

## Chapter 10: Be creative with ICT

### Summary

Young people live in an ICT environment. This affects how they learn, communicate, interact with others and absorb peer group and other influences.

Most learning providers have extensive e-infrastructures that offer endless possibilities for enhancing career learning activities.

Reviewing ICT developments is the first step in working out how to strengthen its use in career learning activities.

ICT use has improved traditional approaches to careers work. The next challenge is to use newer technologies (e.g. mobile and hand-held technology).

Improving ICT use in careers work is about taking modest steps forward (e.g. using interactive whiteboards, intranets and the Internet) as well as engaging in 'cutting edge' developments.

### Questions to think about

- How does ICT feature in your careers programme?
- Is there room for improvement?
- What could you do to improve and who could help?

### What are we talking about?

Before we begin, a word about language. Some people call this area IT (information technology), others call it ICT (information and communication technology) and yet others call it ILT (information and learning technology). We are using the term ICT but whatever label you use, the messages are the same. ICT has huge potential for enabling young people to become managers of their own career learning and guidance. This chapter offers ideas on how to exploit this potential.

### Why is ICT important in careers work?

Young people live in an ICT environment, one that is having a profound effect on how they learn, how they absorb peer group and other influences, and how they communicate and interact with others. Over 70% of young people aged 9 to 19 in the UK have a mobile phone, 80% regularly use the Internet at home and 90% go on-line to support their studies (Livingstone and Bober, 2005). The effective use of ICT in careers activities:

- makes it easier for staff to meet individual needs, especially when resources are limited – although it can also generate new resource demands
- helps to secure variety in the teaching and learning approaches used and taps into a popular learning method among young people
- contributes to the development of young people's career management, employability and functional skills.

### Have you tapped into the e-infrastructure?

Most learning providers have an extensive and developing e-infrastructure to support learning. The possibilities for using it to enhance careers activities are practically limitless.

#### Ideas

#### Using ICT to enhance careers work

- Post careers information and resources on the organisation's website for colleagues, learners, parents, carers and others to use.
- Put teaching and learning resources on the intranet for learners, staff, mentors and others to use – an additional benefit is that it helps to reduce the impact of staff and learner absence.
- Write a blog of day-to-day happenings in a co-ordinator's life (See Jackie Hartley's blog of a careers professional at [www.highflyerspublishing.co.uk/blog](http://www.highflyerspublishing.co.uk/blog)).
- Offer an e-mail help service.
- Provide tools to help learners make e-portfolios and e-ILPs (individual learning plans).
- Highlight selected careers-related web links.
- Subscribe to online career guidance programs for young people to use.

**Ask the ICT manager ...**

the best placed person to advise on how to use the e-infrastructure

- **How do other curriculum areas use ICT?** – and then talk to subject, course and programme leaders to see if there is room to post relevant careers information on their pages or if they would like some help in updating the careers information they already include.
- **What are the organisational priorities for developing ICT?** – and then make the case for including careers work.
- **How do I get hold of the ICT equipment I need?** – such as data projectors, electronic whiteboards, webcams and video-conferencing facilities.
- **What problems am I likely to come across when I try to use ICT and how do I sort them out?** – e.g. booking systems, technical help, accommodation, time constraints and meeting training needs.
- **What opportunities are there for building some career learning into ICT teaching?** - e.g. for extended projects
- **What are the latest developments in ICT?** - e.g. the possibility of whole class teaching using portable ICT kit
- **How can I get ICT access for all learners?** - e.g. loan schemes for learners who do not routinely have access to computers at home
- **What Internet security and child protection procedures should I be using?**

**How can you use ICT to support career learning?**

Some of the biggest gains from using ICT in careers work to date are improvements in traditional approaches (e.g. the production of handouts and PowerPoint presentations). The next challenge is to use even newer technologies such as Virtual Learning Environments (VLEs), videoconferencing and mobile and hand-held technology. This section looks at the range of ICT methodologies and resources that are available to support careers education, information and guidance.

**1. Standard office packages**

Most places have standard office packages that include word-processing, spreadsheet, database, presentation and desk-top publishing programs. Using them in career sessions can motivate learners, help them to reflect on and analyse their work, improve their presentation skills and boost their self-esteem.

**Short careers activities using standard office packages**

- Word processing self-marketing documents (e.g. CVs, application letters, personal statements) and learning how to save them in *Adobe Acrobat* (PDF format).
- Developing and presenting a *PowerPoint* presentation about the careers programme and sharing it with others (e.g. parents, younger learners or an external assessment panel for a quality award).
- Creating a CV with *PowerPoint* as part of a series of activities to boost self-esteem.
- Interrogating the options database and 14-19 on-line local area prospectus and using *Excel* to plot trends and investigate gender stereotypical course and subject choices.
- Using *Excel* to create a database of jobs arising from a subject study (e.g. Roman Britain) or as a follow up to taster activities and work placements.

- Using *PowerPoint* or a photographic management program to create a 'photo essay' with visuals and text on the changing world of work, local opportunities in learning and work or the impact of environmental concerns on workplace practices.

## 2. Careers software

Co-ordinators have access to a rich variety of careers programs. Many are now online, a trend that is likely to gather pace in the next few years.

### Where to find information about careers software

#### Publishers

Most careers software publishers have demonstrations and sample downloads to aid purchasing decisions. The main publishers are:

- Careerssoft [www.careerssoft.co.uk](http://www.careerssoft.co.uk)
- CASCAiD [www.cascaid.co.uk](http://www.cascaid.co.uk)
- COA Ltd. [www.coa.co.uk](http://www.coa.co.uk)
- Highflyers Publishing [www.highflyerspublishing.co.uk](http://www.highflyerspublishing.co.uk)
- Lifetime Publishing [www.lcw.uk.com](http://www.lcw.uk.com)
- Prospects [www.prospects.co.uk/careers/](http://www.prospects.co.uk/careers/)
- VTLifeskills [www.vtlifeskills.co.uk](http://www.vtlifeskills.co.uk)
- Trotman (produces the annual Careers Information Handbook, formerly the CIOLA Directory) [www.trotman.co.uk](http://www.trotman.co.uk)
- Adset publications (produces Careers Software News) [www.adset.org.uk](http://www.adset.org.uk)

#### Internet searches

- Internet searches will reveal useful, free programs such as:
- Brickpath, a site about careers in bricklaying [www.brickpath.info/index2.html#](http://www.brickpath.info/index2.html#)
- CareerGames [www.careergames.com](http://www.careergames.com)
- Career Matchmaker [www.careersnorthwest.com/your\\_career/default.aspx](http://www.careersnorthwest.com/your_career/default.aspx)
- Are you prepared to face your future?, four interview games [www.careerswales.com/quiz/interviewgame.asp](http://www.careerswales.com/quiz/interviewgame.asp)

#### CDs and DVDs

- Kangaroo is a multi-media, interactive CD-ROM and Internet gateway produced by the East Midlands Connexions Consortium. It is available in schools, colleges and Connexions Centres [www.cnxnotts.co.uk/about/kangaroo/index.html](http://www.cnxnotts.co.uk/about/kangaroo/index.html)
- Many universities, organisations, professional bodies and commercial publishers also produce careers DVDs. See Connexions Birmingham and Solihull catalogue: [www.connexions-bs.co.uk/medialibrary/cidvideocatalogue.pdf?PHPSESSID=b1171c058b0a43c6f44b86361beed721](http://www.connexions-bs.co.uk/medialibrary/cidvideocatalogue.pdf?PHPSESSID=b1171c058b0a43c6f44b86361beed721)

### 3. Interactive whiteboards (IWBs)

Structured use of interactive whiteboards promotes co-operative learning, supports teamwork and motivates and engages learners in careers work. Their use in careers sessions can include:

- individual, group and interactive presentations prepared by learners, staff and others
- demonstrating and using career management and learning tools (e.g. mind mapping software, e-portfolios)
- researching and analysing careers-related information, statistics and websites
- drag and drop activities, quizzes, games and simulations downloaded from the Internet or on CD/DVD.

There are relatively few IWB resources designed specifically for careers work at the moment but most IWBs support the use of standard packages such as Word and PowerPoint.

Information	<b>Where to find information and ideas about using IWBs</b>
	<p><b>Information</b></p> <ul style="list-style-type: none"> <li>• Visit IWB manufacturers' websites for free teaching resources and ideas on how to get the most out of your IWB, e.g. <a href="http://www.prometheanworld.com/uk/">www.prometheanworld.com/uk/</a>; and <a href="http://www.education.smarttech.com/ste/en-GB">www.education.smarttech.com/ste/en-GB</a>. The National Whiteboard Network (<a href="http://www.nwnet.org.uk/">http://www.nwnet.org.uk/</a>) and BECTa (<a href="http://www.becta.org.uk">www.becta.org.uk</a>) also have advice on using IWBs.</li> <li>• Other websites for teaching with whiteboards include BBC Schools – Teachers (<a href="http://www.bbc.co.uk/schools/teachers/">http://www.bbc.co.uk/schools/teachers/</a>); <a href="http://www.curriculumonline.gov.uk/">http://www.curriculumonline.gov.uk/</a>; and <a href="http://www.schoolzone.co.uk/resources/webguide">www.schoolzone.co.uk/resources/webguide</a>.</li> </ul>
	<p><b>Free tools on the Internet</b></p> <ul style="list-style-type: none"> <li>• Hot Potatoes – has six applications to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises as web pages <a href="http://hotpot.uvic.ca">hotpot.uvic.ca</a></li> <li>• Quiz formats <a href="http://www.contentgenerator.net">www.contentgenerator.net</a></li> <li>• Trivia Quiz Shell – allows the creation of different types of quiz including multiple choice, true/false, type in and hangman <a href="http://www.botproductions.com/tqs/tqs.html">www.botproductions.com/tqs/tqs.html</a></li> <li>• The TES Resource Bank – has a range of PowerPoint Quiz templates including a multiple choice quiz <a href="http://www.tes.co.uk/resources/Resource.aspx?resourceId=1020">www.tes.co.uk/resources/Resource.aspx?resourceId=1020</a></li> </ul>
	<p><b>Careers resources on the Internet</b></p> <ul style="list-style-type: none"> <li>• 10 steps interactive career planning guide from Canada <a href="http://www.teachersfirst.com/getsource.cfm?id=6866">www.teachersfirst.com/getsource.cfm?id=6866</a></li> <li>• Engineer Girl, from America <a href="http://www.engineergirl.org">www.engineergirl.org</a></li> </ul>

### 4. The Internet and the World Wide Web

The Internet and the World Wide Web are part of daily life for those who are connected and for many they are the first port of call when looking for news, information and ideas.

#### Identify useful websites

People assume that anything they want to know is available somewhere on the Internet and many, including learners, use it for careers research, advice and guidance. The ability to use the Internet in this way is now an essential career management skill. Internet access opens up

the possibility of using search engines to find careers information but research suggests that many searches end in failure. Rather than supporting learners in this approach, it is desirable to devise strategies that introduce them to useful careers websites

## Ideas

### Strategies to introduce useful careers websites

#### Draw attention to useful careers websites

Identify and select a handful of useful careers websites and put links to them on the school or college intranet and/or website. For example:

- Woody's Webwatch [www.woodyswebwatch.com](http://www.woodyswebwatch.com)
- Careercomp@nion On-line provides reviews and easy access to key websites as well as additional resources - it is a subscription service. [www.careercompanion.co.uk/CCHome.aspx](http://www.careercompanion.co.uk/CCHome.aspx)
- Computer Clubs for Girls is a DCSF-funded initiative for girls aged 10 to 14 years old. Created by e-skills UK it aims to raise the standard of girls' ICT skills at the same time transforming their attitudes to careers in IT by capturing their interest through activities related to music, fashion, dance and celebrity (<http://www.cc4g.net/public/index.html>).

#### Make a webquest

A webquest is an enquiry-based learning project designed to encourage young people to become responsible for their own learning (see [webquest.sdsu.edu](http://webquest.sdsu.edu)). You can download an example of a webquest to raise young people's awareness of 'learning how to learn' from [www.teachnet-uk.org.uk/2005%20Projects/ICT-L2Lwebquest/pages/process.htm](http://www.teachnet-uk.org.uk/2005%20Projects/ICT-L2Lwebquest/pages/process.htm). The format is transferable and could easily be used to develop a careers education webquest. For example, working in groups learners could investigate different aspects of the local economy and labour market.

## Examples

#### Building young people's capacity to use the Internet for HE research

Connexions Northumberland, two schools and consultant Irene Krechowiecka worked together to design and develop two flexible sessions to boost learners' capacity for supported self-help in terms of researching their HE options.

- Session 1 – Staff use a *PowerPoint* presentation and illustrated handouts to introduce learners to the UCAS website. Learners use a structured template to explore the site and learn how to save their work effectively. Staff provide individual support and offer practical tips on how to get the most from university websites.
- Session 2 – Focuses on helping learners to answer the question, 'What can I do with a degree in ...?' Tasks cover graduate destinations, careers and vacancy information. Learners use the Prospects website.

#### Supporting personalised option research

Connexions Northumberland, three schools and consultant Irene Krechowiecka collaborated on a project to test the use of the Internet in careers education and guidance with learners in Years 9, 10 and 11. Project funding came from DfES Best Practice Research Scholarships awarded to the three school co-ordinators.

- Year 9 session – based on the Connexions Direct *Jobs4* website, this session concentrated on careers research. Learners explored job families and used the Connexions Resource Centre Index (CRCI) to investigate some career titles in greater depth. They set up personal folders to store favourites and completed a worksheet using cut and paste facilities. Where appropriate, they were encouraged to email their work to their parents.

- Year 10 session – this gave learners the opportunity to use the Internet to investigate one job idea in detail, consider related issues (e.g. labour market information) and explore 'live' vacancies.
- Year 11 session – this enabled learners to use the Internet to consider their post-16 options. They learned how to research their preferred option and contributed their findings to a collaborative *PowerPoint* presentation suitable for use with peers or at a parents' evening.

### Encourage learners to use Wikis, Blogs and RSS

A Wiki is a web-based software tool that allows people to edit and read articles about any subject – Wikipedia is the most famous example. With appropriate supervision, young people can learn about a careers topic by collaboratively writing an on-line article about it (e.g. the availability of part-time employment locally). They can also use Wikis to record the outcomes of webquests and similar activities. A simple type of Wiki is embedded in the open source VLE 'Moodle' and free Wiki web-page generators are also available on the web (e.g. [pbwiki.com](http://pbwiki.com), [www.tiddlywiki.com](http://www.tiddlywiki.com), [www.mediawiki.org/wiki/MediaWiki](http://www.mediawiki.org/wiki/MediaWiki)).

Blogs are web logs or on-line diaries and there are many free sites (e.g. [learnerblogs.org](http://learnerblogs.org) and [www.blogger.com/start](http://www.blogger.com/start)) that host learner blogs. They have a range of uses in careers work such as:

- recording impressions of work experience
- charting progress on career thinking and applications
- discussing ethical lifestyle and workplace issues
- creating media texts as evidence of personal skills and attributes.

RSS is a family of formats used to publish frequently updated content such as news feeds, blogs and podcasts. Schools and colleges in Nottinghamshire, for example, can subscribe to the Connexions Nottinghamshire newsfeed.

## 5. Organisational intranets and websites

These allow people to communicate and share knowledge throughout an organisation and to share selected items via the Internet. They can extend the learning day by making information and resources available outside normal working hours. Developing dedicated careers pages or a careers site, or posting careers information on subject pages can help to raise the profile of careers work. It can also improve access to resources and information for learners and those supporting them, including their parents and carers. Setting up or updating a careers site on an organisational intranet or website involves taking the following steps.

- Clarify the purpose of the site – what is it for, what do you want it to achieve, who should have access?
- Test out ideas for the site – discuss potential content, layout and design with colleagues, learners and others who might use the site.
- Consult ICT staff – discuss the concept for the site, how it might fit with organisational priorities and strategies for ICT, technical issues, possible training needs, resources, development and maintenance timescales.
- Make and carry out an action plan.
- Test and evaluate the site, including its impact on users.
- Maintain and update the site.
- Sometimes it is possible to design a careers site from scratch but the task is often to add careers pages to an existing site. Whichever is the case, it is important to take into account factors such as personal competence and organisational needs, policies and support.

### Where to get help with intranets and websites

#### Manuals and briefings

There are many commercial and educational publications offering more detailed advice (e.g. *Create your own website*, Scott Mitchell, Sams Publishing, 2006).

#### Self help

There are many resources available to support DIY approaches to creating intranet and website pages for those who are not familiar with html code. These include:

- open source web authoring software which is available free on the Internet, for example: [www.nvu.com](http://www.nvu.com), [www.mozilla.org](http://www.mozilla.org) (search for Mozilla Composer) and [http://www.btbetterworld.com/pg/developing\\_skills/free\\_resources/DIY\\_Website\\_Creation\\_Tool/home.ikml?PHPSESSID=9f5a93223c90db42fa236e4d165cec5f](http://www.btbetterworld.com/pg/developing_skills/free_resources/DIY_Website_Creation_Tool/home.ikml?PHPSESSID=9f5a93223c90db42fa236e4d165cec5f)
- standard programs such as *PowerPoint* can often be used to make simple websites (see *Top 100 Simplified Tips and Tricks for PowerPoint 2003* published by Visual)
- commercial web creation programs such as FrontPage and Dreamweaver, the industry-standard web creation program.

## 6. e-learning and Virtual Learning Environments (VLEs)

### e-learning

In 2004, the National Learning Network stated that “if someone is learning in a way that uses information and communication technologies (ICT) - computers and other equipment and software - they are doing e-learning”.

In careers work, e-learning can strengthen provision and support personalised career learning without making new demands on the timetable. Young people can access e-learning careers modules wherever they are and whenever they are ready. E-learning works particularly well when it is ‘blended’ with traditional forms of support such as tutorial work.

### Materials that support e-learning

- ani-MODS (Careersoft) is a series of modules on various careers and PSHE topics in which 3D animated characters tell a story. The modules have interactive tasks and a quiz for users to complete ([www.careersoft.co.uk/ani\\_mods/home.htm](http://www.careersoft.co.uk/ani_mods/home.htm)).
- The Real Game (Prospects) for Years 8 and 9 can be played on-line using interactive student worksheets ([www.realgame.co.uk](http://www.realgame.co.uk)).

A study of the impact of e-learning in further education colleges<sup>1</sup> found that when used effectively, it had a positive impact on learners’ ‘intermediate outcomes’. It:

- made learners more receptive to learning
- made learning materials more accessible and more easily understood
- led to better outcomes and increased skill development
- boosted learners’ self-esteem, particularly for those with limited experience of success
- improved learners’ levels of motivation, concentration and persistence
- developed learners’ ability to take more responsibility for their learning and learning how to learn.

<sup>1</sup> [www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14361&resultspage=1](http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14361&resultspage=1)

The report identified some general conditions for achieving these gains which also apply to careers programs. These are:

- ensure that adequate equipment is available
- locate e-learning within a sound approach to teaching – focus on designing learning and not just managing it
- know how to use e-learning to support learning and teaching in careers, and the range of resources available to support such use
- find time, individually and collectively, to develop e-learning practices.

### Virtual Learning Environments (VLEs)

E-learning courses are run on a software system called a virtual learning environment (VLE). Co-ordinators interested in developing their use of VLEs could explore popular VLEs and supporting programs.

#### Examples

#### Popular VLEs and supporting programs

- Blackboard ([www.blackboard.com](http://www.blackboard.com)) – a proprietary VLE widely used in higher education in the UK
- Moodle ([www.moodle.org](http://www.moodle.org)) – a free open source VLE used by many local authorities
- Reload ([www.reload.ac.uk](http://www.reload.ac.uk)) – a ‘content package’ that provides an efficient way of uploading content onto the VLE
- Course Genie – an authoring tool that enables users to convert Microsoft Word documents into a set of navigable web pages that can be uploaded onto a VLE. Demos, information files and a 14 day trial with the option to purchase are available at: [www.horizonwimba.com/products/coursegenie](http://www.horizonwimba.com/products/coursegenie). LSN’s Learning Technologies website features an example of a careers module about preparing for university which Runshaw College Student Services produced using Course Genie and posted on their college intranet ([www.learningtechnologies.ac.uk/itq/studentervices/index.htm#preparingforuni](http://www.learningtechnologies.ac.uk/itq/studentervices/index.htm#preparingforuni)).

## 7. Mobile devices and m-learning (mobile or hand-held technology)

Although many learning providers still have computer rooms with networked PCs and cables that hardwire them to the Internet, the trend is to move away from this arrangement towards flexible learning environments that extend the range of settings in which learning can take place. Developing flexible learning environments requires the use of wireless, Internet-enabled mobile devices such as smartphones/PDAs (personal digital assistants) and portables (e.g. PlayStation and Nintendo). For further information, visit [www.handheldlearning.co.uk](http://www.handheldlearning.co.uk). The Teachers TV programme ‘Exploring the Workscape’ shows an industry trail created in ‘Street Access’ software and completed by students using smartphones.

#### Ideas

#### Job seeking resource

The LSN Learning Technologies website features a job seeking resource which is designed to work on-screen through a web browser and on a PDA. See:

[www.learningtechnologies.ac.uk/itq/studentervices/index.htm#jobseeking](http://www.learningtechnologies.ac.uk/itq/studentervices/index.htm#jobseeking)

The resource is presented as a Flash movie using ‘Swishmax’ software ([www.swishzone.com](http://www.swishzone.com)) which provides those new to the area with an alternative to using Flash software.

## 8. E-portfolios

There are many different types of e-portfolios with many different purposes. The ones referred to here are those designed to facilitate young people's career learning and development. (Chapter 5 has more information on this type of e-portfolio.) Using e-portfolios requires advance planning. Planning questions include the following:

- What is the e-portfolio for and how will learners and others use it?
- How will people find out about the e-portfolio system and how to use it?
- What support and guidance will learners receive to help them continue using the system?
- What training will learners receive to help them use equipment such as digital cameras, scanners and printers?
- Who will specify the public and private areas of learners' e-portfolios?
- What will happen to their e-portfolios when individuals move on somewhere new or embark on learning programmes in multiple locations? (e.g. can they keep their existing e-portfolio or transfer their data to a compatible system?)
- How long will data be kept after learners have left?
- How will data security be guaranteed?
- Who will pay for hosting costs?

A more detailed set of review questions is available on cegnet.

## 9. E-guidance

E-guidance involves using a variety of information and communication channels to provide learners with information, advice and guidance. Such channels include:

- websites
- web cams
- web chat
- mobile phones
- email
- on-line discussion forums
- on-line message boards
- text messaging.

### Examples

#### National examples of e-guidance

- **Learndirect** ([www.learndirect.co.uk](http://www.learndirect.co.uk))  
Has a network of more than 2000 on-line courses for the over 16s and a national advice service that offers impartial information, advice and guidance on learning over the phone or via its website. Learndirect Advice offers a free careers and guidance service to help individuals reshape their futures.
- **Connexions Direct** ([www.connexions-direct.com](http://www.connexions-direct.com))  
Provides confidential advice and information by phone, mobile (with a call back service), e-mail, text, on-line chat and textphone.



As part of a drive to enhance information, advice and guidance for learners, **Runshaw College** (tertiary) ran an action research project. This centred on using a VLE to provide flexible student service support 24/7. The development sequence was:

- Content identification and categorisation
- Site structure and navigation
- User interface design
- Content authoring and editing
- Content uploading and VLE access
- Publicising the provision
- Site monitoring and evaluation

The site received over 6,500 hits in nine months. Patterns of use and learner feedback generated many ideas for future improvement. Guidance advisers felt that the on-line service had the following benefits. It:

- supported the guidance process by providing follow-up information
- gave learners information and guidance when guidance advisers were unavailable
- provided information for reference and reinforcement before and/or after discussions with advisers
- provided a facility for signposting links to other websites providing more in-depth information or additional support material.

The project had many positive outcomes for learners and staff, some of which were unexpected. The college is now committed to further developing the VLE as an important and innovative support mechanism.

Higher education careers advisory services are at the forefront in developing approaches to e-guidance. Their experience suggests that co-ordinators should address the following issues when developing their e-guidance provision:

- e-guidance transforms working practices – it is not a case of just adding it to existing work demands
- staff involved in e-guidance need to develop specific e-guidance competences (see [http://www.ictskills.org/inglese/cover\\_en.htm](http://www.ictskills.org/inglese/cover_en.htm))
- learners need to know what is expected of them (e.g. user protocols) and how they can benefit from e-guidance.

**Find out more**

- *What is e-guidance? Using Information and Communications Technology Effectively in Guidance Services*, Marcus Offer, HECSU and Graduate Prospects, 2004  
[http://www.prospects.ac.uk/downloads/csdesk/eguidance/what\\_is\\_e-guidance.pdf](http://www.prospects.ac.uk/downloads/csdesk/eguidance/what_is_e-guidance.pdf)
- *Managing e-guidance interventions within HE careers services: a new approach to providing guidance at a distance*, Lucy Madahar and Marcus Offer, HECSU and Graduate Prospects  
[http://www.prospects.ac.uk/downloads/csdesk/members/reports/EGUIDANCE\\_RESEARCH\\_REPORT.pdf](http://www.prospects.ac.uk/downloads/csdesk/members/reports/EGUIDANCE_RESEARCH_REPORT.pdf)

**10. Broadcasting**

Many websites aimed at young people (e.g. [www.thesite.org](http://www.thesite.org), [www.b-live.com](http://www.b-live.com), Connexions websites) have audio clips, video clips and podcasts for them to download onto computers, MP3 players, iPods and other equipment. The Connexions Nottinghamshire website, for example, has a podcast for Year 11 school leavers ([www.sortiton-line.com](http://www.sortiton-line.com)).

Young people like accessing information in the same portable format they use when listening to music. (Music is an integral part of some youth magazines produced in podcast format.) Making videos, podcasts and audio clips is not only a creative way to explore careers issues, it also promotes co-operative learning. Co-ordinators interested in this approach will need to check equipment and software availability with the ICT manager. It is also a good idea to find out what other curriculum areas are doing – how they are using the approach and any practical tips they have on production and curriculum issues.

**Where to get ideas and advice****Ideas**

- The Downs CE Primary School in Kent produces Downs FM radio broadcasts which are available to subscribers ([www.downs.kent.sch.uk/downsfm](http://www.downs.kent.sch.uk/downsfm)).
- The BBC has a site for young people where they can publish their art, dance, film, music and writing ([www.bbc.co.uk/blast](http://www.bbc.co.uk/blast)). It also has a digital storytelling site ([www.bbc.co.uk/wales/digitalstorytelling/sites/uk](http://www.bbc.co.uk/wales/digitalstorytelling/sites/uk))
- The LSN Learning Technologies website has an example of a job application resource built around a series of three podcasts. The documentation tells users how sound files are made and how they might be used. The podcasts cover CV creation, job applications and interviews. They can be downloaded at:  
[www.learningtechnologies.ac.uk/itq/student-services](http://www.learningtechnologies.ac.uk/itq/student-services)

**Advice**

- the BBC – has information about podcasting ([www.bbc.co.uk/radio/downloadtrial](http://www.bbc.co.uk/radio/downloadtrial)) and subscribing to podcasts ([www.bbc.co.uk/radio/downloadtrial/podcast.shtml](http://www.bbc.co.uk/radio/downloadtrial/podcast.shtml)).
- British Telecom (BT) - publishes advice on how to make your own podcasts ([http://www.btbetterworld.com/media/pdf/resource\\_catalogue.pdf](http://www.btbetterworld.com/media/pdf/resource_catalogue.pdf)).
- Lifetime Publishing – Karen Gold's book *'13+ Pathways to the Future – A careers and citizenship resource for years 8 and 9'* has detailed instructions on making one-minute videos on the theme of 'Imagining the Future' for small groups of learners in Year 9.

## 11. 'Back office' applications

Many co-ordinators put tutors' notes and handouts in a careers area on the staff intranet. Colleagues find this very useful and it often leads to improvements in the quality of teaching materials available. ICT also has many other applications and can improve office administration, record-keeping and communication with stakeholders and partners.

### How can you develop your practice and who can help?

Learning providers are making more frequent use of ICT to support teaching, learning and management and inspectors say they are getting better at it. There are many resources available to help improve the use of ICT, ranging from free diagnostic and exemplar materials to guidance on how funding can be used to facilitate peer-to-peer coaching and sharing best practice through local networks.

Co-ordinators with little experience of ICT may wish to start the development process by investigating resources and sources of support, including continuing professional development (CPD) opportunities, local partnerships and other networks. However, strengthening ICT in careers work is not just about 'cutting edge' developments; it is also about taking modest steps in the areas considered earlier (e.g. the use of standard office packages, careers software, interactive whiteboards, intranets and the Internet). When planning how to develop ICT use, co-ordinators may find the following websites of particular help:

#### Useful websites

- **DCSF** – has several sites supporting the development of ICT use. The innovation unit site looks at where to focus innovation to secure best practice in the future while Teachernet has advice and information on professional development in the use of ICT. [www.innovation-unit.co.uk](http://www.innovation-unit.co.uk) [www.teachernet.gov.uk/wholeschool/ictis/cpd](http://www.teachernet.gov.uk/wholeschool/ictis/cpd)
- **Specialist Schools and Academies Trust** – maintains the ICT Register website which has case studies of innovative practice in using ICT to enhance learning. [www.ict-register.net](http://www.ict-register.net)
- **Becta** – supports UK government education departments and the education workforce with strategic ICT developments [schools.becta.org.uk](http://schools.becta.org.uk)
- **Ferl** – a web-based information service managed by Becta which aims to help individuals and organisations in the post-compulsory education sector make effective use of ICT and e-learning. [ferl.qia.org.uk](http://ferl.qia.org.uk)
- **e-Learning Foundation** – a founding member of the Digital Divide equality campaign, this educational charity works to improve children's access to technology (usually with a working computer and Internet connection at home) to support their learning. [www.e-learningfoundation.com](http://www.e-learningfoundation.com) [www.equitycampaign.com/about.htm](http://www.equitycampaign.com/about.htm)
- **Teaching Times** – publishes 'e-Learning Today' for schools. The site also provides access to priced web-authoring tools for building school websites. [www.teachingtimes.com](http://www.teachingtimes.com)
- **Teach-ICT.com** – provides free ICT teaching and learning resources for schools. There are post-16 resources for AS/A2 and level 3 key skills. [www.teach-ict.com](http://www.teach-ict.com)
- **LSN Learning Technologies website** – this provides information about the IT Qualification (ITQ) and related training packages for the post-16 sector. Many of the resources will be of interest to careers staff in schools, colleges and work-based learning providers. [www.learningtechnologies.ac.uk/itq/index.htm](http://www.learningtechnologies.ac.uk/itq/index.htm)