

# Developments in the use of ICT in Lifelong Guidance –Implications for services and related practices–

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# Outline

- Evolving role of practitioners
- Evolving role of ICT and social media in guidance (*career services*)
- Skills and competencies of guidance professionals
- Perceived developments in Europe



# Introduction

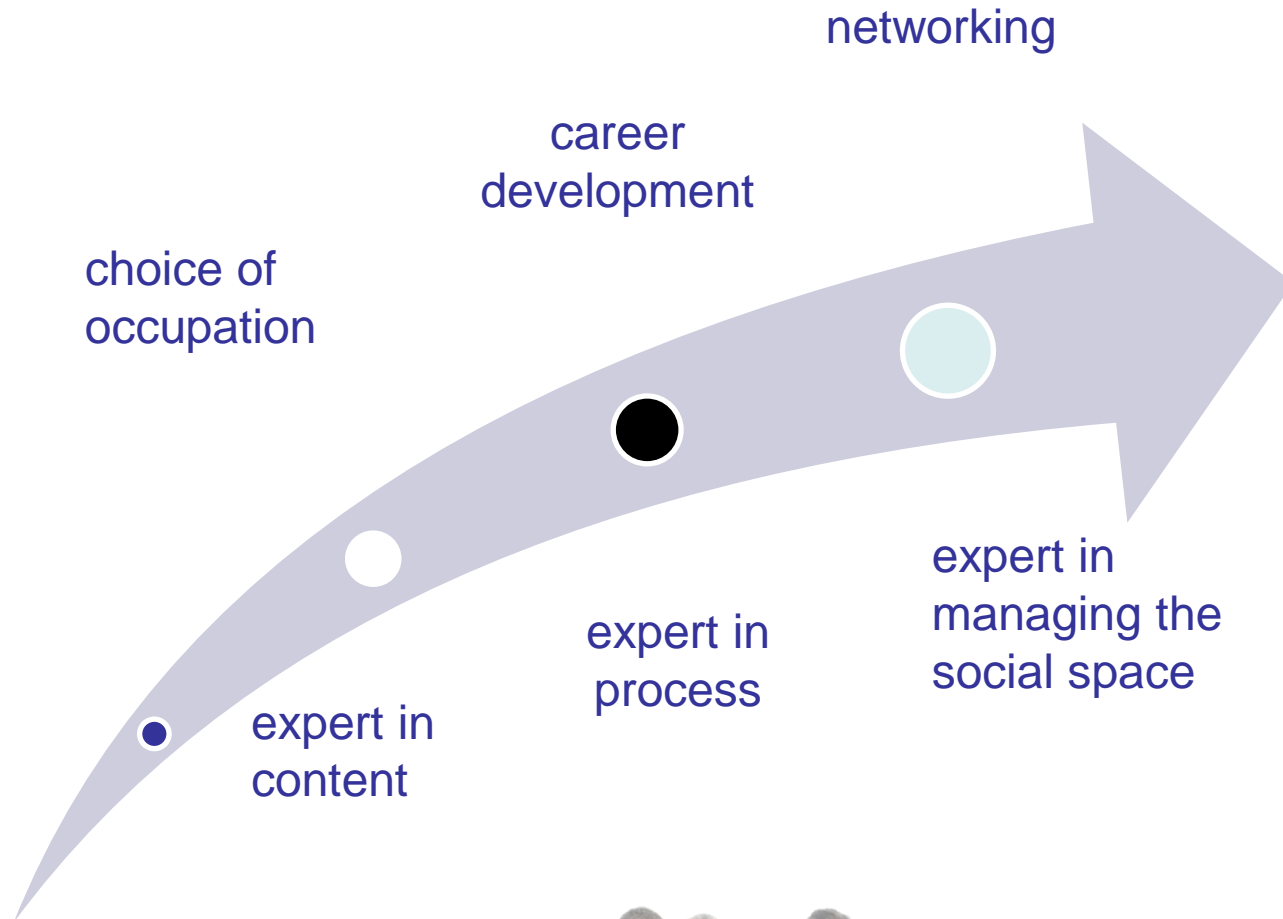


# Introduction

- The increasing use of information and communication technologies (ICT) in guidance-related activities is placing new demands on guidance practitioners and on the organizations (Bimrose & Barnes, 2010; Sampson, Osborn, Dikel, & Sampson, 2011)
- Access to services, including e-services, is changing and requires that both users, providers and public administrations have sufficient digital skills.
- Social media is fast becoming as much a necessity as an opportunity and competency to work in this new mode is an area of increasing importance.



# Evolving role of guidance professionals



“Guidance services have expanded from the private to the public sphere and from individual sessions to more collective engagement.”



# Evolving role of ICT



## Evolving role of ICT

The **role** of information and communication technology in career services **can be seen** in three ways; as a tool, as an alternative, or as an agent of change.

**Watts (1986, 2002)**

Guidance **practitioners** have generally **used** technology in one of the three ways: to deliver information, to provide automated interaction and to provide channel for communication.

**(Hooley et al, 2010;  
Watts, 2002)**



# Evolving role of ICT

## contribution to the guidance process

**Barnes, La Gro and  
Watts (2010)**

suggested that ICT be used for the following four functions :  
informing,  
experiencing,  
constructing and  
communicating.

**Osborn, Dikel &  
Sampson (2011)**

proposed a similar model of three functions:  
understanding, acting  
and coping.



# Evolving role of ICT

The ICT can serve as a mechanism for the development of more integrated and user-centered lifelong guidance system.

**ELGPN 2010,  
Watts, 2010**

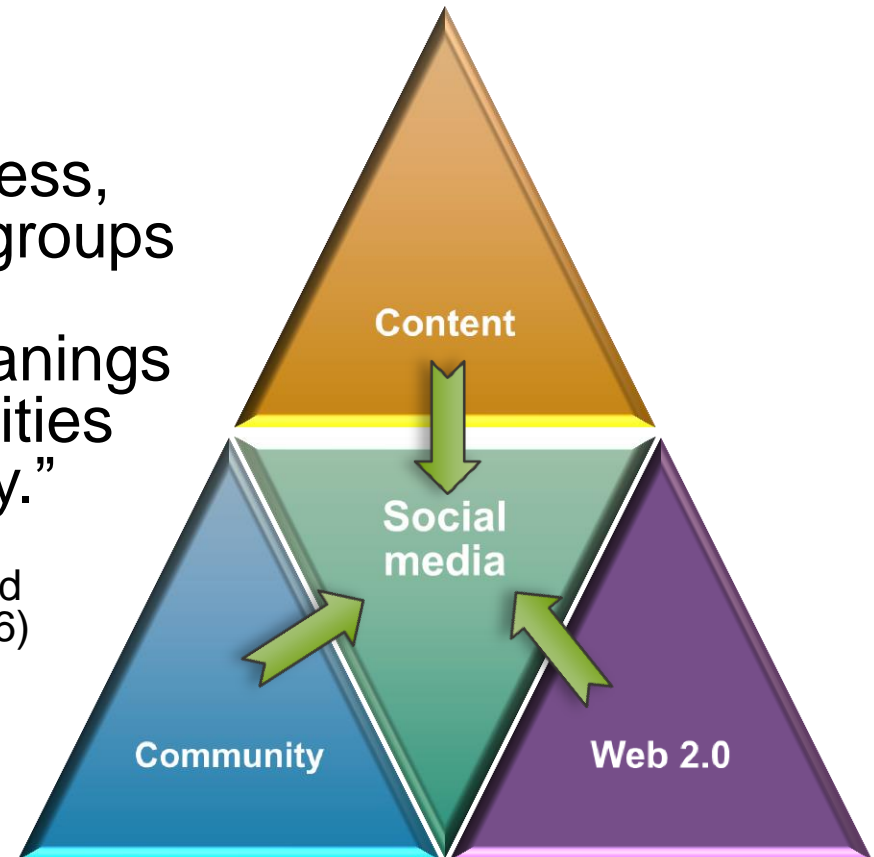




# Defining social media

“Social media is a process, where individuals and groups build up a common understanding and meanings with contents, communities and web 2.0 technology.”

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



## Social media

Social media is the online interactive way people in which they create, share or exchange information and ideas in virtual communities and networks.



20-201 no-20-20  
2020 (created as eye or pi)  
webites and applications used for social networking



WORLDWIDE

like!  
SHARE CHAT



## SEARCH



## Web site

a location connected to the Internet that maintains one or more pages on the World Wide Web



# WHAT IS YOUR IMPRESSION?

computer network providing a variety of information services, facilities, consisting of interconnected networks and communication protocols

found RFP  
a person who are aware and with others can be a kind of social reflection, typically members of social or family activities  
the number of the foreign university of forestry, a student



## COMMUNITY

web pages that may contain text, images, photos, and other multimedia and contents



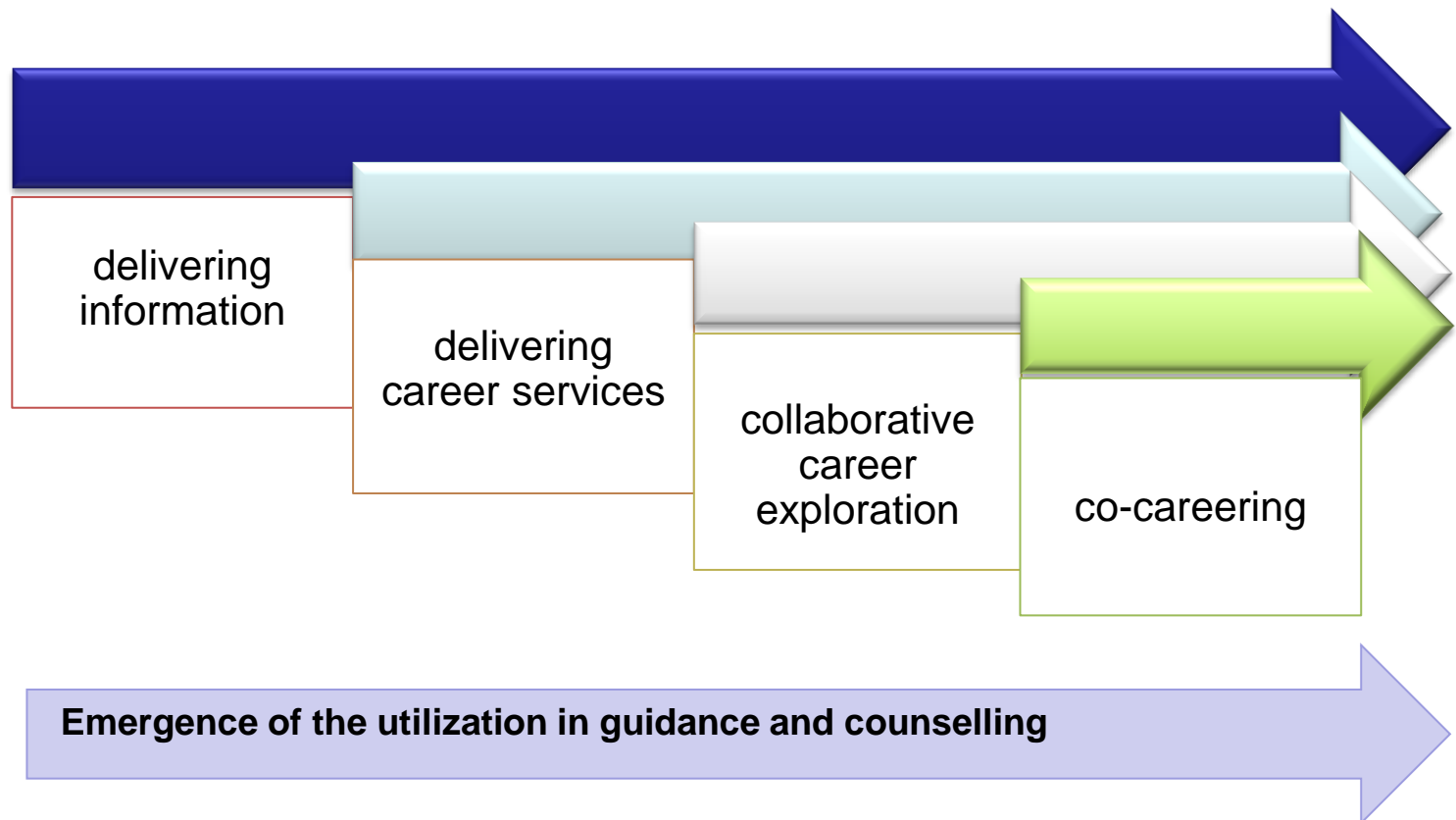
**WHAT IS  
YOUR  
IMPRESSION?**

**I find the use of social media in  
guidance important**

- A) Yes
- B) Some
- C) No



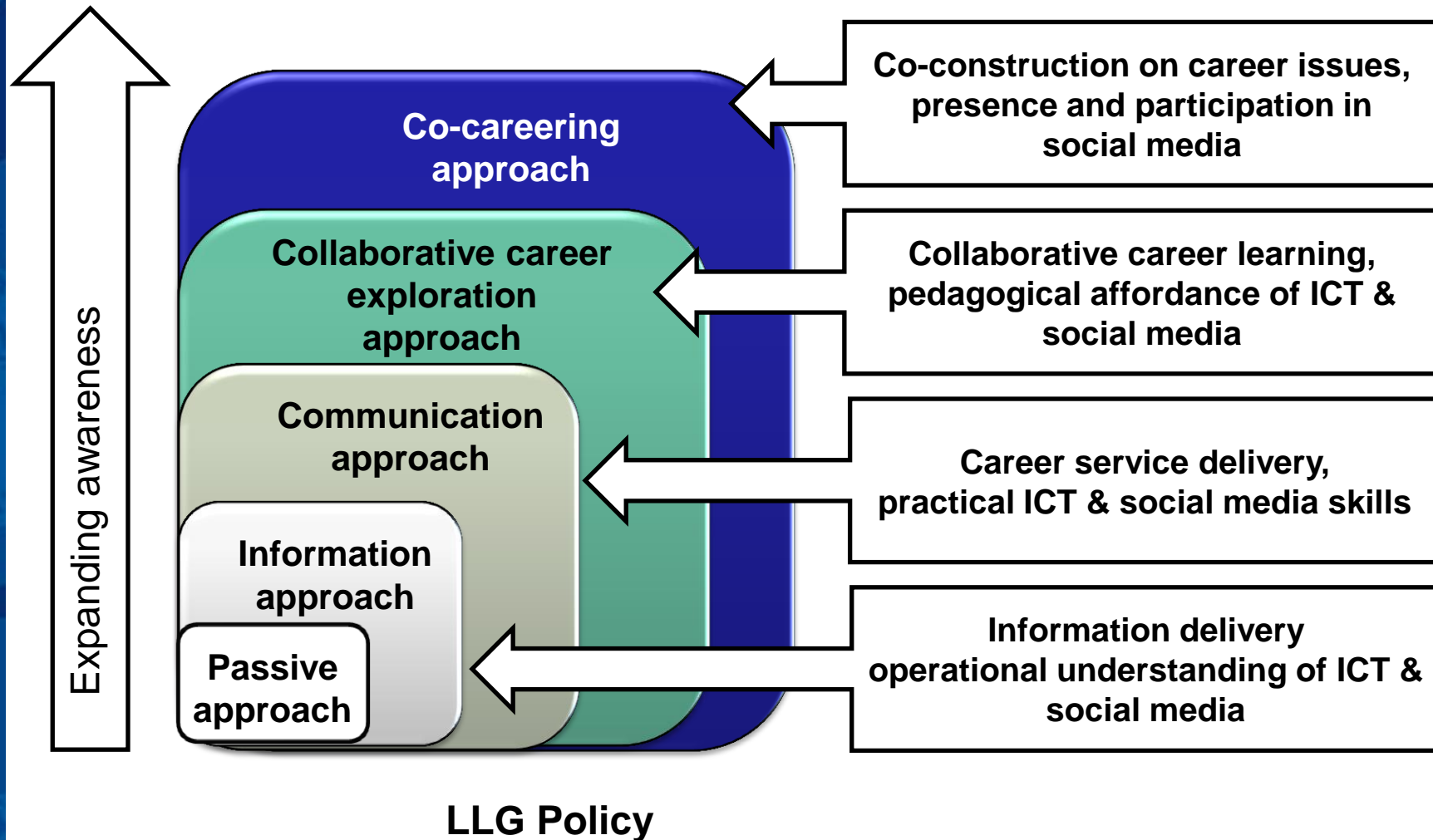
# From delivering information to co-careering



Kettunen, J., Sampson, J. P., Jr. Vuorinen, R. (2015).  
**Career Practitioners Conceptions of Competency for Social Media in Career Services**



# Skills and competences of practitioners



## 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



## Communication approach

- content focused
- practical skills to use ICT not just for delivering information but also as a medium for one-to-one communication
- proficiency in using various types of online content and services in specific context and work settings
- motivate and assist individuals in processing information/data



# Collaborative career exploration approach

- pedagogically focused
- emphasis on methods, techniques and activities that foster career learning process and acquisition of career management skills
- opportunities for novel practices that support increased user engagement with both career professionals and career information (e.g. increased use of interactive and multimedia content)
- appropriate structuring and active facilitation in terms of guiding and shaping the discourse with individuals and groups



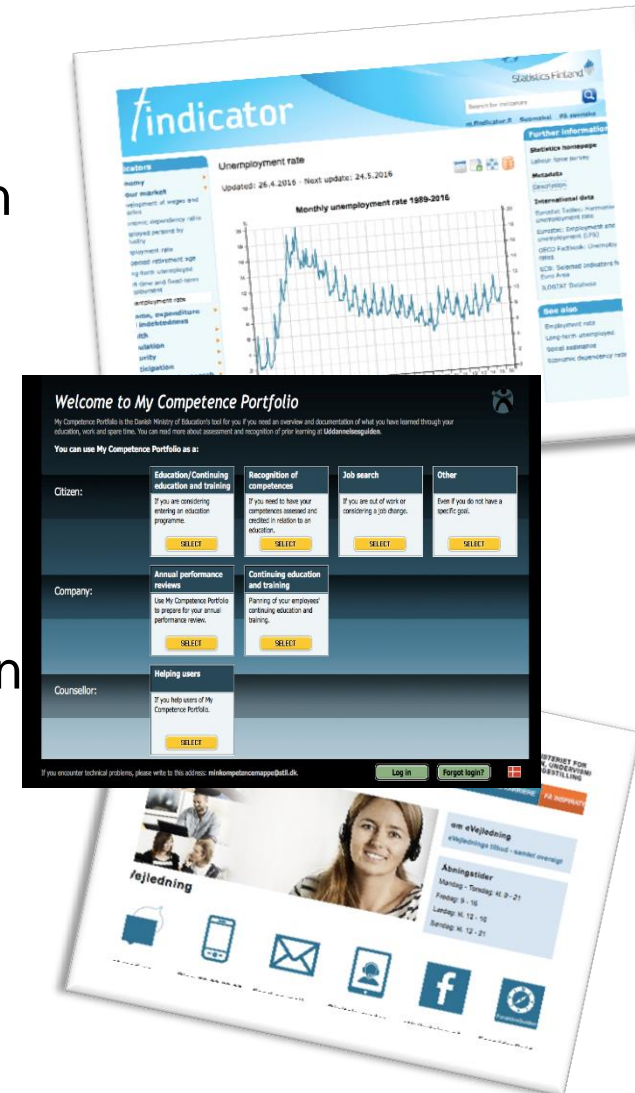
# Co-careering

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

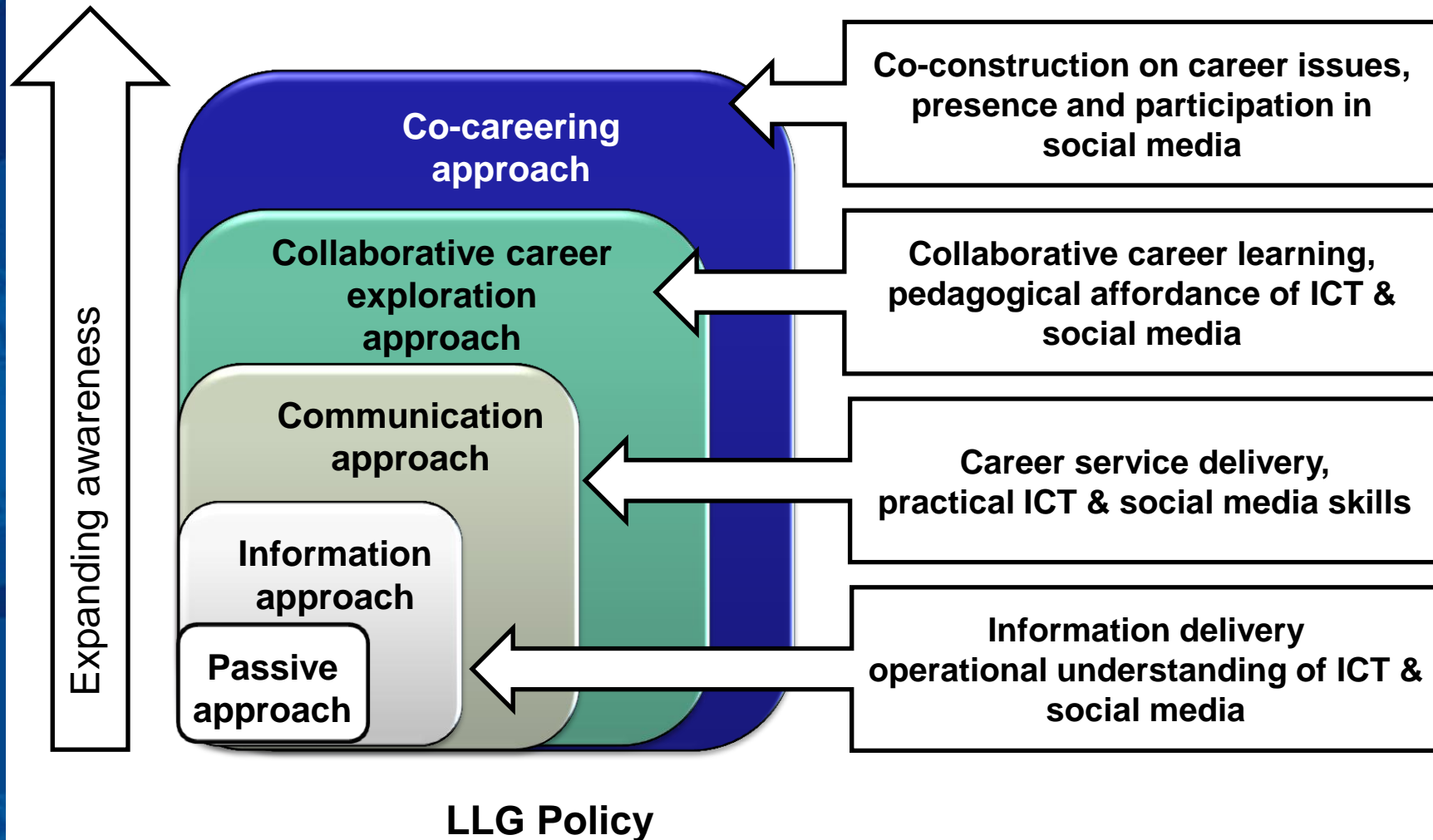


# Co-careering approach

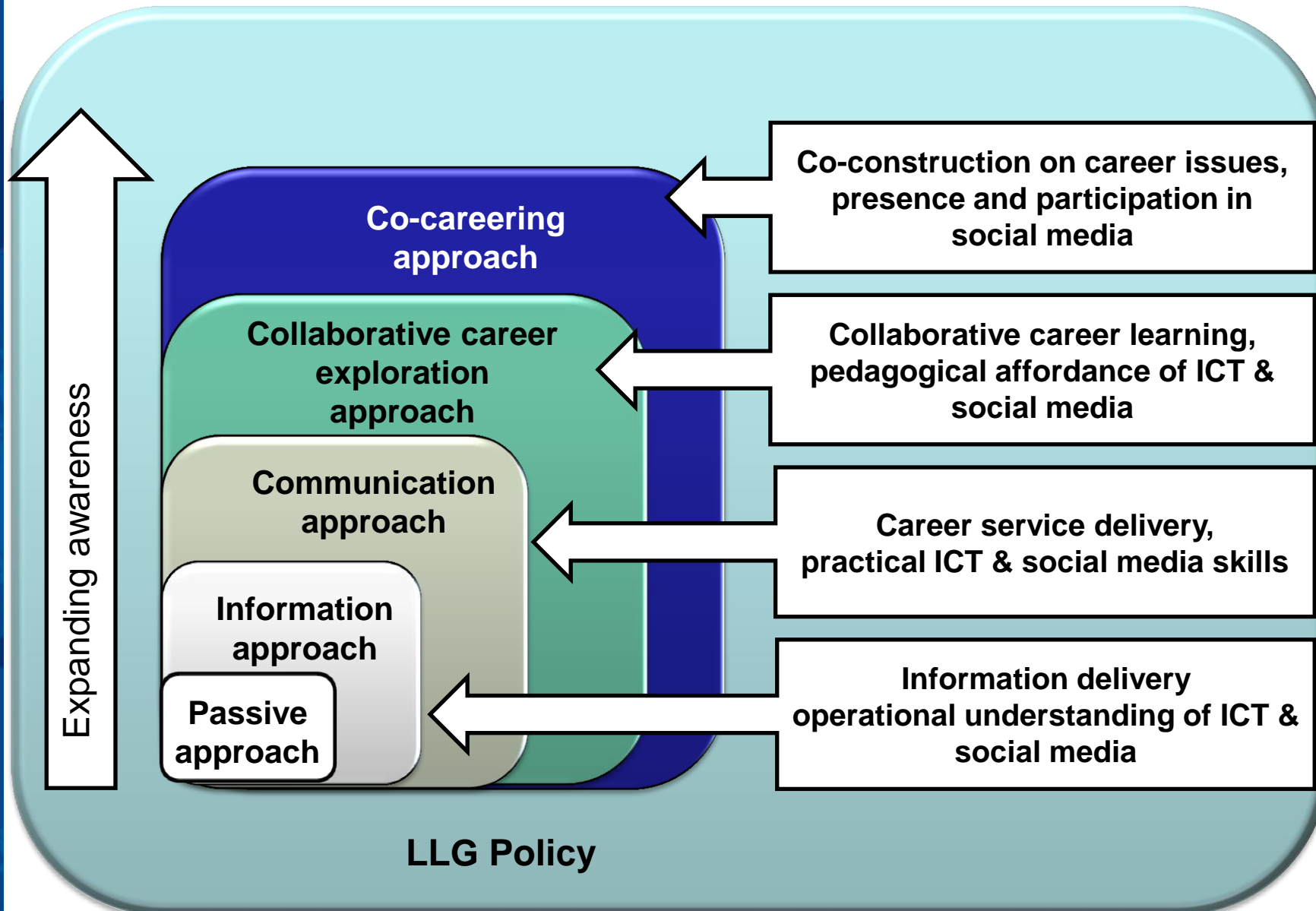
- SystePractitioner being a participant in a process
- multi-synchronous ways of communication where direct communication and asynchronous means are combined to satisfy the varying needs of individuals
- well-structured and well-thought-through professional goals and strategies that fit those goals
- requires a cognisant, properly managed and monitored online presence



# Skills and competences of practitioners



# Skills and competences of practitioners



## Perceived developments in the of use of ICT in Lifelong Guidance



Kettunen, J., & Vuorinen, R. (2017)



## Discussion

- The challenge as a profession is to decide how to fully, and best use existing and emerging technologies
- We have the opportunity to create new practices and paradigms to better reach individuals who need assistance with career exploration and decision making
- One central prerequisite for versatile and functional utilisation ICT is a good understanding of how different career-related questions become relevant at different stages of an individual's life and how technology may be best used in different approaches



# Vielen Dank, Thank you



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<https://ktl.jyu.fi/en/staff/kettunen-jaana>



# References

- Kettunen, (2017). Career practitioners conceptions of social media and competency for social media in career services. <http://urn.fi/URN:ISBN:978-951-39-7160-1>
- Kettunen, J., Sampson, J.P., & Vuorinen, R. (2015). Career practitioners' conceptions of competency for social media in career services. *British Journal of Guidance & Counselling*, 43, 43-56.  
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