

## Examples of creative digital innovation in orientation and counselling for education and work

### Developing common paths

**Title:** Developing Common Paths

**Method:** Blended

**Phase in the career orientation process:**

**(after Marinka Kuijpers, ©Euroguidance, Netherlands)**

**What do I want? What motivates me?**

What do I want for my life? Reflection on interests, wishes and values, expectations and goals for the future living and working world

**Who am I? What can I do?**

Recognising skills, strengths and talents

**What kind of training/work is right for me? Where can I do this?**

Research on occupational fields, job profiles, professional activities, training opportunities, study and career exploration, job exploration

**Duration:** 45 – 90 minutes

**Target group:** Young people at the (temporary) end of their school career

**Number of participants:** 1 (1:1 counselling situation)

**Scenario:**

The Youth Employment Agency supports young people in their career orientation process at the transition from school to work. Interlocking of the various counselling and support options. Very often, the young person does not have a school leaving certificate or is at risk of dropping out of school. It is therefore a matter of initiating a counselling process together with the young person.

**Learning situation for this scenario:**

- 1. Classic setting: at school
- 2. Setting in a course or a measure outside a school (e.g. sponsor / NGO)
- 3. Setting in a company
- 4. Individual, shorter and longer counselling phases by educational and career counsellors (also in small groups)
- 5. Transnational "European" learning environments

**Tool used:** Miro-Board

## Examples of creative digital innovation in orientation and counselling for education and work

### Developing common paths

#### **For example:**

Goal formulation: First of all, the goal or the question of the young person is clarified. For example, it could be about what career path they want to take or how they can use their interests and skills in a suitable professional field.

Clarify prerequisites: The counsellor first clarifies the current requirements of the young person, such as the school status, the desired school leaving certificate and the school performance. Existing internships or experience will also be requested and taken into account.

Collection (mind map): Together with the young person, information is collected and visualized with the help of the digital Miroboard. On the basis of guiding questions, various aspects are considered, such as interests, favourite subjects, leisure activities and career aspirations. This information can be recorded in the form of a mind map, for example.

Cluster & Link: The collected information is now clustered and linked to each other. Together with the young person, connections and possible connections between the various aspects and interests are identified. This creates a more comprehensive picture of the individual situation of the young person.

Showing realistic paths: On the basis of the information collected and the connections, the young person is shown realistic paths and options. The counsellor can present different professional fields, training paths or further training opportunities, taking into account individual preferences and skills.

The visualization helps to create a better overview and clarity, to make complex relationships more vivid and to offer the young person visual support. It makes it easier to illustrate the connections and creates creative approaches to complex issues.

## Scenario of creative digital innovation in career counselling/orientation: Visualizing personal strengths

**Title:** Visualising personal strengths

**Method of delivery:** Blended

**Phase of career counselling/orientation:** Who am I? What can I do?

**Duration:** 2 days

**Target group:** Young people (young adults) at the beginning of career orientation

**Size of target group:** max. four persons. Evaluation possible in groups and individually

**Scenario:** In the framework of career guidance, young people go through a 5-phase model. In the first phase, the young people should become aware of existing potentials and inclinations, which should help them explore professional styles. Various (self-)analysis tools are used for this purpose. Experience has shown that for the evaluation of the results, visualisation methods are more advantageous for young people instead of just writing them down. Therefore, in the MiroBoard (online whiteboard tool), a human figure is depicted, whose different body areas can be assigned to different abilities and skills, to then compare them with different job profiles in a second step.

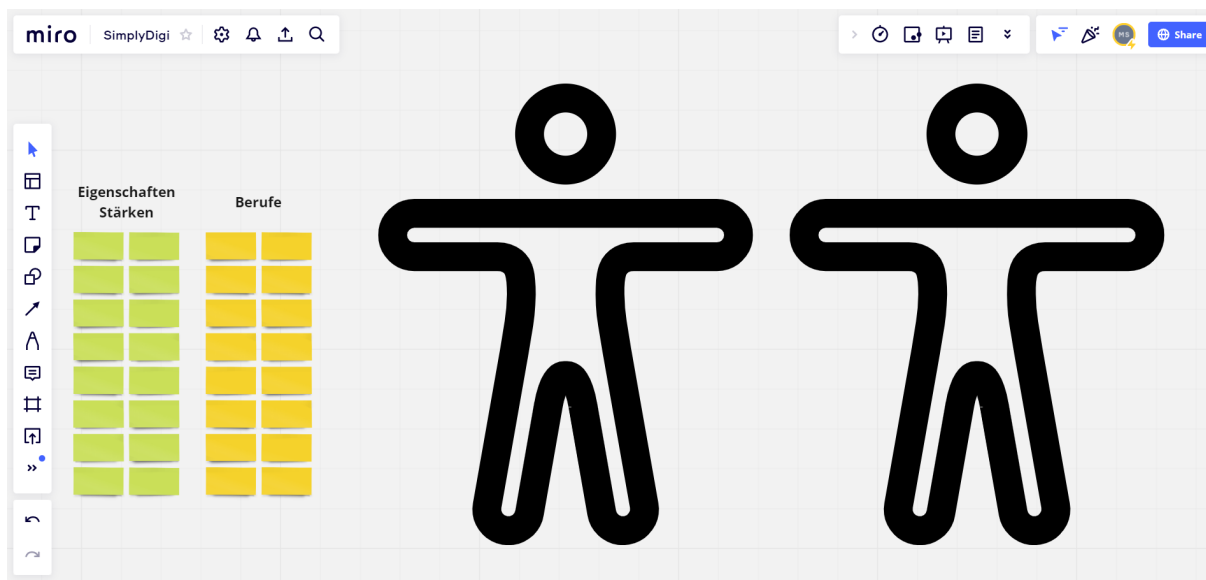
### Learning setting(s) for this scenario:

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

**Used Tool:** Miroboard

## Scenario of creative digital innovation in career counselling/orientation: Visualizing personal strengths

**Example:** Miro Board is an endless whiteboard that enables collaborative working. Several participants on a Miro Board can work on the same or different tasks. You can work together in real-time, but also asynchronously at different times. The interface is intuitive and easy to use and offers functions like a real whiteboard. In addition, there is a wealth of templates and integration options, e.g. a mind map tool, Google Docs, etc. In our application example, we use coloured post-its and the icon finder to insert an icon of a human figure.



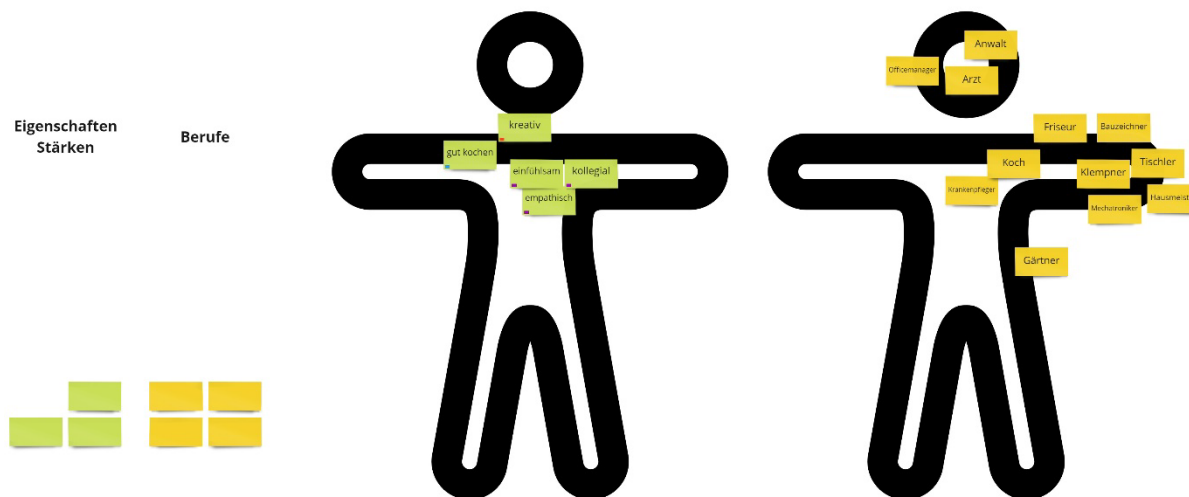
**Introduction:** The participants are asked to list all the different physical and mental/emotional qualities and potentials they can think of one day before the session.

A list of as many different professions as possible should also be compiled.



## Scenario of creative digital innovation in career counselling/orientation: Visualizing personal strengths

### Learning Unit Part 3:



- We now have two adjacent figures in the MiroBoard - one with the collected and assigned characteristics, one with the professions / occupational groups
- The participants can now put different coloured marks on the board (depending on the person), each on their perceived characteristics.
- Subsequently, the pure features are removed from the figure so that only the coloured markings of the individual persons in the different body areas of the figure are visible
- Now the "blending" takes place. First, the figure with the markings is placed like a template over the figure with the professions / occupational groups.
- For the participants, there is now a clear visualisation of which occupations / occupational groups they have assigned themselves to based on their characteristics/potentials, or which ones might fit them purely in terms of requirements

### Final comments:

After the learning units, there can be an exchange in the group and an individual evaluation with the specialist in a bilateral setting as preparation for the next steps, such as internships in the targeted occupational fields.

In work with the Generation Z clientele, the digital, above all visual, imprint becomes apparent again and again. This must be taken into account in educational work with this clientele. Visual triggers must therefore be implemented positively in learning situations.

## Examples of creative digital innovation in orientation and counselling for education and work: Visualization of the application process

**Title:** Visualization of the application process

**Method:** Virtual, face-to-face, hybrid

**Phase in the career orientation process:**

What do I want? What motivates me?

What kind of work/training is right for me? Where can I do this?

Who can help me achieve my goals?

Is this in line with my goals? Am I ready to make up my mind?

**Duration:** 20-40 minutes

**Target group:** Young people in the immediate decision-making phase before graduating from school (10th grade)

**Number of participants:** depending on the setting, either in individual work or in class size

**Scenario:** In the context of career orientation, this scenario can take place either in WAT lessons or as part of individual work in career guidance. The aim of this method is to visualize the upcoming decision-making process in the transition from school to work and the subsequent steps and tasks (e.g. writing an application, enrolling in a secondary school, etc.).

**Learning situation for this scenario:**

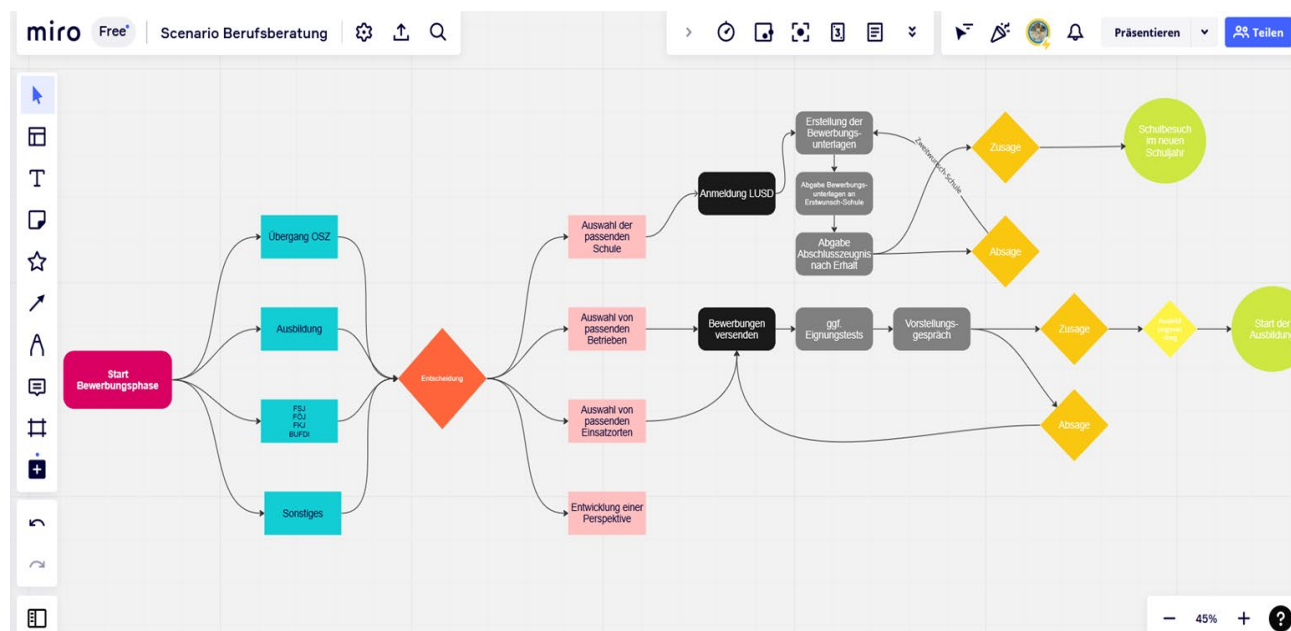
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**Tool used:** Miroboard

## Examples of creative digital innovation in orientation and counselling for education and work: Visualization of the application process

### For example:

With the help of a Miroboard, the necessary decisions and the subsequent steps (writing the application, school registration, etc.) are worked on. The Miroboard is prefabricated and can then be individually adapted either by the students themselves or by the career counsellors or teachers.



### Expected results:

Students will have an overview of the next necessary steps as well as an idea of where they are in the process of transition. You can also use the Miroboard outside of class or counselling for orientation and to coordinate the application process.

### Concluding remarks:

Due to data protection aspects, it is possible that the career counsellors cannot use the application themselves on their devices, but that the application must be used and edited by the students on their devices.