

#Guidance Trainers eBook



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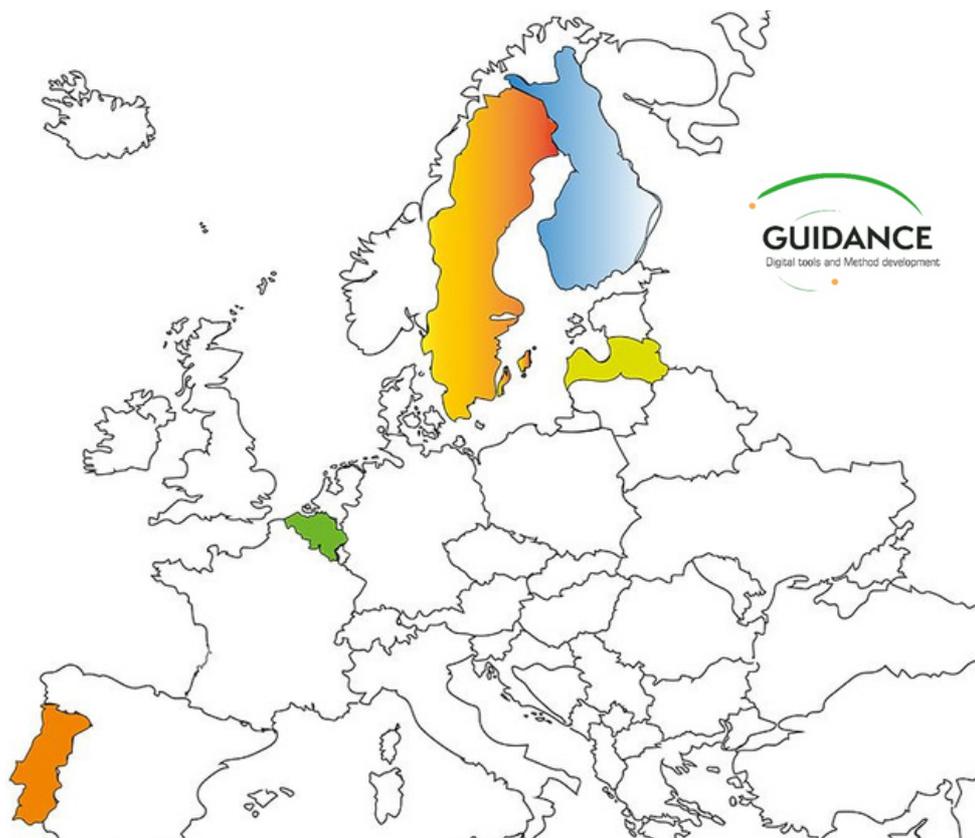
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1. Introduction

The Guidance Trainers eBook is part of the Guidance project Training Package.

This eBook aims to be a practical guide for trainers that wish to organize the #Guidance Training Course dedicated to the theme “**How to Create an effective career guidance session using Digital Tools**”. The training course intends to motivate and support trainees to use and adapt digital tools in their practice, to make career guidance for youth and young adults more inclusive.

In this eBook, trainers are steered on some recommended ways to create awareness and promote the use and application of digital tools by their trainees - guidance practitioners -, in different and relevant educational contexts.

The eBook was conceived to support trainers in the organization and implementation of the training session. The following sections provide insights on:

- The structure and aims of the training course.
- The identification of the training needs, fine-tuning of the training design, delivery, and evaluation.
- The presentation of good practices on the use of digital tools and encouragement of reflective practice and continuous professional development.

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This eBook was developed under the Erasmus project #Guidance, a transnational project that focuses on digital awareness and understanding. By listening to people practicing career guidance in five different countries, the aim was to find a selection of digital tools that can inspire career guidance.

The European Commission's support to produce this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. The Guidance Training Programme and Course

The survey data collected in the #Guidance project in 2021 revealed that the new digital era during the COVID-19 pandemic had changed guidance practices. Research evidence shows that the knowledge and competence to manage videoconferencing systems, film and animation programs, and other digital tools is directly fundamental for the quality of study and career guidance.

Moreover, the Digital methods and tools that participants can use before, during and after the guidance sessions are more likely to activate the participant between sessions and enrich the guidance process.

Under the #Guidance project, it was developed a Toolkit that presents a set of tools and practises now available and defines several options for carrying out digital guidance introducing alternative ways of implementing guidance individually or in groups. As mentioned by Lindqvist (2019) it is important not only to discover the potential of existing ones but also to have the courage to test new ones in a more open-minded in developing e-Career Guidance.

Adding to the available toolkit, the Guidance Training Programme and Course aim to promote the transfer of this knowledge about creating inclusive career guidance sessions with Digital Technologies. The course includes a program for a training session, an eBook for training the trainers, and a set of complementary resources, including infographics and PowerPoint slides.

2.2 Aim

The training package (training program and resources) for teachers and guidance counsellors was developed to support the continuous professional development of education and career guidance staff.

This training program and resources aim to inspire career counsellors on using digital tools and to be an eye-opener that digital tools have great benefits and some limitations. It also intends to share the know-how for the effective use of digital tools and to promote the #Guidance toolkit.

Specifically, this programme

- Introduces the new career planning resources developed under the Guidance project, specifically the Toolkit.
- Fosters teachers' and guidance counsellors' awareness of the available digital tools.
- Identifies and explains new approaches required to effectively use and integrate digital tools and methods in career guidance practices.
- Enables, through some practical activities, teachers, and guidance counsellors' confidence in digital methods to support students and youth in their career endeavours.

2.3 Target Group

The primary target group of this course includes career guidance counsellors, teachers, and school leaders. It can also be of interest to development managers working with career guidance and groups responsible for both strategic and practised career guidance and coaching.

The participants' skills and background for learning may differ considerably, but it addresses mainly participants with a basic level of knowledge and proficiency in the subjects of the course.

2.4 Objectives

After the completion of this course the participants will have a higher awareness of the available possibilities to create inclusive and effective career guidance sessions with Digital Technologies and will be able to:

- Be aware of the most common digital tools available for inclusive Career Counselling.
- Identify and explain new approaches to use and integrate digital tools and methods in their career guidance practices.
- Recognise the potential of some digital tools and identify good practices for their use in career guidance.
- Consider the relevant aspects to address when using digital tools in career counselling practice: technical preconditions, digital knowledge, competencies and learning mindset.
- Reflect on how they can start using digital tools in their work and what will be the next steps in this process.



2.5 Suggested Structure of the Training Programme

Table 1: Proposed structure of the training programme: contents, activities, and resources

Section	Contents	Activities	Resources
1. Introduction Estimated duration 30-60 min	-Welcome, agenda and purpose of the course. -Story of the #Guidance Project	- Group activity suggestion: Menti - Discussion	PPT #Guidance Toolkit
	-Exploration of participants' expectations and insights -Identification of problems related to using digital tools. Overview of the #Guidance Toolkit and Training Course		
2. How to create an inclusive and effective career guidance session with Digital Technologies Estimated duration: 45 - 90 minutes	Presentation of Infographics about the "Steps on how to Create an effective career guidance session using Digital Tools". Recommended steps for identifying potential methods and tools that can be used. Exploration of the use of Conferencing System – example of MS Teams Exploration of the use of Padlet	Group activity suggestions: MS teams and Padlet Discussion	Infographics #Guidance Toolkit PPT
3. Reflections Estimated duration: 15-20 minutes	Guided reflection	Discussion	PPT

3. How to plan the Training Course

Below you will find some tips to help you with the planning of the training course. To set the conditions for the training course, it is crucial to consider the context, the participants' characteristics and needs. It is also fundamental to share the same perspective about the concepts addressed in this course.

3.1 Concepts Definitions

The term *digital tools* for study and career guidance can be defined as:

A concept for different types of software and web-based services used to support and improve the study and career guidance process, to enable counsellors easily share information and resources with students/clients and help students/clients plan and organize their studies. Digital tools for guidance also include various forms of digital communication, such as dialogue via email, chat, or video conferencing.

Inclusive digital environments can be defined as:

A user-friendly digital environment that is accessible to everyone. An inclusive digital environment considers different needs and abilities and enables everyone to access and use digital technology in a meaningful way, regardless of background or circumstances.

3.2 Identification of Context and Training Needs

Before deciding on the specific content of the course to use in your session, we recommend you assess the training needs of the participants and/or Organisation.

The training needs are the performance gap between the actual and the needed skills.

There are several ways to identify the training needs of your participants, namely:

- Questionnaire.
- Checklists.
- Observations.
- Interviews.
- Diary/notes.
- Statistics, achievements, and formal institutional assessments.
- Group discussions.

The characteristics of an institution also need to be considered as it refers to the context in which professional and career guidance takes place and can assume a big impact in terms of the digital tools used by an organisation.

Use the training methods proposed in this eBook and adapt the training resources and materials, having into consideration that you will be training adults who possess a lifetime of experience and possibly at least some experience of the subject. Participatory methods have proved to be the most efficient, so theory and practice should be closely connected in a “learning by doing process”.

3.3. Trainers' Engagement with Digital Tools

We recommend the trainers to try out individually some of the suggestions made in the training course before implementing them. It is important to take time to explore some of the digital tools and to discover what can be done with them before the training course. Of course, during the training, the participants will learn and share collaboratively, and the trainer will learn with the group.

We strongly recommend using the toolkit, especially chapters 3 and 4, to know more about the available digital tools and how they can be used in different situations in career counselling.

When planning the training, we also suggest reading the document “Building blocks for effective teacher professional development in higher education aimed at educational innovation using IT”[1]. The literature study is written from a teaching perspective, but also in countries with a separate profession for guidance, the content may be considered relevant.



[1] <https://www.versnellingsplan.nl/wp-content/uploads/2021/09/Building-blocks-lecturer-professional-development-2.0.pdf>

4. Preparation of the Digital Tools and Infographics for the Training Course

Preparation of the Digital tools for the Section 1 - Introduction of the Training Session

During this section of the training course, you are going to use the following digital tools to present, showcase, reinforce messages and promote interaction and create participation among the participants: PowerPoint, www.mentimeter.com

In advance, prepare a Mentimeter by going to mentimeter.com, creating an account and signing in. Go to “New presentation”, choose a name, select type Open Ended, and write your question “What problems/hurdles have you experienced using digital tools in guidance sessions?”. Use the code that you get in the Mentimeter in your course.

- Reflect upon if there are any problems related to using digital tools in a guidance session and then formulate these.
- Formulate the potential problems and describe why it is a problem.
- Examples of premises that can affect: your/the target group’s conditions, the environment, your/the target group’s digital knowledge, resources etc. If the course is held digitally, pay particular attention to the recommendations highlighted for digital meetings in the project's toolkit. Take support from the matrix also presented in this training package under the section Practical Activity: Video conference system as a communication tool.

You can also prepare a Padlet as agenda to send out before the training session. This way, participants can be introduced to a tool before the course and see its benefits. We also recommend linking to the Guidance Toolkit, relevant infographics, links and tools that will be used during the course. Another alternative can be to publish links and documents in a common Padlet to share before the course and upload the documents on MS Teams or in an alternative digital platform used by the organisation.)

Preparation of the Digital tools and infographics for the Section 2 - How to create an inclusive and effective career guidance session with Digital Technologies

During this section of the training, you are going to use the following digital tools to present, showcase, reinforce messages and encourage interaction and create participation among the participants: PowerPoint, MS Teams, and Padlet.

Prepare in advance the tools and get familiar with their potential before using them with the trainees.

What IT platforms and tools are used in our organization?

Tool selection often depends on the platform your organization uses. Do you use Google, Microsoft or Moodle? This will affect what tools to highlight during the training. As a videoconference system tool, you can choose Google Meet instead of MS Teams when working in the Google environment. (Section 3.1, Table 1 in the Toolkit. PPT slides are available in the Appendix.)

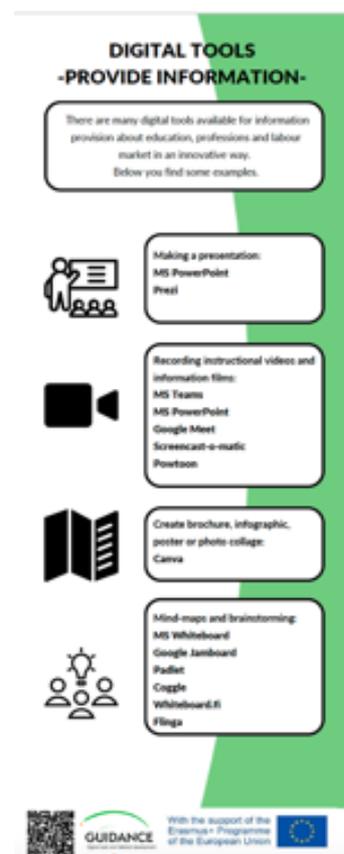
In addition, there is several interactive online software to be used to visualize information, interact, and collaborate. In this training package, we use Padlet. Which tool you choose, just as mentioned above, depends on your digital platform, skills, and target groups. For example, Jamboard is a tool that can easily be used when working in the Google environment, while MS Whiteboard is used in the Microsoft environment. (Section 3.1 in the Toolkit)

What infographics are best suited?

Before the course, go through and select the infographics, that are best suited to the audience. For a 2.5h session, we recommend the selection of 2 infographics to present and discuss with your trainees. The infographics describe different purposes for digital tools in career guidance, namely:

Provide information

Tools can be used to provide relevant information to career seekers before and after guidance sessions. For guidance practitioners, short explanatory videos can be a time-saving and effective investment. E.g., videos can include application guides, admissions process, or short presentations of courses. In the infographic Provide information you find examples of tools that support you in making a presentation, recording videos, and creating brochures or infographics and mind-maps.



Support different areas of use by digital tools for career coaching

Several digital tools can support a well-thought-out and substantiated career choice. We can use them to broaden perspectives (to increase knowledge of available choices and gain self-knowledge) or to support the decision-making process. Tools can be used both by the career seeker alone, to gain information and reflect before a guidance session, and as a part of a digital or physical meeting. You find examples in the infographic *Digital tools for career coaching*.



Create effective digital/hybrid guidance sessions

To create effective digital/hybrid guidance sessions, the following **infographics can be of help:**

- Digital face-to-face career coaching
- Hybrid group counselling
- Tips during digital career coaching
- – phases of the coaching process
- MS Teams
- Padlet

DIGITAL FACE-TO-FACE CAREER COACHING

- BEFORE**: Technical preparations (Digital knowledge & competence, Learning material, In the student/teacher role?)
- DURING**: Technical address (Digital knowledge & competence, Learning material, In the student/teacher role, Join in the session?)
- AFTER**: Technical preparations (Digital knowledge & competence, Learning material, In the student/teacher role?, What's next?)
- FOLLOW-UP**: What was the learning process of the student/teacher? (What's next?, Where do they reach up next?)

HYBRID GROUP COUNSELLING CHALLENGING BUT NOT IMPOSSIBLE

- BEFORE**: Careful planning (Technical preparations, Digital knowledge & competence, Learning material, In the student/teacher role, Timing, Type of session)
- DURING**: Introductions (Encourage participation, Social goals, Questioned, Small group sessions, Record sessions if needed, IT support)
- AFTER**: Invited participants to talk to be directed and how? (E8) and digital recording
- FOLLOW-UP**: Ask feedback (What next?, Next steps next?)

TIPS DURING DIGITAL CAREER COACHING (phases of coaching process (4))

- CONTACT**: Establish relationship & define question (In the student/teacher role with each the student? Use the camera, Share the homepage)
- CONTRACT**: Process & expectations (Share a digital whiteboard to make frames, contract and agenda)
- COMMUNICATION**: Working on the question (Share information publicly via chat or on a slide, For making meeting minutes, when an action or a goal is reached, by an intermediate)
- CONCLUSION**: Finalizing the plan (A digital whiteboard or a simple structure that all can see to make an agenda and to make the next step)

Best practices in Padlet

- Digital CV, long/short term goals representation platform
- Brainstorm sessions, A homework platform
- Collect, share, print feedback
- Digital newsletter
- Padlet as an information wall as a replacement of a website
- Time-line of your achievements, diploma's
- Representational wall of a company, project, class, seminar
- Digitalized physical career/ coaching methods

WHY USE PADLET For career seekers and teachers

- Share, Print, Audio, Embed, other tools
- Fast text and pictures gathering tool
- Ready to use templates, great designs
- Easy to integrate in the activity

MS Teams

- Basic**: VIDEO & AUDIO (Always use the camera, Blurring the background, Use noise reduction function), TEXT & CHAT COMMUNICATION (Add relevant information to the chat), SHARING CONTENT (Upload presentations in Teams before the meeting), MEETING STRUCTURE (Set a clear agenda, Put an agenda in the calendar that allows you to prepare for the meeting)
- Advanced**: VIDEO & AUDIO (Activate subtitles, The virtual auditorium), TEXT & CHAT COMMUNICATION (Update the chat information to late comers), SHARING CONTENT (Create participation by sharing a Whiteboard), MEETING STRUCTURE (If you have the functionality, record meetings that are allowed to be recorded for listening afterwards)

5. How to Organize and Moderate the Training Course

5.1 Section 1 - Introduction to the Training Session

5.1.1 Goal

- To know how you can prepare yourself and the participants for the course.

5.1.2 Moderation steps

A. Welcome and purpose of the course

Welcome the participants and present yourself. Clarify the purpose of the course: “The purpose of this course is to facilitate new learning and explore different perspectives as well as promote peer learning and sharing of experiences. The wanted outcomes of the course are to create awareness, inspire and create comfort to use digital tools in inclusive guidance sessions.” Tool: PowerPoint slides 3 and 4 (Welcome to the #Guidance Training Course and Aim and Outcome of the Course)

B. Start-up of the course

If the course is held physically: Talk about which approach, we should have during this session and show and talk about the agenda and its content. Tool: PowerPoint slide 5 (agenda) Alternative: Show your own agenda, if made in Padlet.

If the course is held digitally: Talk about which approach we should have during this meeting (how to question, etc), and show the agenda. Give guidance about the technicalities so that this digital meeting will go as smoothly as possible. Tool: PowerPoint slide 5 (Agenda) Alternative: Show your own agenda, if made in Padlet.

C. Story of #Guidance Project

Start talking about the project #guidance. Vision: Social inclusion and equality in care guidance throughout the education system and work-related context.

The pandemic pushed career counsellors to go digital. A new partnership in Europe to learn and share best practices on how to efficiently use and adapt digital tools and methods. The main results include a toolkit and training package. Tool: PowerPoint slide 6 (The story of #Guidance).

D. Discussion among the participants about their expectations of this course (expectations and insights)

Now it's time to discuss the participant's outcomes of this course. Ask the participants what they are hoping to learn and what insights they are hoping for. Decide if you want to split the participants into smaller discussion groups or not. Tool: PowerPoint slide 7 (Expectations and insights of the course).

E. Problems related to using digital tools

Ask the participants to reflect and formulate problems related to using digital tools in a guidance session. Describe to the participants how to enter menti.com. During your preparations (a) you created a Mentimeter-code. This is the code that you give the participants.

Description: Use any digital device and go to www.menti.com. Fill in the code number xx xxx x. Reflect and answer directly in menti. The question in menti: What problems/hurdles have you experienced using digital tools in guidance sessions?

Tool: PowerPoint slide 8 (Problems related to using digital tools). Tool: www.mentimeter.com (used by the trainer) and www.menti.com (Used by the participants) When the participants have reflected and answered in menti you can show the answers in mentimeter.com so that the participants can see each other answers.

F. Presentation of the #Guidance Toolkit

Present the toolkit by showing pictures (and if possible, distribute the toolkit physically or digitally and let participants take a look at the index and explore briefly the toolkit). Talk about how to use the toolkit using a bulleted list.

- Why did we create it?
- For whom did we create it?
- How can it be used?
- What benefits does it give?
- How can you read the toolkit (how to find it)?

Tool: PowerPoint slide 9 (#Guidance Toolkit and might have the support of infographics presented in section 4).

Refer to the prerequisites and restrictions, having in mind that there are restrictions on the processing of personal data - Data Protection Agreements. Take some time to highlight tools related to the IT- platform used by your participants. Tool: PowerPoint slide 10 (Prerequisites and restrictions). PowerPoint slide 11 (Tools related to Microsoft) or slide 12 (Tools related to Google).

Conclude by mentioning why using interactive platforms for career coaching:

- Exchange content - share, upload, and download.
- All thoughts in one place, nothing to lost.
- Collect data, feedback, share ideas, create presentations.
- Easy to use, just a few clicks away.
- Supports collaboration at a distance.
- Saves time on re-writing the handwritten reflection notes.
- Saves paper resources.

Tool: PowerPoint slide 13 (Why using interactive platforms for career coaching?)

5.2 Section 2 - How to create an inclusive and effective career guidance session with Digital Technologies

5.2.1 Goals

- Create awareness of some of the most common digital tools available for inclusive Career Counselling.
- Present new approaches to use and integrate digital tools and methods in career guidance practices.
- Consider the relevant aspects to address when using digital tools in career counselling practice: technical preconditions, digital knowledge, competencies and learning mindset.

5.2.2 Moderation steps

A. Clarify definitions

As an introduction to the training session, define “inclusive digital environments”. Please, take some time to reflect together on what this could mean in practice. Tool: PPT slide 15 (Inclusive digital environments)

B. General recommendations

Now it's time to present some general recommendations of what needs to be considered when using digital tools in guidance activities. The idea is to give some hints of what needs to be considered before, during and after coaching/counselling, while using digital technologies with a special focus on the technical preconditions, the digital knowledge and competencies and the learning mindset. Tool: PowerPoint slides 16 (General Recommendations).

C. General overview of the Infographics prepared by the #Guidance Project

Present ppt slides with selected infographics. Start from the description of the infographics in 4 and deepen the information with the help of referred sections in the Guidance Toolkit. presented in table 2. If the course is held physically: If it suits the audience, print out selected infographics from PDF in advance to distribute to participants. Also, show where online to find and download the project infographics, or if you use Padlet as your meeting agenda tool, publish links to the toolkit and infographics there.

If the course is held digitally: Show where online to find and download the project infographics, or if you use Padlet as your meeting agenda tool, publish links to the toolkit and infographics there.

Tool: PowerPoint slides with the selected Infographics Infographics in PDF Sections of the #Guidance Toolkit according to the table below.

Table 2: The relation between the infographics and the #Guidance Toolkit

Prepared infographics	Section of the #Guidance toolkit
1. Digital face-to-face career coaching	Section 4.1
2. Hybrid group counselling	Section 4.4
3. Tips during digital career coaching- phases of the coaching process	Section 3.3 and 4.1.2
4. Digital tools for career counselling, different purposes	Section 3.1 and 3.3
5. MS Teams	Section 3.3.1
6. Padlet	Section 3.3.2
7. Digital tools to provide information	Based on tools in table 1 and 2, section 3.1

D. Practical Activity: Video conference system as a communication tool

Introduction

Since the pandemic, many people have gained experience with digital meetings using different platforms. To make the training relevant and interesting for people with different levels of competence, this session is designed for encouraging the participants to share their experiences of digital meeting platforms, both good and bad.

Activity Overview

Activity: Show different tools/options in MS Teams and why to use them.

Strategies: Group discussion and Self-reflection.

Conclusion/Reflection: Highlight the functionality for other career practices. Refer to other national tools that can be used.

Tool: MS Teams. PowerPoint slides 30, 31 and 32.

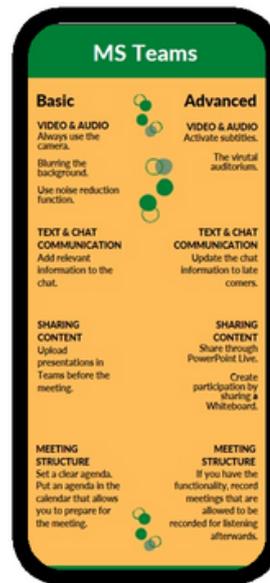
Preparations before the activity

- Try to assess your participants' level of skill and experience with the MS Teams.
- Test the features you find most appropriate for your session. The session should be carried out in about 25 minutes. Depending on the number of participants and experience, you may need to prioritize to keep time. You may need to select only some of the features, see the list as a toolkit.
- As this activity aims to encourage interaction and sharing of experiences, you may prepare to tell a few stories yourself. Ask yourself the question: What are my experiences? Do I have a relevant story to share?
- If the course is held physically, laptops for participants are preferred.

Your worst digital meeting

As a trainer, you can play with the concept of “your worst digital meeting” to give a sharp contrast to the best practice guidelines in the matrix below. This allows participants to relate to their own experiences and highlights these as an important contribution. The trainer can help them reflect on what happens with the meeting experience and inclusion when features in Teams are added or taken away.





During the session

- A. Let all participants join a Teams meeting with a video
- B. Ask participants if they are ready for their worst meeting ever
- C. Start working your way through the features below with "Always use camera" first as an icebreaker.
- D. Start with the basics and gradually build a meeting with more and more features.
- E. You decide what features are most relevant according to the group's needs and focus on those.

How to play with the worst digital meeting concept

Add a feature in teams for example "blurring the background". What happens with the meeting experience and has any of this happened to you? There are plenty of workplace stories to be told.

Use the questions below and let the participants share their experiences and reflections from different perspectives.

MS Teams	Basic	Advanced	Questions and reflection
Video & audio	<ul style="list-style-type: none"> • Always use the camera. • Blurring the background. • Use noise reduction function. 	<ul style="list-style-type: none"> • Activate subtitles. • The virtual auditorium. 	<p>Questions to ask: What happens when we add or take away this feature?</p> <p>Have you experienced this yourself?</p>
Text & chat Communication	<ul style="list-style-type: none"> • Add relevant information to the chat. 	<ul style="list-style-type: none"> • Update the chat information to late comers. 	<p>Have you experienced this yourself?</p> <p>When do or could you use this feature in Teams?</p> <p>In what way does this make the session more inclusive?</p> <p>Perspectives: Meeting guest or host?</p> <p>Group meeting or one-one?</p> <p>Digital literacy, high or low?</p>
Sharing content	<ul style="list-style-type: none"> • Upload presentations in Teams before the meeting. 	<ul style="list-style-type: none"> • Share through PowerPoint Live • Create participation by sharing a Whiteboard. 	
Meeting structure	<ul style="list-style-type: none"> • Set a clear agenda. Put an agenda in the calendar that allows you to prepare for the meeting. 	<ul style="list-style-type: none"> • If you have the functionality, record meetings that are allowed to be recorded for listening afterwards. 	

E. Practical Activity: Using Padlet

Introduction

Padlet is an interactive board, with many options and areas of use. Best practice varies depending on you and your client's individual needs and goals. This interactive tool can be of use in digital meetings, in face-to-face meetings (through projection on screen or canvas), as well as in communication before and after a session. Before you create a Padlet wall, always define for yourself:

- Who is the target group?
- What is the purpose of using Padlet?
- What activity or task I have planned for the specific subject/theme/group work?
- Are the participants digitally advanced or should you adjust your language/tasks and tools to the subject's technical abilities? (This will define the timeframe.)

When testing different activities linked to Padlet, in piloting the Training Package, it turned out that you eliminate an important barrier to further testing/work if the participants create their own account and have time and support to start making their own Padlet. This activity enables both.

Activity Overview

Activity: Introduce Padlet, and how to use different functionalities
Get the participants to start making their own Padlet.

Conclusion/Reflection: Highlight the functionality and inspire for further use

Tool: Padlet, the infographics about Padlet, PowerPoint slides 33, 34 and 35, and section 3.3 in the #Guidance Toolkit

What to think of before, during and after the Padlet activity:

BEFORE	DURING	AFTER
Register Choose a premade content arrangement Insert settings that define your Padlet Share the link with work group Send short instructions if a task was given before the event or meeting	Arrange the necessary technical materials (Laptop, screen, projector) Define the purpose/aim of the meeting: Face to face Digital meeting? Share the link once again Make sure, all participants can, know how to follow and interact	Share the end results with the participants and send a short summary of work done in Padlet Make sure that only Admin can change the information on the Padlet board after the task is complete-found in the settings. Give follow-up task if required

Preparations before the activity

- Make sure the participants have access to laptops or smartphones.
- If the course is held physically, print out the relevant Padlet infographics.
- Prepare an empty Padlet, to be used during the session (you find instructions below).
- Share the link to the empty Padlet together with instructions on how to create a Padlet account.

If you choose to make the course agenda in Padlet, and send out it to the participants in forehand, then add the instructions in how to create a Padlet, the relevant infographics and a link to the Padlet, that are going to be used during the session.

Prepare a Padlet step-by-step:

1. Choose a design for the specific task (e.g., a wall).
2. A settings window will appear so you can enter the requirements of the page/ whiteboard/ work platform.
3. Remember to give/ add clear instructions under specific fields (under the title or as a leaflet/ post it).
4. Start inserting the data or simply leave it open for the participants to fill in the blanks by pressing the Editing pencil or a plus (+) button.

During the session

1. Headlight benefits in career coaching and exemplify areas of use. Show the best practice infographic (PPT presentation slide 34) and talk about “Best practices” examples mentioned in the Toolkit. You find actual Padlet-examples in the Guidance Toolkit (appendix 1).
2. Log in to your Padlet account (all participants do).
3. Share screen and show alternative Padlet boards by clicking on the “Create” button
4. Select an appropriate board.
5. Click on the “Settings” icon and give your Padlet board a title.
6. Look at different settings together.
7. Show how to create new posts.
8. Encourage the participants to start their own Padlet, where they add one (or if time several):
 - a. Document
 - b. Reflection on their emotions about the course
 - c. Link to website

5.3 Section 3 – Reflections

5.3.1 Goals: Reflect on how participants can start using digital tools in their work and what will be the next steps in this process.

Reflection activity:

Choose 1 emoji that represents this training to you and put it in chat on the count of 3.

Tool: PowerPoint slide 37

Suggested reflection questions to explore during the session:

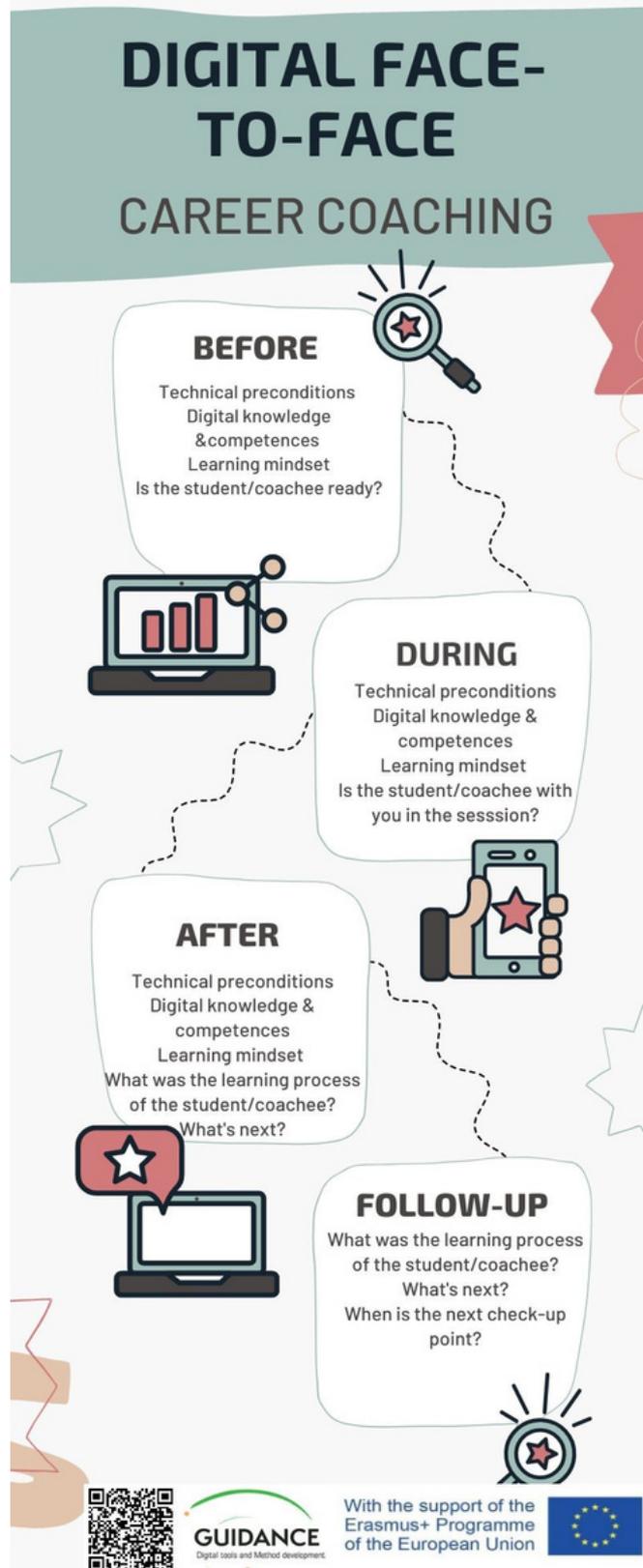
Tool: PowerPoint slide 38

- What was the most interesting/surprising part of the training for you?
- What did you discover about using digital tools in career guidance?
- What digital tools did you experience during the training?
- What elements (did you notice that) made the training inclusive?
- What are your insights/findings regarding digital career guidance?
- How do you feel about using digital tools after the training?
- How do you imagine using digital tools in your work?
- How could you use digital tools in your work?
- What are the next steps in how will you include digital tools in your work?
- How can you adapt elements from your in-person sessions to digital ones?
- What are the methods/tools that you would like to continue exploring?

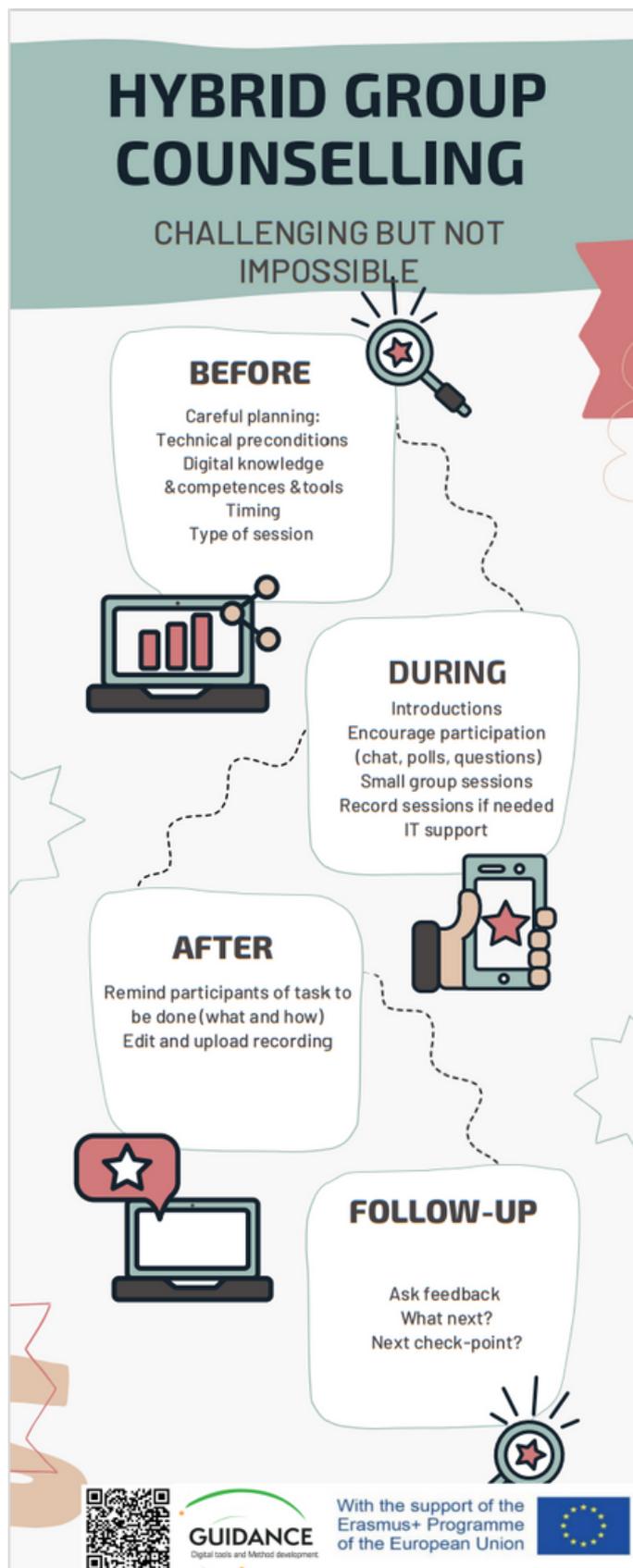


Appendix 1 - Infographics

Digital face-to-face career coaching



Hybrid group counselling



Bookmark for printout

(Copy the picture to an MS Word document, print, cut and glue it together.)

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Guidance Digital Tools and Method Development

Communication and interaction

BEFORE
Determine what kind of counselling: F2F, digital or hybrid meeting

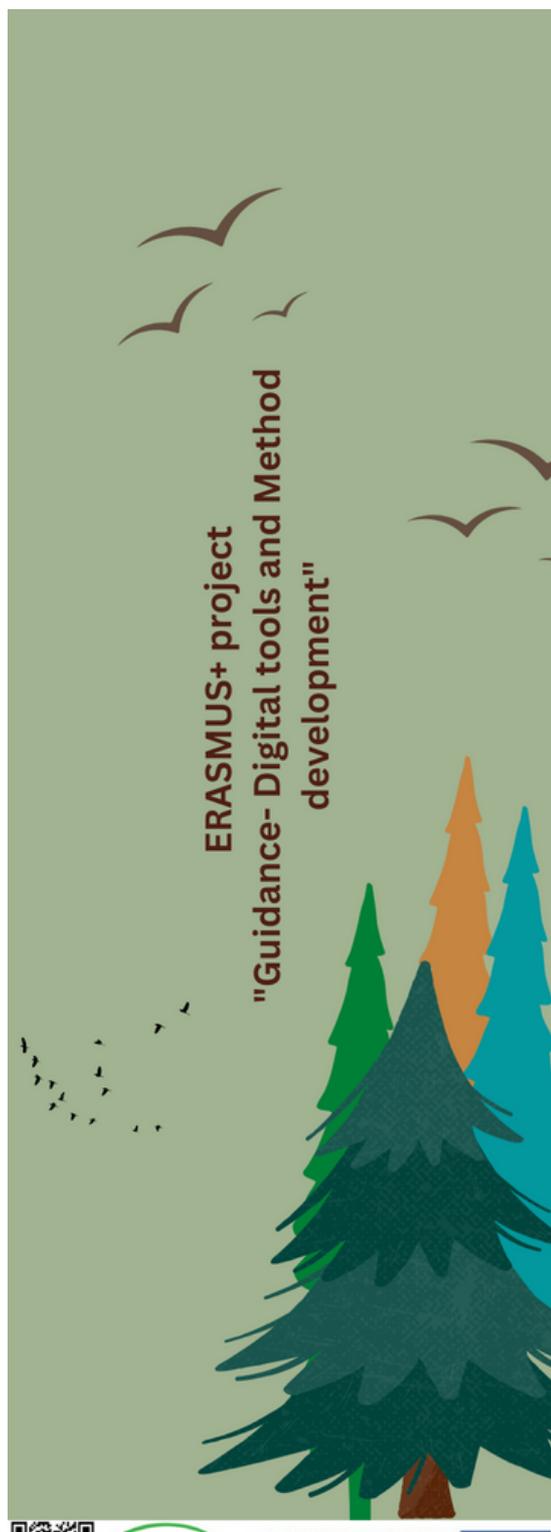
Technical preconditions
Digital knowledge & competence
Learning mindset

DURING
The 5 models by John Spencer
The Virtual Accommodation Model
The Independent Project Model
The Differentiated Model
The Multi-track Model:
The Split A/B Model:

AFTER
Collect feedback
Recordings and tasks to be done by participants



  With the support of the Erasmus+ Programme of the European Union 



ERASMUS+ project
"Guidance- Digital tools and Method development"

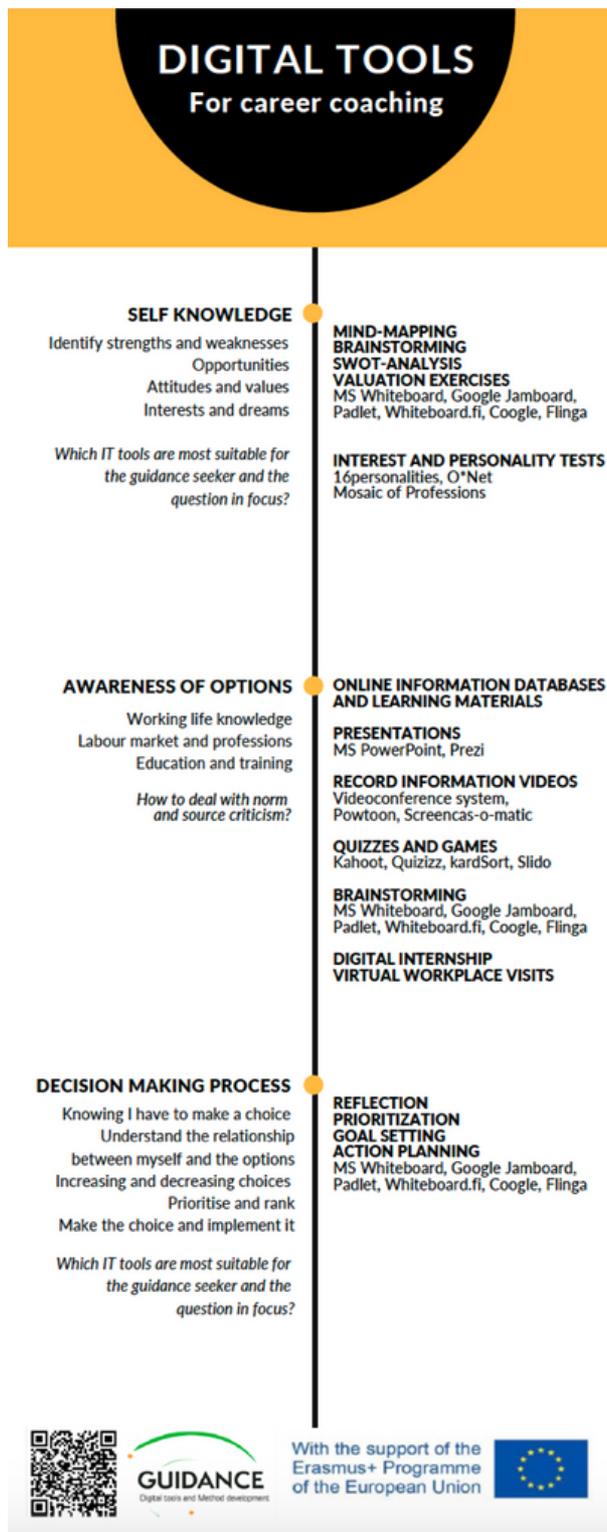
  With the support of the Erasmus+ Programme of the European Union 

Tips during digital career coaching – phases of the coaching process

Technical preconditions



Digital tools for career counselling, different purposes



MS Teams

Basic	Advanced
VIDEO & AUDIO Always use the camera.	VIDEO & AUDIO Activate subtitles.
Blurring the background.	The virtual auditorium.
Use noise reduction function.	
TEXT & CHAT COMMUNICATION Add relevant information to the chat.	TEXT & CHAT COMMUNICATION Update the chat information to late comers.
SHARING CONTENT Upload presentations in Teams before the meeting.	SHARING CONTENT Share through PowerPoint Live. Create participation by sharing a Whiteboard.
MEETING STRUCTURE Set a clear agenda. Put an agenda in the calendar that allows you to prepare for the meeting.	MEETING STRUCTURE If you have the functionality, record meetings that are allowed to be recorded for listening afterwards.



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Padlet

WHY USE PADLET
For career counsellors and teachers

Stream PREVIEW
Streamline content in an easy to read, top-to-bottom feed.
SELECT

Grid
Arrange content in boxes.
SELECT

Map PREVIEW
Add content to points on a map.
SELECT

Timeline
Place content on a line.
SELECT

Share, Print, Publish, Embed other tools

Fast fact and reflection gathering tool

Ready to use templates, great designs

Easy to integrate in any activity

 **GUIDANCE**
Digital tools and Method development

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Bookmark for printout

(Copy the pictures to an MS Word document, print, cut and glue them together)

Best practices in Padlet

Digital CV, long/short term goals representation platform



Brainstorm sessions

A homework platform

Collect, share, print feedback

Digital newsletter



Padlet as an information wall as a replacement of a website

Time-line of your achievements, diploma's



Representational wall of a company, project, class, seminar



Digitalized physical career/ coaching methods



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ERASMUS+ project

Guidance- Digital Tools and Method Development

Partners from: Sweden, Finland, Latvia, Portugal, Belgium

Digital tools to provide information

DIGITAL TOOLS -PROVIDE INFORMATION-

There are many digital tools available for information provision about education, professions and labour market in an innovative way. Below you find some examples.



Making a presentation:
MS PowerPoint
Prezi



Recording instructional videos and information films:
MS Teams
MS PowerPoint
Google Meet
Screencast-o-matic
Powtoon



Create brochure, infographic, poster or photo collage:
Canva



Mind-maps and brainstorming:
MS Whiteboard
Google Jamboard
Padlet
Coggle
Whiteboard.fi
Flinga





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Appendix 2 - The deck of slides



#Guidance Training Course



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I. Welcome and introduction

2



Welcome to the #Guidance Training Course

The purpose of this course is to facilitate new learning and explore different perspectives as well as promote peer learning and sharing of experiences.

We aim to create awareness, inspire and promote comfort to use digital tools in inclusive guidance sessions.

3

Aim and outcome of the course

- Inspire and be an eye-opener
- Higher Awareness
- Be aware of some of the most common digital tools
- Identify new approaches to using digital tools
- Good practices
- Relevant aspects
- Start to reflect on the next steps

4

Agenda

- I. Welcome and Introduction
- II. How to create an inclusive and effective career guidance session with Digital Technologies
- III. Reflections

5

The story of #Guidance



Social inclusion and equality in career guidance throughout the education system.



6

Prerequisites and restrictions

- GDPR – General Data Protection Regulation
- Relevant / available platforms and tools in the organization

10

Resources/Tools related to Microsoft

Where to organize materials?	MS Teams
Where to meet?	MS Teams Meet
Where to record information videos?	MS Teams Meet MS Power Point
Where to show, illustrate and integrate?	MS PowerPoint MS Whiteboard
Where to make a questionnaire?	MS Forms



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Resources/Tools related to Google

Where to organize materials?	Google Classroom
Where to meet?	Google Meet
Where to record information videos?	Google Meet
Where to show, illustrate and integrate?	Google Jamboard
Where to make a questionnaire?	Google Forms



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Why using interactive platforms for career coaching?

- Exchange content - share, upload, and download
- All thoughts in one place, nothing to lost
- Collect data, feedback, share ideas, create presentations
- Easy to use, just a few clicks away
- Supports collaboration at a distance
- Saves time on re-writing the handwritten reflection notes
- Saves paper resource



II. How to create an inclusive and effective career guidance-session with Digital Technologies

Inclusive digital environments

- Are user-friendly digital environments that are accessible to everyone.
- An inclusive digital environment considers different needs and abilities and enables everyone to access and use digital technology in a meaningful way, regardless of background or circumstances.

General Recommendations

What to consider **before**, **during** and **after** coaching/counselling, while using digital technologies:

- Technical preconditions
- Digital knowledge and competencies
- Learning mindset



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Communication and interaction

	Before	During	Follow-up
Digital Face-to-face career coaching/counselling	Is the coachee ready to start?	Is the coachee with you in the guiding?	What is the learning progress of the coachee?
Digital Group career coaching /counselling	Are the coachees ready to start?	Are the coachees with you in the guiding	What is the learning progress of the coaches?
Digital Seminars	Padlet example with worksheets (to do) prior to the seminar; Sli.do questionnaire/ word clouds; Wordpuzzle as an icebreaker (5 different templates for free)	Padlet example ; Sli.do questionnaire; EdPuzzle for questioning, discussion; Only digital	Padlet example ; Sli.do questionnaire/ word clouds; Follow-up quiz after the seminar;
Digital parental group coaching/counselling	Send out a questionnaire or application form if anyone is interested in a career session	Information on websites where to apply for lifelong learning courses; Individual career consultation Only digital	Gather feedback (MS forms) and further interest in career counsellors' services
Hybrid coaching/counselling	Are all participants able to connect to the hybrid session? Has the counsellor checked the audio and video connections between onsite and on-line participants?	How is online participation guaranteed throughout the session? Where are instructions offered, how to use tools when doing groupwork or individual tasks?	Feedback from the onsite and on-line – for the next session to be improved.

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Digital tools for career counselling

To support:

SELF KNOWLEDGE

Identify strengths and weaknesses
Opportunities
Attitudes and values
Interests and dreams

Which IT tools are most suitable for the guidance seeker and the question in focus?

MIND-MAPPING
BRAINSTORMING
SWOT-ANALYSIS
VALUATION EXERCISES
MS Whiteboard, Google Jamboard, Padlet, Whiteboard.fi, Coogler, Flinga

INTEREST AND PERSONALITY TESTS
16personalities, O*Net
Mosaic of Professions

18

Digital tools for career counselling

To support:

AWARENESS OF OPTIONS

Working life knowledge
Labour market and professions
Education and training

*How to deal with norm
and source criticism?*

ONLINE INFORMATION DATABASES AND LEARNING MATERIALS

PRESENTATIONS

MS PowerPoint, Prezi

RECORD INFORMATION VIDEOS

Videoconference system,
Powtoon, Screencas-o-matic

QUIZZES AND GAMES

Kahoot, Quizizz, KardSort, Slido

BRAINSTORMING

MS Whiteboard, Google Jamboard,
Padlet, Whiteboard.fi, Coogle, Flinga

DIGITAL INTERNSHIP VIRTUAL WORKPLACE VISITS

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Digital tools for career counselling

To support:

DECISION MAKING PROCESS

Knowing I have to make a choice
Understand the relationship
between myself and the options
Increasing and decreasing choices
Prioritise and rank
Make the choice and implement it

*Which IT tools are most suitable for
the guidance seeker and the
question in focus?*

REFLECTION PRIORITIZATION GOAL SETTING ACTION PLANNING

MS Whiteboard, Google Jamboard,
Padlet, Whiteboard.fi, Coogle, Flinga

20

Provide information

Create inclusiveness and effectiveness in career guidance
with digital technologies



Making a presentation:
MS PowerPoint
Prezi



Recording instructional videos and
information films:
MS Teams
MS PowerPoint
Google Meet
Screencast-o-matic
Powtoon



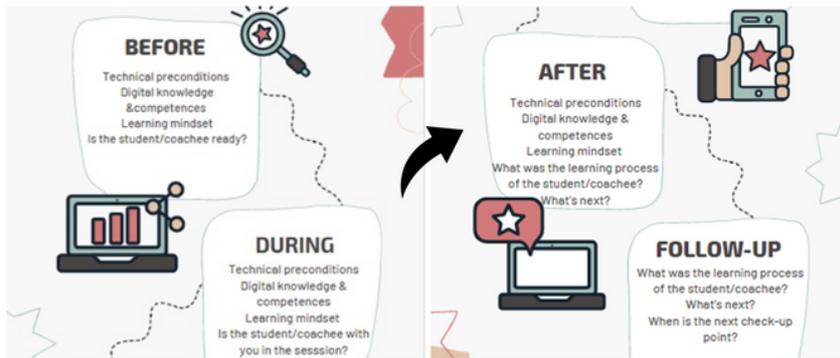
Create brochure, infographic,
poster or photo collage:
Canva



Mind-maps and brainstorming:
MS Whiteboard
Google Jamboard
Padlet
Coggle
Whiteboard.fi
Flinga

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Digital face-to-face career coaching



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Communication and interaction

BEFORE

Determine what kind of counselling: F2F, digital or hybrid meeting

Technical preconditions
Digital knowledge & competence
Learning mindset

DURING

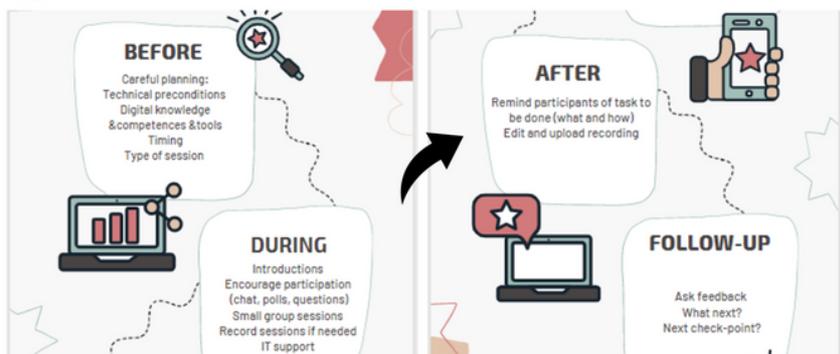
The 5 models by John Spencer
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AFTER

Collect feedback
Recordings and tasks to be done by participants

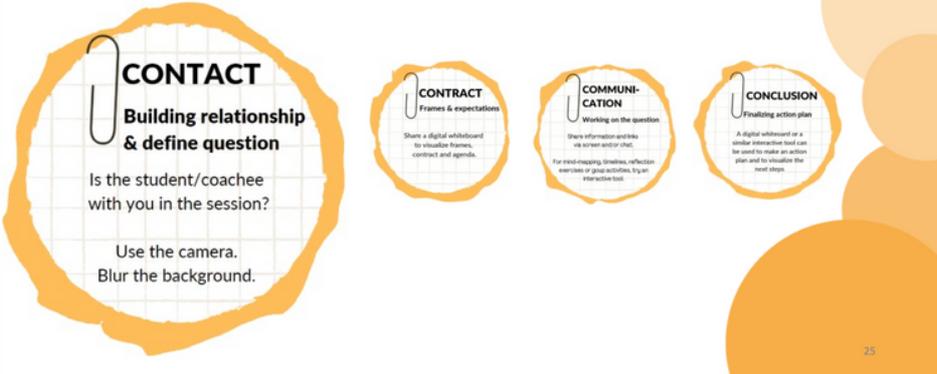


Hybrid career coaching



TIPS DURING A DIGITAL SESSION

Learning mindset and Phases of coaching process (4K)



25

TIPS DURING A DIGITAL SESSION

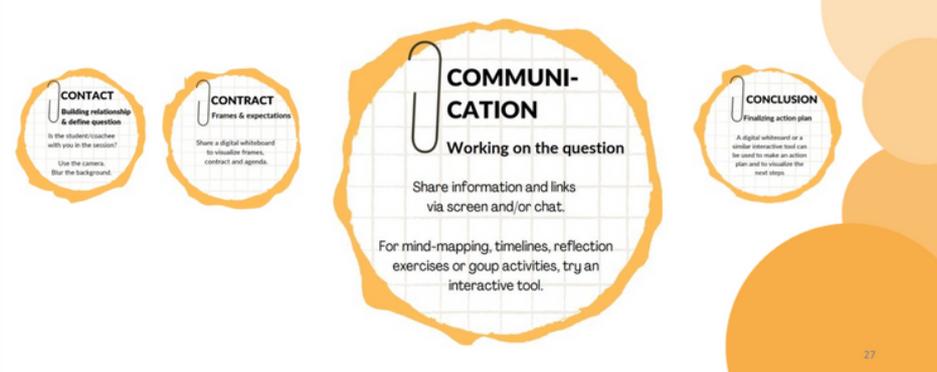
Learning mindset and Phases of coaching process (4K)



26

TIPS DURING A DIGITAL SESSION

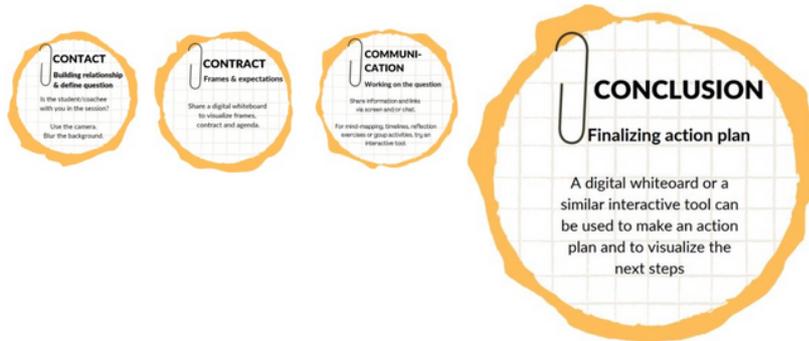
Learning mindset and Phases of coaching process (4K)



27

TIPS DURING A DIGITAL SESSION

Learning mindset and Phases of coaching process (4K)



28

Tips for trainers...

Preparations



Know your audience



What stories can you tell?



Test features you will use



Be flexible and listen



Keep track of time

During session

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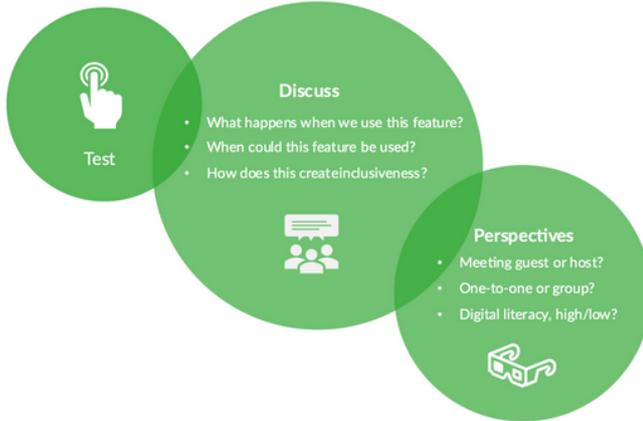
II. A Practical Activity: MS Teams example

Your worst digital meeting ever

- Learning good practices by speaking of the worst
- Practices applicable to other communication platforms
- We are interested in your experiences



30



Are you ready for the worst meeting ever?



Join meeting now!

II. B Practical Activity: Padlet

- An interactive tool, which is currently used by study and career counsellors in several countries.
- It allows participants to collaborate online by posting text, images, videos, links, and documents simultaneously.
- Whiteboard that everyone can write on during synchronous class or group sessions.
- A place to connect, do projects, and collaborate while doing asynchronous work.

WHY USE PADLET
For career counsellors and teachers

Share, Print, Publish, Embed other tools

Fast fact and reflection gathering tool

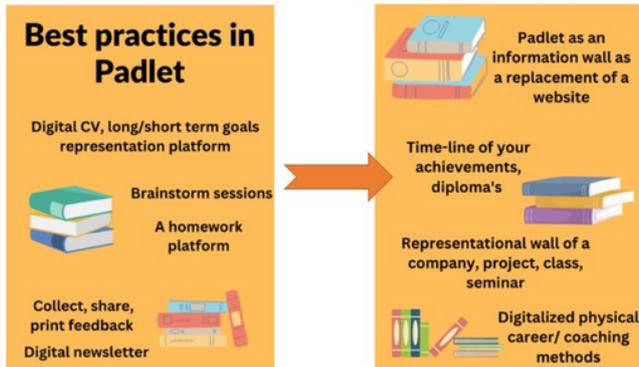
Ready to use templates, great designs

Easy to integrate in any activity

GUIDANCE
Digital tools and Method development

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Examples in using Padlet



Action/ Reflection



• Please feel free to share your **thoughts** on various opportunities in using Padlet [here](#)



• Which example would you feel like **trying out** today?



• Do you feel inspired to **introduce** Padlet in your daily work?



III. Reflections





Reflection activity:

choose 1 emoji that represents this training to you and put it in chat on the count of 3 (1-2-3-go)

37



Reflection questions:

What new did you discover about (using) digital tools in career guidance?

What elements (did you notice that) made the training inclusive?

How could you use digital tools in your work?

What are the methods/tools that you would like to continue exploring?

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Expectations and insights of the course

What are you hoping to learn?

What insights are you hoping for?

7



#Guidance Trainers eBook

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