

# Careers 2.0: Supporting educational transitions with web 2.0 and social software

Pre-Conference Session at the 2010 Online Educa  
01.12.2010; 9:00 – 13:00

## Summary Report

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**The Pre-Conference Session was hosted by the G8WAY consortium**

G8WAY: Web 2.0 Enhanced Gateway to Educational Transition (Grant Agreement Number: 505596-LLP-1-2009-1-DE-KA3-KA3MP)

[www.g8way-eu.net](http://www.g8way-eu.net)

## 1. Agenda

<p><b>Welcome &amp; Introduction</b></p> <p><b>Presenters:</b> Tabea Schlimbach (German Youth Institute, Germany), Graham Attwell (Pontydysgu, UK), Magdalena Balica (ISE, Romania)</p>	9:00 – 9:10
<p><b>Inputs of Experts</b></p> <p><b>Moderation:</b> Graham Attwell (Pontydysgu, United Kingdom)</p>	9:10 – 10:30
<p><b>“Introduction to the Project G8WAY”</b></p> <p><b>Project website:</b> <a href="http://www.g8way-eu.net">www.g8way-eu.net</a></p> <p><b>Presenter:</b> Randolph Preisinger-Kleine (p&amp;w praxis und wissenschaft, Germany)</p>	9:10 – 9:30
<p><b>“Web 3.0 and Learning”</b></p> <p><b>Speaker:</b> Steve Wheeler (University of Plymouth, United Kingdom)</p>	9:30 – 9:50
<p><b>“Good Practice Example 1: The Visions of Learnovation”</b></p> <p><b>Project website:</b> <a href="http://www.elearningeuropa.info/learnovation/recursos">http://www.elearningeuropa.info/learnovation/recursos</a></p> <p><b>Speaker:</b> Fabio Nascimbeni &amp; Walter F. Kugemann (MENON Network EEIG, Brussels, Belgium)</p>	9:50 – 10:10
<p><b>“Good Practice Example 2: DRAUFHABER.TV”</b></p> <p><b>Project website:</b> <a href="http://www.fb12.uni-bremen.de/de/medienpaedagogik/vertikal/forschung/draufhabertv.html">http://www.fb12.uni-bremen.de/de/medienpaedagogik/vertikal/forschung/draufhabertv.html</a></p> <p><b>Speaker:</b> Eileen Lübcke (University of Bremen, Germany)</p>	10:10 – 10:30
<p><b>Introduction to the Learning Café Methodology</b></p> <p><b>Presenter:</b> Thomas Fischer (MENON Network EEIG, Belgium)</p>	10:30 – 10:35
<p><b>Break</b></p>	10:35-10:50
<p><b>Interactive Learning Cafés</b></p> <p><b>Facilitators:</b> Graham Attwell (Pontydysgu, United Kingdom), Magda Balica (Institute of Educational Sciences, Romania), Erik Wallin (CITY Conersity, Sweden), Thomas Fischer (MENON Network EEIG, Belgium), Tabea Schlimbach (German Youth Institute, Germany), Randolph Preisinger-Kleine(p&amp;w praxis und wissenschaft, Germany)</p> <p><b>... drawing from the expertise of all participants!</b></p>	10:50-12:00
<p><b>Summary and Plenary Discussions</b></p> <p><b>Moderation:</b> Thomas Fischer (MENON Network EEIG, Belgium)</p>	12:00-13:00

## 2. Background, Purpose and Content of the Session

There is a wide recognition of the importance of providing support to young people on their way to employment and increasing interest in the potential of technology assisted learning to provide support for the challenges of transition. However, this area of learning remains in its infancy and poses a series of issues for policy makers, researchers and practitioners alike.

The *G8WAY: Enhanced Gateway to Educational Transition* project consortium is investigating how social software and Web 2.0 applications can be used to support young people in transitions. In the initial phase of the project, research was carried out to discover young people's transitions to work, the challenges that arise for them, the support available in this period and potentials for intervention, with a specific focus on web 2.0 tools and services.

Through a pre-conference workshop at the Online Educa Berlin, the G8WAY partners aimed at

- sharing the outcomes of their research,
- learning from e-learning experts,
- exchanging knowledge and ideas on how young people can be supported in educational transitions by internet based services (e.g. careers advice, information and guidance).

The topic involves various professional fields. The target group of the workshop was accordingly broad: researchers, policy makers, teachers, trainers, mentors, managers and learning technology designers.

Key issues that were explored in the workshop included:

- *What are the challenges of educational transitions – how do young people start a career in recession-hit European societies?*
- *What are the potentials of social software and web 2.0 tools in the context of transitions?*
- *What role can vocational support play in this process?*
- *What is the future of technology based learning regarding career education?*

The following members of the G8WAY consortium facilitated the workshop:

Graham Atwell, Pontydysgu

Tabea Schlimbach, Deutsches Jugendinstitut

Randolph Preisinger-Kleine, P&W

Thomas Fischer, MENON

Magdalena Balica, ISE

Erik Wallin, CCAB

The active involvement of participants, the mutual exchange of expertise and the creation and further development of ideas have been key elements of this pre-conference workshop and the core conditions for its success.

We wish to thank the participants for their rich discussions and engaged involvement. The results are most valuable for further developing the G8WAY approach towards a comprehensive Web 2.0 based platform to support young people in educational transitions.

### 3. Outcomes of the workshop

The session, designed for 35-40 people, was fully booked. This confirmed our opinion that the role of web 2.0 in supporting career entry is a highly relevant and contemporary issue.

#### Inputs of Experts

The workshop was opened by “short, strong and exciting” inputs from experts, designed to inspire the group discussions which followed.

The first input was from Steve Wheeler from the University of Plymouth, who gave an exciting input on “**Web 3.0 and Learning**”, drawing a timeline from the beginning of electronic media and the visions people had back then, over the discovery of multimedia towards visions for the future for Web 3.0 and the Semantic Web. One can read as a quintessence of this presentation that whatever we are assuming regarding the web in the future will be surpassed by the yet more astonishing reality of the smart semantic web. Survival of the fittest content!

The presentation is available online at [www.g8way-eu.net](http://www.g8way-eu.net)

Following Steve Wheeler’s opening presentation, there were presentations of two examples of good practice in the field of vocational e-learning.

Walter Kugelmann and Fabio Nascimbeni from the MENON Network introduced “**The visions of Learnovation**”, a stimulating presentation on e-learning which included a comprehensive view on e-learning domains as well as recommendations for the innovative use of web 2.0 in the workplace.

The presentation is available at: [www.g8way-eu.net](http://www.g8way-eu.net)

More information on Learnovation at: [www.elearningeuropa.info/learnovation](http://www.elearningeuropa.info/learnovation)

Learnovation Stakeholders Roundtable: [www.learnovation.eu/](http://www.learnovation.eu/)

The second project, “**DRAUFHABER.TV**”, was introduced by Eileen Lübke (University of Bremen). Young people are asked to make videos with their mobiles on the practical competences and abilities they have gained in informal contexts e.g. the family, sports and social clubs and with friends. These videos not only make visible competencies, but can also be used as to open the door to employers. Eileen Lübke closed with the challenging question of how this approach can be developed for socially disadvantaged young people.

The presentation is available at: [www.g8way-eu.net](http://www.g8way-eu.net)

More information on Draufhaber.TV at: [www.draufhaber.tv](http://www.draufhaber.tv)

## Outcomes of Learning Cafés

### LC Methodology G8WAY Workshop OEB 2010

The concept of the learning café is based on the idea that all participants are actively involved in different discussions over a short period of time. For this purpose, a number of Learning Cafés addressing different related issues are run in parallel. The participants split into groups and rotated between different Café tables. Thanks to one moderator remaining at each table that follows all group discussions it is possible that one group can build on the discussion of the former. Thus, the expertise of all people can be effectively exploited for all topics.<sup>1</sup>

At the G8WAY OEB Pre-Conference Session, the four introductory presentations (of approx. 20 minutes) were firstly giving a concise introduction to the G8WAY project, secondly at setting the scene as well as providing a wider picture and concrete example of Web 2.0 and social software in Education, Training and Learning and last but not least at ‘animating’ a lively debate during the following three Interactive Learning Cafés on ‘Careers 2.0: Supporting educational transitions with web 2.0 and social software’. After the introductory presentations the participants were divided into four groups or in four thematic Learning Cafés:

#### **LC1: Challenges of Transitions between School and Work and between University and Work**

**Moderators:** Graham Attwell (Pontydysgu, United Kingdom) and Magda Balica (Institute of Educational Sciences, Romania)

#### **LC2: The Role of Creativity and Innovation**

**Moderator:** Erik Wallin (CITY Conersity, Sweden) and Randolph Preisinger-Kleine (p&w praxis und wissenschaft, Germany)

#### **LC3: The Role of Technology in Transitions**

**Moderator:** Thomas Fischer (MENON Network EEIG, Belgium)

#### **LC4: The Role of Supporters**

**Moderator:** Tabea Schlimbach (German Youth Institute, Germany)

The Learning Cafés are centered on open dialogue and productive brainstorming of interdisciplinary stakeholders as well as the elaboration of preliminary conclusions. The chosen format of Learning Cafés allows synergy and interaction, provides and documents new ideas and concerns as well as inputs for future planning within the addressed themes. During the Learning Cafés small groups of participants gather around one table or flip chart, which represent one theme. The discussions around each theme are moderated and documented by a facilitator. After a discussion interval of approx. 15 minutes the participants change themes and will be introduced by the facilitators to the outcomes of the discussions of the previous group. By these means the

<sup>1</sup> More on the method of the Learning Café/World Café: Braun, J./Isaacs, D. (2007): Das World Café. Kreative Zukunftsgestaltung in Organisationen und Gesellschaft. Carl-Auer Verlag: Heidelberg.

participants are able to build upon the insights and ideas of the previous group. Learning Cafés are therefore a powerful interactive and joyful method to stimulate the existing wisdom and creativity of participants and to collaboratively create knowledge by avoiding redundancies and repetitions. The pre-conference room was equipped with four tables, flip charts and/or flip chart paper. During each session, each round table discussed the theme introduced by the facilitator. The discussion was 'animated' by the facilitators. Each discussion was documented on the flip charts. The documentation procedures were free: anyone could write, there was no requirement for the format of the documentation either i.e. mind mapping technique, bullet points, drawings, or just writing words and sentences.

After four rounds of or rotations between the Learning Cafés (i.e. each group discussed each theme) the main statements and/or key messages from the Learning Café were presented by the facilitators and briefly finally discussed during the concluding plenary session. The final results of each Learning Cafés are summarised and further analysed by the facilitators in this report, which will be made available to all interested participants on the G8WAY portal.

The following pages show the main results of the four thematic Learning Cafés.



## SUMMARY REPORT

Careers 2.0

Pre-Conference Session at the ONLINE EDUCA, BERLIN



- It was recognised that there are a multiplicity of different influences on young people in making transitions. These include the key role of school, the family and the extent of parental engagement. However it is also important to recognise and support the role of peer groups in providing ideas and support.
- Visions and dreams remain central to achieving transitions. We need to develop tools and frameworks which can empower young people to achieve their dreams.

**LC2: The Role of Creativity and Innovation**

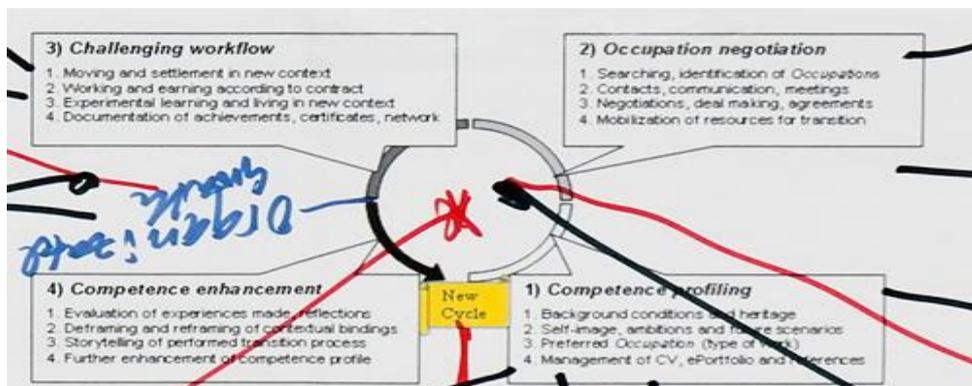
**Moderators and minutes:** Erik Wallin (CITY Conersity, Sweden), Randolph Preisinger-Kleine(p&w praxis und wissenschaft, Germany)



**Starting points for the discussions...**

We started our discussions with a simple but general model for the transition process, considered to be a recurrent ‘origin-destination-new origin’ transition process from education to work, from work to work, from work to further education etc. The model has four phases in the transition process where some important results are – or should be – generated:

- 1) Competence profiling
- 2) Occupation negotiation
- 3) Challenging workflow engagement
- 4) Competence enhancement



Each new group of participants were informed about the current status of the discussions about the model and was invited to continue modification or co-construction of the model with new features or questions. The resulting map of contributions can be seen below:



3. Challenging workflow experience could be supported by
  - a. Site specific introductions by local people, friends, exchange hosts etc
  - b. A general openness to take advantage of new learning experiences in a new context
  - c. A better use of alumni that earlier have made similar experiences
  - d. Be prepared to make a real jump out of the box (of earlier life experiences)
  
4. Competence enhancement could be supported by
  - a. Systematic documentation of experiences for adding to CV
  - b. Reflections during workflow by blogging or similar
  - c. Storytelling for next generations of transition makers
  - d. Further elaboration on the art of living, working and learning as a cosmopolitan person

A number of relevant websites and web resources were also presented by the participants, some of these were:

<b>Resource type</b>	<b>Name</b>	<b>URL</b>
Website with some videos	Community engagement project in Milano (Italian only)	<a href="http://previdenza2zero.metid.polimi.it/web/guest/video-blog">http://previdenza2zero.metid.polimi.it/web/guest/video-blog</a>
Innovation methodology	CREAX	<a href="http://www.creax.com">http://www.creax.com</a>
Creative work promotion, Spain	Fundación Trabajo y Dignidad	<a href="http://www.trabajoydignidad.org">http://www.trabajoydignidad.org</a>
Professional networking	LinkedIn (example Erik Wallin)	<a href="http://www.linkedin.com/in/dinerwa">http://www.linkedin.com/in/dinerwa</a>
Master education in innovation	InnovationMasterClass	<a href="http://wistechology.com/events/innovation/">http://wistechology.com/events/innovation/</a>
Expertise	Alf Rehn	<a href="http://www.alfrehn.com/">http://www.alfrehn.com/</a>
Industrial actors	IBM for a Smarter Planet	<a href="http://www.ibm.com/ibm/green/index.shtml">http://www.ibm.com/ibm/green/index.shtml</a>
Community of Practice	Etienne Wenger	<a href="http://www.ewenger.com/theory/">http://www.ewenger.com/theory/</a>

We appreciate all this input from those who participated in our learning table exercise. The results from this learning table will be taken into account in the further refinement of the transition model and its implementation to support students in the mode of transit from education to work.

### LC3: The Role of Technology in Transitions

Moderator and minutes: Thomas Fischer (MENON Network EEIG, Belgium)



#### A) Trends & Drivers

The participants first of all highlighted that technology does not operate in a vacuum, but is always socially embedded and reacts to societal, economical and technological developments. The most important critical exogenous trends and drivers are:

- a) The dichotomy of competition and collaboration at various levels e.g. in society, economy; in companies and schools; on the Internet;
- b) The existing digital literacies and digital divides;
- c) The gap between bottom-up and top-down approaches;
- d) The organisational resistance as well as individual fears of stakeholders;
- e) The lack of recognition / accreditation of collaborative work / performances;
- f) The quality (assessment) of online content;
- g) The meaningful use of content incorporating a sound pedagogical model.

In more detail the following aspects have been discussed:

#### A1) Competition and Collaboration

- A culture of competition vs. a culture of sharing
- A competitive economy vs. an inclusive society
- A culture of competition vs. a culture of cooperation → Is co-petition an option?
- Human Capital vs. Social Capital
- Economic crisis
- The end of the capitalist model?
- Individual careers vs. Societal Learning
- Competition at a company level (loss of profit) and individual levels (colleagues as career risks)
- Companies: competitive model >>> collaborative model

- Companies: sharing culture internally – competitive culture externally
- Schools: Sharing culture within and between school: NOT a problem of technology BUT a problem of mindedness and attitude
- A culture of contributors (minority) vs. A culture of consumers (majority) on the Internet

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#### **A2) Individual and Collaborative Performance**

- Work on common problems → increases motivation to work collaboratively
- Group benefits
- Problem is recognition / accreditation of group work

→ “Make sure that they don’t lose when they share!”

→ Promote a culture of trust and joint benefits

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#### **A3) Resistance and Fears**

- Organisational inertia and resistance
- Fears of stakeholder
- Security concerns e.g. ban of YouTube in schools
- Cyber-bullying
- Schools: Sharing culture within and between school: NOT a problem of technology BUT a problem of mindedness and attitude

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#### **A4) Digital Literacies and Digital Divides**

- Digital Divide: Digital Immigrants vs. Digital Natives, Early Adopters, Digital ‘Elites’ e.g. a large number of contacts on LinkedIn helps finding a job more easily
- Digital Divide between companies → new competitive edge e.g. worldwide virtual group working, e.g. worldwide real time diffusion of knowledge
- Mediated through age e.g. participation in social networking sites
- Generational differences e.g. 40+ (virtual closure/control) vs. Teens (virtual disclosure/freedom) → but new study shows that young people are becoming aware of potential risks and negative effects
- Utilise ‘early adaptors’ as messenger, multipliers, promoters, facilitators

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#### **A5) Bottom-up and Top-down**

- Bottom-up vs. top-down approaches → versus or not versus?

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#### **A6) Quality**

- Quality of content disputed → critical evaluation needed e.g. commercial, racist content and services!
- “Media Reading Skills” (Finland)

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#### **A7) Social Embedding of Technology**

- Technology is always socially embedded, part of a social system
- Technology should support individuals
- Promoting meaningful use of technology

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#### **A8) The Role of Pedagogy**

- Selection of i) content and ii) technology is essential → “the right tools for the right tasks”
- Wish to use technology does NOT automatically equals wish to learn → but motivation is key to learning → technology as a hook (“technology is attractive”)
- Pedagogical purpose needed: i) Connection, AND ii) Reflection

### B) Positive Impacts

In turn the participants highlighted the positive impact of technology on educational transitions from i) school as well as ii) Higher Education to Work under the following aspects:

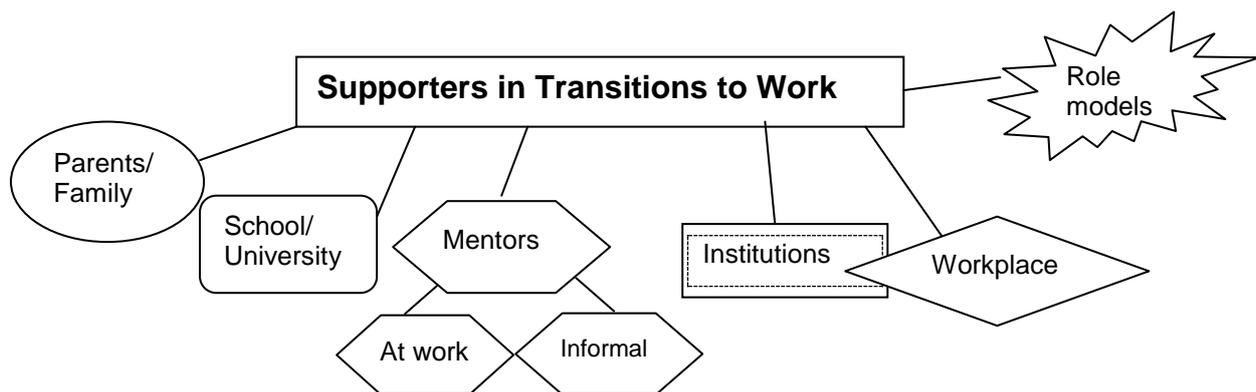
- Enables
  - i) virtual tours through companies,
  - ii) virtual workspaces,
  - iii) virtual meetings (social networking; discussions with instructor, peers, mentor; connecting pupils and possible employers),
  - iv) virtual communities of ‘real’ persons,
  - v) virtual trainings i.e. ‘tasters’: different stakeholders can work on the same data at the same time e.g. pupils, teachers, career counsellors, companies
  - vi) virtual internships, preparatory trainee programmes (in conjunction of university and future employer)
    - helps professional exploration and orientation, supports ‘real’ preparatory actions
    - but ‘real’ practices remain important
- Supports job placements, job rotation, career development, prepares for job change
- Supports visualisation, simulation, contextualisation (e.g. 3-dimensional technologies, MySpace)
- Supports the link between theory and practice
- Supports story telling of i) experts, ii) peers, iii) own experiences
- Supports competence and skills development
- Support the understanding of other cultures e.g. professional cultures, Higher Education (HE) environments e.g. introduction, induction, definitions, codes, expectations
- Expands people’s perceptions
- Helps overcoming geographical boundaries
- Supports virtual mobility short term and ‘real’ mobility consequently e.g. ERASMUS H.E. mobility program of EC; e.g. virtual job visits
- Supports work-life-balance
- Supports organisational effectiveness, cost effective services, outreach to more users e.g. university career guidance (formerly: 4 employees for 4,000 students)
- Supports bottom-up movements and small scale applications/case studies

**LC4: The Role of Supporters**

**Moderator and minutes:** Tabea Schlimbach (German Youth Institute, Germany)



In today's European societies, economic risks are increasingly being shifted to the individual, which strongly affects labour market newcomers. If young people do not manage the step into employment, it is strongly perceived as their personal failure. Precariousness has become a characteristic of this generation. However, young people on their way to employment are not fighting a solitary battle. When discussing the role of supporters it became obvious that there is enormous social capital in different youth life contexts:



Parents are important contact points for young people in vocational orientation. They provide information, emotional support and orientation options. There are personal links to teachers and tutors at schools and universities provide guidance, information and advice for individual young people. Mentoring is becoming increasingly popular, whether it is an older colleague at a workplace or a neighbour or a volunteer in a mentoring project. In workplaces, colleagues and bosses help labour market newcomers with transferring their knowledge and expertise. Not to be underestimated is the role of 'role models', celebrities or other people in the surrounding whose professional paths inspire young people (as an example, one participant mentioned TV cook shows that have made this job field very popular among young people). A controversial role is played by institutions that can be supporters but that also create boundaries to young people's efforts in entering employment. They can be perceived as 'gatekeepers' to certain professional options as well as to support.

In addition, the group discussed tasks, aims, challenges and demands regarding the work of supporters:

**Tasks:**

- Support
- Guidance
- Stimulation
- Motivation
- Critical Assessment of Interests – reality check
- Problem solving
- Door openers
- Passing knowledge

**Aims:**

- Widening the scope for young people
- Contributing to the resilience of young people and to constructively deal with failures
- Highlight the importance of passion for a job
- Help to develop a unique selling point

**Challenges:**

- Resources available (e.g. in families)
- Responsibilities of the different supporters
- Collaboration between the different supporters
- Regional labour market conditions
- Motivation issues of young people

**Demands:**

- Supporters need to adapt to new technologies especially elderly people – young people today have other options than they had at this life period
- Supporters need to adapt to current labour market conditions that are greatly differing to those they experienced when entering employment
- Supporters need to consider the options of informal learning.

## Plenary Discussion

Moderation and Minutes: Thomas Fischer (MENON Network EEIG, Belgium)

The main conclusions of the Plenary Discussion were:

- Support systems need to know and respect their limitations.
- The role of conflicting messages concerning possible transitions for young people e.g. between school and parents.
- Flexible / adaptive, integrated and individualised support systems are needed.
- Support systems should provide young people with choices.
- Job possibilities need to be explored from the very entry in the school system.
- Transitions are very often non-linear, fast, timely and frictionless (but in the end still successful)

## 4. Read More

Announcement of our pre-conference-workshop at the OEB website:

<http://www.online-educa.com/pre-conference-events>

Presentations of speakers:

<http://www.g8way-eu.net>

g8way website:

<http://www.g8way-eu.net>

Pictures of our pre-conference session:

<http://www.g8way-eu.net>

Members of the G8WAY project contributed to the conference Internet radio programme, Sound of the Bazaar

<http://www.pontydysgu.org/2010/12/online-educa-berlin-2010-live-radio-1st-day/>

<http://www.pontydysgu.org/2010/12/online-educa-berlin-2010-live-radio-2nd-day/>