Old dogs and new tricks

Opportunities and challenges in moving towards ‘blended’ career education delivery

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It is not the strongest of the species that survive, nor the most intelligent, but **the one most responsive to change.**

- Charles Darwin
"When the wind of change blows, some people build walls, others build windmills" – Chinese proverb
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Drivers for CHANGE

**Australian Labour Market:**
- increased participation of women in the workforce
- greater focus on skilled jobs
- increase in young people participating in education
- ageing of the population
- technological change
- greater labour market flexibility
- economic reforms

...a workforce which is very different today from the one that existed a few decades ago.

Australian Jobs 2014, Aus Govt. Dept of Employment (p3)
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**Student Expectations:**

…the push towards greater flexibility of learning, supported by existing and emerging technologies, is substantially being driven by students who increasingly seek to engage in learning when and where they choose. Learners...are digitally literate, frequent users of mobile devices, and seeking highly interactive, visual, immediate, and socially engaging learning.

- UWS Blended Learning Website
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New education methods, technology and social media.

**Blended Learning is...** a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs - UWS Blended Learning Website

There is evidence to suggest that the latest wave of technologies, especially social tools, have considerable potential for careers services  

-Kettun, Vuorien & Sampson (2013 p303)

Benefits of introducing more digital technology into Careers services include increased accessibility, broader range of resources, greater appeal to students, more up-to-date information, reduction of space and paper requirements, and cost effectiveness of providing more services to more students.

(Horan 2010)
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Barriers and Obstacles

...successful integration of technology and social media in career services is not only dependent of the skills or technical facilities available, but also on practitioners’ willingness to accept the changes that new technology may bring to service delivery.

- Kettun, Vuorien & Sampson (2013 p303)

Research demonstrates that on-line service delivery is not appropriate for everyone, and that although it may increase the scope and range of information available to students, some students will learn better in a face-to-face environment. Many of the assessment and intervention tools now being made available on-line to students are not as effective when delivered without the guidance of a well-trained facilitator

Fowkes and McWhirter (2007)
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Other barriers include:

- cost of technical and human resources need to deliver digital careers learning resources.
- lack of student access to and confidence in using the technology effectively
- lack of tailored, Australian careers online products/content
- funding and institutional constraints.

“And then I just hit delete. I haven’t actually eaten any homework for years.”
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The UWS Careers ‘e-Careers’ project
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*Project goals:*

1. Increase the ‘reach’
2. Extend the ‘range’
3. Improve the ‘relationship’
## What we did...

1. Increase the ‘reach’ of CCE

| **Boost student numbers** | Re-design our ‘brand’ and webpage  
Introduce new products |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Focus on identified groups</strong></td>
<td>Source specific products for International Students</td>
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<tr>
<td><strong>Improve overall quality of service delivery</strong></td>
<td>Introduce standardised practices and procedures for managing all online service delivery</td>
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Results so far...

• In 12 months we have seen an increase in student connections with our service (including web views, downloading of resources, bookings and workshop attendances) from 38626 to over 115000 and this number continues to climb.

• Of the above, the largest increase (over 80%) is a direct consequence of improvements to our webpage, the introduction of social media (Facebook, LinkedIn, Twitter and Blog) and the introduction of new online career-education resources.
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What we did...

2. Extend the ‘range’ of CCE services

<table>
<thead>
<tr>
<th>New online platforms</th>
<th>• Social Media – Facebook, YouTube</th>
</tr>
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<tbody>
<tr>
<td>Extension of range of services delivered online</td>
<td>• Star Pronunciation</td>
</tr>
<tr>
<td></td>
<td>• Harrison Assessments</td>
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<td>• InterviewStream</td>
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<td>• Abintegro</td>
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What we did...

3. Improve the ‘relationship’ between f2f and online service delivery.
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**Online Careers Products**

- Star Pronunciation
- Harrison Career Assessment
- InterviewStream
- Abintegro
### Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>English for work</td>
<td>Expensive – limited time funding.</td>
</tr>
<tr>
<td>Australian product</td>
<td>Drop-out rate has to be managed –</td>
</tr>
<tr>
<td>Complements other English language tuition/resources.</td>
<td></td>
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<tr>
<td>Delivered completely online</td>
<td></td>
</tr>
<tr>
<td>Student feedback excellent</td>
<td></td>
</tr>
<tr>
<td>International and local students.</td>
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<table>
<thead>
<tr>
<th>Features</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures ‘Career Enjoyment’</td>
<td>Relatively expensive, pay per student.</td>
</tr>
<tr>
<td>Relatively straight-forward administration</td>
<td>Some students report questionnaire a bit confusing</td>
</tr>
<tr>
<td>Popular with students</td>
<td>International students not participating</td>
</tr>
<tr>
<td>Can be utilized as part of other programs</td>
<td></td>
</tr>
<tr>
<td>Reports are easy to understand</td>
<td></td>
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<tr>
<td>Available in over 20 popular languages</td>
<td></td>
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</table>
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**Features**

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<tr>
<th>Feature</th>
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</thead>
<tbody>
<tr>
<td>iPad compatible</td>
<td>Much less engagement with students than we’d like.</td>
</tr>
<tr>
<td>Students can practice</td>
<td>Compatibility issues with UWS ITS security system</td>
</tr>
<tr>
<td>Send to email address of their choice</td>
<td>The mobile device App has less functionality</td>
</tr>
<tr>
<td>Relatively simple operation</td>
<td>More difficult to integrate into traditional service.</td>
</tr>
<tr>
<td>Academics can be given limited access</td>
<td></td>
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<tr>
<td>Unlimited licence for less than $5Kpa.</td>
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<table>
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<tr>
<th>Features</th>
<th>Considerations</th>
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</thead>
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<tr>
<td>Pick and choose which of resources you want</td>
<td>UK web-based product</td>
</tr>
<tr>
<td>Can use ‘deep links’ to take students to specific resources</td>
<td>Compatibility issues with the UWS ITS security</td>
</tr>
<tr>
<td>The ‘newsroom’ feature popular</td>
<td>Poor engagement with students.</td>
</tr>
<tr>
<td></td>
<td>Quite expensive</td>
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Home-made products

- Educational and promotional videos
- Educational videos to supplement discipline specific guest lectures
- A series of online presentations to supplement our workshop program
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Issues

• Deferred commencement
• Technical difficulties
• Staff technical skills and confidence
• Administration procedures
• E-Careers staff changes.
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Lessons Learnt

• Measurability

“I think we can charge more if we calculate our billable hours in dog years.”
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*Lessons Learnt*

- Measurability
- Student voice

"Not much of a breakthrough... all he talks about is chasing cars..."
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**Lessons Learnt**

- Measurability
- Student voice
- Engaging students (and staff)
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**Future Directions**

- Expand our home-made resources
- Interactivity
- Staff training and engagement – going out to the faculties
- Better promotion and engagement with students

*to be continued...*
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*Final thoughts...*
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Questions and Comments

UWS Careers