

## Scenario of creative digital innovation in career counseling/orientation: SUPPORTING THE CHOICE OF HIGH SCHOOL

**Title:** SUPPORTING THE CHOICE OF HIGH SCHOOL

**Method of delivery:** Virtual, face to face, hybrid

**Phase of career counseling/orientation:** What do I want? What motivates me?

**Duration:** 60 minutes

**Target group:** students in the last year of Junior High School (age 14). In Italy at this stage students must choose their next step in education and training (lyceum, technical institutes, professional institutes, VET)

**Size of target group:** 1 class (approx. 25 students)

**Scenario:** An external NGO has been commissioned by the school to provide guidance to eighth grade students to support them in their decision about which school to choose to continue their studies. The NGO counselors do not know the students they will have to work with and, during the first meeting, they will have to try to collect as much information as possible about their target group in order to better calibrate their interventions.

**Learning settings for this scenario:**

- 1. Classical setting: at school
- 2. Setting in a course or measure outside school in an organisation
- 3. Setting in a company
- 4. Individual (or in small groups) shorter and longer guidance phases by educational and vocational counsellors in an organisation
- 5. Transnational "European" learning environments

**Used tools:** Kahoot, Padlet, Biteable

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To introduce the subject: Kahoot

Question: Have you already made your decision about your next school?

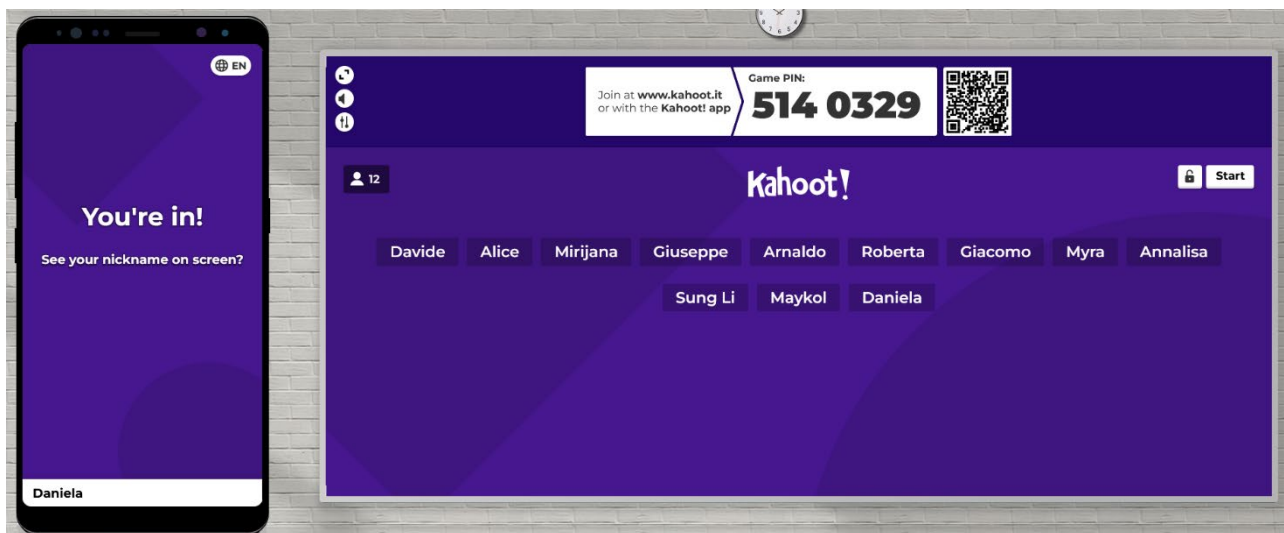


Fig. 1: all participants signed in. The counsellor can check if all of them are there and, in case, call the missing ones to connect.

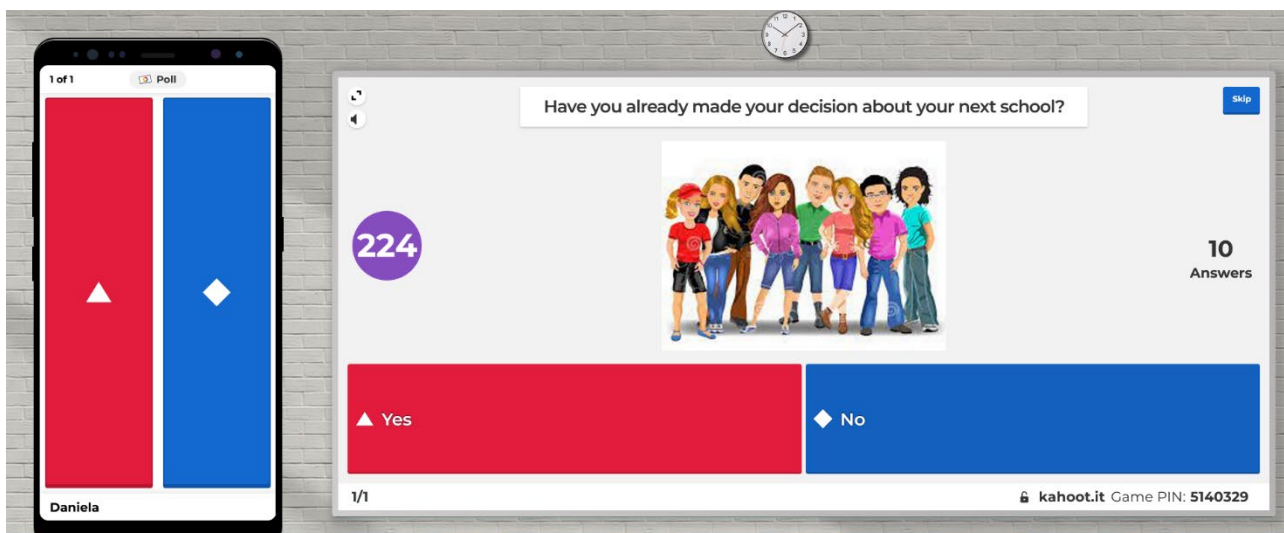


Fig. 2: On the right side what Daniela sees in her mobile. In the right side what the counsellor sees on the computer. The answer appears on the screen and Daniela, on her mobile, only sees the YES and NO buttons.

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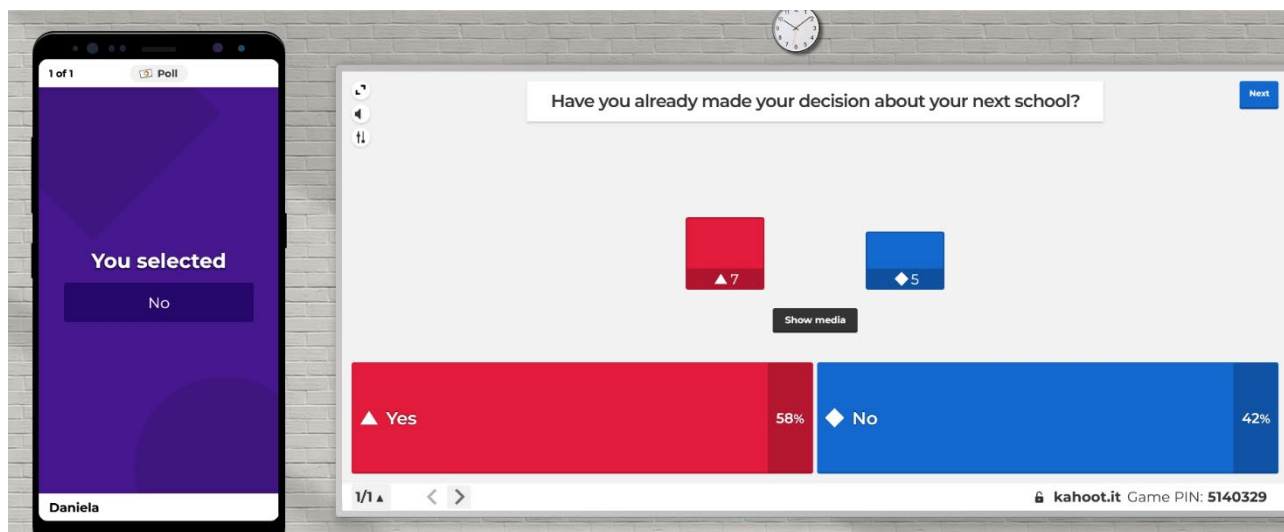


Fig. 3: All students voted. On the screen appears the results of the poll. On Daniela's mobile her answer to the question appears.

The counsellor has now a first, important piece of information: 58% of the students already made up their mind about the new school, while 47% still have no idea about it.

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**To know how the decision was made:** educational learning apps Kahoot

**Question:** Who supported you in the decision?

**Options:** My parents - My teachers - My friends - I decided by my own

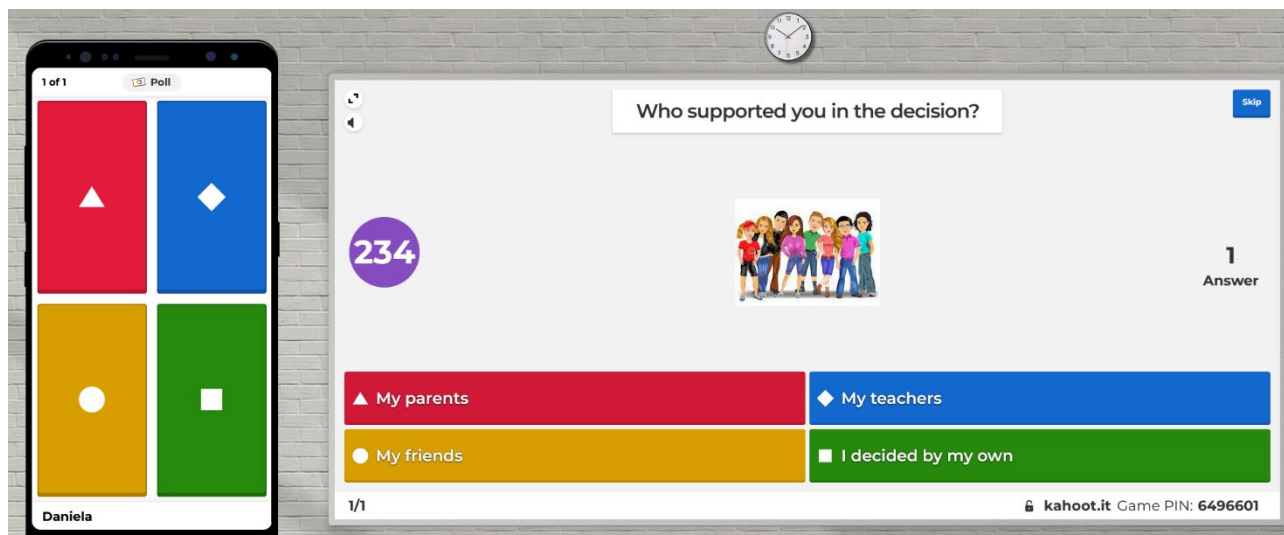


Fig. 1: Students are given four options to indicate who supported them in their decision about their new course of study

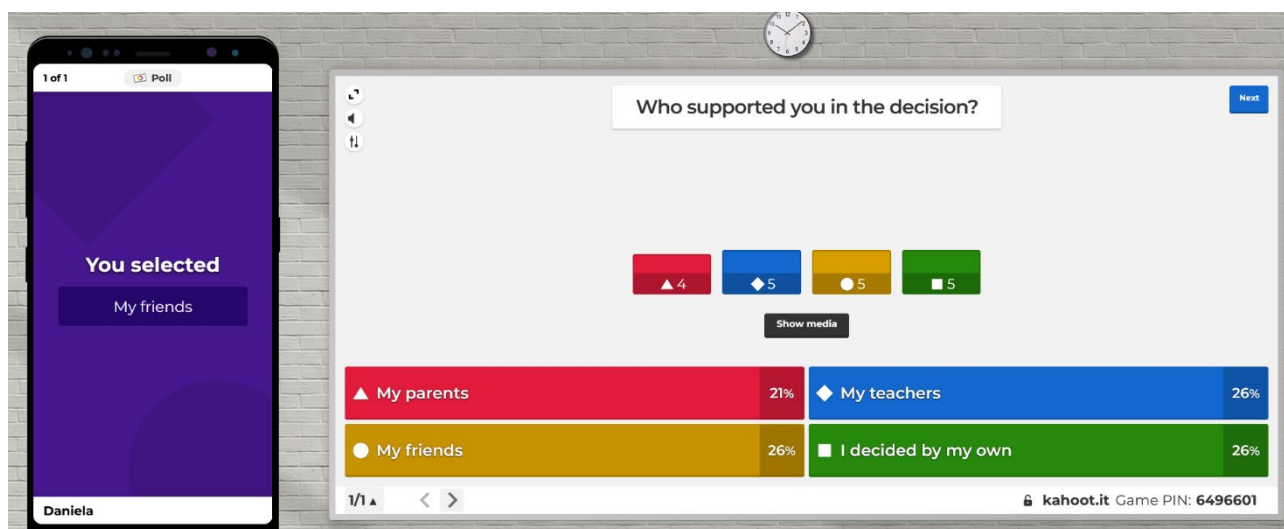


Fig. 2: The counselor now has a picture of who supported students in their choice and can plan new interventions. For example, he or she may have a meeting with teachers, ask the school leadership to arrange a meeting with parents etc.

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To introduce the topic of gender in career choices: educational learning app **Padlet**

**Question:** Which school did you choose?

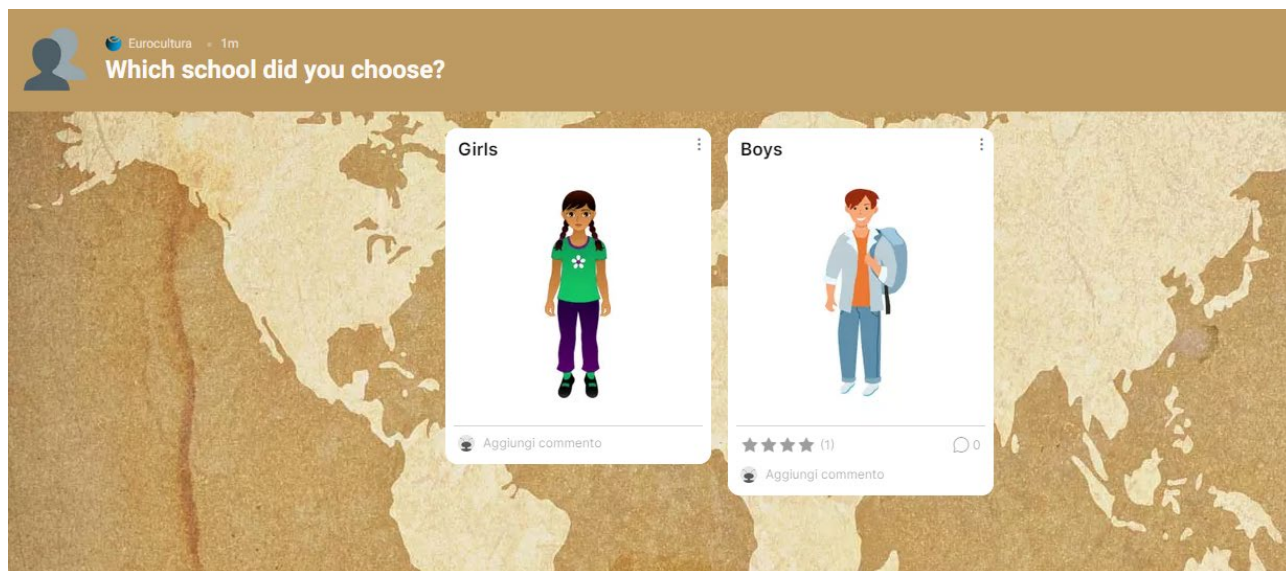


Fig. 1: On the padlet, prepared with two bulletin boards, students write which school they chose, divided into boys and girls.

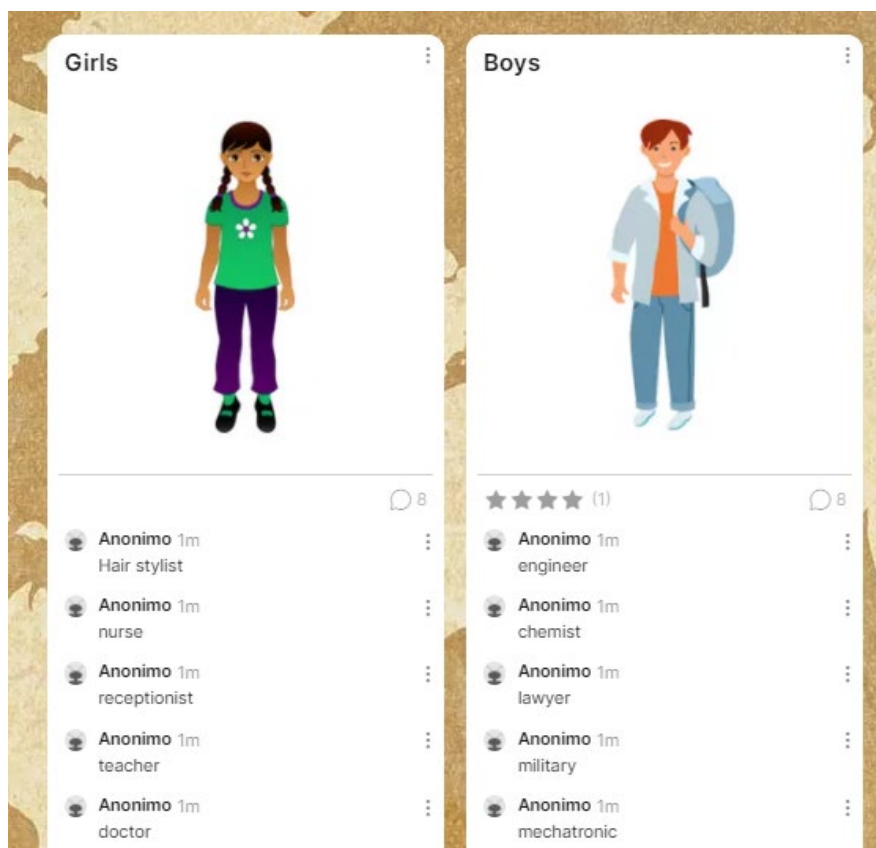


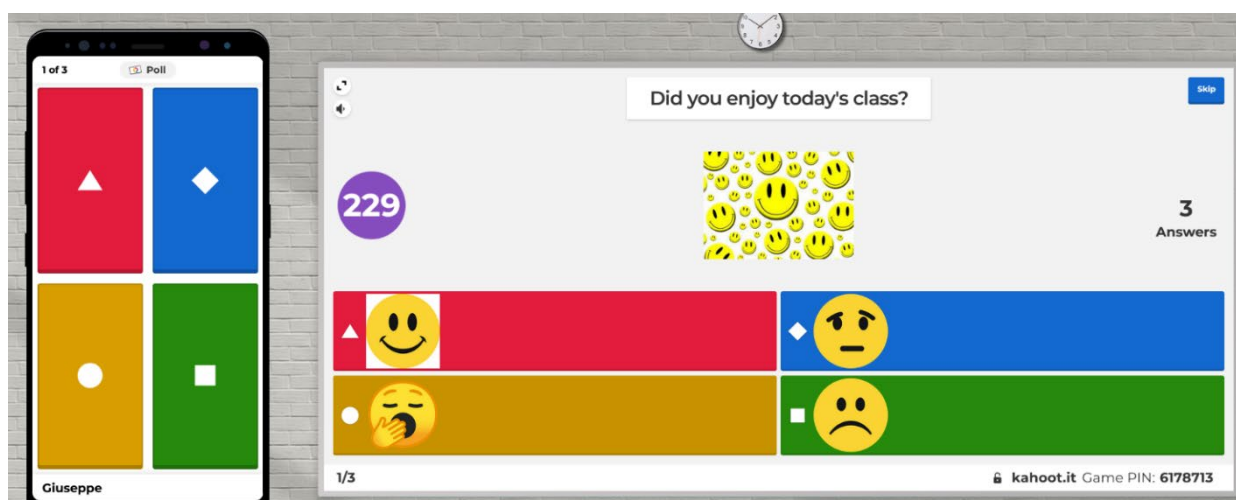
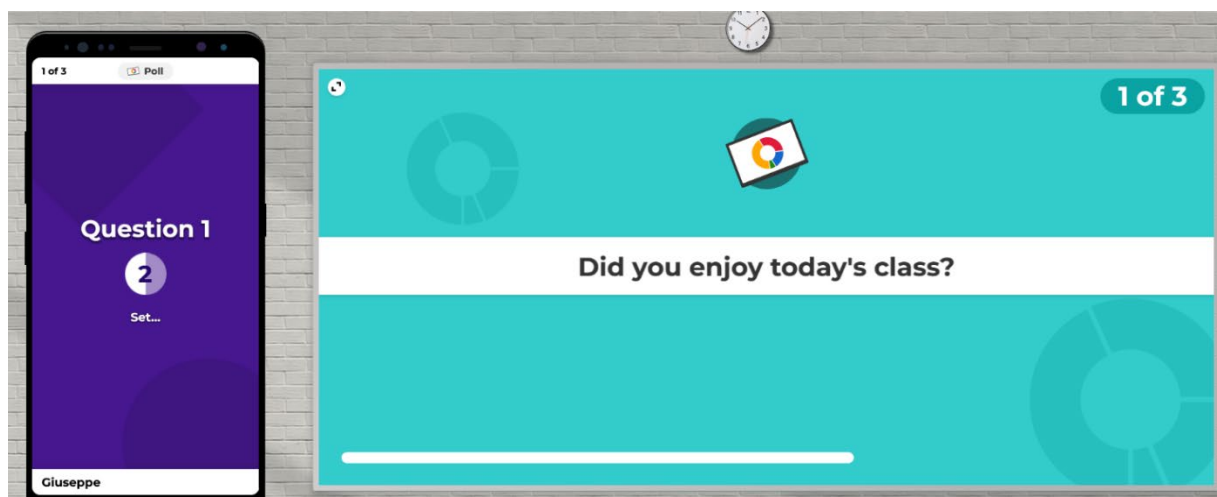
Fig. 2: The results, which can be seen on the screen, allow the guidance counselor to introduce the topic of gender segregation in the labor market, career opportunities for STEM students etc.



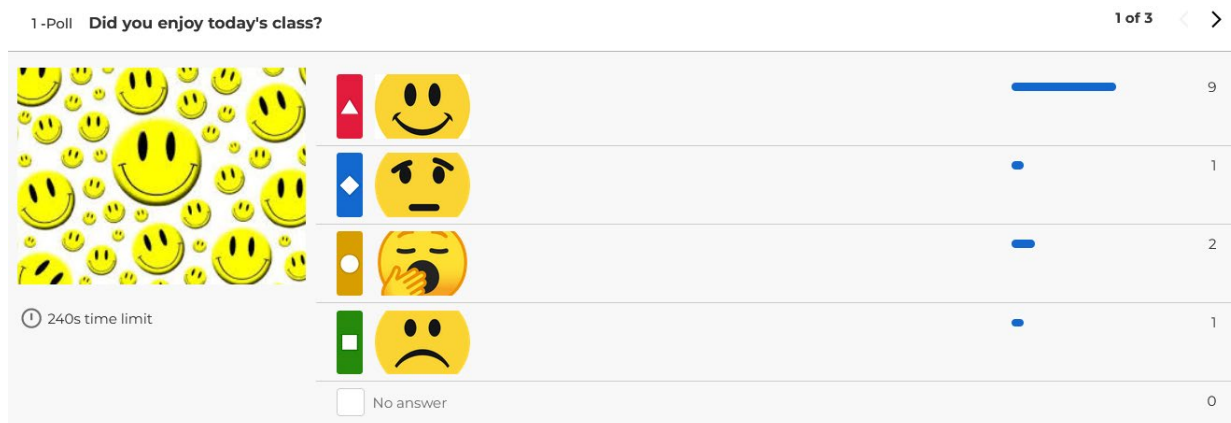
Scenario of creative digital innovation in career counseling/orientation: SUPPORTING THE CHOICE OF HIGH SCHOOL **EXAMPLE 4**

**To collect feedbacks at the end of the class:** educational learning app **Kahoot**

**Question 1: Did you enjoy today's class?**

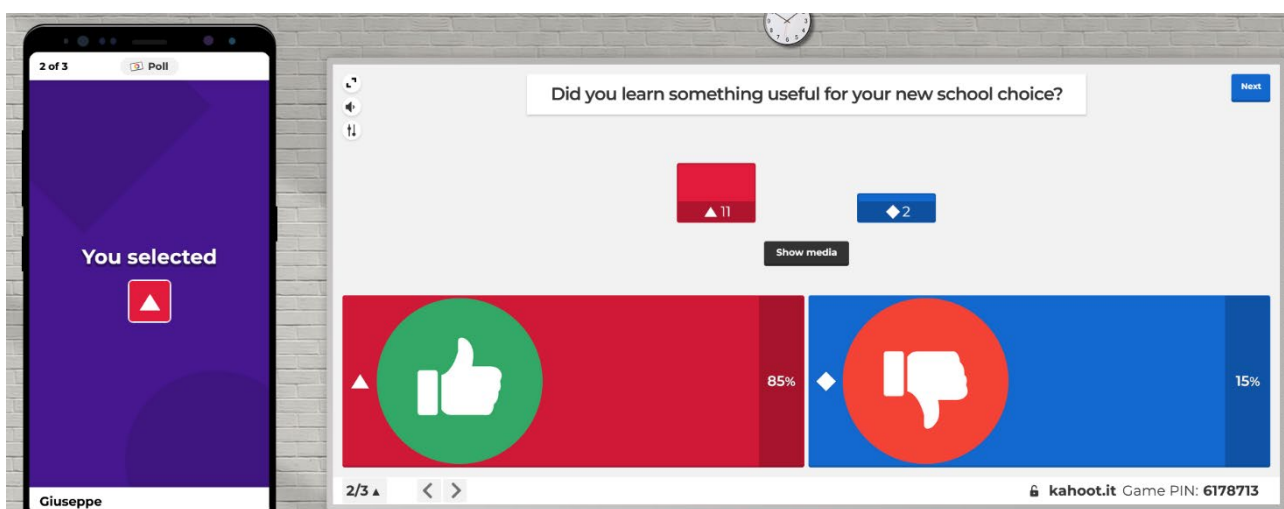
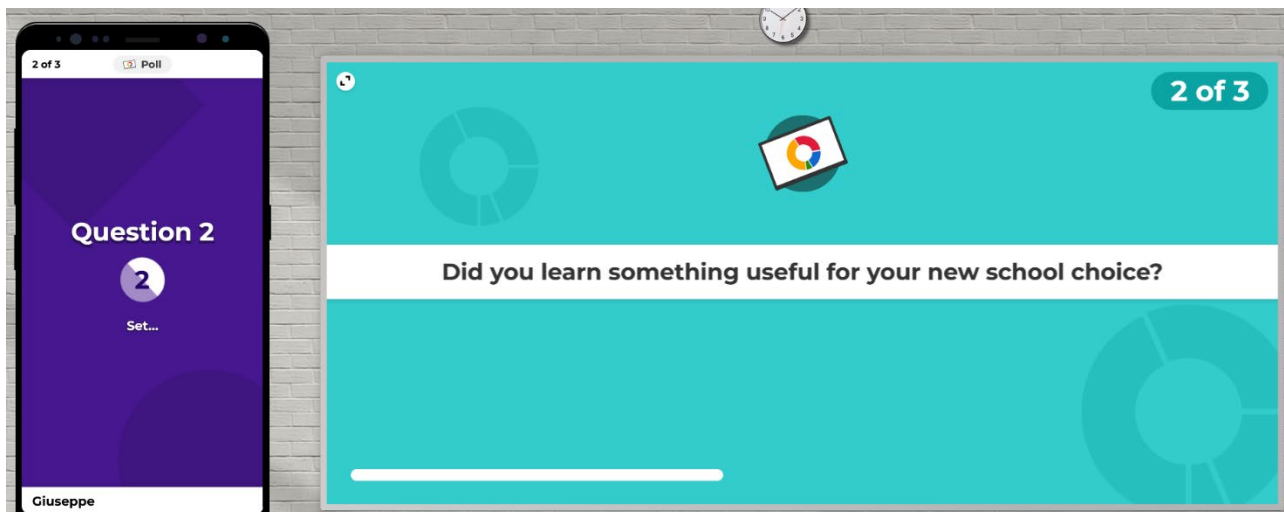


**Summary of results Question 1:**

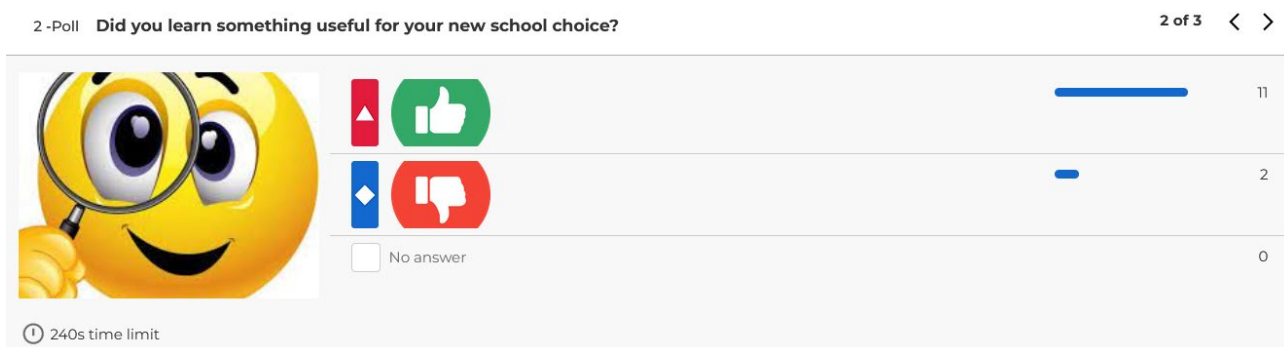


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Question 2: Did you learn something useful for your new school choice?

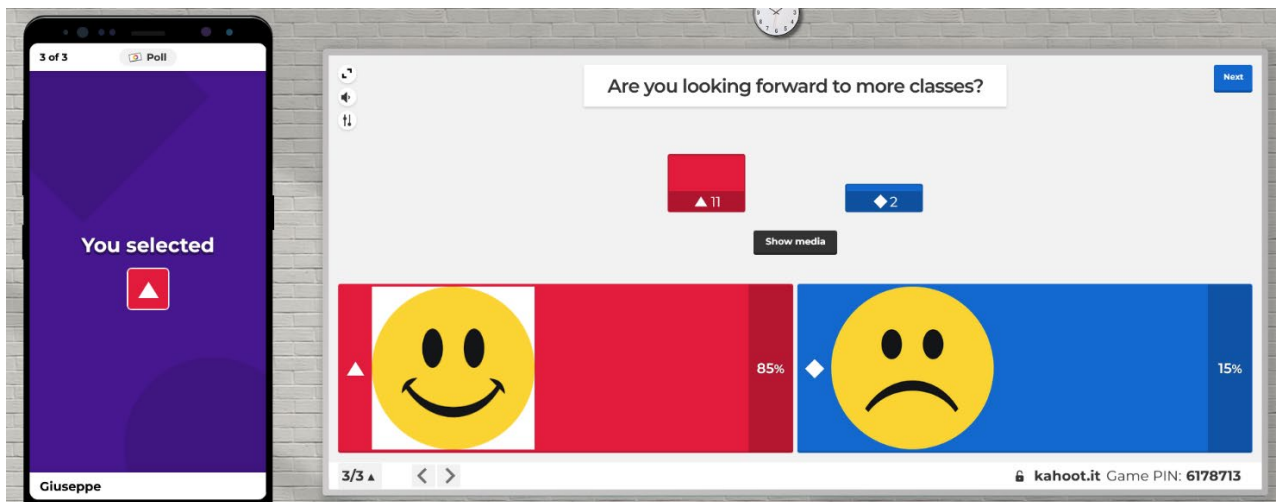
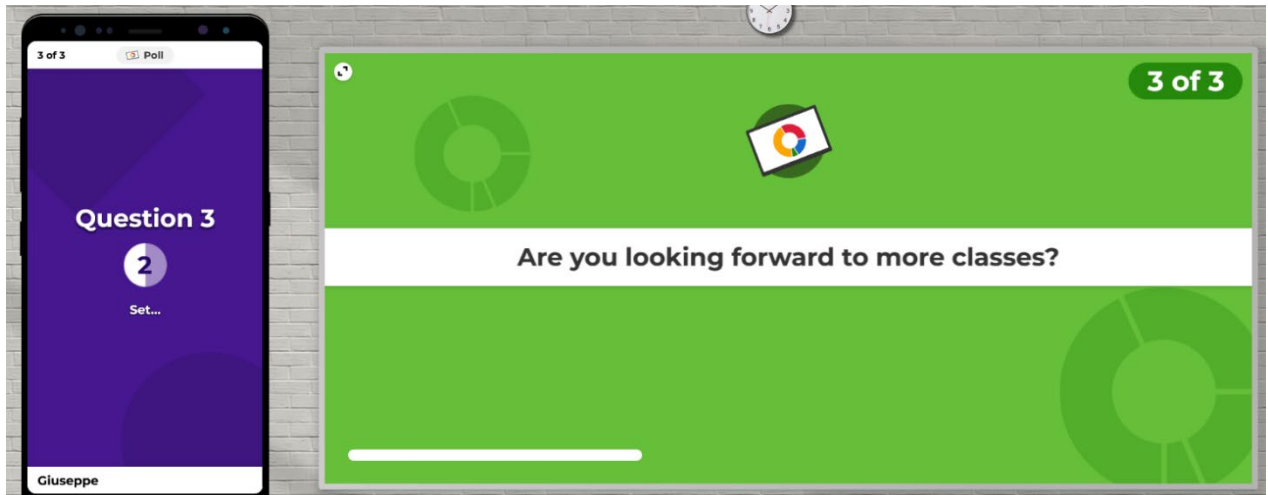


Summary of results Question 2:

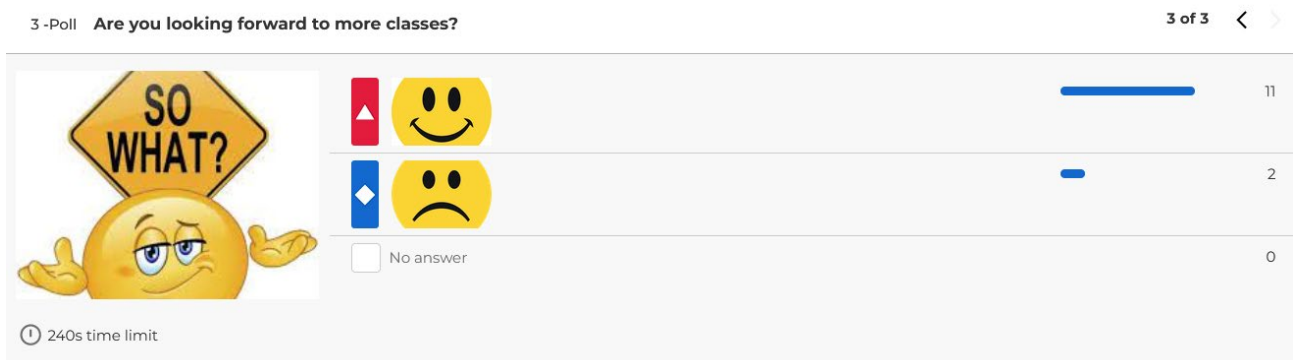


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Question 3: Are you looking forward to more classes?



Summary of results Question 3:



Gathering student feedback at the end of a lesson is always very important. First, because it makes them feel like protagonists and not passive recipients and thus helps active participation in the following classes. Secondly, it provides the guidance counselor with useful elements of knowledge in order to better tune up the contents and the delivery methods of his future activities with that specific group of students.



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### EXAMPLE 5

#### Getting ready for next step: educational learning app **Biteable**

A short video recapping the topics covered in the previous lesson and student responses and feedback is a great way to start a class.

