



# **TRAINING PATH FRAMEWORK (METHODOLOGICAL REPORT) FINAL VERSION**



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## **ENGLISH VERSION**

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# *Training model: a didactic guide*

## **INTRODUCTION**

The training model is one of the expected outputs from the ICT Skills 2 project. It is a standard training curriculum based on the map of guidance-related ICT competences that has been revised and adapted to be hosted into the project platform (the so called e-practitioner profile).

## **OBJECTIVES**

The principal aim of this model is to give methodological guidelines for the design of the training path.

The frame of the training module has been developed by UEL and CRAC/NICEC with the aim of collecting training contents in a standard way and which can easily be transferred into the on-line format.

Each module is linked to a specific competence of the e-practitioner profile and has been tested within pilots that have been carried out by all partner countries according to different methodological approaches. The training curriculum has offered a framework for the structure of the learning rooms on the Moodle platform. The user/practitioner had access to such modules autonomously on the platform or after having filled-in the competences self-assessment tool.

## **TRAINING MODEL: RATIONALE**

The training model is standardised but flexible enough to be applied to other national or sectoral contexts thus improving the chances of exploiting the project results in the future.

LLL practitioners will be able to customise their training path according to their needs and to their existing ICT competences as the training model is based on credits with a modular and flexible frame.

As training will be delivered in blended learning it won't be too binding in terms of classroom attendance and participants will be able to use distance modules in a flexible way according to their daily working and personal commitments.

The training model was implemented in national training pilots that were organised by all countries between March and July 2009. Through the pilots the participants evaluated not only the training path but also the other on-line tools, i.e the e-practitioner profile, the competences self-assessment tool and the e-portfolio.

The training was composed of face-to-face and distance sessions (i.e. blended learning).

The following training framework (see Box 1) summarises the organisation of face to face and distance learning hours per module<sup>1</sup>.

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<sup>1</sup> The framework is based on a graphic proposal developed by Diego Boerchi of the Cattolica University/CROSS in Milan.

## Box 1 – The training framework

	Training areas and modules	Credits	Training code	Total hours	Face-to-face hours	distance (Moodle)	Individual study	Other
<b>UNIT 1.1</b>	<b><i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</i></b>	<b>5</b>		<b>125</b>	<b>20</b>	<b>50</b>	<b>48</b>	<b>7</b>
<b>MOD. 1</b>	1.1.1 Select and use visual, audio and text-based information	1		25	4	10	8	3
<b>MOD. 2</b>	1.1.2 Create visual, audio and text-based information for clients	1		25	4	10	10	1
<b>MOD. 3</b>	1.1.3 Enable clients to select and use visual, audio and text-based information for themselves	1		25	4	10	10	1
<b>MOD. 4</b>	1.1.4 Enable clients to create visual, audio and text-based information	1		25	4	10	10	1
<b>MOD. 5</b>	1.1.5 Share information with other partners in clients' networks of support	1		25	4	10	10	1
<b>UNIT 1.2</b>	<b><i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential learning needs</i></b>	<b>3</b>		<b>75</b>	<b>9</b>	<b>21</b>	<b>45</b>	<b>0</b>
<b>MOD. 6</b>	1.2.1 Select and use ICT media and software that will give your clients access to virtual and simulated career experiences and situations	1		25	3	7	15	0
<b>MOD. 7</b>	1.2.2 Create experiential learning activities and simulations for your clients using ICT	1		25	3	7	15	0
<b>MOD. 8</b>	1.2.3 Enable clients to access virtual and simulated career experiences and situations using ICT media and software	1		25	3	7	15	0
<b>UNIT 1.3</b>	<b><i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' constructivist learning needs</i></b>	<b>3</b>		<b>75</b>	<b>15</b>	<b>18</b>	<b>30</b>	<b>12</b>
<b>MOD. 9</b>	1.3.1 Select and use ICT media and software to assist clients in structuring and managing their career thinking and development	1		25	5	6	10	4
<b>MOD. 10</b>	1.3.2 Create activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development	1		25	5	6	10	4
<b>MOD. 11</b>	1.3.3 Enable clients to use ICT media and software to assist them in structuring and managing their career thinking and development	1		25	5	6	10	4
<b>UNIT 1.4</b>	<b><i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication needs</i></b>	<b>4</b>		<b>100</b>	<b>12</b>	<b>28</b>	<b>46</b>	<b>14</b>
<b>MOD. 12</b>	1.4.1 Select and use ICT media and software for establishing and maintaining client communications	1		25	3	7	12	3

<b>MOD. 13</b>	1.4.2 Create activities and resources using ICT media and software for establishing and maintaining client communications	1		25	3	7	11	4
<b>MOD. 14</b>	1.4.3 Enable clients to use ICT media and software to establish and maintain communications with you and others who can help them in their careers	1		25	3	7	11	4
<b>MOD. 15</b>	1.4.4 Select appropriate channels for communicating and consulting with others who can support the client in the guidance process	1		25	3	7	12	3
<b>UNIT 2.1</b>	<b><i>Develop and manage the use of ICT in guidance: Develop your use of ICT-related guidance solutions</i></b>	<b>6</b>		<b>150</b>	<b>18</b>	<b>25</b>	<b>107</b>	<b>0</b>
<b>MOD. 16</b>	2.1.1 Use ICT media and software in different combinations to achieve guidance objectives	1		25	3	5	17	0
<b>MOD. 17</b>	2.1.2 Integrate ICT and face-to-face approaches, where appropriate, to ensure an effective guidance process for clients	1		25	3	4	18	0
<b>MOD. 18</b>	2.1.3 Identify the training and support needs of clients to enable their use of ICT in guidance	1		25	3	4	18	0
<b>MOD. 19</b>	2.1.4 Carry out administrative tasks related to the use of ICT media and software	1		25	3	4	18	0
<b>MOD. 20</b>	2.1.5 Monitor, review and evaluate ICT-related guidance solutions using ICT	1		25	3	4	18	0
<b>MOD. 21</b>	2.1.6 Address your own training and support needs to enable you to use ICT in guidance	1		25	3	4	18	0
<b>UNIT 2.2</b>	<b><i>Develop and manage the use of ICT in guidance: Manage your use of ICT-related guidance solutions in a service context</i></b>	<b>7</b>		<b>175</b>	<b>21</b>	<b>46</b>	<b>90</b>	<b>18</b>
<b>MOD. 22</b>	2.2.1 Identify opportunities and constraints in the service's use of ICT in guidance	1		25	3	6	13	3
<b>MOD. 23</b>	2.2.2 Apply safeguards to protect clients using ICT for guidance purposes	1		25	3	7	13	2
<b>MOD. 24</b>	2.2.3 Identify ways of ensuring fairness and inclusion in providing a guidance service using ICT	1		25	3	7	13	2
<b>MOD. 25</b>	2.2.4 Maintain service records using ICT-based management information systems	1		25	3	6	13	3
<b>MOD. 26</b>	2.2.5 Promote community awareness and take-up of the service's ICT-related guidance provision	1		25	3	7	13	4
<b>MOD. 27</b>	2.2.6 Collaborate with professional colleagues in the delivery and development of ICT-related guidance	1		25	3	7	13	2
<b>MOD. 28</b>	2.2.7 Collaborate with ICT developers in the organisation and development of ICT-supported client services	1		25	3	6	13	3
<b>TRANVERSAL UNITS</b>		<b>2</b>		<b>50</b>	<b>15</b>	<b>2</b>	<b>33</b>	<b>0</b>

<b>MOD. 29</b>	T.1 Pre-programme self-evaluation of the guidance-related ICT competences through the use of the skills assessment tool of the ICT Skills 2 project; storage of results in the personal e-portfolio; introduction to the project and to the professional profile of the e-practitioner; introduction to ethical issues in e-guidance; evaluation of the in-coming guidance-related ICT competences by an evaluation committee.	1		25	7	2	16	0
<b>MOD. 30</b>	T.2 Post-programme self-evaluation of the guidance-related ICT competences through the use of the skills assessment tool of the ICT Skills 2 project; storage of results in the personal e-portfolio; use of the tests/exercises produced within the ECGC project; storage of results in the e-portfolio; evaluation of the guidance-related ICT competences and results by an evaluation committee; certification.	1		25	8	0	17	0
<b>Total training course</b>		<b>30</b>		<b>750</b>	<b>110</b>	<b>190</b>	<b>400</b>	<b>50</b>

## **METHODOLOGICAL / DIDACTIC APPROACH**

### Principles

The partnership was aware that the participants' perceptions of the quality of the distance modules is linked to the LLL systems where they work, to their role within the LLL service and to their vision of the world.

That is why practitioners could have a different perception of the quality of modules delivered at a distance but whatever the view it cannot be considered as wrong as it depends on practitioners' values that cannot be merely aggregated. So, only a holistic approach in the didactic materials will be able to ensure a correct view.

The training was based on competences described in the professional profile of the e-practitioner that in its turn draws on the map of ICT competences from the earlier associated project. It included self-tuition on the job, face-to-face (i.e. in the classroom) and distance training according to a blended learning methodological approach. It was flexible (in process and context), personalised (according to the needs and existing competences of the practitioner), involving active participation of the participant and 'shaped' by his daily job. Partners explored any possibility to connect via videoconference and virtual chat during the classroom sessions in order to virtually visit those who were providing training in LLL systems.

Participants' work and exercises were evaluated in individual and group sessions.

The training model was tested through piloting it with a sample of practitioners (about 80 in total) in all partner countries and belonging to all LLL systems.

Evaluation results were collected in national reports that were used to adapt the training path but also the transversal outputs like the on-line competences self-assessment tool, the e-practitioner profile and e-portfolio and the open source platform.

### The training model: a didactic guide

The training model has been framed as a didactic guide (see Annex 1), i.e. guidelines for trainers in order to deliver the training contents according to the same methodological approach and learning outcomes. The planning of the units and training modules is a major effort but the work done systematises and facilitates also the learning of the users of the education programme. It is a fundamental tool in order to carry out training based on the learning.

The sections of the didactic guide have a common format. On the one hand, that helps students to comprehend of the training model. On the other hand, it enables the comparability and coordination among the various modules delivered in the training pilots. Nevertheless, the teachers have considerable scope to customise each module according to their users needs and their own methodology.

The didactic guide helps to systematise the traing modules according to the ECTS system.

The structure proposed for the didactic guide is:

- Descriptive data of the modules;
- Training objectives and competences to develop/improve;
- Learning outcomes to achieve;
- Contents (theoretical and practical);
- Suggestions in terms of teaching methodology, available resources;
- Assessment of the recipient's learning.

The various stages of construction of the training guide include:

#### **1 - Descriptive data of the training modules**

a) Description of the module

The name and code of each module and the number of ECTS credits and the responsible institution for delivery.

b) Prerequisites of the module

Essential requirements (available) and those recommended (course previous modules, possess language skills, technical or special academic skills, etc).

#### **2 - Objectives and skills to acquire in the modules**

The training objectives are intended to clarify what it is that students will learn and the learning process that will help them to learn it.

The objectives and competences explain the improvements that students will make as a result of doing the identified training modules.

Objectives include three types of goals or competences related to:

- their own knowledge of each module;
- the domains with the domain of certain skills and training tools;
- the attitudes or important values depending on each module.

### **3 - Learning outcomes to be acquired.**

They are closely associated to the goals and competences.

### **4 - Contents (descriptors) of the training modules.**

This outlines what students will learn in the training modules. All modules are attached at the end of this report (see Annex 1) and they include main aim of the module, study topics, learning outcomes, suggested teaching methods, useful resources and organisation of the learning time.

### **5 - Methodological directions and distribution of training activities in the ECTS system.**

The training methodology refers to the form in which the training devices to facilitate the learning of students will be organised.

An appropriate methodology is the good combination of the three methodology formats: the exposition of the teacher, the group work and independent study of each student.

The teaching methods should encourage the progressive autonomy of the students.

The ECTS system enables a wide variation of activities in the progress of learning: personal work, in groups, workshops, face to face, at a distance ...

The teaching methodology is closely related to the objectives and competences that are to be achieved and will be reflected in the distribution of activities in ECTS credits.

Among the face-to-face and distance activities that can be done in each training module, depending on the objectives and competences to be acquired, are reading, discussions, individual and group work, seminars, workshops, laboratory, visits, mentoring, assessments, presentations of personal or team projects.

### **6 - Training resources.**

Different resources were used depending on the didactic methodology employed, e.g. personal, group, technology (face to face and at distance).

There is a close connection between the various training modules with the Information and Communication Technology (ICT) and with the Guidance

functions, especially considering the skills and technological and guidance resources both face-to-face mode and at distance.

## **7 - Distribution of the training activity on the modules in ECTS credits**

It is one of the most innovative aspects of the new education guidance based on ECTS system. It is distributing the workload in the set of tasks to be developed by students in the period of activity allocated to the training modules.

The operating mode of carrying out that distribution is as follows:

1º.- Determine the overall weight of all modules of a programme (it would be 30 training modules for 25 hours per ECTS credit and each module is 750 hours).

2º.- Identification of activities to be developed by students in each module: theoretical presentations, discussions, individual and group work, workshop or laboratory work, tutoring, evaluation, visits ...

3º.- Face-to-face/at distance and self-work of the training activities. All tasks require face-to-face time, one of them at distance and the other autonomous work (study, commissioned work ...). Note that the face-to-face time required for each activity may change depending on the type of activity concerned.

Among the training activities that should be considered with a time distribution in the ECTS system include: Presentations/Theoretical classes; Seminars; Workshops; Individual work; Group work; Personal and/ or group tutorial; Assessments; Visits.

The level of face to face and at distance learning should also be determined in this training programme.

## **8 - Assessment**

It is an important element in the training guides.

Among the variables to consider in the learning evaluation of each module the following can be considered:

- a) To assess aspects: participation, concepts, carrying out work or cases, student self-contributions.
- b) Evaluation criteria: level of active participation in classes, group work, discussions, mastery of theoretical and practical knowledge, delivery of cases and work well resolved (structure, quality, originality, presentation ...), quality of presented work

As assessment tools that can be cited include observation, objective tests, individual and group works, interviews, questionnaires.

# TRAINING MODEL

## MODULE 1

<b>UNIT 1.1</b>
<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b>
1.1.1 Select and use visual, audio and text-based information
<b>Main aim(s) of the module</b> To develop knowledge, understanding and skills in providing the clients with information that is relevant to their needs and appropriate to their background/learning style.
<b>Main topics of study</b> <ul style="list-style-type: none"><li>- Identification of the websites with information needed to support the guidance process</li><li>- Quality assessment of the information (re)sources;</li><li>- Information management (techniques and tools for accessing, storing, retrieving and processing relevant career information).</li></ul>
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to: <i>Knowledge</i> <ol style="list-style-type: none"><li>1. enumerate at least three relevant sources of information at national level and at least three at international/European level to address the information needs of the clients;</li><li>2. explain the specific of different types of information formats (audio, video, text, multimedia) and their appropriateness for different clients (in relation with their age, background, level of education etc.);</li><li>3. enumerate and explain the different criteria to assess the quality of an (guidance) website;</li><li>4. present the main features of different ICT applications in order to identify, collect and retrieve information.</li></ol> <i>Skills</i> <ol style="list-style-type: none"><li>5. apply the different criteria to assess the quality of an (guidance) website;</li><li>6. analyse the different results of (self)knowledge questionnaires and evaluate the appropriateness of different information (re)sources in relation to them and to the client's needs, age, cultural background, level of education.</li><li>7. evaluate the quality and appropriateness of websites and information materials;</li><li>8. use techniques and tools for accessing and processing information;</li><li>9. use ICT as a medium and as a resource in the information process.</li></ol>
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> (face-to-face and distance) lectures, concept/mind maps, simulations, role play, exercises.
<b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b> <ul style="list-style-type: none"><li>- interview;</li><li>- (online) knowledge-questionnaire/test;</li><li>- simulation;</li><li>- role-play.</li></ul>
<b>Reading and resources for the module</b> <b>Core</b> Basic bibliography and online resources <ul style="list-style-type: none"><li>- Jgau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007.</li><li>- Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003.</li><li>- Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a>.</li></ul>
<b>Recommended</b>

Specific bibliography	
Indicative learning and teaching time	Activity
0. Initial evaluation (1 H)	<b>Initial distance evaluation</b> of prior knowledge and homework preparation (1 H) It takes place one week before the starting face-to-face session and is based on a MSWord two pages questionnaire).
1. Student/tutor interaction, some of which may be online: (14 H)	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc):  <b>Face-to-face starting session</b> (4 hours)  <b>Distance training</b> (10 hours)
2. Student learning time: (10 hours)	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):  <b>Student learning</b> (10 hours)
Total hours (1 and 2): 25 H	
ECTS credits (25 hrs per credit): 1	

## MODULE 2

<b>UNIT 1.1</b>
<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.2 Create visual, audio and text-based information for clients
<b>Main aim(s) of the module</b>  To develop practitioners' skills in creating career guidance information in a range of formats in order to respond to the clients' needs.
<b>Main topics of study</b>  - content design principles in developing career guidance information materials; - layout design principles in developing career guidance information materials; - authoring tools in developing standalone and online career guidance information materials.
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> <ol style="list-style-type: none"> <li>1. explain the content design principles in developing career guidance information materials;</li> <li>2. explain the layout design principles in developing career guidance information materials;</li> <li>3. identify the relevant facilities of different authoring tools useful in developing standalone and online career guidance information materials.</li> </ol> <i>Skills</i> <ol style="list-style-type: none"> <li>4. apply the different quality criteria to develop career guidance information;</li> <li>5. analyse the individual and target group profiles and design appropriate career guidance information.</li> <li>6. use the layout and content design principles in developing career guidance information materials;</li> <li>7. use the relevant facilities of different authoring tools for creating standalone and online career guidance information materials.</li> </ol>
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>  - <b>Frontal theoretical presentations</b> - <b>Roleplay, concept maps, simulations, exercises</b> - <b>Individual study</b>

<ul style="list-style-type: none"> <li>- <b>Distance learning within Moodle platform</b></li> <li>- <b>E-mail and forum communication</b></li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> <ul style="list-style-type: none"> <li>- (online) knowledge-questionnaire/test</li> <li>- simulation</li> <li>- portfolio</li> <li>- interview</li> </ul>	
<b>Reading and resources for the module</b> <p><b>Core: Basic bibliography and online resources</b></p> <ul style="list-style-type: none"> <li>- <b>Jigau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007.</b></li> <li>- <b>Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003.</b></li> <li>- <b>Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a>.</b></li> </ul> <p><b>Recommended</b> : Specific bibliography</p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
0. Initial evaluation (1 hours)	<b>Initial distance evaluation</b> of prior knowledge and homework preparation (1 hours)
1. Student/tutor interaction, some of which may be online: (14 hours)	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): <b>Face-to-face starting session</b> (4 hours) <b>Distance learning</b> (10 hours)
2. Student learning time: (10 hours)	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc): <b>Student learning (10 hours)</b>
Total hours (1 and 2): 25 H	
ECTS credits (25 hrs per credit): 1	

### **MODULE 3**

<b>UNIT 1.1</b>
<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.3 Enable clients to select and use visual, audio and text-based information for themselves
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- To develop the trainees ability to critically evaluate their use of ICT with clients</li> <li>- To develop the trainees' abilities to promote clients' active and independent use of media and software</li> <li>- To develop the trainees' coaching skills in helping client's use of ICT media &amp; software within the guidance process</li> </ul>
<b>Main topics of study</b>
<ul style="list-style-type: none"> <li>- client's limitations in using independently the media and software for career guidance information purposes</li> <li>- raising motivation and confidence in client for an autonomous use of media and software for obtaining career guidance information</li> <li>- coaching the clients to assess the relevance of the information (re)sources;</li> <li>- coaching the clients' skills in information management (using techniques and tools for accessing and processing information).</li> </ul>

**Learning Outcomes for the module**

At the end of this module, the trainees will be able to:

*Knowledge*

1. describes the principles of content presentation in a clear and understandable way;
2. outlines motivation techniques for the clients;
3. identify different didactical approaches;
4. describes Internet searching techniques (formulating queries on the Internet);

*Skills*

5. analyse client's needs and opportunities;
6. identify the client difficulties in applying the quality assessment criteria to an (guidance) website
7. analyse the results of (self)knowledge questionnaires and evaluate the appropriateness of different information (re)sources in relation to them and to the client's needs, age, cultural background, level of education.
8. coach/assist the client to select and use media and software in order to obtain career guidance information;
9. conduct training units using different methods;
10. teach how to filter job offers in accordance to one's own resources and abilities.

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes**

- **Frontal theoretical presentations**
- **Roleplay, concept maps, simulations, exercises**
- **Individual study**
- **Distance learning within Moodle platform**
- **E-mail and forum communication**

**Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module**

- (online) knowledge-questionnaire/test;
- simulation;
- portfolio;
- interview;
- role-play.

**Reading and resources for the module****Core: Basic bibliography and online resources**

- **Jigau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007.**
- **Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003.**
- **Guidelines for Web-based Guidance, Online: <http://www.ariadneproject.org>.**

**Recommended: Specific bibliography**

<b>Indicative learning and teaching time</b>	<b>Activity</b>
0. Initial evaluation (1 hours)	<b>Initial distance evaluation</b>
1. Student/tutor interaction, some of which may be online: (14 hours)	Activity <b>Face-to-face starting session</b> (4 hours) Distance training (10 hours)
2. Student learning time: (10 hours)	Activity (seminars, readings, work group) Student's learning (10 hours)
Total hours (1 and 2): 25 H	
ECTS credits (25 hrs per credit): 1	

## MODULE 4

<b>UNIT 1.1</b>
<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.4 Enable clients to create visual, audio and text-based information
<b>Main aim(s) of the module</b>  - To provide the trainees the opportunity to engage other actors in developing ICT based career guidance information; - To develop the trainees' abilities to promote clients' motivation and responsibility of developing accountable career guidance information; - To develop the trainees' coaching skills in helping client's develop career guidance information.
<b>Main topics of study</b>  - training the clients to apply content and layout design principles in developing career guidance information materials; - relevant situations of involving clients in the development process of career guidance information; - training the clients to use authoring tools in developing career guidance information materials.
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> <ol style="list-style-type: none"><li>1. describe the techniques to coach clients to apply content and layout design principles in developing career guidance information materials;</li><li>2. identify relevant situations of involving clients in the development process of career guidance information;</li><li>3. describe the techniques to coach clients to use authoring tools in developing career guidance information materials.</li></ol> <i>Skills</i> <ol style="list-style-type: none"><li>4. assess clients' ability to develop career guidance information;</li><li>5. assess clients' ability to apply content and layout design principles in developing career guidance information materials;</li><li>6. assess clients' ability to use authoring tools in developing career guidance information materials.</li></ol>
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>  <ul style="list-style-type: none"><li>- <b>Frontal theoretical presentations</b></li><li>- <b>Roleplay, concept maps, simulations, exercises</b></li><li>- <b>Individual study</b></li><li>- <b>Distance learning within Moodle platform</b></li><li>- <b>E-mail and forum communication</b></li></ul>
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>  - (online) knowledge-questionnaire/test; - interview; - portfolio; - simulation; - role-play.
<b>Reading and resources for the module</b>  <b>Core: Basic bibliography and online resources.</b> <ul style="list-style-type: none"><li>- <b>Jigau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007.</b></li><li>- <b>Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003.</b></li><li>- <b>Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a>.</b></li></ul>

<b>Recommended:</b> Specific bibliography.	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
0. Initial evaluation (1 hours)	<b>Initial distance evaluation</b> (1 hour)
1. Student/tutor interaction, some of which may be online: (14 hours)	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc):  <b>Face-to-face starting session</b> (4 hours)  <b>Distance training</b> (10 hours)
2. Student learning time: (10 hours)	Activity (Seminars, readings, group work) Student learning (10 hours)
Total hours (1 and 2): 25 H	
ECTS credits (25 hrs per credit): 1	

## MODULE 5

<b>UNIT 1.1</b>
<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' information needs</b>
<b>Module title/guidance-related ICT competence</b> 1.1.5 Share information with other partners in clients' networks of support
<b>Main aim(s) of the module:</b> To develop practitioners' skills in sharing career information in a range of formats with other partners in the clients' networks of support.
<b>Main topics of study</b>  - online and offline computerised storing systems: static and dynamic/interactive webpages, CD and DVD writing and multiplication; other electronic storing supports. - development and sharing reports using different MSOffice applications: - formatted text (MS Word files, PowerPoint presentations; datasheets (MS Excel, MS Access); graphic, audio and video authoring tools.
<b>Learning Outcomes for the module</b> At the end of this module, students will be able to:  <i>Knowledge</i> <ol style="list-style-type: none"> <li>1. explain the differences between the web 1 and web 2 applications and their respective information sharing facilities;</li> <li>2. recalls specific procedures of different information sharing software (ie. Ipods, Itunes, wikies, blogs, Google documents etc.).</li> <li>3. up-to-date knowledge of education, training facilities and labour market dynamics</li> </ol> <i>Skills</i> <ol style="list-style-type: none"> <li>4. working on collaborative projects with other partners in clients' networks of support;</li> <li>5. synthesising career guidance information;</li> <li>6. demonstrate critical understanding of using ICT tools in the clients' networks of support;</li> <li>7. critical awareness of future possibilities in maintaining partners contacts using ICT media &amp; software</li> <li>8. use writing and multiplication software for CD and DVD;</li> <li>9. use other electronic storing supports to copy and move or multiply career guidance information;</li> <li>10. use graphic, audio and video authoring tools to share career guidance information with other practitioners;</li> <li>11. evaluate effectiveness of using ICT in guidance networks;</li> <li>12. demonstrate good active and passive networking skills, particularly at a regional level as well as team working skills;</li> <li>13. interpret and communicate the demands of the labour market and of individual working places.</li> </ol>

<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- <b>Frontal theoretical presentations</b></li> <li>- <b>Roleplay, concept maps, simulations, exercises</b></li> <li>- <b>Individual study</b></li> <li>- <b>Distance learning within Moodle platform</b></li> <li>- <b>E-mail and forum communication</b></li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
<ul style="list-style-type: none"> <li>- interview;</li> <li>- (online) knowledge-questionnaire/test;</li> <li>- simulation.</li> </ul>	
<b>Reading and resources for the module</b>	
<p><b>Core:</b> Basic bibliography and online resources.</p> <ul style="list-style-type: none"> <li>- <b>Jigau, Mihai. (coord.) Career Counselling. Compendium of methods and techniques, Sigma, Bucuresti, 2007.</b></li> <li>- <b>Jigau, Mihai. (coord.) Information and Communication Technology in Career Counselling, Ed. Afir, Bucuresti, 2003.</b></li> <li>- <b>Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a>.</b></li> </ul> <p><b>Recommended:</b> Specific bibliography.</p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
0. Initial evaluation (1 hour)	<b>Initial distance evaluation (1 hour)</b>
1. Student/tutor interaction, some of which may be online: (14 hours)	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): <b>Face-to-face starting session: (4 hours)</b> <b>Distance training: (10 hours)</b>
2. Student learning time: (10 hours)	Activity <b>Student learning (10 hours)</b>
Total hours (1 and 2): 25 H	
ECTS credits (25 hrs per credit): 1	

## **MODULE 6**

<b>UNIT 1.2</b>
<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential needs</b>
<b>Module title/guidance-related ICT competence</b>
1.2.1 Select and use ICT media and software that will give your clients access to virtual and simulated career experiences and situations
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- Update knowledge of ICT media and software for learning experiences: Second Life, digital television, personal digital devices (ie. PDAs).</li> <li>- Use of ICT media and software for virtual and simulated learning needs.</li> <li>- Analyse the strength of materials and resources available to users to allow the use of ICT in the experiential field.</li> <li>- Identify elements that influence the guiding services based on ICT.</li> </ul>
<b>Main Topics of study</b>
<ul style="list-style-type: none"> <li>- Explore the procedure and technical requirements of the mentioned ICT resources.</li> <li>- Value the advantages and disadvantages of virtual and simulated experiences.</li> <li>- Analyse the organization of services and potential of ICT resources.</li> <li>- Study the factors affecting the use of virtual and simulated experiences in guidance.</li> </ul>

<b>Numbers relate to e-guidance practitioner competences: 4</b>	
<b>Learning Outcomes for the module</b>	
At the end of this module, students will be able to:	
<i>Knowledge</i>	
<ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of different ICT tools for virtual and simulated learning experiences.</li> <li>2. Evaluate effectiveness, strengths and weaknesses of the ICT software and media and how to apply them to guidance tasks</li> </ol>	
<i>Skills</i>	
<ol style="list-style-type: none"> <li>3. Assess the development and management of ICT virtual and simulated tools in guidance.</li> </ol>	
<i>Attitudes</i>	
<ol style="list-style-type: none"> <li>4. Demonstrate critical awareness in the management of ICT-related guidance solutions in virtual and simulated experiential needs.</li> </ol>	
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- Communication through Second Life.</li> <li>- Analysis individualized of the students needs.</li> <li>- Personal communication via e-mail messages.</li> <li>- Group chat sessions, videoconference.</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Design and conduct an evaluation of the strategy plan ICT resource that is used with clients in the guidance process	
<b>Reading and resources for the module</b>	
<b>Core</b>	
Cornide Montoya, Elena. <i>Realización de tutorías en e-learning</i> , FOREM, Madrid, 2007.	
Juste, Julio. <i>Vivir en la metáfora con Holala Alter</i> , Universidad de Granada, 2008.	
Online: <a href="http://citywiki.ugr.es/wiki/Arquitecturas_coplanarias">http://citywiki.ugr.es/wiki/Arquitecturas_coplanarias</a>	
<b>Recommended:</b> Second Life, Websites, Chat, Forums, Electronic portfolios, Videoconference, News-group, blogs	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
1. Student/tutor interaction, some of which may be online: 10 hours	Conducting guidance interviews, development of portfolios.
2. Student learning time: 15 hours	Activity: Seminars, tutorials, workshops...
Total hours (1 and 2): 25 H	
ECTS credits (25 hrs per credit): 1	

## MODULE 7

<b>UNIT 1.2</b>
<b>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential needs</b>
<b>Module title/guidance-related ICT competence</b>
1.2.2 Create experiential learning activities and simulations for your clients using ICT
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- Develop skills, knowledge and understanding in the use of ICT media and software to meet clients needs within the guidance process.</li> <li>- Provide guidance tools through new ICT activities.</li> <li>- Adapt ICT tools to simulations and virtual activities in guidance.</li> <li>- Identify and solve obstacles related to the use of ICT in the guidance field.</li> </ul>
<b>Main Topics of study</b>

- Arrange a virtual activity with users through Second Life.
- Understand the use of Second Life and be able to address difficulties.
- Arrange simulations and activities.

### Learning Outcomes for the module

At the end of this module, students will be able to:

#### Knowledge

1. Demonstrate critical understanding of current issues and trends relating to the use of ICT for virtual and simulated experiences.
2. Evaluate strengths and weaknesses when using experimental ICT tools.

#### Skills

3. Critical awareness of future possibilities in delivering guidance using ICT media and software in virtual and simulated procedures.

#### Attitudes

4. Demonstrate critical awareness of current issues relating to ICT in your guidance practice.
5. Application of everyday practice in next experimental contexts.

### Teaching/learning methods/strategies used to enable the achievement of learning outcomes

- Exposition to the users with utilization ICT.
- Individualized tutory of the clients needs.
- Group chat sessions videoconference.
- Personal communication via e-mail, messages...

### Assessment methods which enable students to demonstrate the learning outcomes for the module

Design and conduct an evaluation of the virtual and simulated ICT resources that are used with clients in the guidance process

### Reading and resources for the module:

#### Core

Cornide Montoya, Elena. *Realización de tutorías en e-learning*, FOREM, Madrid, 2007.

Juste, Julio. *Vivir en la metáfora con Holala Alter*, Universidad de Granada, 2008.

Online: [http://citywiki.ugr.es/wiki/Arquitecturas\\_coplanarias](http://citywiki.ugr.es/wiki/Arquitecturas_coplanarias)

Iribas Rudín, Ana Eva (2008) *Enseñanza virtual en Second Life*, Editorial Complutense, Madrid, pp. 125-142

Online: <http://eprints.ucm.es/7800/>

Manzano Garrido, Florencio. *El sistema nacional de cualificaciones y la formación profesional*, FOREM, Madrid, 2005.

**Recommended:** Second life, websites, chat, forums...

#### Indicative learning and teaching time

**Activity:** Conducting Guidance Interviews.

1. Student/tutor interaction, some of which may be online: 10 hours

Activity: Conferences, seminars, tutorials.

2. Student learning time: 15 hours

Activity: Seminars, readings, teamwork.

Total hours (1 and 2): 25 H

ECTS credits (25 hrs per credit): 1

## MODULE 8

### UNIT 1.2

**Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' experiential needs**

#### Module title/guidance-related ICT competence

1.2.3 Enable clients to access virtual and simulated career experiences and situations using ICT media and software

#### Main aim(s) of the module

- Ensure ways of access to virtual experiences using ICT in providing a guidance service.
- Consider technical issues and availability of different devices and ICT tools.

<ul style="list-style-type: none"> <li>- Diagnose and address the needs of special groups.</li> <li>- Drive efforts towards new experiences in difficult cases.</li> </ul>	
<b>Main Topics of study</b> <ul style="list-style-type: none"> <li>- Technical needs and technical guidance for users.</li> <li>- Study different approaches in virtual and simulated experiences.</li> <li>- State future development in the utilization of ICT in guidance.</li> <li>- Address the needs of special groups of clients.</li> </ul>	
<b>Learning Outcomes for the module</b> <p>At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of ways of using virtual and simulation experiences in guidance services using ICT.</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. Critical awareness of future possibilities in the diagnostic of clients with different needs.</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>3. Demonstrate critical awareness of how to address the needs of special groups.</li> </ol>	
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"> <li>- Exposition to the clients with utilization ICT skills.</li> <li>- Individualized diagnostic with users needs.</li> <li>- Chat sessions in group, videoconference.</li> <li>- Personal communication via e-mail, messages...</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> <p>Design and conduct an evaluation the needs of special groups.</p>	
<b>Reading and resources for the module:</b> <p><b>Core</b>  <b>Cornide Montoya, Elena. Realización de tutorías en e-learning, FOREM, Madrid, 2007.</b>  <b>Juste, Julio. Vivir en la metáfora con Holala Alter, Universidad de Granada, 2008.</b>  <b>Online: <a href="http://citywiki.ugr.es/wiki/Arquitecturas_coplanarias">http://citywiki.ugr.es/wiki/Arquitecturas_coplanarias</a></b>  <b>Iribas Rudín, Ana Eva (2008) Enseñanza virtual en Second Life, Editorial Complutense, Madrid, pp. 125-142</b>  <b>Online: <a href="http://eprints.ucm.es/7800/">http://eprints.ucm.es/7800/</a></b>  <b>Manzano Garrido, Florencio. El sistema nacional de cualificaciones y la formación profesional, FOREM, Madrid, 2005.</b></p> <p><b>Recommended:</b> Second life, websites, chat, forums.</p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
1. Student/tutor interaction, some of which may be online: 10 hours	Conducting guidance interviews, development of portfolios. Activity: Conferences, seminars, tutorials.
2. Student learning time: 15 hours	Activity: Seminars, readings, teamwork.
Total hours (1 and 2): 25 H	
ECTS credits (25 hrs per credit): 1	

## MODULE 9

<b>UNIT 1.2</b> <p><i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' constructivist learning needs</i></p>
<b>Module Title/ guidance-related ICT competence</b> <p>1.3.1 Select and use ICT media and software to assist clients in structuring and managing their career thinking and development</p>
<b>Main aim(s) of the module</b>

Developing skills of select and using ICT media and software in the guidance process to meet clients' constructivist learning needs

### **Main Topics of study**

- Knowledge of suitable software and hardware devices to improve guidance processes (e.g. software to improve knowledge about job profiles and about self-evaluation and choosing processes)
- Select among of different ICT media and software tools to assist clients in structuring and managing their career thinking and development

### **Learning Outcomes for the module**

At the end of this module, students will be able to:

#### *Knowledge*

1. Knowledge about the guidance intervention theories and how they could meet clients' constructivist learning needs
2. Knowledge about suitable software available for clients, its features and benefits (e.g. psychometric tests, interest questionnaires, decision-making programs)
3. Knowledge about suitable hardware is available for your clients, its features and benefits (e.g. desktop computers, webcams, PDA/smart phones, interactive whiteboards)

#### *Skills*

4. Understanding how the guidance intervention could correspond to clients' constructivist learning needs
5. Understanding how to retrieve and analyse clients' responses using a program's record-keeping and administration features

#### *Attitudes*

6. Ability to assist clients in structuring and managing their career thinking and development
7. Ability to adjust the relationship with clients to fit the technology being used and the purpose of the intervention (e.g. establishing an e-mentoring or coaching relationship with a job-seeker)

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### **Teaching/learning methods/strategies used to enable the achievement of learning outcomes**

In order to achieve the learning outcomes, experts will use a wide range of methods as such:

- theoretical lessons
- cooperative learning using the Moodle platform
- at distance learning using the specific session of the Moodle platform
- project work in small groups and job shadowing with experts

### **Assessment methods which enable students to demonstrate the learning outcomes for the module**

The experts evaluate the learning outcomes through the online platform. Each student will present e discuss on the Moodle forum its own proposal of guidance intervention using adequate ICT tools.

### **Reading and resources for the module**

#### **Core**

- Peavy, V. , *Sociodynamic Counselling: A Constructivist Perspective for the Practice of Counselling in the 21st Century*. Victoria, B.C., Canada, Trafford Publishing, 1997
- Peavy, R.V., A constructivist model of training for career counsellors, in *Journal of Career Development*, 1992, 18(3), p. 215 - 228
- Amundson N.E., *Active Engagement. Enhancing the career counselling process*. Ergon Communications, Richmond Canada, 2003
- Amundson N.E., Harris-Bowlsbey J., Niles S.G., *Essential Elements of Career Counselling*, Pearson Education, New Jersey USA, 2005

#### **Recommended**

<ul style="list-style-type: none"> <li>Software SORPRENDO – Regione FVG – Cascaid</li> </ul>	
Indicative learning and teaching time	Activity
1. Student/tutor interaction, some of which may be online: 5 + 6 + 4	Activity: <ul style="list-style-type: none"> <li>- 5 hours → theoretical lessons – Group Seminar to present theories and ICT tools</li> <li>- 6 hours → distance training - Cooperative learning activities on the Moodle platform</li> <li>- 4 hours → project work in small groups and job shadowing with experts to make direct experiences with the ICT tools</li> </ul>
2. Student learning time: 10 hours	Activity: <ul style="list-style-type: none"> <li>- at distance learning using the specific session of the Moodle platform (background reading, diary, portfolio, etc.)</li> </ul>
Total hours: 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 10

<b>UNIT 1.3</b>
<i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' constructivist learning needs</i>
<b>Module Title/ guidance-related ICT competence</b> 1.3.2 Create activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development
<b>Main aim(s) of the module</b>  Developing skills of creating activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development
<b>Main Topics of study</b>  - Knowledge of methodologies to plan and define activities and resources to improve guidance processes to meet clients' constructivist learning needs - Developing skills of planning activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development
<b>Learning Outcomes for the module</b>  At the end of this module, students will be able to:  <i>Knowledge</i> 1. Knowledge of methodologies to plan and define activities and resources to improve guidance processes to meet clients' constructivist learning needs  <i>Skills</i> 2. Understanding how the guidance practitioner could create guidance and learning environment to improve clients' constructivist learning processes  <i>Attitudes</i> 1. Ability to design activities and resources for your clients (e.g. planning a session where clients will use mind- or concept-mapping software to structure their thinking)

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<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>	
<p>In order to achieve the learning outcomes, experts will use a wide range of methods as such:</p> <ul style="list-style-type: none"> <li>- theoretical lessons</li> <li>- cooperative learning using the Moodle platform</li> <li>- at distance learning using the specific session of the Moodle platform</li> <li>- project work in small groups and job shadowing with experts</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
<p>The experts evaluate the learning outcomes through the online platform. Each student will present e discuss on the Moodle forum its own proposal of guidance intervention using adequate ICT tools.</p>	
<b>Reading and resources for the module</b>	
<b>Core</b>	
<ul style="list-style-type: none"> <li>• Peavy, V. , <i>Sociodynamic Counselling: A Constructivist Perspective for the Practice of Counselling in the 21st Century</i>. Victoria, B.C., Canada, Trafford Publishing, 1997</li> <li>• Peavy, R.V., A constructivist model of training for career counsellors, in <i>Journal of Career Development</i>, 1992, 18(3), p. 215 - 228</li> <li>• Amundson N.E., <i>Active Engagement. Enhancing the career counselling process</i>. Ergon Communications, Richmond Canada, 2003</li> <li>• Amundson N.E., Harris-Bowlsbey J., Niles S.G., <i>Essential Elements of Career Counselling</i>, Pearson Education, New Jersey USA, 2005</li> </ul>	
<b>Recommended</b>	
<ul style="list-style-type: none"> <li>• Software SORPRENDO – Regione FVG – Cascaid</li> </ul>	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
1. Student/tutor interaction, some of which may be online: 5 + 6 + 4	<p>Activity:</p> <ul style="list-style-type: none"> <li>- 5 hours → theoretical lessons – Group Seminar to present theories and ICT tools</li> <li>- 6 hours → distance training - Cooperative learning activities on the Moodle platform</li> <li>- 4 hours → project work in small groups and job shadowing with experts to make direct experiences with the ICT tools</li> </ul>
2. Student learning time: 10 hours	<p>Activity:</p> <ul style="list-style-type: none"> <li>- at distance learning using the specific session of the Moodle platform (background reading, diary, portfolio, etc.)</li> </ul>
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## **MODULE 11**

### **UNIT 1.3**

***Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' constructivist learning needs***

**Module Title/ guidance-related ICT competence**

1.3.3 Enable clients to use ICT media and software to assist them in structuring and managing their career thinking and development

**Main aim(s) of the module**

Developing skills of enabling clients to use ICT media and software to assist them in structuring and managing their career thinking and development

**Main Topics of study**

- Guidance methodologies and techniques suitable to help clients to use specific ICT tools in structuring and managing their career thinking and development
- Methodologies to mediate and moderate clients' use of ICT media and software
- Developing ability to work with both individuals and small groups, and techniques to enable clients to make an electronic individual learning or career plan and to help clients to create and maintain a careers e-portfolio

**Learning Outcomes for the module**

At the end of this module, students will be able to:

*Knowledge*

1. Knowledge about guidance methodologies and techniques suitable to help clients to use specific ICT tools in structuring and managing their career thinking and development

*Skills*

2. Understanding how to mediate and moderate clients' use of ICT media and software (e.g. to get the most out of using chatrooms and forums for assessment and self-assessment)

*Attitudes*

3. Ability to work with both individuals and small groups (e.g. carry out individual counselling interviews and group work sessions via videoconferencing)
4. Ability to enable clients to make an electronic individual learning or career plan
5. Ability to help clients to create and maintain a careers e-portfolio

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**Teaching/learning methods/strategies used to enable the achievement of learning outcomes**

In order to achieve the learning outcomes, experts will use a wide range of methods as such:

- theoretical lessons
- cooperative learning using the Moodle platform
- at distance learning using the specific session of the Moodle platform
- project work in small groups and job shadowing with experts

**Assessment methods which enable students to demonstrate the learning outcomes for the module**

The experts evaluate the learning outcomes through the online platform. Each student will present e discuss on the Moodle forum its own proposal of guidance intervention using adequate ICT tools.

**Reading and resources for the module**

**Core**

- Peavy, V. , *Sociodynamic Counselling: A Constructivist Perspective for the Practice of Counselling in the 21st Century*. Victoria, B.C., Canada, Trafford Publishing, 1997
- Peavy, R.V., A constructivist model of training for career counsellors, in *Journal of Career Development*,1992, 18(3), p. 215 - 228
- Amundson N.E., *Active Engagement. Enhancing the career counselling process*. Ergon Communications, Richmond Canada, 2003
- Amundson N.E., Harris-Bowlsbey J., Niles S.G., *Essential Elements of Career Counselling*, Pearson Education, New Jersey USA, 2005

**Recommended**

- Software SORPRENDO – Regione FVG – Cascaid

Indicative learning and teaching time	Activity
1. Student/tutor interaction, some of which may be online: 5 + 6 + 4	Activity: <ul style="list-style-type: none"> <li>- 5 hours → theoretical lessons – Group Seminar to present theories and ICT tools</li> <li>- 6 hours → distance training - Cooperative learning activities on the Moodle platform</li> <li>- 4 hours → project work in small groups and job shadowing with experts to make direct experiences with the ICT tools</li> </ul>
2. Student learning time: 10 hours	Activity: <ul style="list-style-type: none"> <li>- at distance learning using the specific session of the Moodle platform (background reading, diary, portfolio, etc.)</li> </ul>
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 12

<b>UNIT 1.4</b>
<i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication learning needs</i>
<b>Module Title/ guidance-related ICT competence</b>
1.4.1 Select and use ICT media and software for establishing and maintaining client communications
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- Offering advice by the Counsellor to the clients on the use of ICT for communication.</li> <li>- Explore the communication needs of stakeholders.</li> <li>- Choose and use ICT and other multimedia resources to initiate and strengthen the interaction with users.</li> <li>- Ability to use various types of ICT on function the demands and expectations of the recipients.</li> </ul>
<b>Main topics of study</b>
<ul style="list-style-type: none"> <li>- The range of ICT media and software available, relevant to the organisation and client needs.</li> <li>- Supporting clients' use of selected media and software within the guidance process (mediated use).</li> <li>- Selection of multimedia resources.</li> <li>- Academic and work information.</li> </ul>
<b>Learning Outcomes for the module</b>
At the end of this module, students will be able to:
<i>Knowledge</i>
<ol style="list-style-type: none"> <li>1. Knowing the Information and Communication Technologies.</li> <li>2. Demonstrate critical understanding of current issues and trends relating to ICT in the guidance sector where you work</li> <li>3. Evaluate effectiveness of using ICT in guidance</li> </ol>
<i>Skills</i>
<ol style="list-style-type: none"> <li>4. Ability of mastering ICT skills.</li> <li>5. Assess the relevance and usefulness of ICT within the guidance process in meeting clients' communication.</li> <li>6. Critical awareness of future possibilities in delivering guidance using ICT media &amp; software</li> </ol>

*Attitudes*

7. Possessing a positive attitude towards the use of ICT.
8. Demonstrate critical awareness of current issues relating to ICT in your guidance practice.
9. Capacity to interact a group using ICT.

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes**

- Information to the recipients with employment ICT grouped.
- Analysis of the students needs.
- Group chat sessions, video conferencing, skype.
- Personal communication via e-mail, phone, messages.
- Advice to the users for the development of electronic portfolios.

**Assessment methods which enable students to demonstrate the learning outcomes for the module**

Design and development an evaluation of a selected ICT media that is used with clients in the guidance process and communication.

**Reading and resources for the module:**

**Core**

Garrison, D. R. and Anderson, T. (2003), **E-learning in the 21<sup>st</sup> Century**. London: Routledge and Falmer.

**Recommended:** Websites, chat, forums, portfolios, videoconference.

**Indicative learning and teaching time**

**Activity: Conducting guidance interviews, development of portfolios**

1. Student/tutor interaction, some of which may be online: 13 hours

Activity. Face-to-face presentations, teamwork.

2. Student learning time:

Activity: Seminars, readings, study work.

Total hours (1 and 2): 25hrs

ECTS credits (25 hrs per credit): 1

## MODULE 13

<b>UNIT 1.4</b>	
<i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication learning needs</i>	
<b>Module Title/ guidance-related ICT competence</b> 1.4.2 Create activities and resources using ICT media and software for establishing and maintaining client communications	
<b>Main aim(s) of the module</b>	
<ul style="list-style-type: none"> <li>- Develop tasks using ICT and multimedia resources for communication with users.</li> <li>- Generate technological resources to initiate and set the interaction with the target audience.</li> <li>- Create guide actions through the use of ICT tools and multimedia.</li> <li>- Generating resources of ICT to strengthen communication with the clients.</li> <li>- Create a guiding social networks through chat, forums, videoconference,...</li> </ul>	
<b>Main topics of study</b>	
<ul style="list-style-type: none"> <li>- Supporting clients' use of selected media and software within the guidance process (mediated use).</li> <li>- Interviews for guidance.</li> <li>- Work information.</li> <li>- Professional curriculum.</li> <li>- Portfolios technical</li> <li>- Internet.</li> <li>- Work placement</li> </ul>	
<b>Learning Outcomes for the module</b>	
At the end of this module, students will be able to:	
<i>Knowledge</i>	
<ol style="list-style-type: none"> <li>1. Skills for the employment of messages via mobile phone.</li> <li>2. Ability to communicate through e-mail and web sites.</li> </ol>	
<i>Skills</i>	
<ol style="list-style-type: none"> <li>3. Skills development of an e-portfolio.</li> <li>4. Skills for Internet navigation.</li> </ol>	
<i>Attitudes</i>	
<ol style="list-style-type: none"> <li>5. Social communication skills through chat, forums and videoconference.</li> </ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- Personal information through the use of ICT.</li> <li>- Individual interview.</li> <li>- Staff coaching</li> <li>- Meetings of the chat, videoconference and skype.</li> <li>- Use of the forum.</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Design and development an assessment of a selected ICT resource that is used with clients in the guidance process and communication.	
<b>Reading and resources for the module</b>	
<b>Core</b>	
Sobrado, L. (2006). "Las competencias de los Orientadores en el ámbito de las TIC: Diagnóstico y desarrollo". <i>Revista Estudios sobre Educación</i> , Nº 11, 27-43. Accesible en <a href="http://www.unav.es/educacion/ese">www.unav.es/educacion/ese</a>	
<b>Reccomended</b>	
<i>Websites, Newsgroup, Forums, Portfolio, Internet, etc.</i>	
<b>Indicative learning and teaching time</b>	<b>Activity:</b> conducting interviews.

1. Student/tutor interaction, some of which may be online: 15 hours	Activity: Face-to-face presentations, teamwork.
2. Student learning time:	Activity
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 14

<b>UNIT 1.4</b>
<i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication learning needs</i>
<b>Module Title/ guidance-related ICT competence</b>
1.4.3 Enable clients to use ICT media and software to establish and maintain communications with you and others who can help them in their careers
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- Facilitating users to use multimedia tools to generate and strengthen the interaction between guidance agents that help them in their professional action.</li> <li>- To help the recipients to start and strengthen the communication between them and the counsellors that they can find employment.</li> <li>- To guide clients through interactive interventions for their professional transitions.</li> <li>- Establish social communication networks through ICT to enhance the occupational and training programming.</li> <li>- Potentiation of the guidance actions of the group to start and establishing personal and professional communication.</li> </ul>
<b>Main topics of study</b>
<ul style="list-style-type: none"> <li>- Enabling clients' independent use of selected media and software (non-mediated use).</li> <li>- Vocational information.</li> <li>- Diagnosis of needs.</li> <li>- E-training.</li> <li>- Roles and job functions.</li> <li>- Professional development.</li> </ul>
<b>Learning Outcomes for the module</b>
At the end of this module, students will be able to:
<i>Knowledge</i>
<ol style="list-style-type: none"> <li>1. Communicative skills through ICT.</li> <li>2. Information toward personal and social diversity.</li> </ol>
<i>Skills</i>
<ol style="list-style-type: none"> <li>3. Skills for guidance in the group through of multimedia resources and ICT.</li> </ol>
<i>Attitudes</i>
<ol style="list-style-type: none"> <li>4. Social interaction skills through the forums, chats, video-conferences, news group...</li> </ol>
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>
<ul style="list-style-type: none"> <li>- Exhibition on the study of job needs of stakeholders.</li> <li>- E-training activities.</li> <li>- Telematic tutorial.</li> <li>- Advice of group.</li> <li>- Using the chat, video-conference and forums.</li> </ul>
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>
Design and conduct an evaluation of a selected ICT media and resource that is used with persons in the guidance process and communication.

<b>Reading and resources for the module</b>	
<b>Core</b> Vuorinem, R. and Saukkonen, S. (2006). Guidance Services in Higher Education. Jyvaskyla: University Press.	
<b>Recommended:</b> Video-conference, chat, websites.	
<b>Indicative learning and teaching time</b>	<b>Activity: Analysis of needs and conducting e-learning course</b>
1. Student/tutor interaction, some of which may be online: 14 hours	Activity: Face-to-face presentations: 3 hours Teamwork: 3 hours Initial evaluation: 1 hour Hours at distance: 7 hours
2. Student learning time: 11 hours	Activity: Seminars, readings, teamwork...
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 15

<b>UNIT 1.4</b>
<i>Use ICT to deliver guidance: Use ICT media and software in the guidance process to meet clients' communication learning needs</i>
<b>Module Title/ guidance-related ICT competence</b> 1.4.4 Select appropriate channels for communicating and consulting with others who can support the client in the guidance process
<b>Main aim(s) of the module</b>  <ul style="list-style-type: none"> <li>- To diagnose the cultural, formatives, labour necessities... of the users.</li> <li>- To choose channels adapted for the communication with other agents of advising.</li> <li>- To select appropriate channels of consultation with experts who help in guidance processes.</li> <li>- To choose adapted instruments TIC to the demands of the users in the formative and socio-labour field.</li> <li>- To advise on election of suitable formative actions for the labour insertion.</li> </ul>
<b>Main topics of study</b>  <ul style="list-style-type: none"> <li>- Supporting clients' use of selected media and software within the guidance and communication process (mediated use).</li> <li>- Analysis of necessities.</li> <li>- Labour information.</li> <li>- E-training programs information</li> </ul>
<b>Learning Outcomes for the module</b>  At the end of this module, students will be able to:  <i>Knowledge</i> 1. Abilities of personal and labour self-knowledge. 2. Knowledge of labour world  <i>Skills</i> 3. Skills of self-learning.  <i>Attitudes</i> 1. Aptitudes for the personal and group communication. 2. Abilities of social interaction.
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b>

<ul style="list-style-type: none"> <li>- Explanation and common putting in the results of necessities analysis through the use of questionnaire.</li> <li>- Exhibition and colloquy of e-training programs.</li> <li>- Presentation through the PowerPoint program the professional reality.</li> <li>- Individualized and group tutory.</li> <li>- Use of chat, videoconference and forums.</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> Design and implementation an evaluation of a selected ICT media that is used with clients in the guidance process and communication.</p>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b> Cogoi, C. (Coord.) (2005). Using ICT in Guidance: Practitioners competences and training. Bologna: Outline Edizioni.</p> <p><b>Recommended:</b> e-training programs, websites, videoconference.</p>	
<b>Indicative learning and teaching time</b>	<b>Activity: To study e-training programs</b>
1. Student/tutor interaction, some of which may be online: 13 hours	Activity Face-to-face presentations: 3 hours Group work: 2 hours Initial evaluation: 1 hour Hours at distance: 7
2. Student learning time: 12 hours	Activity: Seminar, readings, teamwork.
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 16

<p><b>UNIT 2.1</b> <b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b></p>
<p><b>Module title/guidance-related ICT competence</b> 2.1.1 Use ICT media and software in different combinations to achieve guidance objectives</p>
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- Develop a positive approach to the use and advantage of ICT in guidance context</li> <li>- To develop awareness of a broad range of ICT media and software and its selective use with a range of client groups.</li> <li>- To integrate ICT media and software to the guidance process ensuring flexible application</li> <li>- To develop a critical approach to the use of ICT media and software ensuring appropriate selection and usefulness</li> </ul>
<p><b>Main Topics of study</b></p> <ul style="list-style-type: none"> <li>- Literature review of the development of ICT in the guidance process</li> <li>- Reviewing the appropriate use of ICT with a range of client groups looking at advantages and disadvantages</li> <li>- Practical development of skills and knowledge of ICT media and software</li> <li>- Evaluation of various approaches including advantages and disadvantages</li> </ul>
<p><b>Learning Outcomes for the module</b></p> <p>At the end of this module, students will be able to demonstrate:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Understand the impact of ICT media and software on the guidance process with a range of client groups, including those with special needs</li> <li>2. Demonstrate critical understanding of and application of a range of ICT media and software.</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Be able to evaluate the use of various approaches and make decisions in relation to most appropriate intervention.</li> </ol>

<i>Attitudes</i>	
4. Demonstrate ability to apply a range of ICT interventions in a range of guidance contexts	
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- Theory based workshops</li> <li>- Practical application sessions developing competence in a range of ICT skills</li> <li>- Work based learning focussing on the use of a range of ICT</li> <li>- Web based forums to exchange views</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Carry out and evaluate a guidance intervention using a combination of different ICT approaches	
<b>Reading and resources for the module</b>	
<b>Core</b>	
Evangelista, L. (2003). How is the internet changing careers guidance? First results of a survey among European careers advisers. <a href="http://www.cnrop.ise.ro/EN/docs/survey_it.pdf">http://www.cnrop.ise.ro/EN/docs/survey_it.pdf</a>	
<b>Recommended:</b> Websites, Chat, Forums, Electronic portfolios, Videoconference, News-group.	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
	Conducting guidance interviews, development of portfolios.
1. Student/tutor interaction, some of which may be online: 8 hours	Activity (e.g. lectures/seminars/tutorials/workshops/ moderated online discussions, online chat, etc): Taking a virtual Seminar using discussions → moderated online.
2. Student learning time: 17 hours	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/ studio work, etc):
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 17

<b>UNIT 2.1</b>
<b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>
<b>Module title/guidance-related ICT competence</b>
2.1.2 Integration of ICT and face-to-face approaches, where appropriate, to ensure an effective guidance process for clients
<b>Main aim(s) of the module:</b>
<ul style="list-style-type: none"> <li>- To enable students to develop guidance interventions which make maximum use of ICT media and software</li> <li>- To review methodologies that integrate ICT approaches to the guidance process leading to a blended solution(s)</li> <li>- To enable students to demonstrate competence in development of flexible and appropriate relationships with individuals and groups</li> </ul>
<b>Main Topics of study</b>
<ul style="list-style-type: none"> <li>- Reviewing the range of ICT media and software available and examining its appropriateness to a range of guidance contexts</li> <li>- Integration of ICT media and software into the guidance process</li> <li>- Role of professionals and clients in use of ICT within guidance</li> </ul>
<b>Learning Outcomes for the module</b>
At the end of this module, students will be able to demonstrate:
<i>Knowledge</i>
<ol style="list-style-type: none"> <li>1. Critical understanding of a range of ICT media and software appropriate to the guidance context</li> <li>2. Critical awareness of the flexibility of ICT media and software in relation to</li> </ol>

Developing collaborative relationships with a range of client groups.	
<i>Skills</i>	
3. Exercise judgement on integration of ICT within the guidance process	
<i>Attitudes</i>	
4 Capability to organise practical sessions for clients utilising ICT	
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- Theory based workshops</li> <li>- Practical application sessions developing competence in a range of ICT skills</li> <li>- Work based learning focussing on the use of a range of ICT</li> <li>- Personal communication via e-mail, messages...</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Evaluate a blended approach to guidance activity & identify ways this can be improved. Utilise a blended approach to completing the evaluation and review your learning	
<b>Reading and resources for the module:</b>	
<b>Core</b>	
Sampson, J.P. (2006) Challenges in Effectively Designing and Using ICT in Career Guidance, <a href="http://www.derby.ac.uk/files/jimsampsonict.doc">http://www.derby.ac.uk/files/jimsampsonict.doc</a>	
European Commission. (2004). Ariadne: <i>Guidelines for web-based guidance</i> . [ <a href="http://www.ariadneproject.org/">http://www.ariadneproject.org/</a> ]	
<b>Recommended:</b> E-mails, websites, forums, chat, videoconference, newsgroup, portfolio...	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
	Conducting guidance interviews, development of portfolios.
1. Student/tutor interaction, some of which may be online: 7	Activity (e.g. /seminars/tutorials/workshops/moderated online discussions, online chat, etc): Taking a virtual workshops, online debates, online chat...
2. Student learning time: 18	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc): hours
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 18

<b>UNIT 2.1</b>
<b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>
<b>Module title/guidance-related ICT competence</b>
2.1.3 Identify the training and support needs of clients to enable their use of ICT in guidance
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- To enable students to identify, analyse clients training and support needs to further enable their use of ICT in guidance activities</li> <li>- To provide students with opportunities to further understand how to assist clients to develop use of ICT</li> </ul>
<b>Main Topics of study</b>
<ul style="list-style-type: none"> <li>- Range of ICT media and software and how they meet client needs in relation to guidance activities</li> <li>- Frameworks for assessing clients' levels of confidence and competence</li> <li>- Fairness and inclusion in the access to media and software</li> <li>- Methodologies for encouraging clients to develop active use of ICT media and software in guidance-related activities.</li> </ul>
<b>Learning Outcomes for the module</b>
At the end of this module, students will be able to demonstrate:

<p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of current ICT and media and how they meet client needs in relation to guidance activities</li> <li>2. Ways of ensuring fairness and inclusion in how clients access guidance services using ICT.</li> <li>3. Approaches to support client learning in relation to ICT and guidance activities</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>4. Critical awareness of how clients approach ICT activities in the area of guidance</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>5. Be able to use a range of interventions to support particular client groups in their use of ICT.</li> </ol>	
<p><b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Group work through video conference/ email and discussion groups</li> <li>- Seminar</li> <li>- Tutorials</li> </ul>	
<p><b>Assessment methods which enable students to demonstrate learning outcomes for the module</b></p> <p>Choose a specific client group and present a strategy for</p> <p>(a) identification of learning and support needs</p> <p>(b) approaches to further develop client active employment of ICT to address their guidance needs.</p>	
<p><b>Reading and resources for the module:</b></p> <p><b>Core</b>  Vuorinen,R. &amp; Sampson,J. (2009) Ethical Guidelines for e-guidance &amp; usage, (Available) <a href="http://www.egos-cip.eu">www.egos-cip.eu</a></p> <p><b>Recommended:</b> E-mails, websites, forums, chat, videoconference, newsgroup, portfolio...</p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
1. Student/tutor interaction, some of which may be online: 7 hrs	Activity (e.g. lectures/seminars/tutorials/workshops/moderated online discussions, online chat, etc): Taking a virtual workshops, seminars activities, online debates, online chat...
2. Student learning time: 18	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc):
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 19

<p><b>UNIT 2.1</b>  <b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b></p>
<p><b>Module title/guidance-related ICT competence</b>  2.1.4 Carry out administrative tasks related to the use of ICT media and software</p>
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- To develop confidence and expertise in administrative tasks related to use of ICT media and software</li> </ul>
<p><b>Main Topics of study</b></p> <ul style="list-style-type: none"> <li>- Framework for using ICT in guidance</li> <li>- Range of systems to support storage and retrieval of client information.</li> <li>- Confidentiality and protocols for information sharing.</li> <li>- Methods to incorporate guidance information and resources into media and software that may be accessed by different client groups.</li> </ul>

**Learning Outcomes for the module**

At the end of this module, students will be able to show:

*Knowledge*

1. Critical understanding of systems to support and develop ICT media and software relevant to specific client groups.

*Skills*

2. Assess the relevance and usefulness of different systems in relation to client needs.

*Attitudes*

3. Be able to carry out administrative tasks related to ICT use

**Teaching/learning methods/strategies used to enable the achievement of learning outcomes**

- Workshop/Seminar.
- Tutorials
- Personal relation via e-mail, interviews, messages...
- Forum sessions, videoconference.

**Assessment methods which enable students to demonstrate the learning outcomes for the module**

Choose a guidance-related ICT resource utilised by a specific client group and update/ further develop this to meet client needs. Evaluate outcomes for the client group

**Reading and resources for the module****Core**

Sampson, J.P. (2006) Challenges in Effectively Designing and Using ICT in Career Guidance,  
<http://www.derby.ac.uk/files/jimsampsonict.doc>

**Recommended:** E-training programs, websites, videoconference, forum, e-mail, chat, internet...

**Indicative learning and teaching time****Activity**

Conducting guidance interviews, development of portfolios.

1. Student/tutor interaction, some of which may be online: 7 hrs

Activity (e.g. Seminars/tutorials/workshops/studio work/moderated online discussions, online chat, etc): To participate in practical workshop:

2. Student learning time: 18 hrs

Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/ etc):

Total hours (1 and 2): 25hrs

ECTS credits (25 hrs per credit): 1

## MODULE 20

<b>UNIT 2.1</b> <b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>	
<b>Module title/guidance-related ICT competence</b> 2.1.5 Monitor, review and evaluate ICT-related guidance solutions using ICT	
<b>Main aim(s) of the module</b> <ul style="list-style-type: none"> <li>- To develop understanding of quality standards that can be applied to monitor and review use of ICT in guidance</li> <li>- To enable students to demonstrate they can apply standards to evaluate ICT-related solutions</li> <li>- To develop competence in using ICT to review and evaluate use of ICT in guidance.</li> </ul>	
<b>Main Topics of study</b> <ul style="list-style-type: none"> <li>- Quality standards, both international and those related to the national context.</li> <li>- Advantages and disadvantages of methodologies to monitor, review and evaluate ICT –related guidance solutions</li> <li>- Meeting needs of special groups.</li> <li>- Utilising outcomes of evaluation to further develop services</li> </ul>	
<b>Learning Outcomes for the module</b> <p>At the end of this module, students will be able to demonstrate:</p> <p><i>Knowledge of</i></p> <ol style="list-style-type: none"> <li>1. Current issues and trends relating to review and evaluation of ICT in the guidance services.</li> <li>2. Developing approaches to review and evaluation that ensure needs of differing client groups are addressed</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Exercise judgement on appropriate methods to be employed to evaluate ICT solutions.</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Demonstrate critical awareness of review and evaluation of service in the guidance community.</li> </ol>	
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b> <ul style="list-style-type: none"> <li>- Teaching session with the use ICT.</li> <li>- Personal interaction via e-mail, messages</li> <li>- Group chat sessions, videoconference.</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> <p>Design and conduct an evaluation of an ICT resource that is used with clients in the guidance process, using a range of both qualitative and quantitative measures</p>	
<b>Reading and resources for the module</b> <p><b>Core</b>          European Commission. (2004). Ariadne: <i>Guidelines for web-based guidance</i>. (Available) [<a href="http://www.ariadneproject.org/">http://www.ariadneproject.org/</a> ]</p> <p><b>Recommended:</b> Fixed and Mobile telephone, Newsgroup, Forums, Videoconference, e-mail, Web page.</p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b> Analysis of needs, conducting a e-learning course.
1. Student/tutor interaction, some of which may be online: 7 hrs	Activity (e.g. Seminars/tutorials/workshops/studio work/moderated online discussions, online chat, etc): Participation in a workshop

	with implemented actions, telematic tutorial.
2. Student learning time: 18hrs	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc):
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 21

<b>UNIT 2.1</b>	
<b>Develop and manage the Use of ICT in Guidance: Develop your Use of ICT-related guidance solutions</b>	
<b>Module title/guidance-related ICT competence</b>	
2.1.6 Address your own training and support needs to enable you to use ICT in guidance	
<b>Main aim(s) of the module</b>	
<ul style="list-style-type: none"> <li>- To enable students to address their own training needs to develop their competence and knowledge in using ICT in guidance practice</li> <li>- To develop students awareness of local, national and international resources available to support learning</li> </ul>	
<b>Main Topics of study</b>	
<ul style="list-style-type: none"> <li>- Methodologies to enable assessment of own current training needs on use of ICT in guidance.</li> <li>- Resources- international and national that support learning</li> <li>- Critical review of resources and development of working criteria to assess suitability for individual learning needs.</li> </ul>	
<b>Learning Outcomes for the module</b>	
At the end of this module, students will be able to demonstrate:	
<i>Knowledge</i>	
<ol style="list-style-type: none"> <li>1. Current resources available to support learning on ICT in guidance and criteria on how to evaluate them.</li> <li>2. Methodologies to develop identification of training needs and development plan</li> </ol>	
<i>Skills</i>	
3 Reflective and critical thinking in professional setting.	
<i>Attitudes</i>	
4 Be able to complete a training and development plan and identify appropriate sources to inform additional learning	
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- Teaching session</li> <li>- Tutorials – personal &amp; on-line.</li> <li>- Use of on-line resources, discussion forums...</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Develop personal training and development plan for use of ICT in own guidance practice and identify appropriate resources to support learning..	
<b>Reading and resources for the module</b>	
<b>Core</b>	
COMMISSION OF THE EUROPEAN COMMUNITIES ( 2008). The use of ICT to support innovation and lifelong learning for all - A report on progress, Comission Staff Working Document, Brussels	
<b>Recommended:</b> E-training programs, websites, videoconference, e-mail, forum, chat, internet, messages...	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
	Conducting guidance interviews, development of portfolios.

1. Student/tutor interaction, some of which may be online: 7	Activity (e.g. lectures/seminars/tutorials/workshops/moderated online discussions, online chat, etc):
2. Student learning time: 18hrs	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc):
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 22

<b>UNIT 2.2</b> <b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>	
<b>Module title/guidance-related ICT competence</b> 2.2.1 Identify opportunities and constraints in the service's use of ICT in guidance	
<b>Main aim(s) of the module</b>  .- Identify strengths and weaknesses in the use of ICT in guidance. - Identify difficulties before the change introduced by ICT and overcome them. - Analyzing the strength of materials and resources available to users to allow the use of ICT in the field guide. - Identify elements that influence the guiding services based on ICT.	
<b>Main Topics of study</b>  - Localization opportunities and barriers in the service's utilization of ICT in guidance. - Difficulties for the change in the using of ICT in guidance. - Analyzing the organization of services and potential of ICT-related guidance. - Study of the factors affecting the use of ICT-based approach to a counselor.	
<b>Learning Outcomes for the module</b>  At the end of this module, students will be able to: <i>Knowledge</i> 1. Demonstrate critical understanding of obstacles to change and how to overcoming them relating to ICT in the guidance. 2. Evaluate effectiveness how to analyse the infrastructure of the service to deliver ICT-related guidance provision. <i>Skills</i> 3. Assess the development and manage the utilization of ICT in guidance. <i>Attitudes</i> 4. Demonstrate critical awareness of manage your employment of ICT-related guidance solutions in a service frame. -	
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b> - Exposition to the users with utilization ICT grouped. - Analysis individualized of the students needs. - Personal communication via e-mail messages. - Group chat sessions, videoconference.	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b> Design and conduct an evaluation of the strategy plan ICT resource that is used with clients in the guidance process	
<b>Reading and resources for the module</b>  <b>Core</b> Vuorinem, R. and Samposon, J. (2009). <b>Ethical Guidelines for e-guidance</b> . Available in: <a href="http://www.egos.cip.eu">www.egos.cip.eu</a>  <b>Recommended:</b> Websites, Chat, Forums, Electronic portfolios, Videoconference, News-group.	
<b>Indicative learning and teaching time</b>	<b>Activity</b>

	Conducting guidance interviews, development of portfolios.
1. Student/tutor interaction, some of which may be online: 13 hours	Activity: Presentations: 3 hours; Initial Evaluation: 1 hour; Group Work: 2 hours; Distance hours: 7
2. Student learning time: 12 hours.	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc).
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 23

<p><b>UNIT 2.2</b>  <b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b></p>
<p><b>Module title/guidance-related ICT competence</b>  2.2.2 Apply safeguards to protect clients using ICT for guidance purposes</p>
<p><b>Main aim(s) of the module</b></p> <ul style="list-style-type: none"> <li>- To develop skills, Knowledge and understanding in the use of ICT media and software to meet clients needs within the guidance process.</li> <li>- To provide opportunity to critically review your use of ICT with clients.</li> <li>- Use safety measures for the protection of users in the utilization of ICT applied to the Guidance.</li> <li>- Identified ethical principles related by the use of ICT in the field guide.</li> <li>- Demonstrate ethical behavior in the application of ICT in the context of the Guidance.</li> <li>- To respect the confidentiality and protection of personal and professionals data.</li> <li>- Employing basic systems of security in ICT.</li> <li>- Prevent and protect the health and safety of users of ICT.</li> </ul>
<p><b>Main Topics of study</b></p> <ul style="list-style-type: none"> <li>- Quality standards for the use of ICT in guidance.</li> <li>- Codes of ethics in guiding action in the field of ICTs.</li> <li>- Safety measures and data protection in the use of ICT in guidance.</li> <li>- Prevention of health and safety of users of ICT.</li> <li>- Rules regarding confidentiality and data protection.</li> </ul>
<p><b>Learning Outcomes for the module</b></p> <p>At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of current issues and trends relating to the use of ICT in the guidance on quality standars.</li> <li>2. Evaluate effectiveness on ethical principles of using ICT in guidance.</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>3. Critical awareness of future possibilities in delivering guidance using ICT media and software in security procedures.</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>4. Demonstrate critical awareness of current issues relating to ICT in your guidance practice.</li> <li>5. Aplication of ethical principles and quality standars relating to the utilization of ICT in guidance.</li> </ol>
<p><b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Exposition to the users with utilization ICT.</li> <li>- Individualized tutory of the clients needs.</li> <li>- Group chat sessions videoconference.</li> <li>- Personal communication via e-mail, messages...</li> </ul>
<p><b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b></p> <p>Design and conduct an evaluation of the ethical procedures ICT resource that is used with clients in the guidance process</p>

<b>Reading and resources for the module</b>	
<b>Core</b> Code of Ethics (2007). <b>National Career Development Association</b> . Available in: <a href="http://www.ncda.org">www.ncda.org</a>	
<b>Recommended:</b> E-portfolios, Chat, Forum, Videoconference, News-group, messages...	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
1. Student/tutor interaction, some of which may be online: 13 hours	Conducting guidance interviews, taking a virtual workshop.
2. Student learning time: 12 hours	Activity: Presentations: 3 hours; Initial Evaluation: 1 hour; Distance hours: 7; Group Work: 2 hours.
	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc).
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 24

<b>UNIT 2.2</b> <b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<b>Module title/guidance-related ICT competence</b> 2.2.3 Identify ways of ensuring fairness and inclusion in providing a guidance service using ICT.
<b>Main aim(s) of the module</b>  - Localization ways of ensuring fairness and inclusion using ICT in providing a guidance service. - Equality access to ICT-related guidance facilitation of users with learning difficulties and disabilities. - Diagnostic and address the needs of special groups. - Ensurer that issues of fairness and inclusion are considered in ICT, related guidance practice.
<b>Main Topics of study</b>  - Fairness and inclusion in the access to media and software. - Equal access to ICT of users with learning difficulties and disabilities. - Current and future development in the utilization of ICT in guidance. - Localization way of fairness and inclusion in Service using ICT. - To address the needs as special groups.
<b>Learning Outcomes for the module</b>  At the end of this module, students will be able to: <i>Knowledge</i> 1. Demonstrate critical understanding of ways of ensuring fairness and inclusion in guidance service using ICT.  <i>Skills</i> 2. Critical awareness of future possibilities in the diagnostic of clients with learning difficulties.  <i>Attitudes</i> 3. Demonstrate critical awareness of how to address the needs of special groups.
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>  - Exposition to the clients with utilization ICT skills. - Individualized diagnostic with users needs. - Personal communication via e-mail, messages...
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>  Design and conduct an evaluation the needs of special groups.
<b>Reading and resources for the module</b>

<b>Core</b> Clayton, P., Plant, P. and Rohdin, I. (2008). <b>European Solutions for guidance and counselling for socially disadvantaged groups</b> . Milano: Ed. Franco Angeli.	
<b>Recommended:</b> E-mails, websites, forums, chat, videoconference, newsgroup, portfolio...	
<b>Indicative learning and teaching time</b>	<b>Activity</b> Conducting guidance interviews, development of portfolios.
1. Student/tutor interaction, some of which may be online: 13 hours	Activity: Presentations: 3 hours; Distance hours: 7; Group Work: 2 hours; Initial Evaluation: 1 hour.
2. Student learning time: 12 hours	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc).
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 25

<b>UNIT 2.2</b> <b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<b>Module title/guidance-related ICT competence</b> 2.2.4 Maintain service records using ICT-based management information systems
<b>Main aim(s) of the module</b>  - To develop skills, knowledge and understanding in the use of ICT media and software to meet clients needs within the guidance process. - To provide opportunity to critically review your use of ICT with clients. - Use ICT to manage information based on the records of the services counselors. - Analyze various systems of information management. - Using methodologies to share information with other partners through support networks. - Analyze the necessary requirements in the workplace (educational centres, industrial entities, etc.).
<b>Main Topics of study</b>  - Records of guidance services. - Requirements necessary at the headquarters of the services (schools, employment offices ...). - Shared management of information. - Support networks for information. - Duties of the information management model.
<b>Learning Outcomes for the module</b>  At the end of this module, students will be able to: <i>Knowledge</i> 1. Demonstrate critical understanding of trends relating to ICT in the guidance based management information systems.  2. Evaluate effectiveness of information systems works.  <i>Skills</i> 3. Assess the relevance and usefulness of ICT within the guidance process in clients networks of support.  <i>Attitudes</i> 4. Demonstrate critical awareness maintain service records using ICT-based management information systems.
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>  - Exposition to the clients with utilization of the ICT. - Individualized diagnostic the users needs.

<ul style="list-style-type: none"> <li>- Personal relation via e-mail, interviews, messages...</li> <li>- Forum sessions, videoconference.</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Design and conduct an continue evaluation of the ICT resource that is used with clients in the guidance process	
<b>Reading and resources for the module</b>	
<p><b>Core</b> Basic Bibliography</p> <p><b>Recommended:</b> E-training programs, websites, videoconference, forum, e-mail, chat, internet...</p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
	Conducting guidance interviews, development of portfolios.
1. Student/tutor interaction, some of which may be online: 13 hours.	Activity: Presentations: 3 hours; Distance hours: 6; Group Work: 3 hours; Initial Evaluation: 1 hour.
2. Student learning time: 12 hours	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc).
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 26

<b>UNIT 2.2</b>
<b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<b>Module title/guidance-related ICT competence</b>
2.2.5 Promote community awareness and take-up of the service's ICT-related guidance provision
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- Promote community awareness on the development of the guidance in the field of ICTs.</li> <li>- Analyze the resources for the dissemination of ICT service integrated into the leading role.</li> <li>- Linking services with guidance systems of promotion and dissemination of ICT.</li> <li>- To promote and disseminate the ICT integrated into the leading role.</li> </ul>
<b>Main Topics of study</b>
<ul style="list-style-type: none"> <li>- Guidance services in connection with the use of ICTs.</li> <li>- Community awareness and developing services of TICs associated with the action guide.</li> <li>- Diffusion techniques of ICT using in the institutions of guidance.</li> <li>- Systems and procedures for promotion and dissemination of ICTs in the area of services counselors.</li> </ul>
<b>Learning Outcomes for the module</b>
At the end of this module, students will be able to:
<i>Knowledge</i>
1. Demonstrate critical understanding of current issues and trends relating to ICT in the guidance services on development and dissemination.
<i>Skills</i>
2. Assess the relevance and usefulness of ICT within the guidance process in techniques for marketing the services.
3. Critical awareness of future possibilities in maintain systems for promoting and dissemination ICT-related guidance services.
<i>Attitudes</i>
4. Demonstrate critical awareness of current issues relating to ICT in promote community awareness.
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>

<ul style="list-style-type: none"> <li>- Exposition to the clients with the use ICT.</li> <li>- Analysis individualized the users needs.</li> <li>- Personal interaction via e-mail, messages...</li> <li>- Group chat sessions, videoconference.</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Design and conduct an continue evaluation of ICT resource that is used with clients in the guidance process	
<b>Reading and resources for the module</b>	
<p><b>Core</b> Vuorinen, R. and Saukkonen, S. (2006). <b>Guidance services in Higher Education</b>. Jyvaskyla: University Press.</p> <p><b>Recommended:</b> Fixed and Mobile telephone, Newsgroup, Forums, Videoconference, e-mail, Web page.</p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
	Analysis of needs, conducting a e-learning course.
1. Student/tutor interaction, some of which may be online: 14 hours.	Activity: Presentations: 3 hours; Distance hours: 7; Group work: 3 hours; Initial Evaluation: 1 hour.
2. Student learning time: 11 hours.	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc).
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 27

<b>UNIT 2.2</b>
<b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<b>Module title/guidance-related ICT competence</b>
2.2.6 Collaborate with professional colleagues in the delivery and development of ICT-related guidance
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- Cooperate with guidance professionals colleagues on the development of ICTs.</li> <li>- Doing studies on best practices in the use of ICT in guidance.</li> <li>- Helping colleagues in the use of ICT resources and especially in the software.</li> <li>- Ensuring effective systems to collaborate in activities with colleagues.</li> <li>- Discuss with colleagues the potential of ICT to improve the practical guidance.</li> </ul>
<b>Main Topics of study</b>
<ul style="list-style-type: none"> <li>- Current and future developments in the use of ICT in guidance.</li> <li>- Development of ICT in guidance.</li> <li>- Examples of good practice in the use of ICT in guidance.</li> <li>- Effective systems of cooperative work with colleagues.</li> <li>- Helps colleagues in the use of ICT in guidance.</li> </ul>
<b>Learning Outcomes for the module</b>
At the end of this module, students will be able to:
<i>Knowledge</i>
1. Demonstrate critical understanding of trends relating to ICT in the guidance based in collaborate with professional colleagues.
<i>Skills</i>
2. Critical awareness of future possibilities in local, national and transnational studies of the effective practice in the use of ICT in guidance.
<i>Attitudes</i>

3. Demonstrate critical awareness in assist colleagues in using ICT media and software.	
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- Exposition to the users with utilization of the ICT.</li> <li>- Analysis individualized the clients needs.</li> <li>- Personal interaction with interviews, messages...</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Design and conduct an continue evaluation of ICT resource that is used with clients in the guidance process.	
<b>Reading and resources for the module</b>	
<b>Core</b> Basic Bibliography	
<b>Recommended:</b> E-training programs, websites, videoconference, e-mail, forum, chat, internet, messages...	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
	Conducting guidance interviews, development of portfolios.
1. Student/tutor interaction, some of which may be online: 13 hours	Activity: Presentations: 3 hours; Distance hours: 7; Group work: 2 hours; Initial Evaluation: 1 hour.
2. Student learning time: 12 hours.	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc).
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 28

<b>UNIT 2.2</b> <b>Develop and manage the Use of ICT in Guidance: Manage your use of ICT-related guidance solutions in a service context</b>
<b>Module title/guidance-related ICT competence</b> 2.2.7 Collaborate with ICT developers in the organisation and development of ICT-supported client services
<b>Main aim(s) of the module</b>
<ul style="list-style-type: none"> <li>- Cooperate in the establishment and development of ICT supported by guidance services to the user.</li> <li>- Offer suggestions to managers and leaders of the guidance related to the software of ICT.</li> <li>- To discuss about the use of ICT linked to their requirements.</li> <li>- Participation and development of new approaches and programs of ICT.</li> </ul>
<b>Main Topics of study</b>
<ul style="list-style-type: none"> <li>- Current and future developments in the use of ICT in guidance.</li> <li>- Structuring and development of ICT-supported services counselors.</li> <li>- Uses and requirements of TICs.</li> <li>- Participation and development of innovative approaches and new programs of ICT integrated in services counselors.</li> </ul>
<b>Learning Outcomes for the module</b>
At the end of this module, students will be able to:
<i>Knowledge</i>
1. Demonstrate critical understanding of trends relating to ICT in the supported client services.
<i>Skills</i>
2. Critical awareness of possibilities in collaborate with ICT developers in the organization of users services.
<i>Attitudes</i>
3. Demonstrate critical awareness in new programs and approaches in guidance.
<b>Teaching/learning methods/strategies used to enable the achievement of learning outcomes</b>

<ul style="list-style-type: none"> <li>- Exposition to the clients with employment of the ICT.</li> <li>- Individualized diagnostic the users needs.</li> <li>- Personal communication via e-mail, internet...</li> </ul>	
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module</b>	
Design and conduct an continue evaluation, media chat is used, with clients in the guidance.	
<b>Reading and resources for the module</b>	
<p><b>Core</b> Watts, A.G. (2002). "The role of information and communication technologies in integrated career information and guidance systems, A policy perspective. <i>International Journal for Educational and Vocational Guidance</i>, 2, 139-155.</p>	
<b>Recommended:</b> Websites, videoconference, e-mail, forum, chat, e-training programs, messages, internet...	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
	Conducting guidance interviews, development of portfolios.
1. Student/tutor interaction, some of which may be online: 13 hours.	Activity: Presentations: 3 hours; Distance hours: 6; Group Work: 3 hours; Initial Evaluation: 1 hour.
2. Student learning time: 12 hours	Activity (e.g. seminar reading and preparation/assignment preparation/background reading/on-line activities/group work/portfolio/diary, studio work, etc).
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	

## MODULE 29

<b>TRANSVERSAL UNIT</b>
<p><b>Module title/guidance-related ICT competence</b> T.1 Pre-programme self-evaluation of the guidance-related ICT competences through the use of the skills assessment tool of the ICT Skills 2 project; storage of results in the personal e-portfolio; introduction to the project and to the professional profile of the e-practitioner; introduction to ethical issues in e-guidance; evaluation of the in-coming guidance-related ICT competences by an evaluation committee</p>
<p><b>Main aim(s) of the module</b></p> <p>To have a pre-programme self-assessment of competences in order to customise the training course on participants' needs; to have an overview on the e-practitioner profile working fields and opportunities of career development; to have an overview on ethical principles in e-guidance.</p>
<p><b>Main topics of study</b></p> <ul style="list-style-type: none"> <li>- Use of the skills assessment tool in order to have a clear idea on the owned guidance-related ICT competence and on the training needs</li> <li>- Context, role and career development of the e-practitioner (i.e. the professional profile features)</li> <li>- Ethical principles in e-guidance</li> </ul> <p><b>Numbers relate to e-guidance practitioner competences</b> transversal competences. Not applicable.</p>

<p><b>Learning Outcomes for the module</b></p> <p>At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Know his/her learning needs against e-guidance</li> <li>2. Know the working context, career opportunities, job fields of the e-practitioner</li> <li>3. Know the theoretical assumptions on ethics in e-guidance</li> <li>4. Know the target groups that could better benefit from e-guidance activities</li> <li>5. Know the context situations that better fit to e-guidance</li> <li>6. Know the e-guidance development in Europe</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>7. Be able to use the skills assessment tool and the personal e-portfolio</li> <li>8. Be able to deliver e-guidance according to the main ethical assumptions</li> <li>9. Be able to look for career opportunities in the e-guidance field</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>10. Be ready to deliver e-guidance in integration to traditional guidance services</li> <li>11. Be open to the opportunities offered by the ICT in guidance</li> </ol>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b></p> <p>Blended learning methods: lectures, use of ICT-based tools developed within the ICT Skills 2 project</p>	
<p><b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b></p> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Self-assessment through the on-line skills assessment tool</li> <li>- Evaluation of results stored in the personal e-portfolio</li> </ul>	
<p><b>Reading and resources for the module</b></p> <p><b>Core</b></p> <p><b>Vuorinen, R. &amp; Sampson, J. (2009). Ethical guidelines for e-guidance delivery and usage. A report produced for the eGOS project. URL: <a href="http://www.egos-cip.eu">www.egos-cip.eu</a> (in the area “Project outputs”</b></p> <p><b>Malone, J. F. (2007b). Ethical guidelines, legal and regulatory issues in distance counseling. In J. F. Malone, R. M. Miller, &amp; G. R. Walz, (Eds.). Distance counseling: Expanding the counselor’s reach and impact (pp. 133-148). Ann Arbor, MI: Counseling Outfitters</b></p> <p><b>Reccomended</b></p> <p><b>Guidelines for Web-based Guidance, Online: <a href="http://www.ariadneproject.org">http://www.ariadneproject.org</a></b></p> <p><b>Sampson, J. P., Jr. (2002). Quality and Ethics in Internet-Based Guidance. <i>The International Journal for Educational and Vocational Guidance</i>, 2, 157-171</b></p>	
<b>Indicative learning and teaching time</b>	<b>Activity</b>
(1 H)	(face-to-face) Introduction to the project and to the course aims and framework; expected results; explanation of the ICT-based tools developed by the project to be used within the course (skills assessment tool, e-portfolio)
(4 H)	(face-to-face) Pre-programme self-assessment through the skills assessment tool. Compilation of the personal e-portfolio. Customisation of the training path according to the individual results.
(1 H)	(face-to-face) The professional profile of the e-practitioner: the European context; career opportunities, constraints, etc.
(1 H)	(videoconference) Ethical principles in e-guidance: theory, practical indications.
(2 H)	(distance learning) Networking on Moodle with participants also of the other partner pilots
(16 H)	(individual learning) Deep9ng knowledge by reading training materials up-loaded on Moodle

Total hours (1 and 2): 25hrs
ECTS credits (25 hrs per credit): 1

## MODULE 30

<b>TRANSVERSAL UNIT</b>
<p><b>Module title/guidance-related ICT competence</b> T.2 Post-programme self-evaluation of the guidance-related ICT competences through the use of the skills assessment tool of the ICT Skills 2 project; storage of results in the personal e-portfolio; use of the tests/exercises produced within the ECGC project; storage of results in the e-portfolio; evaluation of the guidance-related ICT competences and results by an evaluation committee; certification.</p>
<p><b>Main aim(s) of the module:</b> To have a post-programme self-assessment of competences in order to verify the own perception of the learning outcome; to have a post-programme assessment through the use of the ECGC (European Career Guidance Certificate) project exercises and evaluation of results for the certification delivery.</p>
<p><b>Main topics of study:</b></p> <ul style="list-style-type: none"> <li>- Use of the skills assessment tool in order to have a clear idea on the owned guidance-related ICT competence and on the training needs</li> <li>- Evaluation of the learning outcomes by an evaluation body</li> </ul> <p><b>Numbers relate to e-guidance practitioner competences</b> transversal competences. Not applicable.</p>
<p><b>Learning Outcomes for the module</b> At the end of this module, students will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. According to the type of course, parts or all knowledge envisaged by the different sub-elements of competences</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>2. According to the type of course, parts or all skills envisaged by the different sub-elements of competences</li> </ol> <p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>3. According to the type of course, parts or all skills envisaged by the different sub-elements of competences</li> </ol>
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes</b> blended learning methods: lectures, use of ICT-based tools developed within the ICT Skills 2 project</p>
<p><b>Assessment methods which enable the practitioners to demonstrate the learning outcomes for the module</b></p> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Post-programme self-assessment through the on-line skills assessment tool</li> <li>- Post-programme evaluation through the ECGC project exercises</li> <li>- Evaluation of results stored in the personal e-portfolio----</li> <li>- Evaluation of the project ICT-based tools and of the training in its complex</li> </ul>
<p><b>Reading and resources for the module</b></p> <p><b>Core</b> ECGC exercises. A set of exercised based on the map of guidance-related ICT competences of the ICT Skills 2 project. Available on-line at: <a href="http://www.ecgc.at">www.ecgc.at</a> by asking a password</p> <p>The on-line tool for the self-assessment of guidance-related ICT competences available on the ICT Skills 2 project website</p> <p>The e-portfolio available on the ICT Skills 2 project website</p> <p><b>Reccomended</b> Tests developed at a national level by the project partners</p>

Indicative learning and teaching time	Activity
(17 H)	(individual learning) Preparatory to the face-to-face session: post-programme self-evaluation through the skills assessment tool in order to see the gap from the beginning and the learning outcomes; storage of these results in the e-portfolio; development of the ECGC exercises
(7 H)	(face-to-face) Evaluation of results by the evaluation body.
(1 H)	(face-to-face) Certification and closure of the course..
Total hours (1 and 2): 25hrs	
ECTS credits (25 hrs per credit): 1	