



eVejledning

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What is on for today

- Short presentation of me, and my work in the eVejledning, Copenhagen.
- **Practical exercise:** Refleksion on Guidance on chat
- Why and how can we use the chat medium?(The 4 K mode)
- **Practical exercise** in chatting at "todays meet"
- What do our users say about our chatfunction?
- Competences of the online counsellor, and how we can keep on developing them?
- **Practical exercise:** Work with a real case
- **Practical exercise:** We are making a Padlett: Collection of the Day.



UNDERVISNINGS
MINISTERIET
STYRELSEN
FOR UDDANNELSE

UddannelsesGuiden | eVejledning Guidance Services

Pupils in lower secondary schools

Young people up to 25 years of age, without an upper secondary education or vocational education

People in the transition from Youth education to higher education

People with a youth education or higher education aiming towards adult learning

Unemployed people and people in transition from job to job

'Ungdommens
Uddannelsesvejledning
Youth guidance Centres

Studievalg
Regional Guidance Centres

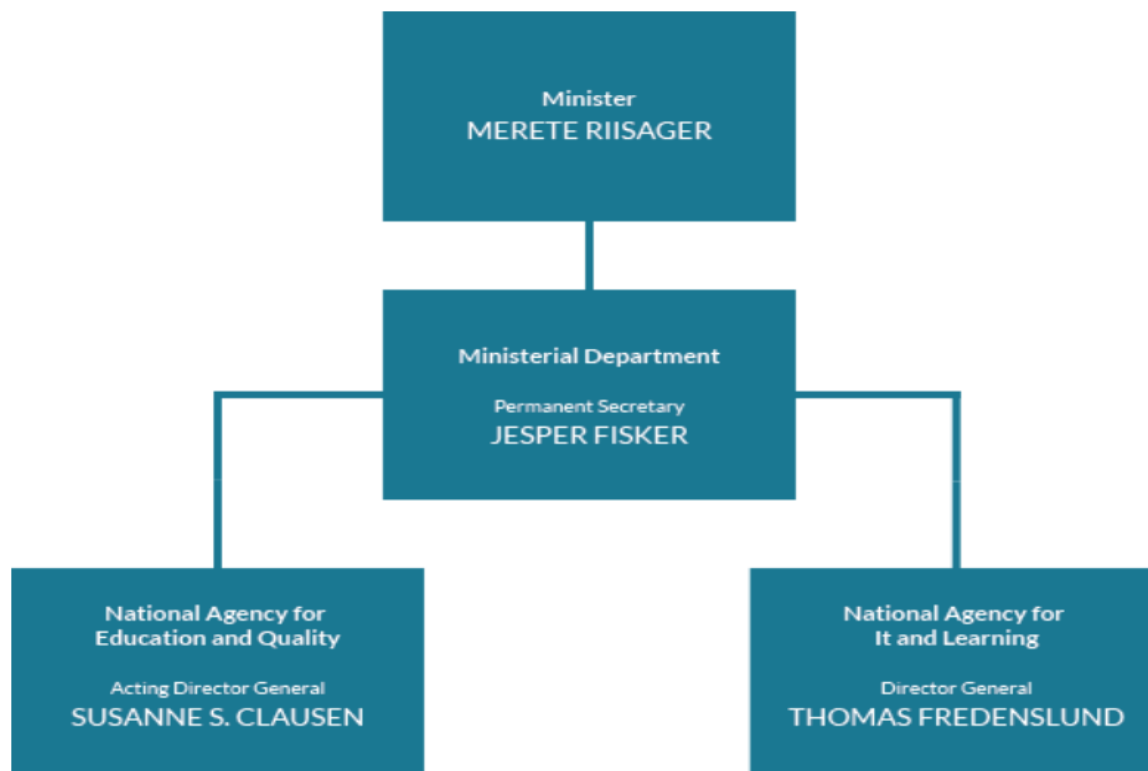
Jobcenters

eVejledning

eGuidance
- Available for
all groups



Ministry of education





The purpose of eGuidance and ug.dk

- To release resources in other guidance services to concentrate more “face to face” guidance to young people with special needs
- To help young people with readiness for choosing education – as well as their parents
- To contribute to reach the target of maximum to get an education after basic school
- 2011: The opening of eGuidance
- 2014: ug.dk and eGuidance in a close cooperation in the Ministry of Education





UddannelsesGuiden

[UDDANNELSER TIL UNGE](#)[VIDEREGÅENDE UDDANNELSER](#)[VOKSEN- OG EFTERUDDANNELSER](#)[JOB OG KARRIERE](#)[FÅ INSPIRATION](#)

Uddannelser til unge

10. klasse, erhvervsuddannelse, gymnasial uddannelse eller anden aktivitet.



Videregående uddannelser

Bachelor-, kandidat-, professionsbachelor-, erhvervsakademi-, kunstneriske eller maritime uddannelser.



Voksen- og efteruddannelser

Kurser, akademiuddannelser, diplomuddannelser, masteruddannelser og enkeltfag.



Job

Der findes et utal af job på det danske arbejdsmarked. Her beskrives de mest almindelige af dem.



Introkursus i 8. klasse

Introduktionskursus til ungdomsuddannelserne for dig, der går i 8. klasse.



Eux

Læs om uddannelser med eux, og besøg eux-kampagnen på Facebook.



Spørg en vejleder

eVejledning vejleder om uddannelsesvalg via chat, mail og telefon



Organization, eGuidance

- eGuidance is a part of the Ministry of Education
- 26 skilled counsellors:
 - 12 full time counsellors in Copenhagen and Aarhus
 - 14 part time counsellors, also working in other guidance services – spread around the country or working with other projects within the organization
 - Part time counsellors often work from their own home all over the country
- Availability
 - Opening hours from 9 am to 9 pm on weekdays
 - Opening hours from 12 am to 4 pm on Saturdays and Sundays

Channels for counselling

- Telephone
- Chat
- e-mail
- Facebook
 - For all users
 - For parents
- Digital meetings
- Live Chat
- Twitter



Refleksion on the chat medium

Questions to reflect on before today's exercises



In what situations do you use or could you imagine using the chat?	Do you chat yourself? In which fora? If no, why not?
What advantages do you generally find in using the chat?	Which disadvantages do you generally find in using the chat?
What differences do you see between communication by chat and email?	What expectations do you have to be able to use the chat in your guidance practice?
What topics would you never communicate in a chat as a private person?	What experiences do you have of chatting with public institutions?
In which cases would you as a private person imagine chatting anonymously and why?	What experiences do you have of participating in a group chat? If no, what do you imagine that the benefits could be?
A chat can be interrupted without any notice from your communication partner. How would you regard a sudden interruption?	What would you demand of a guidance chat, so that it wouldn't be just a casual chat?
The chat media is characterized by having a relatively high pace in the communication. How does it suit your way of communicating.	What impact does the chat have on your written language, if any?

Digital natives: Class of 2012

Søren Schulz Hansen: Works as an independent researcher, external lecturer at CBS and as an author. He has been making a lot of research on young students focusing on digital transformation and digital natives:

Who are the digital native? Are they already cyborgs?

What characterize the young people who have lived their entire lives with the mobile and the internet? What do you think about teaching them, guiding and educating?


<https://www.youtube.com/watch?v=6Ds-CHqpByE>






What is a chat?

- A synchronous dialogue between counsellor and user
- A written dialogue
- A dialogue started by the user


 30-01-2014, 10:14:53 : **Linda**

Videregående uddannelse


 30-01-2014, 10:14:54 Vejleder :

Velkommen til eVejledning.


 30-01-2014, 10:15:31 Vejleder **Vibeke**: er nu klar til at chatte med dig.

 30-01-2014, 10:15:37 Vejleder **Vibeke**:


Hej Linda

 30-01-2014, 10:15:38 **Linda**:

jeg er lige nu desperat og har virkelig brug for at der er nogen der kan sige til mig at jeg kan få en chance til...

 30-01-2014, 10:16:26 Vejleder **Vibeke**

det lyder ikke rart, hvad mener du med en chance til?

 30-01-2014, 10:16:33 **Linda**:



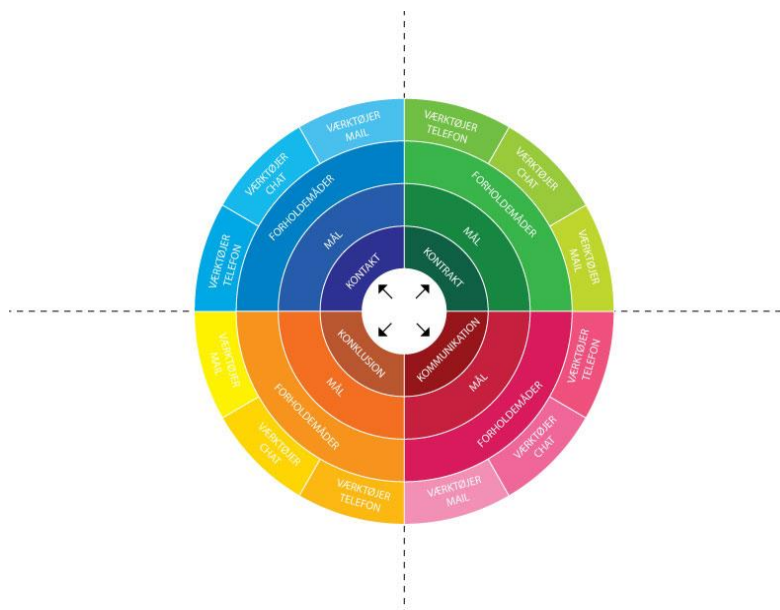
Framework of all digital counselling

- End of the stereotypical counselor role
- The counselee is contacting eGuidance:
 - when needed and voluntarily
 - from his or her own premises at a suitable time
 - with definite shared responsibility for the communication and its flow
 - With the possibility and the right to turn the dialogue, when needed



The 4K / 4C communication model

- 4K (4C – counselling communication) consists of 4 steps (reversible) to support the session: Contact, Contract, Communication, Conclusion.
- The model has a tool box with suggestions and examples of questions or other relevant formulations
- Not a method but a structure of the counselling session





Why do the users prefer to chat?

- "I like when the counsellor ask about things. It makes me rethink what I want"
- "I needed a "live" answer"
- "I express myself better in writing, and I feel more comfortable in writing rather than speaking."
- "Great place to get help without being embarrassed"
- "Great with a chat, so you can save the session. Then you can go back and read the answers again, if you are uncertain what to do."
- " Very good counselling! Removed all doubt. Was short and precise, and the counsellor attached links, so everything was easy to find. Not a formal language - which was really nice, so I had no doubts about anything"



Feedback in comments from our users:

(chat)

She who was a supervisor at this conversation was very understanding and tried to get into the things that was a problem for me. She asked good and analytical questions that made it possible for you to think about things, which helped to make the guide better. The only thing that could be improved should be the speed of the answers, which could have made the conversation a little shorter. However, it was still a satisfying conversation.

User survey

The scale is going from 1 till 5

	Chat	Phone
Did you find the counsellor welcoming?	4,3	4,4
Was the session precise and understandable?	4,2	4,3
Do you know your next step?	4,0	4,3
Did you try to find an answer to your question on ug.dk, before you contacted eVejledning?	3,8	3,7
Can you recommend eVejledning?	4,4	4,4

	Chat	Phone
Satisfaction with the dialogue	4,1	4,5



The uniqueness of the chat

- No external factors interfere with the communication, the chat is silence
- Counsellor and user are present simultaneously and can respond immediately
- In the written session the user must consider and reflect before writing
- The written session makes it possible for the user to distance oneself from his or her problems
- Online presence, “Nobody is shy in cyberspace”
- The relation between the counsellor and the user must be maintained continuously during the session



Competences of the online counsellor

- Expertise on available educations and jobs
- Experience with seeking information online
- The ability on the spot to get an overall picture of the situation and act accordingly
- Basic and solid counselling competences: Ask relevant questions, make short summaries
- Ability to show presence through meta communication (I 'm just thinking about what you wrote), listening signals (yes, ok, tell a little more), emoticons / smileys
- An open mind
- Textual skills: reading, analysing, writing according to the medium



Now we are going to chat😊

Make a chatroom on www.todaysMeet.com. You do not need to sign up, just write your name, and for how long you want the roomsession to last.

Then you find a partner, and she will sign into your room, entering the name you have chosen.

Alternatively you can use the chatfunction on facebook.

Think of a dilemma you can present in the chat forcing on a worksituation.

Make a deal of who will be the counsellor and who will present a dilemma. After a while you will change roles.

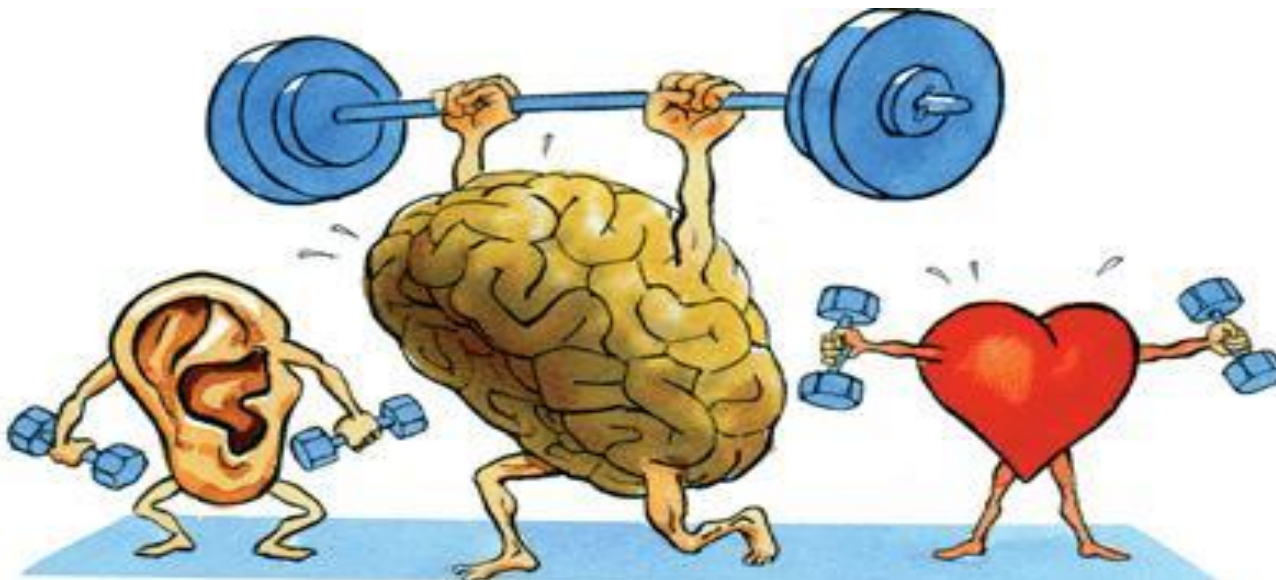
Give some short comments on your experience afterwards in the large group



UddannelsesGuiden | eVejledning

How do we work on developing our practise to become even better?

- Important to keep up a sudden level of knowledge:
- -need to know
- -not to know
- -nice to know





Supervision og sharring. How do we do that?

Working in groups once a month.

Supervision: bring a chat, a case or something you have experienced from your praksis, you want to talk over or need to rethink how to handle next time.

Sharring: Are there something new coming up in our guidance profession we need to know or discuss



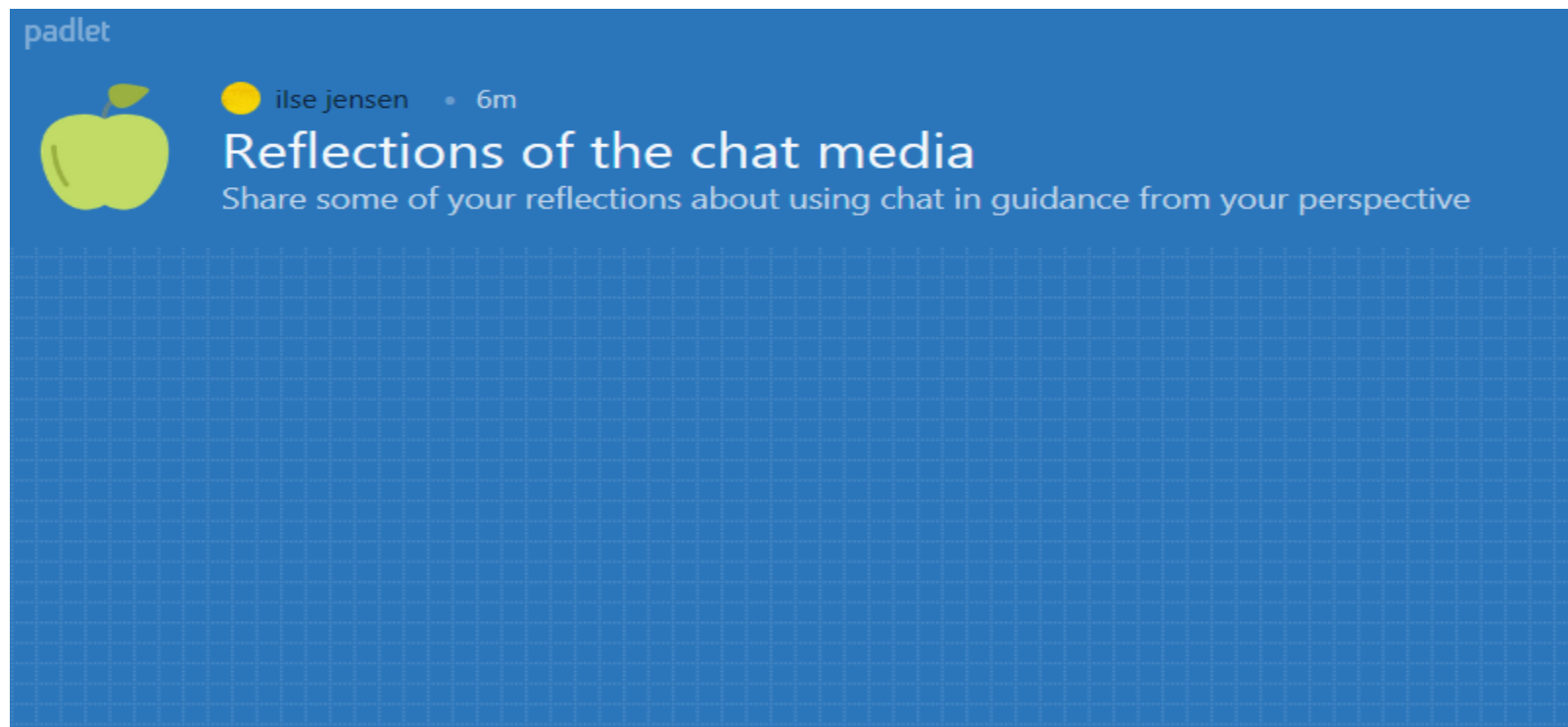
Workshop on using chat in guidance and counselling

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- The Exercise
- Please read the exercise before starting. Be sure to be able to have time enough for all parts of the exercise.
- Read the chats. The examples are authentic and therefore they are anonymized. Take down necessary headwords.
- In groups or in pairs you are going to analyse the chat. You will have to get around:
 - The 4C model. Try to localize the different stages in the chat.
 - Accentuate parts in the chat, which you find are functioning well and parts not functioning well. Bring in arguments for choosing these parts.
- Efter the Exercise
- After the chat you shall give a report on your experiences on Padlet: What insights did the work on an authentic chat give to you?



Collection of day

- https://padlet.com/ilse_jensen/Chatreflections





Question and a short evaluation😊

