Expanding and evolving role of ICT in guidance and counselling

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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

- 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.

Evolving role of guidance professionals

networking

career development

choice of occupation

expert in process

expert in managing the social space

expert in content

"Career services have expanded from the private to the public sphere and from individual sessions to more collective engagement."

(e.g. Plant, 2008, Thomsen, 2012, Kettunen, 2017)

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.

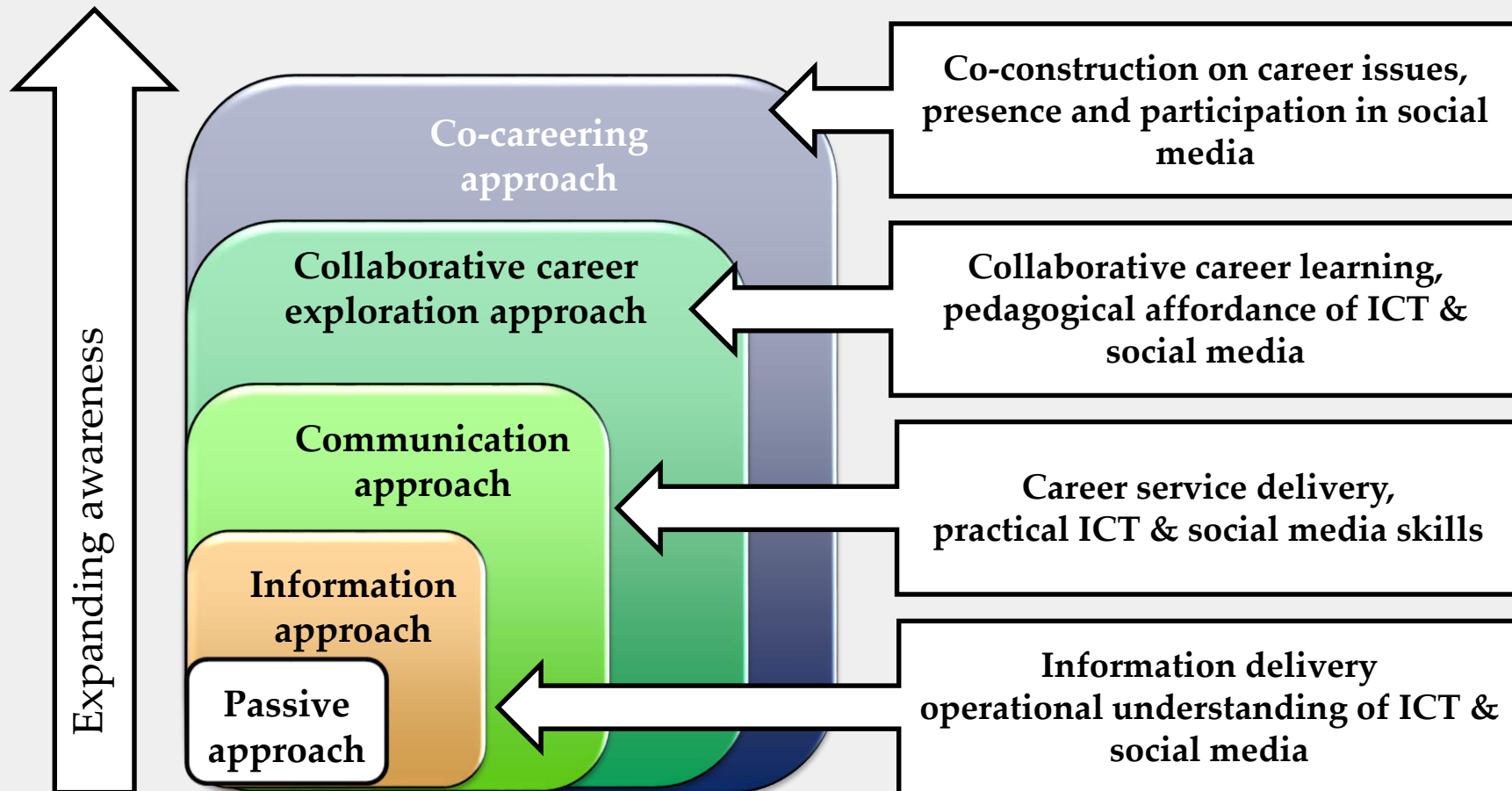**Osborn, Dikel & Sampson (2011)**

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

Social media

From delivering information to co-careering

Expanding awareness

- Co-careering approach — Co-construction on career issues, presence and participation in social media
- Collaborative career exploration approach — Collaborative career learning, pedagogical affordance of ICT & social media
- Communication approach — Career service delivery, practical ICT & social media skills
- Information approach
- Passive approach — Information delivery operational understanding of ICT & social media

Kettunen, J. (2017).
Career Practitioners Conceptions of Social Media and Competency for Social Media in Career Services

In what different ways your students/clients can access career services?

- Students/citizens use ICT more than previously and this forces practitioners to change their communication channels
- Gap between low and high readiness among the students has increased and the practitioners are seeing more clearly the need for differentiated service delivery modes (Sampson 2008).

- Social media challenge traditional interactions and relationships between career practitioners and individuals.

- Control is shifting from 'expert' guidance to a blend of expert- and socially-constructed knowledge.

- The challenge for the profession now is to decide how best to use these technologies.

The rise of social media in career services

- 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

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Career practitioners' conceptions of social media and competency for social media in career services

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