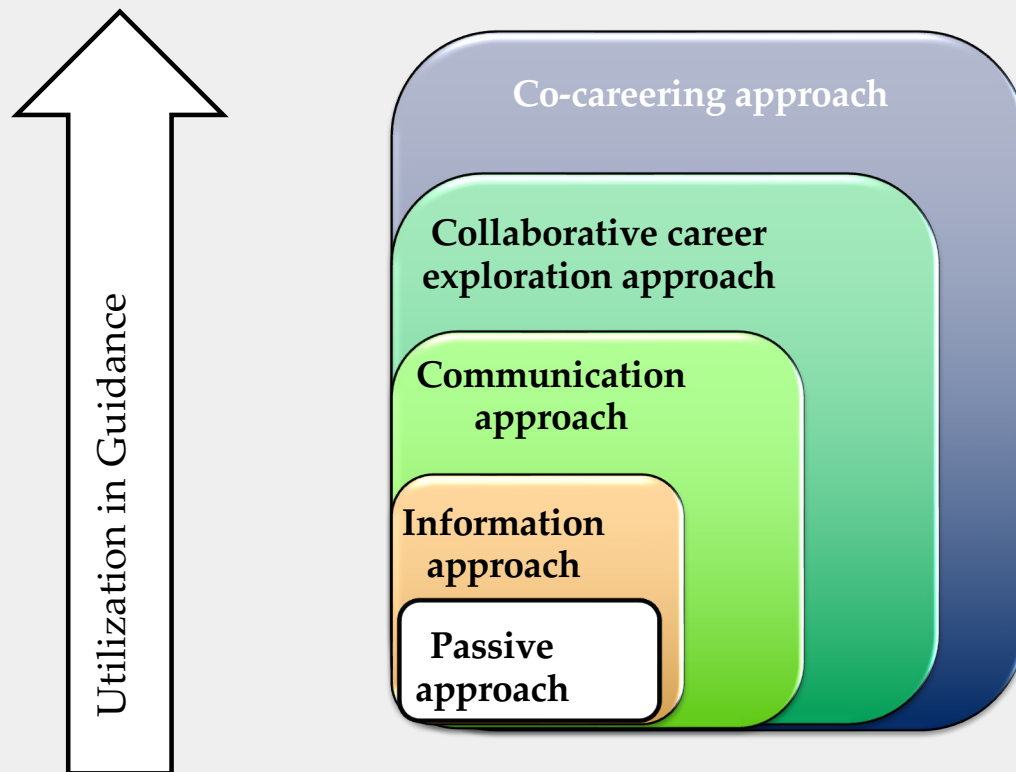
Defining social media

- "*form of communication* which makes use of information networks and information technology and deals with content created by users in an interactive way and *in which interpersonal relationships are created and maintained*"

Source: Finnish Terminology Center (2010)

Digital technologies in lifelong guidance

Kettunen, J, J. (2017): *Career practitioners conceptions of social media and competency for social media in career services*

Information approach

- the most typical purpose of using ICT/digital techologies
- proficiency in locating, and evaluating various types of online content and services in a critical and active manner
- operational understanding of ICT and ways of using varying online technology/tools as means for delivering information
- media literacy skills

- accuracy, validity
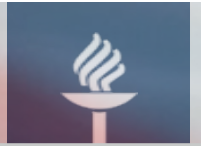
Visual social media (VSM)

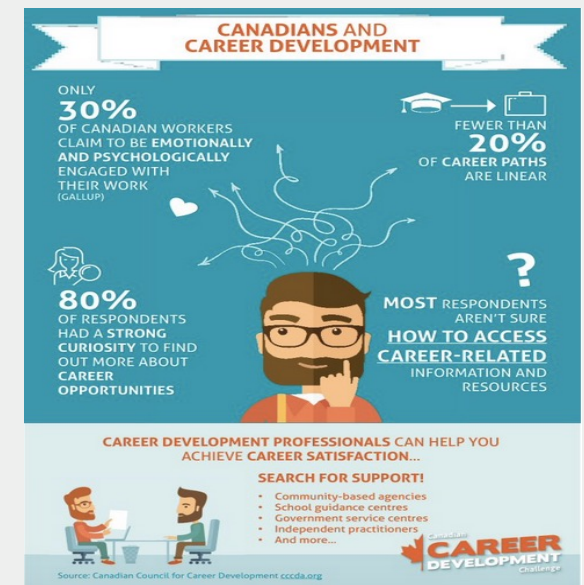"Social media platforms that share visual messages rather than traditional text alone."

Source: Delello & McWhorter, 2013

Visual social media

- Reporting on data with graphs, charts, etc.

- Creating visually interesting content for center/office websites, outreach material

- Increasing visibility/branding

Farmers

#CareersOfTheFuture

UKCES
UK COMMISSION FOR
EMPLOYMENT AND SKILLS

They plough the fields and harvest our crops, but there's much more to farmers than first meets the eye. Farmers play a crucial role in our future – from environmental concerns to the origins of the food on our plates. Rapid adoption of technology and increasingly complex business models place farming at the forefront of our economy.
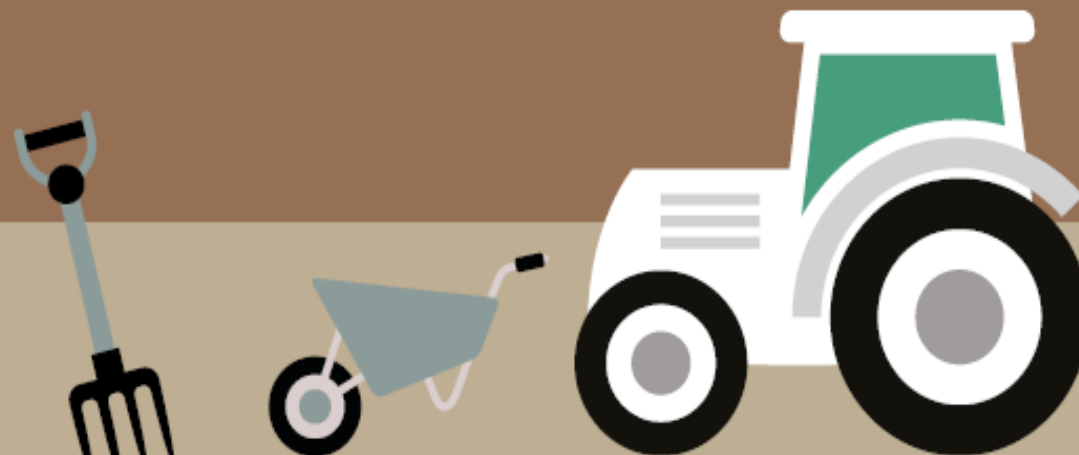
People in this job:
162,000

Job openings:
66,000
(2012–2022)

Employment change:
-16,000
(2012–2022)

Starting salary:
£13k
(Salary for farm worker)

Average salary:
£25k
(UK average: £22k p.a.)

Weekly gross pay:
£493
(UK average: £417)

Average hours:
52
(UK average: 39)

What's hot in this sector:
· Technological innovation
· Environmental stewardship
· GM crops
· EU regulation

Communication approach

- medium for one-to-one communication

- seen as a functional and readily available alternative to face-to-face career services, allowing individuals also anonymously share their thoughts and questions

- communicating with different individuals requires versatile and varied writing skills and a readiness to operate in new ways.

Communication approach

- proficiency in using various types of online content and services in specific context and work settings
- motivate and assist individuals in processing information/data

- privacy

4C Model

- Danish Ministeriet for Børn, Undervisning og Ligestilling.

- Contact
- Contract
- Communikation
- Conclusion
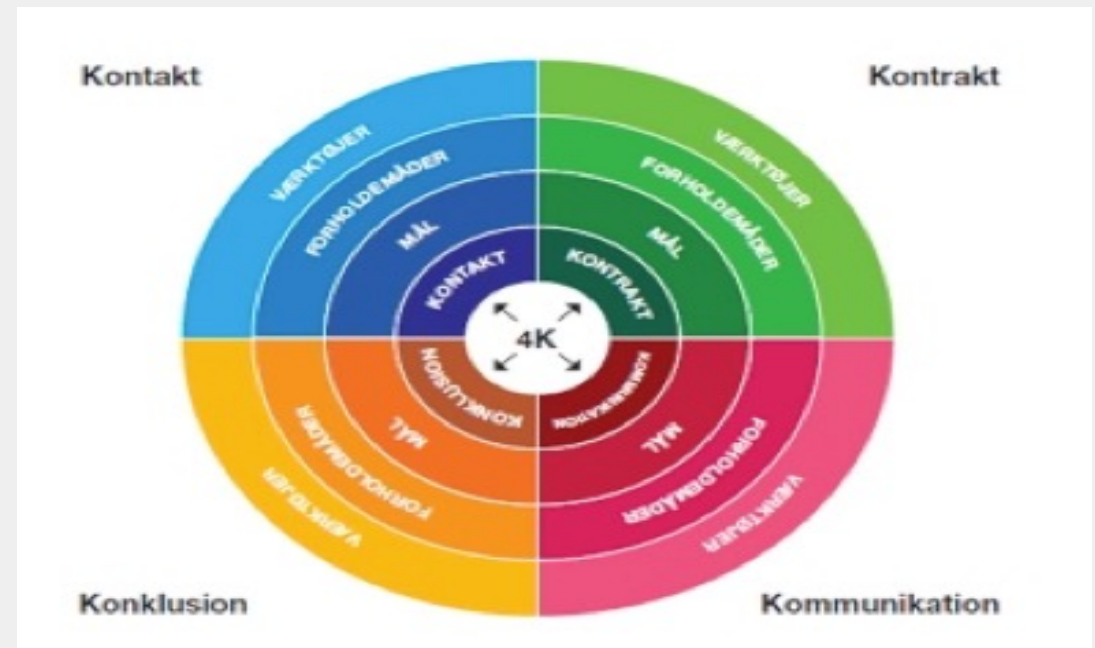
Collaborative career exploration

- Interactive workspace

- pedagogically focused

- emphasis on methods, techniques and activities that foster collaborative process in career learning and acquisition of career management skills

- opportunities for novel practices that support increased user engagement with both career professionals and career information (e.g. increased use of interactive content)

Collaborative career exploration

- Appropriate structuring and active facilitation in terms of guiding and shaping the discourse with individuals and groups
- The significance of creating confidential relationships and trust in group interactions and activities is emphasised.
  - It is good to agree and to go through what kind of collaborative interaction the group is building, how others are treated with support and respect.

Collaborative career exploration

Collaborative career exploration

Contact   Contract   Communication   Conclusion

development

Knowledge construction

Information exchange

Online socialisation
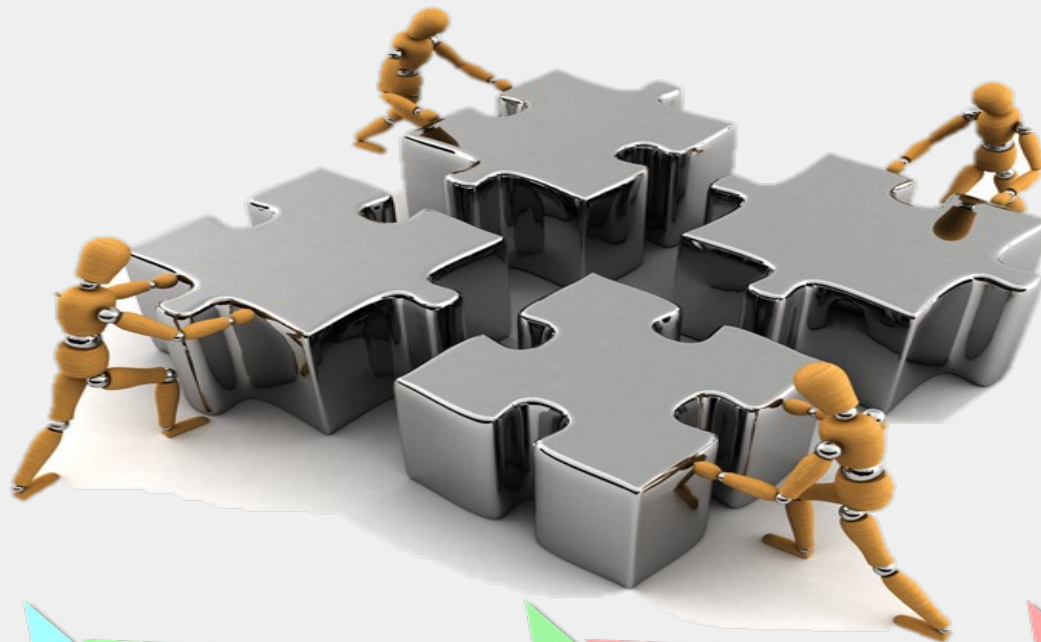
Access and motivation
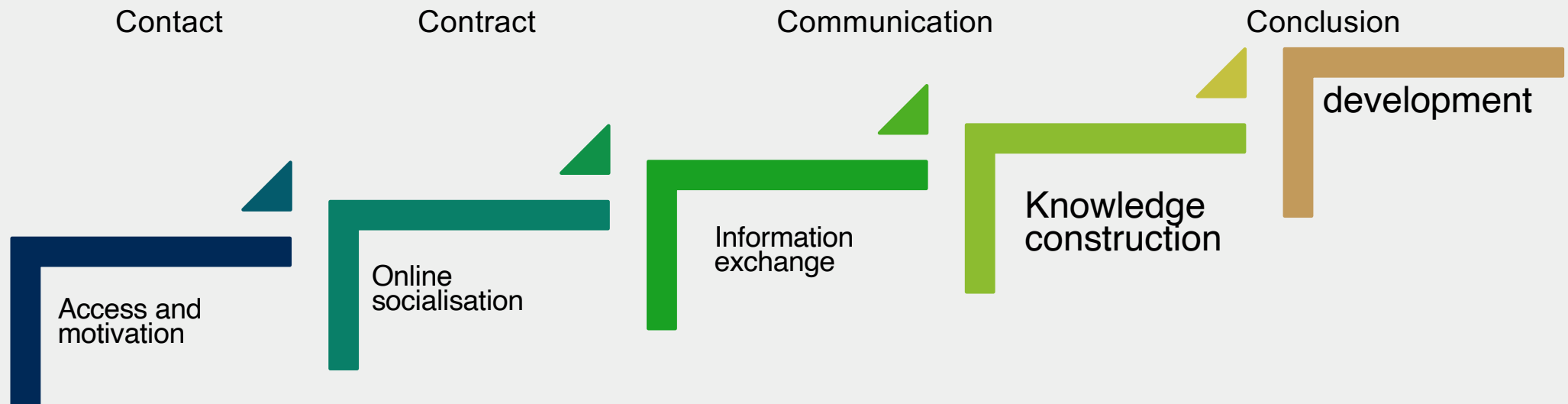
Gilly Salmons model 2002

Co-careering

= refers to the shared expertise
and meaningful co-construction of
guidance questions/ career issues
among community members

Co-careering approach

- practitioner being a participant in a process

- multi-synchronous ways of communication where direct communication and asynchronous means are combined to satisfy the varying needs of individuals

- well-structured and well-thought-through professional goals and strategies that fit those goals

requires a mindful, properly managed and monitored online presence

Operationalizing an Online Presence

- First, practitioners establish foundations skills for successful social media participation

  / Contributing to the design and implementation of the social media strategy for their organization is an important first step

- Second, practitioners establish their own/organisations social media presence utilizing current social media

Operationalizing an Online Presence

- Third, monitor social media posts within organisation
  - / Respond to requests for information or service
  - / Recommend resources and services
  - / Take advantages of opportunities for co-careering among the community members that their organization serves
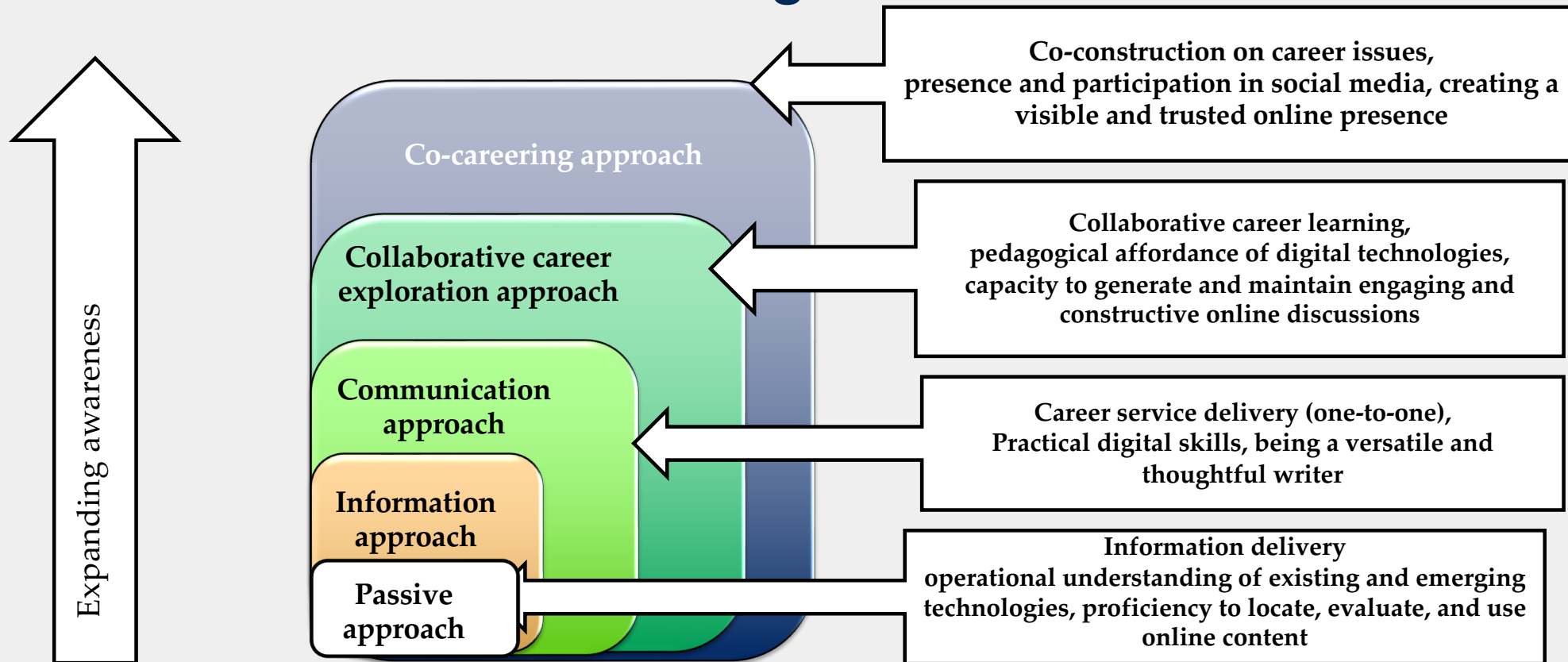 - / Participate in external social media sites where appropriate

Online presence

- Profile picture

- Profile page

- Short introduction

- Pictures, messages, status updates

- Connections, networks

= creates an image   of you

From delivering information to co-careering

Expanding awareness (vertical arrow)

Co-careering approach
- Collaborative career exploration approach
- Communication approach
- Information approach
- Passive approach

Co-construction on career issues, presence and participation in social media, creating a visible and trusted online presence

Collaborative career learning, pedagogical affordance of digital technologies, capacity to generate and maintain engaging and constructive online discussions

Career service delivery (one-to-one), Practical digital skills, being a versatile and thoughtful writer

Information delivery operational understanding of existing and emerging technologies, proficiency to locate, evaluate, and use online content

Kettunen, J. (2017).
Career Practitioners Conceptions of Social Media and Competency for Social Media in Career Services

Perceived challenges in digitalisation of lifelong guidance

Inadequate access to ICT → **Inadequate access to information** → **Inadequate skills and competencies** → **Inadequate integration**

Kettunen, J., & Sampson, J. (2018): *Challenges in implementing ICT in career services: perspectives from career development experts*

- We have the opportunity to create new practices and paradigms to better reach individuals who need assistance with career exploration and decisions making

- The challenge for the profession now is to decide how best to use these technologies.

- Competency to work in this new mode is an area of increasing importance.

References

- Kettunen, J. & Makela, J.P. (2019). Practitioners´ conceptions of ethical practice in social networking in career services. *International Journal for Educational and Vocational Guidance, 19, 345-362*. http://dx.doi.org/10.1007/s10775-018-9383-4 Open access

- Sampson, J.P., Jr., Kettunen, J., & Vuorinen, R. (in press). The role of practitioners in helping persons make effective use of ICT in career interventions. *International Journal for Educational and Vocational Guidance.* https://dx.doi.org/10.1007/s10775-019-09399-y

- Kettunen, J. & Sampson, J.P., Jr. (2019). Challenges in implementing ICT in career services: Perspectives from Career Development Experts. *International Journal for Educational and Vocational Guidance*, *19*, 1-18. http://dx.doi.org/10.1007/s10775-018-9365-6 Open access

- Sampson, J.P., Jr., Osborn, D.S., Kettunen, J., Hou, P-C., Miller, A.K., & Makela, J. (2018) The Validity of Social Media-Based Career Information. *The Career Development Quarterly, 66*, 121-134. https://dx.doi.org/10.1002/cdq.12127 Open access

- Kettunen, J. (2017). *Career practitioners´ conceptions of social media and competency for social media in career services*. Jyväskylä, Finland: University of Jyväskylä, Finnish Institute for Educational Research. Studies, 32. Dissertation. http://urn.fi/URN:ISBN:978-951-39-7160-1

- Kettunen, J., Vuorinen, R., & Sampson, J. P., Jr. (2015). Practitioners' Experiences of Social Media in Career Services. *The Career Development Quarterly*, *63*, 268-282. http://dx.doi.org/10.1002/cdq.12018 Open access

- Kettunen, J., Sampson, J. P., Jr., & Vuorinen, R. (2015). Career practitioners´ conceptions of competency for social media in career services. *British Journal of Guidance & Counselling*, *43*, 43-56. http://dx.doi.org/10.1080/03069885.2014.939945 Open access

- Kettunen, J., Vuorinen, R., & Sampson, J. P. (2013). Career practitioners' conceptions of social media in career services. *British Journal of Guidance & Counselling*, *41*, 302-317. http://dx.doi.org/10.1080/03069885.2013.781572 Open access

Thank you

For further information, please contact:

Prof. Jaana Kettunen
Finnish Institute for Educational Research
University of Jyväskylä
Tel. + 358 40 805 4255
E-mail: jaana.h.kettunen@jyu.fi

https://ktl.jyu.fi/en/staff/kettunen-jaana