




**Ethical and quality issues
in ICT career guidance practices**

Jaana Kettunen & Raimo Vuorinen
Finnish Institute for Educational Research,
University of Jyväskylä, Finland

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Introduction

- The increasing use of information and communication technologies (ICT) in guidance-related activities is placing new demands on guidance practitioners and on the organizations
- Access to services, including e-services, is changing and requires that both users, providers and public administrations have sufficient digital skills.
- Social media presence is fast becoming as much a necessity as an opportunity and competency to work in this new mode is an area of increasing importance.





Roles of ICT in lifelong guidance

- As a **tool** to assist, enhance, and further develop traditional approaches to the provision of career development services, resources and tools;
- As an **alternative** to traditional approaches to such provision;
- As an **agent of change** in transforming, accessing, using and managing career development services, resources, and tools
- As an **administrative tool** to support, among others, evidence collection, evidence based policy development, accountability, quality assurance, and policy and systems co-ordination and coherence within and across sectors;
- **As an integrative agent**, establishing a common conceptual framework for the design and delivery of lifelong guidance services, resources and tools across different sectors (education, training, employment, and social).

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The rise of social media

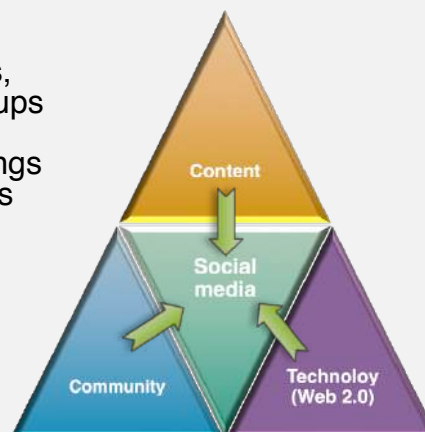
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Defining social media



“Social media is a process, where individuals and groups build up a common understanding and meanings with contents, communities and technology.”

Sources: Ahlqvist et al., (2010) and Kolbwich & Maurer (2006)



Defining social media

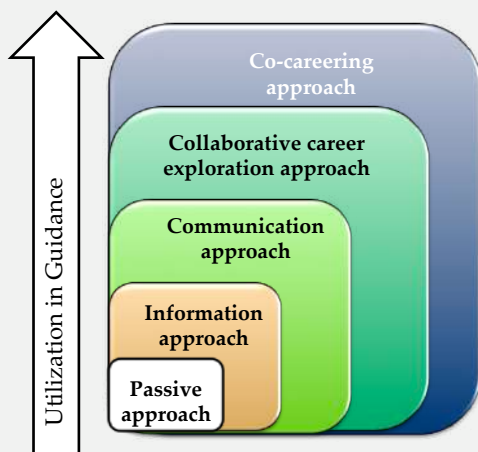


- *“form of communication which makes use of information networks and information technology and deals with content created by users in an interactive way and in which interpersonal relationships are created and maintained”*

Source: Finnish Terminology Center (2010)



ICT & Social Media in guidance



Kettunen, J, J. (2017): *Career practitioners conceptions of social media and competency for social media in career services*

Information approach



- technology focused
- operational understanding of ICT and ways of using varying online technology/ tools as means for delivering information
- media literacy skills
- proficiency in locating, and evaluating various types of online content and services in a critical and active manner
- accuracy, validity



Information approach



- the most typical purpose of use is to deliver information
- proficiency to seek, choose and evaluate various types of online content and services in a critical and active manner
- media literacy skills
- operational understanding of ICT and ways of using varying online technology/ tools as means for delivering information



Quality framework for information



- Analyze the usability and reliability of digital information with these factors in mind:
 - / Authorship/authenticity
 - / Content and reliability
 - / Publishing history
 - / Copyright owner
 - / Design and organization of content
 - / Ethics



Quality of resources and references

- Published
 - News media
 - Academic information
- Web/internet resources
 - Can be fragile
 - Who is the authority/author
- Use similar methods of evaluating quality in published and digital resources and references



Communication approach

- medium for one-to-one communication
- seen as a functional and readily available alternative to face-to-face career services, allowing individuals also anonymously share their thoughts and questions
- communicating with different individuals requires versatile and varied writing skills and a readiness to operate in new ways.



Communication approach



- proficiency in using various types of online content and services in specific context and work settings
- privacy
- motivate and assist individuals in processing information/data



CHAT!



4C Model

- Danish Ministeriet for Børn, Undervisning og Ligestilling.

- Contact
- Contract
- Communication
- Conclusion




Source: <https://www.ug.dk/vejledning/vejledning-i-vejledning>
https://www.ug.dk/sites/default/files/4k_model_uk_final_3.pdf



Collaborative career exploration

- interactive workspace
- emphasis on methods, techniques and activities that foster collaborative process in career learning and acquisition of career management skills
- opportunities for novel practices that support increased user engagement with career professionals, peers and career information (e.g. increased use of interactive content)






Collaborative career exploration

Pedagogical focus

- Appropriate structuring and active facilitation in terms of guiding and shaping the discourse with individuals and groups

Confidentiality

- The significance of creating confidential relationships and trust in group interactions and activities is emphasised.
 - It is good to agree and to go through what kind of collaborative interaction the group is building, how others are treated with support and respect.



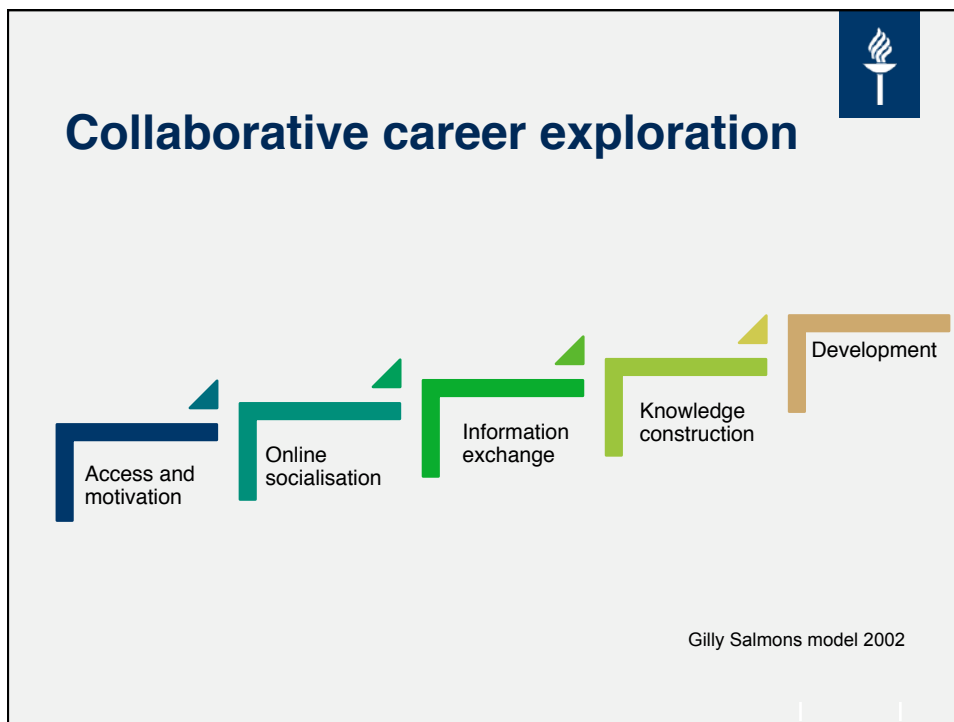
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Collaborative career exploration



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Co-careering approach

- individuals discuss their future careers and share experiences and expertise in social media
- career professionals can join
- multi-synchronous ways of communication where direct communication and asynchronous means are combined to satisfy the varying needs of individuals
- practitioner being a participant in a process


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 **Co-careering**

= refers to the shared expertise and meaningful co-construction of guidance questions/ career issues among community members

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Co-careering 

- the ability to create a reliable and genuine image of oneself within the communities in which questions are discussed communally requires a mindful, properly managed and monitored online presence.
- well-structured and well-thought-through professional goals and strategies that fit those goals
- professional proficiency

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Operationalizing an Online Presence

- First, practitioners establish foundations skills for successful social media participation
 - / Contributing to the design and implementation of the social media strategy for their organization is an important first step
- Second, practitioners establish their own/ organisations social media presence utilizing current social media



Operationalizing an Online Presence


- Third, monitor social media posts within organisation
 - / Respond to requests for information or service
 - / Recommend resources and services
 - / Take advantages of opportunities for co-careering among the community members that their organization serves
 - / Participate in external social media sites where appropriate



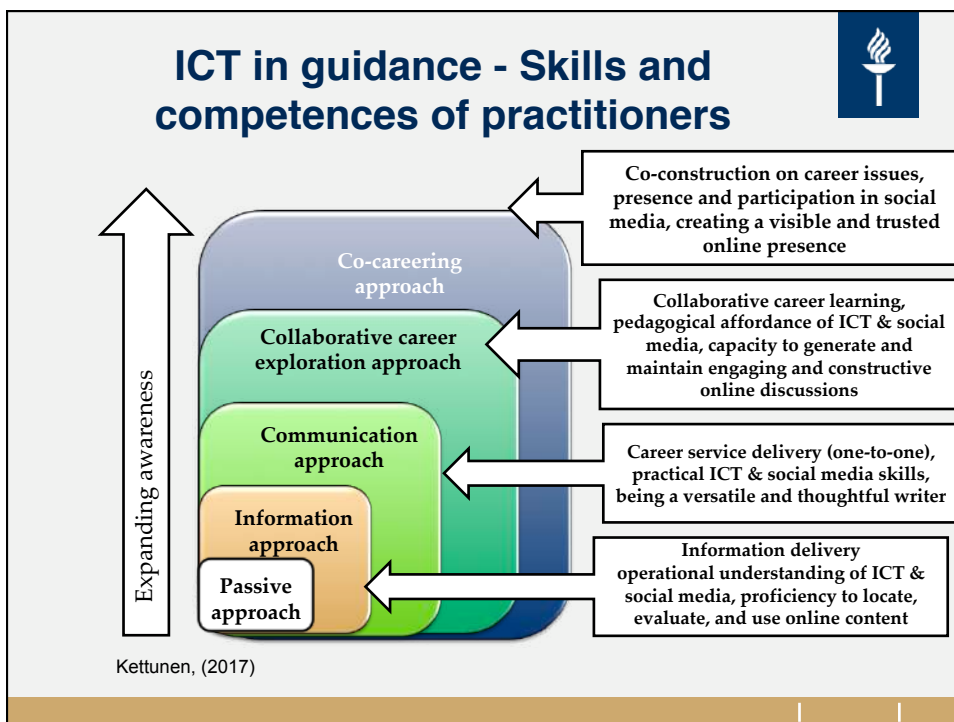
Online presence

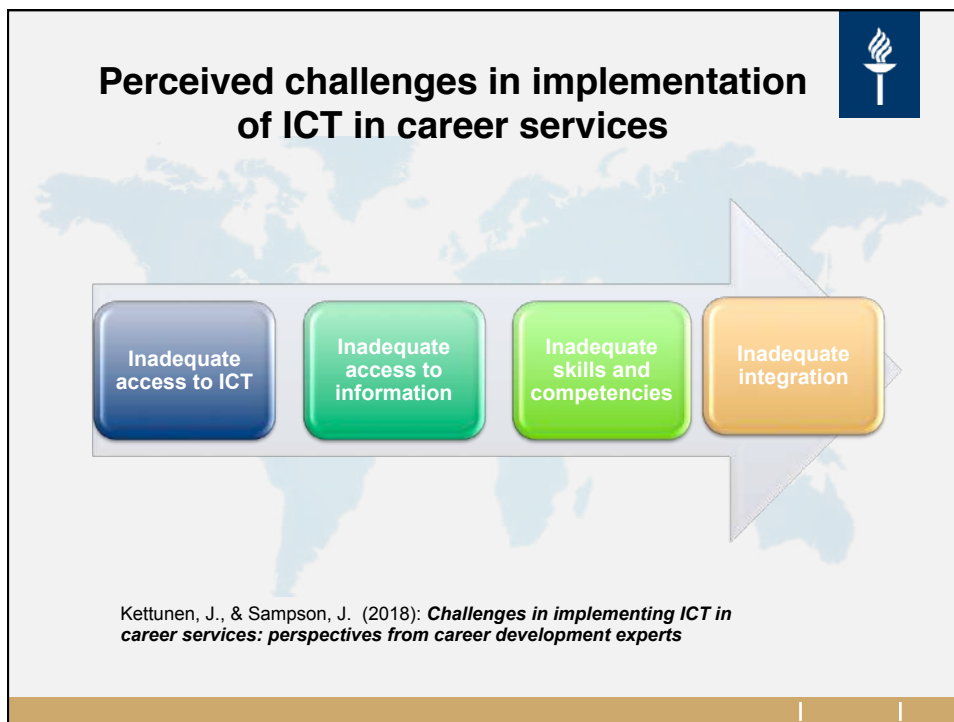
- Profile picture
- Profile page
- Short introduction
- Pictures, messages, status updates
- Connections, networks

= creates an image of you/ your organisation



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- We have the opportunity to create new practices and paradigms to better reach individuals who need assistance with career exploration and decisions making
- The challenge for the profession now is to decide how best to use these technologies
- With the rapid development of technology
 - competency to work in this new mode and
 - ethical and quality issues in ICT career guidance practices are areas of increasing importance

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Thank you!



Dr. Raimo Vuorinen,
Finnish Institute for Educational Research
University of Jyväskylä
Tel. +358-50-3611909
Email: raimo.vuorinen@jyu.fi
<https://ktl.jyu.fi/en/staff/vuorinen-raimo>

Dr. Jaana Kettunen
Finnish Institute for Educational Research
University of Jyväskylä
Tel. + 358 40 805 4255
E-mail: jaana.h.kettunen@jyu.fi
<https://ktl.jyu.fi/en/staff/kettunen-jaana>

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