

6TH EUROPEAN CONFERENCE IN E-GUIDANCE: *WIDENING ACCESS TO LIFELONG GUIDANCE*

ABSTRACT

TITLE OF THE SPEECH

Examples of mainstreaming of training models into university systems

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SHORT AUTHOR(S) PROFILE



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Director and principal research the several education research projects and author of 116 communications on International and National Conferences and of 66 scientific articles in international and national Reviews.

He is author of 22 books with fellows titles: *Evaluación Psicopedagógica y Orientación Educativa*; *Orientación e Inserción Profesional*; *Orientación e Intervención Sociolaboral*; *Glosario de Orientación Escolar y Profesional*; *Diagnóstico en Educación*; *Orientación Profesional*,...

Other merits are: Director of 5 Master Courses, professor of several doctorate courses and Director of 24 thesis and research works postgraduate.

ABSTRACT

The case of Catholic University of Milan (IT)

The Università Cattolica del Sacro Cuore of Milan, by means of its Research centre CROSS, in the past has been one of the first organizations to study the role of ICT in vocational guidance. In 1997-1998 it managed a project Leonardo, named TISOP - *Tecnologie informatiche a sostegno dell'azione orientativa e professionale* (Informatics technologies to support guidance and professional action), with the aim to study the way of use of informatics technologies for scholastic and vocational guidance at a European level.

More than ten years later, it is again involved in this matter in a pilot course within the framework of the project *ICT Skills 2: Tools and Training for ePractitioners* jointly with Melius srl, the project transnational coordinator. The general objectives of the course was to test, through the pilot, both the training model, the ICT-based tools and the platform developed within the ICT Skills 2 project according to what was envisaged in the project proposal.

In addition, there was the intention to create contacts with national training providers able to mainstream the training within their system according to the approach of a future exploitation of the project results.

The idea was also to find any training provider that could recognize the learning in terms of credits and that such credits could be accepted also by other university level courses developed by other project partners (i.e. University of Santiago and UEL). That's why Melius did a formal agreement with the Cattolica University/CROSS Centre in Milan. The Cattolica University is also known at a national level for the expertise in the guidance field.

The pilot course has been very successful and it will be proposed within the University programme in January 2010.

All competences detailed within the map of guidance-related ICT competences of the ICT Skills 2 project were tested within the pilot course (i.e. 30 competences) and the University recognised 30 credits ECTS (European Credit Transfer and Accumulation System), in Italy CFU (Crediti Formativi Univesitari) which are valid at a European level.

The pilot course called *Corso di aggiornamento post-lauream* (a specialisation course) tested different training instruments according a bended learning approach: lessons; simulations; demonstrations; workgroups and homework. Here some examples:

- lesson on communication;
- lesson on different types of users;

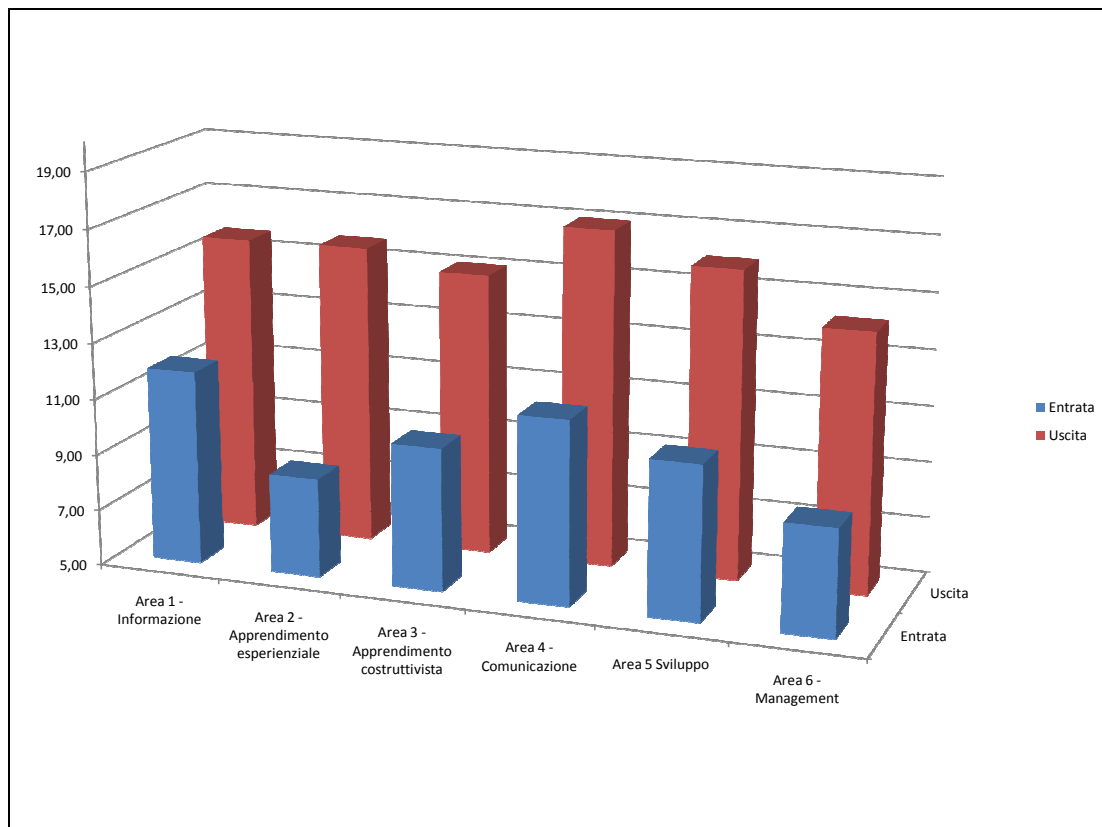
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- demonstration of the use of Second Life;
- simulation of an audio and video interview conducted by means of Skype;
- simulation of an audio interview conducted by means of a telephone;
- workgroup on writing a manual for users of Skype;
- homework on composing a Facebook profile;
- homework on composing SMS for vocational guidance in school.

At the beginning and at the end of the course, the students were asked to self-assess their competences through the use of an on-line self-assessment tool based on the map of guidance-related ICT competences developed within the ICT Skills 2 project. Results were stored in their own e-portfolio, also containing the results of all tests/exercises given during the course length.

Results in terms of in-coming and out-going (after the training) competences were measured and the gap between the in-coming competences and the out-going ones was very positive. See the following picture:

Figure 1. Gap between the in-coming and the out-going competences (after the training) by using the self-assessment competences tool of the project. In red the out-going competences, in blu the in-coming ones



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At the end participants carried out a test developed within the ECGC - European Career Guidance Certificate project and based on the map of guidance-related ICT competences.

The e-portfolio of participants was used to evaluate their learning outcomes.

The case of University of Santiago de Compostela (ES)

Introduction

- I. Guide didactic and methodological of specification of the training model: Master of Guidance Counsellors on the ICT.

The various stages of construction of the training include:

1. Descriptive data of the training modules.
2. Objectives and competences to acquire in the modules:
3. Learning outcomes to be acquire.
4. Contents (descriptors) of the training modules.
5. Methodological directions and distribution of training activities in the ECTS system.
6. Training resources.
7. Distribution of the training activity on the modules in ECTS credits.
- The operating mode of carrying out that distribution is as follows:

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

b) 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,...

c) Face to face/ at distance and self-work of the training activities.

8. Assessment

- II. Framework of the Training Course: Master of Guidance Counsellors on the ICT.
- III. Design of the e-Counsellors Modular Training: Analysis of one Experience: Seminar of the Master Course on the ICT.
 - The design and training itinerary of Guidance practitioners is one of the core processes to achieve the development of Information and Communication Technologies (ICT) applied to the guiding action.

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- The training framework should be based on a professional development schedule based on a map of ICT skills that are projected onto the e-counselor profile. In this communication, we present the design and outputs of the module number 23 of the training curriculum for Guidance professionals to focus on ICT and whose title is: "Apply safeguards to protect clients using ICT for guidance purposes" and which consists of one ECTS credit (25 hours).
- The Seminar was performed at the Faculty of Education Sciences at the University of Santiago de Compostela in the two months of April and May 2009 and attended by 18 Educational and Professional Counselors.
 1. Objectives: Were the following one
 - Develop skills, knowledge and understanding in the use of ICT media and software to satisfy the customer's needs in the guidance process.
 - Use safety measures to protect the users in the use of ICT to the Guidance.
 - Identify ethical principles associated with the use of ICT in guidance.
 - Demonstrate ethical behavior in the application of ICT in the Guidance context.
 - Respect the confidentiality and protection of personal and professional data.
 - Prevent and protect the users' health and safety of ICT.
 2. Competences: Specifies that expressed below
 - Knowledge of systems and basic safety measures in the use of ICT in the guidance processes.
 - Knowledge about deontological codes and ethical standards of the National and International Associations of Guidance.
 - Understanding of the ethical principles of the ICT use in the guidance function.
 - Ability to prevent actions that affect to the safety and to the physical and mental health of ICT's users.
 - Application of ethical principles concerning to the use of ICT in guidance.
 - Assessment of the use 's effectiveness of ethical standards in the use of ICT in guidance.
 - Critical awareness of the Techno-ethic integration on the quality standards in the use of ICT in guidance function.
 - Critical understanding about the use of ICT in Guidance at the present, and the future possibilities in terms of safety procedures and data protection.

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- Respect for confidentiality, privacy and professional confidentiality in the use of ICT in the guidance processes.
3. Contents: The main topics study were the following one:
- Deontological codes of guiding action in the field of ICT.
 - Security measures and data protection in the use of ICT in Guidance.
 - Prevention of users' health and safety of ICT.
 - Regulations regarding to the confidentiality and data protection.
 - Ethical standards of the National and International Guidance Associations on the use of ICT in the guidance actions.
 - Assessment of the implementation's effectiveness of ethical principles in the use of ICT in Guidance.
4. Learning outcomes for the module:
- Knowledge.
 - Cognitive Skills.
 - Attitudes.
 - Teaching-Learning methods and strategies used to achieving learning outcomes.
 - Assessment of methods that enable to participants show the learning outcomes in the module.
 - Reading documentation and resources for the module
5. Time out for teaching and learning (25 hours):
- Participant's interaction with the teacher (face to face and at distance): 13 hours.
 - Time of participant's study: 12 hours.
6. Activities to develop in the module. Consisted mainly in the following tasks:
- A) Teacher's interaction with the participant
- a) Presentations
 - b) Assessment
 - c) Team work (on-line)



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B).- Participant's study:

➤ Analysis of results of the Experience

- a) Student profile.
- b) Trainer profile.
- c) Teaching and learning time.
- d) Materials, activities and exercises.
- e) Equipment and Software.

7. Questionnaire for Evaluating Profile

- a) Personal and Professional Profile.
- b) Evaluating of the Training Action.

FOR ADDITIONAL INFO

www.ictskills2.org

www.unicatt.it/cross

www.diegoboerchi.it

www.usc.es