ePortfolio for Your Future

manual

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Chapter 1

Introduction

The manual aims to explain the main aspects of ePortfolio usage as a method for career development, reflection, assessment, consultancy, presentation and communication. The book also aims to support trainers, consultants and other users of the ePortfolio 4YF environment (developed in the frame of ePortfolio 4YF Leonardo da Vinci project № LLP-LDV-TOI-07-BG-166018) to understand how to play the game and tests, how to import the data in the ePortfolio system and how to interpret the data and results. Also, some of the chapters cover main aspects of gaming and ePortfolio usage in the training and guidance process.

Presented chapters could be useful for youth consultants, pedagogic consultants, trainers in youth centers and organizations and all the workers providing some guidance to young people. Although the manual is mainly for the multipliers, students and young people could also easily read it because all the content is presented in a very pragmatic way.

The book is starting with some theoretical aspects of games and ePortfolio approaches, then consultancy process is explained. ePortfolio and games usage in the non-formal education and in the consultancy is also discussed. In the following chapters the developed ePortfolio system, game and tests have been described. Some instructions how to log-in, to imput data, organize the data and present it in different views is also explained. At the end glossary and links help the reader to understand some of the terms and in case of interest find additional information.

During last years ePortfolio entered many spheres of education. Some design and artistic schools use it for achievements presentation and communication. Some technical schools, centers and organizations employ it in the vocational training activities and improving trainers-trainee communication. Some youth career guidance centers are also trying to use it in their services. Although we could see some attempts to use this method, ePortfolio is still not very popular in many areas and we hope the developed system and this manual will help to change a little bit the situation.

Except for portfolios, games are also known as a tool in some training organizations but there is still a big demand of real examples and training materials on how to use the serious, non-entertainment games in training and guidance.

The project ePortfolio 4YF (www.my-eportfolio.org) developed 3 main modules integrated in one system - the game 4YF which has been improved and localized (compared to the previous version), the completely new multimedia tests and newly developed ePortfolio system. The ePortfolio system uses some Mahara modules but most of the installed modules have been either developed or customized. The data-base of the game and the data-base of the ePortfolio system have been connected and integrated. So, every user will enjoy the automatic data transfer between the system modules. Last but not least the confidentiality of user profiles and data have been taken into consideration and respected.

An example of sequence of steps which the user might follow in the system could be – play the game 4YF, play the motivation test, fill-in data in the ePortfolio and then start using all of the above for communication, reflection on his/her own achievements, provision of this data to trainers for assessment, or to the employers etc. On the other hand, the employers and consultants could register in the system, explore the data (only allowed for the users to be displayed) and contact the users.

The motivation test plays a special role in the system and could help the trainers and consultants to identify potential early school leavers. The game is not pretending to be validated but could provide a lot of information for self-reflection related to the youngster’s career development.
ePortfolio for your future project (www.my-eportfolio.org) has been initiated by the Partnership in order to response to the need of developing approaches and tools of using ePortfolio method in the consultancy process and in the VET. ePortfolio could be one of the ICT-based guidance methods. During the project progress we have also explored and presented many other aspects of ePortfolio and its full potential for the personal development.

ePortfolio could be often called digital portfolio, electronic portfolio or WEBfolio, all of these emphasizing on the computer-aided approach to portfolio design. While the traditional portfolio is mainly paper-based, the electronic versions are mainly online and using the full potential of multimedia. The data in the ePortfolio could be easily rearranged and presented in different views. In this way ePortfolio could be used not only for career development but also for many other purposes like assessment, reflection, self-awareness, communication or presentation.

One of the innovative aspects of ePortfolio 4YF project is combining ePortfolio with assessment game and motivation test and also including some indicators for potential early school leavers. The games and test are stimulating the user to compare her/his own opinion with the results from the game/tests. By the help of the developed early school leavers’ indicators we are trying to provide the consultants with some instruments how to identify potential drop-out students.
Chapter 2

EPORTFOLIO, GAMES APPROACHES AND COMPETENCE DEVELOPMENT

Keywords

e-portfolio, competence development, self-directed learning, self-determined learning, self-organised learning, assessment for learning - assessment of learning - assessment as learning, game-based learning, career counselling.

Chapter Aims

This chapter aims at giving an introduction to the work with e-portfolios from a pedagogical perspective. Furthermore, the different issues, necessary for the work with e-portfolios, as well as the respective processes will be explained. Additionally, the game-based learning approach (in combination with e-portfolios) will be outlined.

Chapter Content

This chapter provides an introduction on e-portfolios as a pedagogical concept and method and serves as a starting point for the development of an e-portfolio consulting process. Furthermore, it explores the different aspects of game-based learning and aims at bringing together these two concepts. In section 1, the e-portfolio method is described in detail, providing a comprehensive view on individual competence development. It comprises the five e-portfolio processes as well as a description of the different purposes of the e-portfolio work. Section 2 is about game-based learning and aims at outlining this approach when working with young learners. Section 4 (Practical Section) includes practical assignments for the work with young learners in the consulting process as well as a glossary, where relevant terms are being explained.

ePortfolios have become a buzzword in the learning community in the last years, which puts the learners on the lead. Working with ePortfolios gives them the responsibility for their own learning process. In contrary to classroom learning or other ‘teacher-centred’ learning approaches, self-directed and self-determined learning describe best the main principle of learning with ePortfolios. By doing so, ePortfolios serve as a method and a tool for continuous competence development.

Before implementing ePortfolios in an educational context it is necessary to re-consider the existing learning environment and the organisational and didactical issues: In order to avoid the introduction of ePortfolio ‘just for the sake of it’, we need to clarify the purpose of the ePortfolio process. Furthermore, the curricula, the learning materials and assignments need to be re-designed and adapted.

Working with ePortfolios is not restricted to the learning area. The main principles for self-organised competence development can also be seen as a crucial factor for the work with young people in the consulting process. The ePort-
ePortfolios

In this section, we want to outline the concept of ePortfolios and how this concept can be used in the consulting process. Working with ePortfolios means not only to store the developed products, but also to document the development process.

Working with portfolios is not a new invention. Artists always have been proving their competences by showing their most important work in a portable map, a ‘porta foglio’ (ital.). The concept of working with portfolios as a method for educational purposes is more than 100 years old: progressive educational representatives (e.g. John Dewey, Maria Montessori) proclaimed handing over the responsibility of the learning process to the learners. In the portfolio context, the documentation of the learning and the results is more than storing products, essays or pictures.

When looking at the portfolio from a methodological perspective, it is necessary to not only save a certain piece of information but additionally to put the object according to the respective context. This means, that each portfolio artefact must be accompanied with a documentation, which states the context, the purpose, the intention, the outcome and, above all, the actual learning progress. This documentation requires the most critical portfolio process: reflection. Learners must be able to reflect upon their learning process, to document their main findings, to relate their learning to their prior knowledge and to adjust the learning path according to the outcomes of the former learning activities.

From our perspective, a structured ePortfolio process needs guidance. This means, that a tutor or consultant should continuously give feedback about the work, shall assist the learner when developing further development plans and should provide support in the competence development process. Although there are other ePortfolio perceptions which do not include structured planning, guidance or peer-feedback, we believe that ePortfolios need this kind of support.

1.1 Assessment of Learning – Assessment for Learning

For a professional ePortfolio approach, the ePortfolio tutors must be aware of the difference between assessment of learning and assessment for learning. Assessment of learning means, that the final learning results will be evaluated, rated, or graded with a focus on the bygone competence development process. In contrary, assessment for learning focuses on the forthcoming competence development process and has therefore less examination-like character.
1.2 The 5 ePortfolio Processes

Fig 1: The 5 ePortfolio processes (Salzburg Research, 2006)

Talking about ePortfolios as a didactical method, there is a predefined process, which guides the learners through the competence development process. These are continuous and iterative processes and (as the spiral symbol indicates) lead the learners deep into the learning process.

As ePortfolio is a generic concept, there might be different settings of priority and different foci of the actual work. But for a better understanding, let us firstly look in detail at the five ePortfolio processes.

1.2.1 Process 1: Definition of the Objectives, the Context and the Purpose

One of the most common mistakes when working with ePortfolios is to start without a preliminary context definition. All persons involved (learner, peer, tutor, audience) need to know, what the portfolio process is aiming at, what activities will be expected, which learning goals (general goals, specific goals) are envisaged and how the evaluation/assessment process is designed. It is crucial to negotiate these issues before starting with the ePortfolio work as well as name the findings explicit, especially when working with ePortfolios in an educational environment and for a rather informal setting. Sometimes, competence development contracts are to be concluded, so that all participants are fully aware of the forthcoming work.

1.2.2 Process 2: Collection and Selection of ePortfolio Artefacts

As the overall goal of the ePortfolio method is to provide a comprehensive documentation of the competence development process, it is necessary to diligently choose the supporting documents. Furthermore, it is useful to link related objects to each other so that the combination of different artefacts provides a holistic view on the development process. Finally, the documentation needs to be linked to the planning section of the portfolio process, in order to provide an overview on the progression of the learning process. Electronic portfolio systems offer the possibility to link the respective artefacts electronically with each other (via hyperlinks).
1.2.3 Process 3: 
Reflection on and Steering of the Learning Process

Portfolio artefacts prove that a certain stage of competence development or learning progress is fulfilled— but not by themselves. This means that it is necessary to bring them into the respective context and to describe (on a meta level) the purpose and the experience related to the artefact. This requires reflection. Reflection is the key to portfolio work, because it is a structured self-assessment where learners review their own learning activities and estimate the impact. Reflection can take place on three levels: self-reflection (learners ‘talk’ to themselves), peer reflection (dialogue with a peer or a tutor), third party reflection (comments of people outside the portfolio process). No matter which level of reflection one is applying, it is necessary to be aware of the competence development process and to look from an external perspective on the learning process. The documentation of the reflection process is crucial.

However it is not only the reflection itself, but also the steering of the learning process. Based on the insights of the reflection on the learning process, learners should check their progress according to the envisaged plan (see process 1). If there are some deviations, either the learning plan or the learning goals have to be adjusted. This is a continuous process and should be done regularly in order the overall competence development plan to be achieved.

1.2.4 Process 4: 
Presentation of the ePortfolio

There are two sides of the ePortfolio: the internal ‘working’ side, where only the learner has access; teachers, tutors, counsellors or peers may have restricted access to single products, artefacts or areas, but only with permission of the portfolio owner. The second side is the public presentation, where relevant artefacts are assembled according to a special purpose. This might be a preparation for an examination, a collection of evidence when applying for a job or just a summary of a status quo. It is crucial that the purpose of the presentation is well defined and the presentation is well structured, so that the reader is able to get a comprehensive insight of the competences acquired.

1.2.5 Process 5: 
Assessment and Evaluation

As the ePortfolio process aims at verifying a certain competence, it is necessary to define the respective assessment process – and this must be done prior to the actual work. In the end, these general conditions serve as the basis for the evaluation process. The main idea is to not only grade a single artefact but to evaluate the development process as a whole. When assessing ePortfolios, it is helpful to define criteria rubrics which guide you through the assessment process, no matter if you do a self-assessment, peer feedback or if you mark a certain portfolio. A useful example is the general assessment rubric from the University of Wisconsin which can be adapted according to the institutional needs.

1.3 Different Dimensions of ePortfolios

Working with ePortfolios can be done for different purposes. Based on the application area, there are different aspects to focus on. There is a variety of portfolio types and it is often difficult to distinguish between different types of portfolios. A comprehensive view on the different purposes can be found in the Portfolio Types Model of Thomas Häcker. This model distinguishes three different dimensions of the portfolio work.
1.3.1 Dimension 1: Purpose

What is the purpose of an ePortfolio? Formative evaluation or summative evaluation? Formative evaluation means that the purpose of the evaluation is to optimise the ongoing learning process. It can therefore be described with the assessment for learning. On the contrary, summative evaluation aims at verifying the achieved goals according to an existing assessment framework. This is also known as assessment of learning.

1.3.2 Dimension 2: Content

What does the portfolio contain? Everything or just selective artefacts? Depending on what the overall goal of the portfolio work is, the learner might store more or less evidence in the portfolio. If you are applying for a job, only a few certificates might be sufficient for this purpose. If you want to demonstrate a complex and long-term competence development process, more artefacts, reflections, discussions, comments etc. might be useful to show the progress of the development process.

1.3.3 Dimension 3: Decision

Who decides, what will be included in the portfolio? The learner him/herself or external parties such as institution or employer? Depending on the context, there might be different requirements for the portfolio. If there is an institu-
tion, that defines a set of obligatory artefacts, for example in order to achieve a certificate, the user can only to some extent decide, which artefacts to store in the portfolio. On the contrary, the user aims at an individual goal, he/she is able to decide the amount, format and reflection according to his/her own preferences.

Based on these dimensions, there are two types of portfolio, where there are 2 extremes: on top right position (where only a few artefacts are stored for summative assessment, based on external requirements) you can see the ‘showcase-portfolio’, which focuses on a product, whereas the ‘individual portfolio’ (everything is stored there without external decision makers, indicating a certain development process) is located in the bottom left corner.

### 1.4 Purposes of the ePortfolio Work

Working with ePortfolios aims at strengthening the learners to being self-confident about their competences and capabilities. The learners will be motivated to organise their learning processes themselves and to develop strategies according to their individual needs. But as there are many different purposes, which cannot all be described in detail here, we want to describe the major purposes of the work with ePortfolios in brief:

#### 1.4.1 Support of Learning Processes

As mentioned above, the learning process is one of the main purposes of using an ePortfolio. Using ePortfolios for learning contains the main five processes, which were described earlier. But ePortfolios can play very different roles: In the context of higher education there are, for example, four different learning processes, which can be supported by ePortfolios (this concept can also be transferred to other sectors2).

a) support during the study-orientation phase: first term students can use ePortfolios to define their field of study. By doing so, they are more aware and confident as to the choice of their studies.

b) support during a single course: students are often asked to develop a term-paper about a single topic. Working with the ePortfolio method helps students to plan the paper and to collect related work, artefacts and resources. When writing the paper, they can refer to the collection as a high-quality material pool.

c) support during a thesis: equally to a term paper and ePortfolio can support the learners over a long period of time when writing a thesis. Especially the processes “planning”, “collection” and “reflection” are very helpful for a complex project like this.

d) support during the transition phase (e.g. from university to a job): the acquired knowledge over a long period of time can be collected and presented as a presentational portfolio in an ePortfolio to a job-provider (according to the requirements of the job).

#### 1.4.2 Assessment

ePortfolios are also known as alternative assessment tool. In contrary to classical assessment concepts, ePortfolios provide a possibility for the learners to present their individual knowledge in their own preferred way. Using ePortfolios for assessment purposes is more than “handing in a presentation and getting a mark”. When working with ePortfolios in the assessment context, it is necessary to look at the portfolio from a wider perspective: Moreover, with an ePortfolio, learners get the possibility to lead the assessment process and to present their skills, knowledge and competences from a pro-active perspective.
1.4.3 **Personal Development Planning**

Personal development planning (PDP) is a well-established concept from the UK and contains a structured approach for learners (but also teachers) to define the range of learning and competence development activities. There is a set of guiding questions, which can be answered or clarified during the PDP process: What do I really want to achieve from life? What kind of person do I want to be? Am I aware of my personal goals and ambitions? Am I making the right decisions to get me where I really want to be? Am I in charge of my life and my studies – or am I just hoping it all will work out somehow?

Using an ePortfolio helps bring structure to these questions and to support the learners when planning and implementing the respective learning activities.

1.4.4 **(Job-)Applications**

When applying for a job, it is necessary to present oneself in a positive way and to provide a comprehensive picture of one’s competences, qualities and skills. As it is hard to show these competences in a written format, ePortfolios can help job-applicants to do it in a more comprehensive way. This can be done not only by adding multimedia resources, but by providing information about the process of achieving a certain competence. ePortfolios will not replace the classical job applications, but they may give some additional information to the job-provider and thus lead to a successful job application.

1.4.5 **Consulting**

ePortfolios can play an important role during a consulting process. Talking about a long-term consulting process (more than 3 months), the aim is changing the current situation by enhancing the range of possibilities. This process is always related to learning. In a (prototypical) consulting process, there are always a number of persons involved. The consultant aims at supporting the learner in his/her development process by guiding him/her through the consulting process and by offering the possibility to document the competence development process in a comprehensive way. For this purpose, the different stages of the consulting process can be documented in the portfolio. The artefacts, the reflections and the feedback of the consultant show the progress over time and provide a supporting tool for the target-oriented consulting process. But still, the users are on the lead. They are responsible for their individual progress and for the development of the portfolio. Both the consultant and the software are the basis for an all-embracing consulting process.

1.5 **ePortfolios vs. Personal Learning Environments (PLEs)**

Recently, ePortfolios and personal learning environments (PLEs) are mentioned in a similar context. Both concepts claim to support self-directed learning and to serve as an environment for individual competence development.

Personal learning environment is a concept that allows users to store their learning activities in multiple Web2.0 and Social Software tools on the Internet. For example, artefacts can be stored in online file repositories, links about the work are stored and shared in delicious.com, pictures of the activities on Flickr, videos about the achievements are stored on Youtube and a weblog provides a centralised view on all activities including a reflection about the progress of the competence development process. In other words, the Internet (with all its tools and social networking platforms) plays the role of an ePortfolio system and provides the technical infrastructure for storing and organising one’s artefacts.

The concepts of ePortfolios and personal learning environments are, no doubt, related but it is not recommendable to see them as one and the same concept. From a pedagogical perspective, PLEs lack an organized and defined structure e.g. how the documentation of a competence development should take place. ePortfolios do have such a defined process and therefore, the distinction between those two concepts can be done very easily: an ePortfolio is...
a pedagogical concept while PLE is a technical concept (Schaffert & Hilzensauer, 2008).

### 1.6 Working with ePortfolios in the Consulting Process

Working with ePortfolios in the career development area is often co-notated with the structured development of a digital CV, accompanied by relevant documents, which prove the quality of the applicant.

In this handbook, we want to draw a picture of the use of ePortfolios for the purposes of the consulting process: The use of a pedagogical concept that offers a structured process not only for the learning processes but also for the consulting process.

It is obvious, that the use of ePortfolios has to be seamlessly embedded in the counselling process. In this case, the CDL & WiL – Career Development Learning and Work-integrated Learning concept provides a comprehensive view on the dependencies between the consulting and the portfolio process. The concept was developed by the Australian National Association of Graduate Careers Advisory Services’ (NAGCAS).

![Fig 3: The ePortfolio as a two-way mirror in the consulting process, NAGCAS 2008](image)

The Learner, placed in his/her social environment, is continuously collecting and documenting personal issues at four different levels: self-concept, including abilities, skills, values, personality and educational records, the home and family level, the level of peers, and the culture and society level. On the other side, the external demands of the workplace need to be taken into account and need to be reflected upon: In the inner level, the structure, culture behaviour, expectations and skill-sets describe the main principles of a job. Surrounded by the business, industry and government sector as well as by the community and service sectors, this image provides a structured view on the environment, which the learner has to cope with.

In the middle, the ePortfolio can be seen as a reflection tool, which acts as a two-way mirror: On the one side, it provides an insight towards the marketplace by observing, engaging and developing knowledge and skills which is on the other side accompanied by reflection for self-developmental processes.
The key to success in career development learning is to provide a structured, documented reflective practice. ePortfolios help the learner and the counsellor to plan and implement a competence development process in order to meet the requirements for the workplace.

2 Game-Based Learning and Counselling

Games are becoming more and more interesting for the learning market. This is mainly based on the variety of offers on the videogame market. The penetration rate of video-gaming consoles is rising tremendously and has even outclassed the movie industry. The continuous growing of the game sector implies that the possible content delivery channels are also continuously growing. But not only the delivery of content is a key-factor for game-based learning: The stories themselves require the uptake of knowledge in a short time in order to fulfill a quest, for example.

Similar to ePortfolios, the concept of game-based learning is not new. Games have been used for learning ever since. Playing with situations in simulated settings is a natural behaviour of kids and has been taken up from the educational sectors. The reasons are multiple: Games bring the user in the centre point, a broad engagement is necessary in order to proceed with the game; games have an activating factor, engaging and motivating especially the younger generation to proceed with the activities.

On the other hand, games provide a safe environment, where complex and critical situations can be emulated secure. Players can approach the situation from different perspectives and can try out different approaches and solutions. The possibility to document, recall and, above all, to reflect on the game situation makes game-based learning even more interesting for an educational environment.

Furthermore, games can support communicative and social skills: For example the Massive Multiplayer Online Role Playing Game (MMORPG) World of Warcraft contains missions, which can only be accomplished in a group, because the required skills for the mission cannot be fulfilled by a single person. So communication and collaboration skills are necessary in order to play the game.

When using games in an educational sector, there is a certain amount of guidance required in order to lead the player in the right direction. Playing is not intended for the sake of it, but is used as a vehicle to deliver information and knowledge and to implicitly guide learners through the intended situation. The aim of the game has to be fixed and the learning targets have to be made clear. Only if all participants are fully aware of the context, they can/will be actively engaged in the situation and will actively implement the accompanying activities (e.g. documentation, reflection, discussion and feedback).

The combination of games and career counselling methods is a well established combination: There are many games which seek to draw the players’ attention to jobs and job descriptions. Young people get engaged in exploring new career possibilities and get an insight in different aspects of the jobs. What is important here is that in a game-based environment not only job descriptions are provided, but also it develops certain skills and competences. necessary for a specific job.

In the case of ePortfolio usage for consulting young people, there are some specifics to be taken into consideration by the youth consultants, pedagogic consultants, and youth trainers. They should identify learner’s needs – what are the young person’s inclinations, interests and expectations about professional development. Furthermore, learner’s skills and competences should be identified. Next, consultants are expected to analyze ePortfolio content (artefacts, reflections, feedback) and provide guidance and advice to the young person. The ePortfolio 4YF partnership provides an innovative youth consulting process that also uses the advantages of the ePortfolio.
2.1 Crucial Factors in the Game-Based Learning Environment

There are several aspects, which describe the positive potentials of a game based learning environment. In this section, we want to focus on the most important aspects (derived from Ceoni & Marques 2008):

2.1.1 Engagement

Games in general require the engagement of the player. Similar to the ePortfolio process, the responsibility for the progress lies in the hands of the participants. They have to play an active role as they are significantly influencing the process. The key factor for engagement is motivation: the setting must be motivating from a personal perspective (intrinsic). Externally forced (extrinsic) motivation does not lead to a joyful and thus to a successful game.

2.1.2 Imagination

Games are based on stories, which take the player in a journey. The necessary factor in order to follow the journey is imagination. So, there is hardly a sophisticated multimedia environment necessary for the positive engagement of the players: On the contrary: The first online role-play games were text-based. The so called MUD’s (Multi User Dungeons) offered a text-terminal only, where players interact with the game only through a text and/or command console. The player does not know from the first place, what is a computer generated figure and what is another real person, playing the game. Imagination is the keyword for playing such games.

2.1.3 Rules

A key factor in a game based environment is the availability of rules. Rules offer a consistent framework where players have to follow certain premises in order to successfully fulfill the challenges. Rules are built in the game, but they have to be made explicit. This can be done by instructions, by tutorials or by a tutor, guiding the player throughout the game. In any case, there must be certain mechanisms in order to ensure that the rules are obeyed.

2.1.4 Guidance

In order to make the distinction between a game-based learning and playing just for the sake of it, it is necessary for all participants to aim at the superior goal: the learning process. In this case, a common agreement between the persons involved is necessary and, in the case of institutional or other structured learning settings, guidance is necessary as to the successful fulfilment of the tasks.

2.2 Skills to be Developed in a Game-Based Environment

There are numerous possibilities of learning targets, which can be obtained in an online game environment for the counselling process. In this section we focus on the most important four issues.

2.2.1 Knowledge development

In a game environment, there are several possibilities to acquire new knowledge. On the one hand, the quests can contain background information that is continuously provided in the sequel of the game. On the other hand, the quests themselves can require certain knowledge in order to fulfill a task. Both variations can be used to subliminally transfer knowledge to the player. Therefore, the development of a game requires a high amount of background knowledge and above all: planning! Most of the games are already designed and it is not possible to add pieces of information to the game. But there are some games, which provide an empty framework for developing an individual game. WebQuests can serve as a very simple but powerful approach to develop individual games, aiming at knowledge development.
2.2.2 Communication Skills

Often, games can be played in a multiplayer mode. This means that the players have to co-ordinate their forces e.g. to solve a quest in a role-play game. This co-ordination activity requires communication. Unlike a face-to-face role-play game, online role-play games (ORPG) offer the possibility to communicate on different channels: e-mail (e.g. for planning and organisation), discussion boards (e.g. for strategic decisions), online chat (e.g. for briefing) and Voice over IP (VoIP, e.g. for direct instructions).

For an online game it is on the one hand necessary to follow all communication on the different levels and therefore to be fully aware of the situation as a whole. On the other hand it is necessary to decide which communication channel to use for which purpose. Both skills are crucial and are called communication skills.

2.2.3 Teamwork Skills

Similar to communication skills, the ability to act within a group of peers is crucial. No matter what type of group one is acting in (loosely connects as peers or bound together with strong hierarchical rules) or what role one is obtaining with in this group; when working, learning or playing in a team, teamwork is the crucial aspect for success. This is apparent in an online role-play game, where figures are dependent on the skills of each player. In institutional learning settings also the co-operation of the persons involved is very important. Especially the learners, the tutors and the peers need to be aware of their roles, of their obligations and of the underlying principles of the game. These skills may be developed during the online game, but there is a good communication needed from the persons involved in order to work and to act as a team.

2.2.4 Strategic Skills

Following a certain goal within a game is always related to strategic skill. It is proved, that strategic cognitive skills can be trained and enhanced with online video games. Strategies are necessary to understand complex contexts and to plan a way of fulfilling a certain assignment. Strategic skills require to being able to get an overview of certain complex situation, requires planning skills as well as leadership skills. Transferred into the learning world, strategic skills are necessary in order to plan and follow the bigger goal.

2.2.5 Youth Work and Non-formal Education Skills

Games can be very useful for introducing and developing skills and knowledge, related to youth work and non-formal youth training. For example, some important thematic areas can be successfully presented via games. A set of 20 new media games (online or mobile games) within E-games: Empowering youth work project (available at: www.youth-egames.org) train young people on human rights, intercultural learning, tolerance, youth project management and youth information in an amusing and attracting manner.

2.3 Game-Based Counselling Approach

Games offer the possibility to provide a secure environment, where kids can experiment with different approaches and attitudes. Games also provide the possibility to observe the reaction of the player in certain situations. The aim for the counsellor is to discover certain behavioural patterns, which can be monitored during a game play. The crucial aspect for the counsellor is to balance the pro-active ‘counselling’ and the passive observation.

Games offer the possibility to observe the youngsters in an environment which is familiar to them and thus provide an easy insight in the personality of the learner. Furthermore, it provides the possibility to focus on a certain issue, which can be looked at without disturbing factors. All participants (counsellor and counselee) have the possibility to play through a certain situation more than once and to alter the circumstances, the influencing factors or the participating roles. By ‘working on the situation’, the counselees become aware of the influencing factors and will be able to alter
or manipulate these factors in the game. Applied in a real-life situations, kids get a different view on the possibilities of dealing with a certain situation.

For a good counselling approach the game has to offer either the possibility to alter the circumstances of the initial situation or to pick the results of the game and to use them in the further counselling process.

3 Conclusion

The combination of ePortfolios and a game-based counselling approach is a relatively new approach in the consulting area. In the ‘ePortfolio for your future’ project, we have combined those two approaches. The main idea is to offer an alternative method in the early counselling process for the identification of initial drawbacks. Both, the ePortfolio and the game play an important role in the counselling process: on the one hand, the game-based approach offers the possibility to motivate young people. By playing the motivation test from the ePortfolio 4YF platform, the counsellors get a first insight in the expectations of the kids, their motivation and their attitude towards the competence development process.

On the other hand, the game offers the possibility to identify the environment-related deficits of the counselee. This aspect would be much more difficult in a face-to-face situation. The game offers the youngsters the possibility to act in a secured environment and to communicate their views and their experiences in certain situations.

The results of the game are transferred automatically into the ePortfolio system. This means, that the potential and the deficits are displayed in a specific ePortfolio section and can be directly used for the competence development process. This can be done either by using the results of the game for ePortfolio planning purposes or by adding the positive results to the CV in the portfolio. Both approaches connect the ePortfolio and the game-based counselling approach and serve as a possibility for a holistic consulting process.

4 Practical Exercise

For this exercise, all tools and materials can be found on the website www.my-eportfolio.org in the section ‘tools’.

This exercise uses the tools as follows: first of all, the students have to set up an ePortfolio account. For this, students need an e-mail account (for verification purposes). After setting up an ePortfolio account, they have to enter the motivation test and work through the whole process. After finishing, the results will be sent automatically to the ePortfolio system. The third process is to work through the ‘4YF’ game and to automatically send the results to the ePortfolio system.

Duration

The motivation test takes about 15 minutes, the 4YF game has an overall duration of 60 minutes. All episodes (dreams) in the ‘For your future’ game must be finished in order to continue with the game and to transfer the results to the ePortfolio system.

Tips

• Do not try to act too ‘overwhelming’. In the ePortfolio process, everything shall happen without force.
• All assignments require a certain amount of trust and confidence. Try to establish a secure counselling setting and act as a partner rather than a consultant.

• All information out of the personal portfolio must be published by the counselee voluntarily. No artefacts shall be published without the permission of the owner.

Assignment

• Set up a new account in the ePortfolio 4YF system (www.my-eportfolio.org) and make yourself and your counselee confident with the handling of the software. Use the video-tutorials for a deeper understanding.

• Play the ‘Motivation Test’ (in the section “Tools” of the ePortfolio 4YF system), transfer the results to the ePortfolio and together with your counselee reflect on them.

• Play the ‘For Your Future’ game (in the section “Tools” of the ePortfolio 4YF system), transfer the results to the ePortfolio and discuss the results with your counselee.

• Together with your counselee, identify the main aspects out of the results of the game. Analyse them and motivate the youngster to reflect on a personal level. Why are the results as they are? Do the results reflect the reality or are there certain other criteria that are not mentioned?

• Derive three aspects out of the test, which need to be worked on.

• Jointly develop a strategy for the competence development, based on the 3 aspects. Let the youngster write down the plan in his/her portfolio.

• Support the youngster to continuously collect artefacts and store them in the ePortfolio. Encourage them to not only store the artefacts, but to document the purpose of the artefact in terms of the competence development plan.

• Motivate them to continuously write down their status by reflecting on the competence development process. These reflections can be made privately, but the aggregation of the reflections should be made readable for the counsellor from time to time.

• After a development phase, initiate the development of a presentational ePortfolio, using the related artefacts out of the ePortfolio. The CV should cover the main development aspects and shall be made available to peers. All peers will be asked to provide feedback. In the meantime, the CV (or even more CVs) are being developed and ready for job applications.
Chapter 3
PROFESSIONAL ORIENTATION AND GUIDANCE

Keywords
vocational guidance, guidance process, potential early school leavers

Chapter Aims
The aim of the current chapter is to give answers to the following questions: What is vocational guidance?, Which are the basic theoretical fundaments of career guidance?, What is the process of guidance like and which are the main methods and techniques for its implementation?

Chapter Content
The current chapter focuses on the vocational guidance. In order to facilitate consultants we have described the guidance process step by step from its initial to its final stage. Special attention has been paid to the role of vocational guidance in working with potential early school leavers and set of key risk factors has been elaborated.

1 Career Development Theories
People spend most of their time working. So, the the choice of career, to a great extent, determines the lifestyle of every person – the social setting, the way of spending one’s free time, everyday life, the living standard etc. From a psychological perspective the choice of career affects the self-confidence, self-esteem, satisfaction, competence and productivity. And thus theorists and researchers are trying to answer the questions related to the choice of career. Jepson divides theories for career development into two larger groups - stuctural and developmental theories.

1.1 Structural Theories
Among the representatives of the structural theory are Frank Parsons, John Holland.
The most famous representative of the structural theory is John Holland with his Theory for career choices and the personality types. Holland’s theory is related to the contemporary “Trait and factor theory”. In his work on vocational orientation Holland further develops the hypothesis that the choice of profession is related to the personal peculiarities of the individual. On the basis of the conducted research he specifies 6 types of socio-professional characteristics – realistic, investigative, artistic, social, enterprising and conventional. In relation to these he defines 6 types of personal orientation which are related to the professional preferences and qualification.

**Personality types:**

**Realistic (R)** – people who prefer the realistic career are engineers, farmers, technicians, constructors. Usually people belonging to type R have skills in the field of technology, enjoy working outdoors and using tools and machines. People from type R usually prefer working with objects rather than with people. They are often described as frank, practical, natural, stubborn, economical, modest, reserved, unpretentious and honest.

**Investigative (I)** – people who prefer the career of investigation are: biochemists, anthropologists, economists, explorers, analyzers. Usually people from type I have aptitude for mathematics and science. They like working alone, exploring, researching and solving problems. They prefer working with ideas rather than with people or objects. They are often described as analytical, curious, methodological, rational, independent, intellectual, cautious, punctual, reserved and modest.

**Artistic (A)** – people who prefer the artistic career are architects, editors, composers, directors, interior designers, writers, actors or people working in the advertising sector. People from type A usually possess artistic skills, rich imagination, creativity and originality. They prefer working with ideas rather than with objects. They are often described as frank, original, intuitive, emotional, independent, idealistic and unconventional.

**Social (S)** – these are people who prefer the career of teachers, clinical psychologists, psychiatrists, personal assistants, therapists, consultants. People belonging to type S usually possess social skills and are interested in human relations. They like helping others in solving their problems. People from type S prefer working with people and are often described as helpful, responsible, warm-hearted, cooperative, idealistic, compassionate, big-hearted, patient and understanding.

**Enterprising (E)** – these are people who prefer the career of lawyers, stock-brokers, financiers, estate agents, PR. People from type E usually possess excellent communication skills, they are interested in economics and politics and like exercising influence on others. They prefer working with people and ideas and are often described as adventurous, energetic, optimistic, kind, extrovert, popular, social, self-confident and ambitious.

**Conventional (C)** – these are people who prefer the career of accountants, clerks, financial analyzers. People belonging to type C usually prefer working with words and numerals. They are often described as conformist, practical, persistent, diligent, careful, obedient, economical, assiduous, methodological, disciplined, conscientious and stubborn.

Pure personality types are rare to find. People usually possess characteristics from all the types – one being central and two basic. On the basis of these three main personal characteristics Holland defines the personality code – e.g. ASE – meaning that certain professions correspond to this code.

Holland uses the term “congruence” for determining the degree of correspondence of the personal qualities to the requirements of the professional field chosen.

Factors influencing the career choice according to Holland:

- family background
The adequacy of career choices, to a great extent, depends on self-awareness and the understanding of the career chosen.

### 1.2 Developmental Theories

Among the most popular developmental theories are: Donald Super’s theory, “Social learning theory”, “Career choice theory”, cognitive, humanitarian and holistic theories. These focus on the stages of human development. Main representatives – Donald Super and Ellie Ginsberg. According to them people develop their preferences in the course of maturation.

#### 1.2.1 Donald Super’s Theory

The bases of Donald Super’s theory for career development stem from “The Self Theory of Carl Rogers”. According to Super the process of choosing a profession is related to self-reflection of the individual. Consequently, in order to get fulfillment, the person choosing a profession should have the right self-estimation. This is to be accomplished through clarifying one’s own values and priorities. Understanding yourself is the key to the successful career choice. The other main factor is possessing the necessary knowledge about the essence and requirements of the career chosen.

Career choice is usually influenced by biological, geographical, psychological, social and economic factors.

Super’s conceptual model (1980, 1990) is based on the idea about the “Life-Career Rainbow” and the two longitude dimensions, graphically represented by the nine life roles. These life roles are child, student, leisurite, citizen, worker, spouse, homemaker, parent, pensioner. These roles are interrelated and influence each other. The stages of development (which relate to the life stages and are also interrelated: childhood, adolescence, young adulthood, middle adulthood, old age) are:

- **Growth** – from birth till 14 years of age. This is the period of the full-force psychological and physical growth of the child. This period lays the foundation of the development of the self-concept which is extremely important for the future career choice.

- **Exploration** – from 15 till 24 years of age. In this stage the individual develops a kind of sensitivity and a more special interest for a certain profession. A transition from lack of understanding to its existence is being gradually carried out. In the early fantasy period the choice is unclear and unrealistic. In the next period of uncertainty the choices are being narrowed down, but still remain incomplete. In the final period of this stage the individual narrows down the list of choice possibilities even more, sets realistic objectives and has a much better understanding of him/herself, the world and the willingness for realization in a particular field.

- **Establishment** – from 25 till 40 years of age. In this period the individual already belongs to the group of people who are fit to work. One tries appropriate or inappropriate behavioural models. It is usually during this period when people master their profession and try to keep their place in it.
Professional Orientation and Guidance

Maintenance – until 65 years of age. In this period the individual is to maintain his/her working position. The individual is trying to increase the satisfactory elements of his/her career. Some people take up new positions. The main question in this stage is: “Do I want to do this as many years again?”

Decline – over 65 years of age. People withdraw from their obligations by means of retiring. They pass their tasks to their successors and face new questions: “How should I organize my free time?”

Fig 4: Donald Super’s Life-Career Rainbow

1.2.2 Career Choice Theory

According to some scholars there are certain crucial situations in life in which the personal decision/choice plays an extremely important role for the career development. These decisions may be related to the choice of education, type of profession, changing of the job etc.

In 1991 H.B.Gellat develops a theory called “Positive uncertainty”. According to him people make decisions on the basis of the present situation which is not, however, constant. In other words, we can never be certain about what is going to happen which is exactly what gives us the chance to be creative, innovatory and non-standard. His theory tells us about the paradoxical approach in career development (this is the moment when the individual doesn’t know anything about the consequences of his/her actions).

According to Gellat the unknown should not scare us, but provoke our creativity, flexibility and imagination. He claimed that the “positive uncertainty” can help people in guiding their lives.

“Positive uncertainty” is based on accepting two things:

- Future cannot be predicted;
- When making choices people are usually irrational.

According to the “Positive uncertainty” people constantly change their decisions. When one is making a choice/decision he/she relies on what he/she knows. What is of a present interest to us is also always dynamic and thus containing the element of the uncertain. What is positive about the situation is that it provokes creativity.

The “positive uncertainty” model uses the so-called “2 x 4 decision-making process” (2 principles and 4 factors): The two Gellat’s principles are:

- Accept that the present, past and future are uncertain;
• Be positive about that uncertainty.

The four factors which have to be considered for each decision are:

• What you want?
• What you know?
• What you believe?
• What you do?

2 Vocational Guidance

2.1 Definition

Vocational guidance is the combination of tools and procedures which consultants use to help their clients choose a career. In a larger perspective vocational guidance is looked upon as a process aiming at solving different problems related to decision-making or the different stages of career development. It can also be related to lending support to clients in the process of knowing themselves. Thus defined, vocational guidance follows specific goals which result from the respective stage in the client’s life – the choice of school or university, coping with difficulties in their career or working environment, changing the career etc. Career development is a process which unfolds in the frame of the whole person’s lifetime. It includes the careers, work types and activities as well as the activities in one’s free time, chosen by the respective individual.

2.2 Origin and Recognition

Vocational guidance practically originates in the remote past and parallels to the division of labour. Its actual development, however, starts with the rise of the Industrial Revolution. The American sociologist Frank Parsons is thought to be the father of the vocational guidance process. In 1903 he establishes the first vocational guidance office. His work relates to the concept that the choice of profession is a process of combining the individual’s qualities with the requirements of the profession chosen. Parsons is the first to introduce the term “vocational guidance” and after almost 100 years his vision continues to influence this field.

In the most developed countries vocational guidance is an important regulatory factor on the labour market. In societal terms the successful choice of profession meets the need of qualified labour force. In individual terms the successful choice of profession leads to the personal satisfaction from the profession practiced as well as to professional development and self-confidence.

2.3 Aim and Objectives

The aim of vocational guidance is the decision-making related to the choice of career or career development.

The objectives of the professionals in the field of professional orientation are related to the exploration of the following:

• The awareness of the individual of him/herself
  Exploration of the individual’s values, professional interests, skills and competences, attitudes, personal characteristics, background conditions, attitude towards working.
• The awareness of the individual of career and education
  Getting familiar with the client’s education requirements and preferred career. Understanding of the economic and social system, labour market’s peculiarities, a look into the future of the career chosen.

• Facilitating the process of decision-making and career planning
  Everything being said so far necessitates a complex approach in vocational guidance, an approach including:
  • Estimation of the skills, interests and competences
  • Gathering of information about the chosen field and career realization
  • Information about rising and payment in this field
  • Estimation of the advantages and disadvantages in the field chosen
  • A look into the future

3 The Process of Vocational Guidance

Compared to the other forms of counseling pointed out below, vocational guidance is more structured, practically oriented and focused on the aims and objectives. There are certain logical steps to be followed in the guidance process.

3.1 Phases of Vocational Guidance

The guidance phases given below are developed on the basis of the systematic and decision-making models.

• Phase 1: Initial estimation:
  - Identification of the problem (the reason for the client’s need of guidance, the guidance process, the client’s rights, the consultant’s role);
  - Gathering of information about the client (age, family status, health condition);
  - Defining the aims of the guidance process (the aims of the forthcoming work together, the aims should meet the following requirements – realistic, achievable, commensurable, clear deadlines for meeting the aims).

• Phase 2: Supporting the process of being aware of one’s personality
  - Exploration of the career preferred (In which fields and with what activities does the client prefer to work?);
  - Exploration of the client’s professional or any other experience (former experience, interests, ways of spending their free time);
  - Influence of the background upon the client;
  - Discussing the skills, interests, competences and values of the client.

• Phase 3: Finding a particular type of career or field of development
  - Exploration of the professions desired (surveying and exploring all the client’s desired professions);
  - Exploration the opportunities for training and qualification;
  - Specifying the preferences (defining 5 desired professions at the most);
  - Gathering of information (gathering exhaustive information about the essence of the work in the career chosen by the client).
• Phase 4: Choosing a particular career or field of development
• Phase 5: Preparing a plan (developing a plan for achieving the aims – current situation, desired situation, steps necessary for achieving the aim)
• Phase 6: Plan implementation (preparing a particular time framework as well as particular steps for achieving the aim)
• Phase 7: Plan implementation

In order to assure the quality of the guidance process, the 5-step approach to quality can be used. It provides a set of Quality Indicators, applicable at each of the five stages of the youth career consulting process: context-input-process-output-outcome. Details are available at: www.vqac.org (Quality Assurance in Youth Career Consultancy project).

3.2 Methods and Techniques

3.2.1 Methods

The methods used in vocational guidance are directly related to the guidance models based on the main psychological theories such as psychodynamic theories (Fraud, Jung, Adler), ego psychology (Erikson, Fromm, Karen Horney); life cycle theories (Erikson), integrative approaches, combining the tools of different schools in the context of a definite idea for the reasoning of the psychological and behavioral problems (Hadjiski, 2001 – NLP, multimedia approach, short-term therapy, positive psychotherapy).

Most frequently, vocational guidance uses the method for short-term therapy as well as Carl Rogers’s phenomenological theory.

Short-term (decision-oriented) therapy (ST) is a method in psychotherapy developed by S. De Shazer, I. Kim Berg, J. Haley, B. O’Hanlon, B. Furman, T. Ahola, M. Erikson.

M. Erikson’s idea is agreed to be the main one in this theory. He claims that all clients know the solutions to their problems even when they (the clients) think this is not quite the case. It is the client’s resources which are being explored rather than the reasons for the problems. The aim is that clients discover their resources, improve them and use them for the effective coping with the problems.

Another aim of the ST is to increase the client’s feeling for responsibility and co-operation in the problem-solving process. So, this involves working towards achievable goals which will materialize in future.
The strategic principles of ST are:

- emphasis on the client’s positive change and his/her resources
- using client’s experience, outlook on life, interests
- positive approach
- economy and short duration
- planning future development
- co-operation and publicity presupposing passing the responsibility of the decision made to the client.
- flexibility and understanding (involvement) of the client

3.2.2 Techniques

a) Sample techniques which can be used in supporting the self-awareness process

- Structured interview

It aims at exploring client’s broad interests and preferences. The interview results can be summarized in the form of a table such as the one given below (this can also be given to the client for homework).

<table>
<thead>
<tr>
<th>Category</th>
<th>Identifying the preferences</th>
<th>Identifying what the client rejects or prefers to avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and main skills</td>
<td>1 2 3</td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Psychological aspects of work</td>
<td>1 2 3</td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Location</td>
<td>1 2 3</td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Benefits</td>
<td>1. 2. 3</td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

The category “activities and main skills” is an exploration of the client’s interest for:

1. Routine work;
2. Physical work;
3. Working with machinery, tools and materials;
4. Working with numerals;
5. Working with words;
6. Working with plants or animals;
7. Working with people;
8. Working with information or ideas;
9. Clerk work;
10. Expressing ideas or feelings.

The category “psychological aspects of work” is an exploration of the client’s preferences for:

1. Activeness and free time;
2. Degree of independence and responsibility;
3. Variety;

The category “location” is an exploration of client’s willingness to work:

1. Outdoors;
2. Geographical position (country);
3. Town/countryside;
4. Special requirements and needs.

The category “benefits” is an exploration of client’s preferences for:

1. Salary and extra benefits;
2. Opportunities;
3. Security;
4. Reputation/status;
5. Work beneficial to the society;
6. Challenges;
7. Active relationships with colleagues;
8. Portability.

• Various tests can be used for evaluation of interests. They aim at helping the client in learning about him/herself.

“My perfect job” exercise

In this exercise the consultant should present to the client firstly a list of activities related to the details a person needs to consider before starting the job search process. Secondly, the client has to choose 4 from these activities and present them to the consultant. Thus the consultant can interpret the items chosen by the client which will provide a clue about what the client actually seeks and praises in a job.

Here is a sample of the exercise:

What do you find worthy in your work?

I prefer a job which gives me the opportunity to:

• have a contribution to the society’s development;
• communicate with people;
• work alone;
• work in a team;
• compete with others;
• make decisions;
• work under pressure;
• apply force and power;
• acquire new knowledge;
• be renowned specialist in my field;
• be creative;
• supervise the work of other people;
• work with details;
• be acknowledged;
• feel safe;
• get high salary;
• help others;
• solve problems;
• take risks;
• determine the pace of work;

Choose 4 things from the list which you find worthy in your work and write them down. You may also include other characteristics which haven’t been mentioned above but which YOU find important in your work:

1 ___________________________
2 ___________________________
3 ___________________________
4 ___________________________

Portfolio/ePortfolio

The ePortfolio is a tool which serves for collecting information, career development, self-awareness, presentation, etc. It should show:

• degree of qualification
  (school, higher education, exams taken, certificates, personal accomplishments)
• competence level
The consultant’s role in the process of creating an ePortfolio:

The career consultant has to facilitate, guide and support the student or the client in the process of the ePortfolio development. The consultant, however, should not take away the main initiative and lead the process. The consultant should help the student/client through asking the following questions throughout the consultancy process:

• the choice of creating an ePortfolio is personal; it is useful if it is developed with a definite purpose; What are the purposes which the student/client wants to follow?

• except for collecting the information, the ePortfolio gives the opportunity for reflection on the way in which this information can be used for meeting definite purposes and making the best possible presentation

• an ePortfolio can help in finding work (preparing a CV, documentation), in getting to know yourself (documentation of one’s own learning process: Which is the best way in which one learns?, What does one want to improve in him/her?, Which forms of training would be the best for this person?, What are one’s skills and knowledge?, What has a person accomplished up to this moment?, What is this person good at?), for self-assessment (gaining more self-confidence, certainty, skills, communicativeness)

• to support the students in making their ePortfolios realistic, clear, reasoned, visual, measurable

Using the ePortfolio in the consultancy process facilitates:

• getting to know yourself;

• describing not only the interests and skills but also the behaviour and values

• answering the question: Does the client need further or continuing training/education?

• identifying the potentiality for early school leaving (e.g. the gap between student’s interests and his/her current education, negative attitude towards school, etc.).

b) Sample techniques which can be used in the phase of generating alternatives include, for example:

Interviewing people who practice the profession which the client has chosen. In this case the client is being proposed to interview some acquaintances who work in the client’s most preferred field. This needs a preliminary preparation including:

1. Preparing sample questions (together with the consultant)

2. Discussing client’s opportunities for finding the appropriate person/people.

Sample questions:

• How did you choose your profession?

• What payment do you get?

• What are the opportunities for finding work?

• What are the opportunities for rising in the career?
• What extra skills are necessary?
• How does the work day pass?
• What are the main tasks and activities?
• What is the social environment?
• Which are the most pleasant moments during work?
• Which are the most difficult moments?
• ..........................................................................................

The purpose is that the client gets the full impression of the profession/s in which he/she is interested.

c) Sample techniques which can be used when choosing a particular profession or career path

At this stage the client can choose from several well-known professions. The client is also well aware of the requirements in the profession chosen. In support of the decision-making process the exercise “Opportunities evaluation” can be made. The client makes a table of his/her professional preferences and evaluates them in a scale from 1 to 5 according to the desired results. The client chooses the criteria in the “desired results” column by him/herself. Example:

<table>
<thead>
<tr>
<th>Desired result</th>
<th>Law</th>
<th>Psychology</th>
<th>Tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Creativity</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Status</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Independence</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Total:</td>
<td>13</td>
<td>18</td>
<td>14</td>
</tr>
</tbody>
</table>

Another appropriate exercise in this stage of the career guidance process is “Advantages & Disadvantages” Exercise. It is used for forecasting the short-term and long-term advantages and disadvantages of each profession and consists of enumerating possible advantages and disadvantages of the professional field chosen by the client.

Here is an example of this exercise:

**Example field – Law**

<table>
<thead>
<tr>
<th>Influence upon</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term</td>
<td>Good education</td>
<td>Restricted freedom</td>
</tr>
<tr>
<td></td>
<td>...........................................</td>
<td>...........................................</td>
</tr>
<tr>
<td>Long-term</td>
<td>A lot of challenges</td>
<td>I can turn into</td>
</tr>
<tr>
<td></td>
<td>...........................................</td>
<td>...........................................</td>
</tr>
</tbody>
</table>

**d) Sample techniques which can be used in the career planning stage**

One such exercise appropriate for implementation at this particular stage is: “A – B = C” Exercise in which:

A = skills and competences needed for occupying the position
B = skills and competences which the client possesses
C = skills and competences which the client needs

In this exercise the client has to enumerate the respective skills and competences under the 3 columns:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>skills and competences needed for occupying the position</td>
<td>skills and competences which the client possesses</td>
<td>skills and competences which the client needs</td>
</tr>
<tr>
<td>...........................................................</td>
<td>...........................................................</td>
<td>...........................................................</td>
</tr>
<tr>
<td>...........................................................</td>
<td>...........................................................</td>
<td>...........................................................</td>
</tr>
<tr>
<td>...........................................................</td>
<td>...........................................................</td>
<td>...........................................................</td>
</tr>
</tbody>
</table>

On the basis of column C one can design a specific plan (steps) for achieving the aims.

### 4 Vocational Guidance and the Potential School Leavers

The importance and active role of guidance while working with early school leavers is recognised at EU level. Within the ePortfolio 4YF initiative, the following types of potential early school leavers have been identified:

- Students with social/family problems or geographically disadvantaged: these are young people forced out of school for non-educational reasons (children from low-income families and those with family problems, as well as those coming from geographically disadvantaged areas);
- Alienated students: students that have greater needs and would possibly be more difficult to re-engage (for example, these could include immigrants, minorities, etc.);
- Discouraged students: those who have not experienced success in their school and whose level of performance and interest in school is low;
- Dedicated to not school-related activities students: these are students that are only concentrated on activities, not related to school (such as: sports, arts, etc.).

#### 4.1 Indicators for Early School Leaving

Potential early school leavers (ESL) usually possess similar qualities due to which qualities they can be easily recognized:

According to Wells, Bechard and Hamby (1989), the identified aspects of potential ESL are:

- Poor attendance;
- Low grades;
Professional Orientation and Guidance

- Low test scores;
- Number of grade retention;
- Number of discipline referrals;
- Level of the parents’ education;
- Special programme placement;
- Free/reduced lunch programme;
- Number of school transfers;
- Low reading and math scores;
- Ethnic/gender distinctions;
- Language spoken at home;
- Number of suspensions;
- Interest in school;
- Participation in extracurricular activities;
- Pregnancy/teen parent;
- Number of counseling referrals;
- Family status (single parent family, family size).


According to Solberg, Gusavac et al.(1998) the psychological indicators are:

- Lack of confidence of the student in his/her own potential for learning
- Low level of motivation
- Poor relationship with schoolmates and teachers
- Lacking defined aims in life
- Poor skills in controlling stress and anger

4.2 Key Risk Factors for Early School Leaving

ePortfolio 4YF partnership identified groups of main risk factors for early school leaving (ESL). They are divided into different groups. The groups include social state of the student, his/her relations with friends and family, individual problems and problems at school.
a) Non-school related risk factors

- **Society factors**:
  - society-economic status;
  - rural/geographically disadvantaged areas;
  - unemployment rate in the area;
  - crime in the district;
  - certain community characteristics (minority group belonging, immigrants).

- **Family/community factors**:
  - household stress;
  - relationship with the family;
  - attitude towards family;
  - family obligations and attitude towards them;
  - conflicts with friends.

- **Individual factors**:
  - risk talking (disregard for parental rules and/or civil laws);
  - social isolation;
  - identity problems/issues.

b) School – related risk factors

- **In-class factors**:
  - negative teacher – student relationship;
  - lack of support, outreach;
  - communication within the class.

- **Personal school-related factors**:
  - low level of engagement towards school subjects;
  - lack of discipline;
  - dedication only to not-school-related activity.

### 4.3 Prevention Programmes and Role of Guidance

Career guidance can prove to be a fundamental way for addressing problems of early school leaving. Moreover, there exist a number of prevention programmes (again related to some guidance procedures) which can be quite useful and successful, and comprise the following:

- analysis of the supply and demand on the labour market as regards professions and specialties;
- psychologists, social workers and teachers working together with the potential early school leavers and children at risk; individual approach to the children;
- timely analysis of the reasons for the child’s dropping behind at school, identifying the reasons for the child’s poor attendance;
- development of an individual programme for working with the student and with the family;
- development of individual plans for step-by-step adaptation of the students to the school environment in the
• usage of contemporary modern technology and more interesting methods for teaching;
• advice and guidance of the students towards vocational training related to the student’s age and interests.

According to Lehr et al. (2003) the **components of the prevention programmes** are:

• personal (related to increasing the self-esteem, regular in-class discussions, individual guidance);
• academic (participation in special training courses, individual methods for learning; tutorship);
• contact with the family (strategies, including possibilities for constant feedback from the family);
• organization in the school (possibility for engaging in individual programmes);
• work-related (vocational training, participation in voluntary programmes).

**Guidance** can be very useful for identification and prevention of early school leaving. It facilitates the student’s self-awareness process by means of:

• evaluating interests, values and skills;
• facilitating the building up of positive self-esteem;
• identifying clear aims and improving the decision-making skills;
• facilitating the process of researching different possibilities for future development; proposing a positive model in which the student will be able to see him/herself as an adult;
• linking competences to employer’s demands;
• facilitating the process of searching for a job and preparing for work;
• facilitating the process of career plans preparation in view to the individual career or education development;
• guiding the process of ePortfolio planning and development, through which the students could describe skills, prepare plans for educational and professional development and try out how the planning works in practice.

Guidance provides information about:

• the essence of different professions;
• the necessary academic and professional skills for the different professions/careers;
• professional and education opportunities.

It facilitates the decision-making process through:

• exploring and choosing different alternatives for career and education development;
5 Conclusion

When choosing a career we actually make one of the most important decisions in our lives because an unsuccessful choice may lead to crucial consequences. We usually make this choice in such a stage in our lives in which we are influenced by many factors – family, friends, teachers, social environment, fashion, economic status.

Vocational guidance, when based on scientific foundations and carried out by professionals, helps the student/young person and his/her parents make a good career choice, which corresponds to the competences and the desires of the young person, to the resources available, to the demand on the market and finally to the prospects for finding work. Last but not least, career guidance is an important factor in working with potential early school-leavers. A number of risk factors for identification of ESL have been elaborated to facilitate consultants. ePortfolio method can be very useful in this process too.

6 Practical exercise

This exercise aims at supporting the young person in choosing a particular profession or career path. It is used for forecasting the short-term and long-term advantages and disadvantages of each profession.

Duration

This exercises will last between 60-90 min.

Assignment

1. Select 3 professions, that are most appropriate for the young person according to his/her interests, abilities;

2. Ask the young person to fill in a table with: long-term and short-term advantages and disadvantages for each of the three professions; Support him/her in clarifying the statements by providing examples;

3. Go through each profession and discuss the statements and their level of importance for the individual. Ask some supporting questions to clarify

4. Ask the young person to select for each profession whether the advantages or disadvantages prevail. Discuss why?

5. Talk about the profession which has most advantages and least disadvantages. Give some directions about it, as well as some information for additional reading about it. Make conclusions.
Keywords

ePortfolio, games, implementation, career consultancy process, non-entertainment games, serious games, edutainment games

Chapter Aims

The chapter’s aim is to provide information for the implementation of ePortfolio and games in the career consultancy and development process, as well as give some best practices about their usage in different settings.

Chapter Content

In this chapter one can find information about the good practices and successful strategies of implementation of e-portfolio and games in career consultancy and development. You can see examples with short description for ePortfolio, games and interactive tools usage.

This chapter discusses the role that ePortfolio and gaming can play in the consultancy process. The benefits of an efficient ePortfolio website, as a tool and resource for learners, are clearly identified. With regards to this, particular reference is paid to the role that the site will have in relation to the consultancy process and for those that are working in the field of youth career consultancy and guidance. The link between the counselling/consultancy process and the role of the trainer are key to the successful implementation and use of the ePortfolio site and the success of this Leonardo da Vinci project.

This chapter will draw from some of the ePortfolio work and project that have previously been undertaken in an effort to better understand the processes and procedures involved. This will also give readers an opportunity to benefit from previous work that has been carried out in this field and to develop a well-rounded all encompassing view of this project and ePortfolio as a resource.

The role and importance of gaming and interactive tools in the consultancy process are also tackled. Different types of tools are presented and analysed. The so-called non-entertainment games and their use in the consultancy process are discussed.
Benefits of ePortfolio and Gaming for Consultants

The primary objective of ePortfolio for Your Future (ePortfolio 4YF) project is to develop and promote the ePortfolio method that assists consultants in making students more aware of their skills and competences. By providing consultants with the ePortfolio tool we can ensure that the already effective means used by them are further assisted, promoted and made more accessible to students. In this way the whole concept of the ePortfolio 4YF project corresponds to the Lifelong learning strategy. A survey, carried out within the project in 4 European countries discloses the career consultants' needs of ePortfolio and game-based methods to support the student career orientation.

1.1 ICT Enhanced Guidance Delivery

The Internet and other ICT and multimedia devices now play an essential role in the lives of most Europeans, providing a platform for all to communicate upon. These ICT resources and devices can be utilised by those within the education sector to provide the best resource and services for all those within the sector and ensure that it reaches the widest possible audience and fully engages all those involved. Eurostat (2006) figures tell us that roughly 85% of European school students use the Internet. This staggering figure gives us an insight into what a key tool the Internet and computers are and what an important role they can play in the field of consultancy. While consultancy and guidance, like many other areas within education, the awareness and use of Internet as support tool in schools has increased.

1.2 Active Student Involvement

Research has proven that in order for an ePortfolio method to be effective, consultants need to ensure that it is delivered “as part of a student-owned, student-centred approach to learning which makes it possible for students to actively engage in their learning rather than just be the recipients of information”. In order for an ePortfolio to be successful and be effectively implemented, consultants must ensure a high level of engagement with the site. In turn, if students are not involved from the beginning it becomes very difficult to continue to motivate them and keep their profile and portfolio relevant and up-to-date. Ensuring involvement from the beginning also gives students a sense of ownership of their profile, this can be facilitated by allowing students to use the ePortfolio as a tool that complements their interests and abilities. In accordance with this Ring, Weaver and Jones tell us that “learning is improved by communication ideas to students in ways that enhance clarity and understanding while encouraging divergent reasoning, problem solving, and critical thinking. Student-centred interactions are hands-on, meaningful to the student, and effectively enhance learning”. In order to assist students in participating in the ePortfolio it is essential that consultants are fully trained in the use of ePortfolio and can impart this knowledge onto students. If students have difficulty engaging with the site, they may find it too hard and quickly become disengaged with the process. Levels of student interaction are also increased by ensuring that all teachers, tutors and consultants who work with students on their profiles are fully trained and are fully aware of the benefits of ePortfolio and can resolve any personal or technical issues.

1.3 Reflection features

As already stated, the ePortfolio For Your Future (4YF) project and resources aim to enable consultants to effectively prepare students to be more aware of their skills and competences. By helping students realise what they have achieved through their social, personal and educational goals it assists them in promoting themselves where necessary within the job and/or employment market. This also helps students in making decisions for further education or professional development by developing and piloting an e-game-based environment, combining two “self-discovery games” and ePortfolio.
1.4 Identification of Early School Leavers

The ePortfolio 4YF provides consultants with an innovative web-based tool to support the identification of early school leaving. In addition to consultants having educational/school information on students, they can also get the learner to partake in the For Your Future and Motivation test games. These games/tools provide an insight into students’ aptitude in a range of different areas including numerical knowledge, logical thinking, technical skills, organizational skills, ability to communicate, ability to work as part of a team, adaptability, willingness to help, physical fitness, willingness to put in effort, openness of mind, manual skills and their sense of aesthetics. This will give consultants an opportunity to see what areas students excel in, what areas they prefer and also highlight any areas in which students may dislike.

The Motivation test also assesses students in a range of different areas and gives an overall feedback based on student’s answers. Like the 4YF game the results of the test can be used to give consultants an insight into a student’s level of motivation and gauge the possibility that they may leave school early. The test will help consultants further understand students’ motivations for leaving school and the factors that may influence their reasons to leave including family, friends, society, neighbourhood, school, classmates, personal issues, involvement in sports and participation in afterschool activities. This will give consultants the chance to address problem areas before they increase for many students, particularly if these are important issues likely to result in school-leaving before having attained any certification or completed any school programme.

2 ePortfolio Usage

FuturEd (2004) describe an ePortfolio system as a system of production by individuals or organizations for reception and use by the creator, other individuals and organizations, made effective, efficient and electronic through the use of information and communication technology. This definition of an ePortfolio will assist all those involved, particularly consultants, in being fully aware of the aims and objectives of an ePortfolio system.

2.1 ePortfolio and the Educational System

Recent years have seen a substantial increase in the attention that student portfolios and ePortfolios in particular have been getting within the fields of higher education and career consultancy. All aspects of business, society and education are becoming increasingly more reliant on, and integrated with IT technology. Computers and the Internet are becoming more and more essential parts of one’s daily life and recent times have seen more and more professionals maximise this resource.

Given the key role that the Internet is now playing in the recruitment and education process the ePortfolio method presented by ePortfolio 4YF partnership is an excellent learning tool for students to look further into career and employment opportunities while also improving their IT skills. Recent research has proven that education providers are moving away from the traditional methods of delivering career guidance and towards a more varied means of service provision. Drawing from a number of surveys undertaken by a wide range of European countries career guidance is being restructured so as it focuses more on the needs of a learning society. It is also envisaged that ePortfolio will play an important role in the overall strategy to encourage lifelong learning habits in all pupils and equip them with the skills to manage their progression in both their learning and working environments. Recent research by the OECD also suggests that people’s ability to realise and manage their skills, plan their careers and search for jobs plays a crucial role in securing successful employment positions. With the increasing move towards on-line resources (on-line curriculum vitae, psychometric tests, differential aptitude tests, on-line profiles and on-line applications) learners, teachers and consultants must be fully informed on how to maximise the resources that they use. Also, helping students learn how to learn student ePortfolios can also help them to develop their identities as budding professionals.
Consultants within the field of education can use the ePortfolio as a method to assist students in demonstrating their work and their accomplishments. In addition, students can complete and post on-line CV’s, profile pages, detail accomplishments and present a profile to friends, employers and consultants. Overall, the primary benefits of using ePortfolios include: acting as an aid to career development, a way to assess student learning and curricular assessment and a way to enhance learning experiences14.

The ePortfolio method has been proven to increase students’ awareness of their own learning process and how by becoming more involved in their ePortfolio and its content they can engage in more meaningful and rewarding personal and professional growth15.

2.2 The Student-centric ePortfolio

One of the key features of the ePortfolio method is the learner-centered approach. As stated previously, in order for students and learners to gain the most from ePortfolio, consultants, tutors and trainers must ensure that it is as student-centric as possible. If students are to fully engage with the concept they must be aware of the fact that they “own” their profile. The consultant should ensure that they play more of a guidance role than a controlling one.

By making the portfolio student-centric students gain the opportunity to reflect on their skills, goals, achievements, and 4YF and Motivation test results. By taking charge in this manner students become actively involved in their future – planning and progression as opposed to just being the recipients of information16.

Being actively involved in these processes also gives students the opportunity to show off their work and achievements. If students take pride in their work they will become more involved in the process and in turn in developing the most appropriate profiles to best meet those who may view them, i.e. consultants, friends, prospective employers. Ring, Weaver and Jones have reinforced this idea by claiming that an ePortfolio is “a digital learning environment that supports and encourages interaction between the owner of the portfolio and external audiences such as teachers, peers and advisors”.

Finally, making ePortfolios more student-centric and ensuring students’ involvement also assists consultants in raising matters with students and initiating discussions. When students are actively involved in their ePortfolios and reflect on their plans, learning, achievements and progress they are more willing to engage in discussion on certain topics. Not only will students gain confidence discussing these issues, including any possible problems, with the peers on the ePortfolio network but will also find it easier to approach consultants on the matter.

2.3 Concerns for the ePortfolio Usage

While ePortfolios are a valuable tool for learners, tutors and those involved in guidance some researchers have outlined a few concerns regarding their use. The first concern that many consultants have regards privacy and confidentiality. Given that ePortfolio is aimed at those within the school environment and contains details on tests/games that students have undertaken, their personal goals and achievements, students and consultants will need to be aware of all this information. This means that this information will have to be included. Users of the site can create a range of profile views to ensure that a prospective employer sees a different profile page to one that would be created for friends.

This brings us to the second concern: the need for students to differentiate between collecting information for their own personal use on the site and the information that is published for public viewing. Many students will, however, be familiar with such peculiarities of this type of website because they regularly engage in similar sites as facebook, bebo, myspace etc and so many are familiar with their features. The majority of students will also be aware of how and when to publish appropriate documents and information to different profiles. This previous knowledge combined with the guidance, expertise and knowledge of consultants should ensure that only suitable information is posted.
2.4 Examples of ePortfolio Usage in the Consultancy Process

A good example for the use of ePortfolio in the career consultancy process is The Connecticut Distance Learning Consortium’s electronic portfolio project (www.ePortfolio.org), which purpose is to create flexible, web-based platform to support learning, reflections, advising, career services, and assessment. This ePortfolio platform allows students to track and view their learning experience and goals. They can collect their work and organize it in different ways for specific purposes. A special “counsellor” view allows students to work with career advisors, for example.

Another example is the PassPortfolio project (www.passportfolio.com), which helps the young people in Nottingham and Nottinghamshire in planning their future and support their career development. There the students can learn more about schools and colleges.

3 Gaming and Interactive Tools in the Consultancy Process

Diane Ackerman said: “Play is our brain’s favorite way of learning things.” With the development of the computer games industry over the past few year the interest in gaming and interactive instruments has increased. This leads to the evolvement of new consulting mechanisms. Being widespread and popular among young people, gaming, as well as web-based interactive tests and instruments become a preferred tool for consulting.

Different types of interactive instruments are available to support the career consultancy process. Generally, tests are used for different types of assessment, as gaming instruments support self-reflection, motivation, skills development. Depending on their purpose, the interactive instruments can be grouped as follows:

3.1 Assessment tools

3.1.1 Tools for Formal Assessment

These are the standard tools developed for the purposes of collecting objective information about the client, e.g. formal interviews and tests. With the increasing of the everyday usage of the Internet the implementation of computer tests has also increased – tests both for working on one’s own and for facilitating the guidance process.

3.1.2 Tools for Assessment of Interests

Different tests are being used for the evaluation of interests. They aim at both raising one’s self-esteem and widening the range of opportunities of the client. Here are some examples of such tests:

The Strong Campbell Interest Inventory (SCII) – (Campbell, 1977). The test consists of 325 items related to school subjects, activities, amusements, types of personalities and personality characteristics. It is based on Holland’s theory for the personality types and explores 23 scales of basic interests, 162 scales of professions, administrative index /for exploration of specific problems / and 2 special scales for exploration of academic orientation and introversion – extroversion.

The Jackson Vocational Interest Survey (JVIS) (Jackson, 1977). The test consists of 289 pairs of statements and 34 scales, comprising 26 “professional roles” and 8 “working styles”. It is an educational and career planning tool.

The Kuder Occupational Interest Survey, FormDD (Kuder, 1966,1979). The test consists of 77 scales of professions, 29 scales for college boys and 57 scales for typical women’s professions. It is vocational interests test used
for guidance and counselling.

**The Self Directed Search** (SDS) – Holland 1970,1977. This is a career interests assessment test based on the theory that people can be categorized with respect to six occupational types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

### 3.1.3 Tools for Non-formal Assessment

The non-formal assessment consists of different ways for evaluation which are not standardized as in the formal tests. The information collected by means of non-formal assessment facilitates the formation of a strategy for working with the client as well as for individualization of the approach to problem-solving adopted by the particular client.

Here are some examples of tools for non-formal assessment:

- **Analysis of a product which is a result of the client’s activities** (drawings, useful or decorative objects, poems, essays, software etc.);

- **Results from non-formal tests**, developed by the consultant etc;

- **Observation** (the verbal and nonverbal details during the guidance process);

- **Structural interview**. The interview is the most widely used method in guidance which serves as a tool for collecting information;

- **Experience analysis** – client’s education and extra training, his/her length of service (former employers, occupied positions, responsibilities, salary, reasons for changing the job), certificates, favourite leisure activities, health condition, marital status, other information about the family etc.);

- **Analysis of background data** (client’s current and former accomplishments are valuable information for the assessment of his/her professional qualities and potential);

- **Game-based methods** – (role playing games, simulation games, situation games, drama games). Game-based methods facilitate the guidance process and in an amusing and pleasant way facilitate the client in the process of looking for answers to his/her questions.

### 3.2 Tools for Measurement

There is a large number of measurement tools focusing on career development, personal characteristics and other work-related issues.

#### 3.2.1 Measurement of Work-related Values:

An example for test, measuring the work-related values, is the Minnesota Importance Questionnaire. It measures the individual’s vocational needs and values; 6 types of values are identified: achievement, comfort, status, altruism, safety and autonomy.

Another example is the Adult Career Concerns Inventory (ACCI). It is an instrument which is to be used by counselors in facilitating adult career planning and exploration.
3.2.2 Measurement of Professional Maturity/ Career Development:

There are different tools focusing on measuring the career development and professional maturity. Some of them are enumerated below:

Career Decision Scale (CDS) is a 19-item scale, providing both measure of an undecidedness as well as information about source indecision.

Assessment of Career Decision-Making (ACDM) is designed to “assess a student’s career decision-making style and progress on three career decision-making tasks”. It was developed by Buck, Jacqueline N.; Daniels, M. Harry.

QuintCareers Assessment is developed to assist high school and college students with educational and career planning. It helps discover the college majors and rewarding careers that match students’ interests. It also provides a detailed report, with career implications and jobs that match patterns. Available at: http://www.jvis.com/quintcareers/

CareerMaze is an online assessment tool designed to help you find your future by increasing your self-knowledge. Provides a detailed report, with career implications and jobs that match your pattern. Available at: www.careermaze.com

JobDiagnosis is a career assessment where students, career-changers, job-seekers, take a short test to assess their interests, skills, abilities, and competencies to see what career path they should follow. Available at: www.jobdiagnosis.com

3.2.3 Measurement of Personality Characteristics:

An example of tool that measures the personality characteristics is the Myers-Briggs Type Indicator. It is based on Carl Jung’s typology, explores people’s main career-related preferences.

The Personal Skills Map (PSM) is another assessment tool designed to identify social/emotional intelligence of the user and assist them in achieving more success at work, school, etc.

3.3 Tests for Exploring the Multilateral Aptitudes and Accomplishments

3.3.1 A collection of Tests for Exploration of Multilateral Aptitudes:

One of the tests targeting exploration of multicultural aptitudes is the so-called Aptitude-based Career Decision Test (ABCD) is a test for making career decision based on concrete aptitudes. The Differential Aptitude Test (DAT) is a test that measures the ability to learn or succeed in certain areas.

3.3.2 A Collection of Tests for Exploration of Accomplishments:

An example of instrument targeting exploration of accomplishments is the Test of Adult Basic Education (TABE) is a test, developed to help adults realize both learning and career goals.

There are also some mixed measurement tools. An example of such a mixed tool is World of Work Inventory (WWI).
3.4 Types of Non-entertainment Games

Non-entertainment or serious games can be applied to a broad spectrum of areas, but can be also categorized in a number of different ways. Some categorize serious games into pedagogical, idealistic, politic, or social games. Other examples are education, healthcare, national security, corporate management, or education, health, public policy, science, government, and corporate training. Yet another, but similar categorization states that serious games technology can be applied to domains as diverse as healthcare, public policy, strategic communication, defense, training, and education. Here is a list of some major classifications:

Classification by purpose:

- Educational games – educational games did not come into wide use until the 1990s, even though such games were created and used long before. This type of non-entertainment games can support the development of a number of various skills: strategic thinking, planning, communication, collaboration, group decision making, and negotiating skills;
- Public policy games – these are games designed to educate the public on some aspect of policy, to help them better understand and fulfill their role as citizens in a democracy;
- Political and Social games – they may concern a number of different kinds of tasks and situations, like different types of crisis management, for instance, dealing with terrorist attacks, disease outbreaks, biohazards, health care policy issues, city planning, traffic control, fire fighting, budget balancing, ethics training, and defensive driving;
- Games for Health – games developed for health care applications. They can be of different types and purposes for example physical fitness (promote healthy habits); education in health/self-directed care; distraction therapy (used as distraction therapeutic tools); recovery and rehabilitation; training and simulation; diagnosis and treatment of mental illness/mental conditions, etc.;
- Military games – games treating various aspects of war fighting. From games with simple rules, allowing officers to become better planners for battles, they have evolved into extremely complex simulators for tanks, helicopters, group training, etc.;
- Commercial games – as new technology and media have become available, they have been adopted for corporate training, and now interest is growing in serious games and simulations, for several reasons: the number of employees familiar with video games is increasing, and their interest is quickly and effectively caught by interactive serious games.

Among the other less commonly used games are business, advergames (games for advertisement) and online communities.

Classification by number of users:

- Single;
- Two-players;
- Multiplayer and Multi-team;

Classification by playing environment:

- Online Single Player Games;
ePortfolio and Gaming in the Consultancy Process

- Online Multi-Player and Multi-Team Games;
- Offline games;
- Mobile Games (Handheld and Cell-Phone);

As far as youth work area is concerned, and there are four major categories of non-entertainment games:

- Human rights- games in this sphere are based on general human rights, international documents and mechanisms of legal protection of human rights;
- Intercultural learning- the major issue in these games is how to deal with difference. How should we recognize and valorize cultural differences and, at the same time, promote the authentic cultural integration and integral development of our students, first at school, and, later on, in society?
- Youth Information- the aim of these games is to help young people identify their own resources, take their own actions and make their own decisions;
- Youth project management – games teaching young people how to plan, prepare, implement and report their own projects;

3.5 Examples of Games for Career Consultancy

One of the good examples of using games in the career consultancy process is the Get Access’s “Career Game”. You can find it on this web address: www.getaccess.com.au/izone/career-game/. The game explains the career consultancy process, shows the steps of the career development and tests your awareness for the subject.

Another good example of a game used in career consultancy process is the www.careergames.com web site. This site includes many small games related to the career development process. The answers and the explanations are given in well-structured and easy-to-understand way.

4 Conclusion

In conclusion, web-based interactive tools and resources are playing a more important role in the youth consultancy process than ever before. ePortfolio offers students, their peers, teachers, consultants and prospective employers a medium on which they can communicate, share and discuss ideas, gain knowledge on the achievements and goals of others. On a more personal level ePortfolio allows learners to reflect on their achievements, their skills and their accomplishments to date. They are responsible for their profile and can take pride in creating different profiles and developing a site that best meets their needs and facilitates their progress on the labour market. From a consultancy/tutor/trainer perspective, it gives those involved in the consultancy process the opportunity to engage with students on a more multimedia-based, interactive level. Consultants can also assist students in realising, listing and reflecting on their goals and achievements, as well as be made more aware of issues of concern by undertaking the For Your Future game or Motivation test, which are part of the ePortfolio 4YF system.

As a whole, ePortfolios, gaming and interactive tools can be invaluable in supporting young people acquire the process knowledge and skills necessary for clarifying underlying values and goals within specific professional contexts. These tools can also prove very useful in developing effective evidence-based practices to meet those goals throughout one’s professional careers via the competences acquired in coursework (assuming they are evidence-based).
5 Practical Exercise

As stated within the chapter, ensuring that students are engaging with the ePortfolio resource, ensuring that they understand the concept, features, set-up, profiles and games are all essential to successful use of an ePortfolio method. If students do not feel that they are part of the ePortfolio process or if they find the system too complicated or non-engaging then they will not utilise the resource fully and may become disconcerted with the system.

Tips

In order to assist students in gaining the full benefits of the ePortfolio methods tutors and consultants must be fully educated on all aspects of the ePortfolio 4YF environment – profiles, 4YF, Motivation test, writing about goals, skills, achievements and general use of the site. Therefore, all consultants can undertake to set up a mock student profile page which will allow them to become fully aware of all aspects of the site.

Assignment

1. Consultants set up a profile page.

2. Consultants complete all parts of the website including profiles, 4YF, Motivation test, writing about goals, skills, achievements and general use of the site.

3. Once consultants are fully informed on all aspects of the site, they should:
   a) Prepare feedback on the website including listing areas where
      - Their students will find it particularly beneficial;
      - Aspects their students may have difficulty with;
      - Any other comments/feedback or important information they may have garnered from completing the profile and games that they feel may be useful;
   b) Ensure that one’s syllabi and curricula incorporate ePortfolio

By undertaking this activity consultants will be in the optimum position to pass knowledge of the ePortfolio method, its benefits and workings onto students to ensure maximum participation with the system. This activity will also benefit faculty in the development and design of syllabi, curricula and assignments that may include aspects of ePortfolio. Much research has proven that the more ePortfolios are integrated into the curriculum the more effective they will be.
Keywords

ePortfolio, Motivation test, For Your Future game, view, empty field, personal information, consultant, employer, user

Chapter Aims

The aim of this chapter is to show and guide the user how to create his/her personal ePortfolio, how to fill the views correctly and how to communicate with other users.

Chapter Content

This chapter provides an introduction on the ePortfolio 4YF environment (www.my-eportfolio.org) and explains the whole process of ePortfolio development. One can find description of the interface of the system, explanation of the results from the Motivation test and the 4YF game, as well as recommendations for consultants on using the ePortfolio method for career guidance.

In the next pages one will learn how to create his/her own personal ePortfolio. The process of creating an ePortfolio comprises several steps. The first one is filling in the profile information, playing the 4YF game, and obtaining the results from the Motivation test. The next step is personalizing the profile – creating different views for different groups of users (consultants or employers). Except for these aims one can use the system for the purposes of career development and guidance. If people fill in their ePortfolios correctly, they can apply for the appropriate job. One can also look at friends’ profiles, discuss their project and share ideas. This makes the ePortfolio the perfect tool for reflection on achievements and a tool enhancing a whole new learning methodology.

The ePortfolio website, For Your Future (4YF) game and the Motivation test incorporate a wide range of tools, resources and educational material to assist learners, teachers, tutors, consultants and counsellors in promoting self-awareness of personal competences. ePortfolio, 4YF and the Motivation test provide Europeans with the opportunity to develop the recording and presentation of their personal competences and their professional orientation in their final years of high school. These skills are essential if students are to succeed and achieve their work and educational goals while they are still within the education system. This comprehensive self assessment test and reflection tool allow students to explore and compare their personal inclinations.
1 Overview of the ePortfolio 4YF Environment

The ePortfolio 4YF is an innovative ePortfolio and game-based environment, combining an ePortfolio, online self-assessment game and an interactive Motivation test. It is available at www.my-eportfolio.org. After signing in the ePortfolio system, one is able to create, manage, update and develop step-by-step his/her own ePortfolio. In the ePortfolio one can describe personal interests and hobbies, education and work experience and, last but not least, photos, movies etc.

The Motivation test provides information for consultants working with youth in terms of their attitude towards education. This tool can support the identification of potential risk of early school leaving. The player is put in three different scenes and has to answer questions about his/her social and family status, past and present. The results from the test can be transferred to the person’s ePortfolio.

The last part of the system is a self-assessment game called For your future. It comprises 10 dreams, where the player experiences different situations, which are designed to test different abilities. At the end, a personal profile is generated, which directly transfers the results within the ePortfolio profile of the user.

The ePortfolio 4YF environment provides youth and pedagogic consultants with the opportunity to access the young person’s ePortfolio. Via a “consultant view”, they can analyze the game and Motivation test results, as well as the information in the ePortfolio in order to assist the young person in his/her professional orientation and career development.

2 Creating and Managing a Personal ePortfolio

2.1 Profile

2.1.1 Creating a Profile

First, one has to create a profile and use it in all three modules - ePortfolio, 4YF game and Motivation test. In order to do this, the user needs to register by clicking on the Register button in the Login box of the system’s main page (www.my-eportfolio.org) and entering registration details, including e-mail. Then one can expect a notification e-mail with a link requiring a registration confirmation.

After the successful registration one can log in. Then, one will see a user window in the upper right corner of the screen.

By clicking on the Settings button in this window, one can change some of his/her profile settings, such as password, friends control and message control status.

Once the settings adjustment is finished, one should start creating the ePortfolio. There is a Help button to assist users in case of difficulties.
2.1.2 Editing Profile

When going to Profile >> Profile menu, one can enter some general information, including contact details such as address, mobile phone or skype (icq) nickname.

One can personalize his/her profile by uploading a profile icon. This can be done from Profile >> Profile icon menu where one can upload up to five different images and change them according to mood.

In Profile >> My Resume menu one can build an online Resume, including a Cover Letter, personal interests such as hobbies, sports activities etc. In this section of the ePortfolio the user can also enter details about: Employment history, Education history, Certifications, Accreditations, Awards, Books and Publications and Professional membership. For instance, one can create a record of certificates, accreditations or awards received such as First Aid Certificate. Another option is to list any publications one has written or contributed to in any way (e.g. editor or designer). The Professional membership field allows creating a record of belonging to certain professional bodies; e.g. Registered Member of the Massage Therapist’s Association. All this information should be listed in a chronological order.

The Profile >> My Goals menu is divided into three sections: Personal, Academic and Career goals. Personal or career goals are often provided in resumes so that employers can understand how a particular role might suit one’s ambitions. In academic goals section one should describe achievements sought during the study program.

Profile >> My Skills menu is designed for the information regarding one’s skills. In this way one can complement the information from the For your future game.
In the **Profile >> 4YF Results And Tests** the users can evaluate their own competences in terms of numerical knowledge, logical thinking, technical skills and sense of aesthetics, as well as provide additional information to justify the given grade.

The information and results from the above questions are visualised together with the results from the 4YF game. Thus the user can compare the two types of results and analyse them. He/she can reflect on different competences and plan his/her career path easier.

The **Profile >> Motivation Test** section provides the user with the opportunity to evaluate how different factors (society, family, community, school, etc.) influence his/her decisions about professional and career development.

The user can compare the above answers with the results from the Motivation test and reflect on them: whether they are very different or similar.
2.1.3 Creating a Profile View

From Profile >> Edit Profile Page menu one can change the layout of his/her profile page. By drag and drop elements from the blocks tab at the top of the page, one can choose to add different information which will be visible in the profile. Change my View layout button allows changing the number and size of columns.

After finishing these operations, one can just press the Done button and go to the Profile >> View Profile Page to see the result of the process.

2.2 My Portfolio

2.2.1 Creating View

After completing the profile information the user should create profile views. The aim of these views is to classify and group the information from the ePortfolio in the appropriate way. People can create different types of views serving different purposes – to find friends, share projects, discuss problems with consultants, contact employers etc. Entering the My Portfolio >> My Views >> Create View menu, the following information visualises:

Click on the “Create View” button to proceed to the view creating process. The first step in creating a view is already familiar – drag and drop desired information from profile. Step two involves putting a title and description to the view. Finally, the user can decide the level of access he/she wishes to grant for the respective view - to peers, consultants, employers. Upon finishing the process, one should press the Done button.

2.2.2 Copying View

If one doesn’t want to create a view, he/she can copy a ready-made view structured according to consultant’s or employer’s standards. This can be done by clicking Copy a View button . Views can be modified ,though this is not recommended. When copying Consulting view or Employment view, the system automatically copies some files such as “EU CV Standard Template”, “Recommendation letter Template” etc. One should download these files from section My Files and look at their structure and layout.
Then, one can go to the My Portfolio >> My Files menu, where he/she can upload personal files and share them with other users. Each user has been allocated a set amount of storage that he/she may use to upload files to the system. If getting close to the quota limit, the user should talk to the teacher or administrator about having the limit increased.

2.3 Users

There are three types of users in the ePortfolio system – member, consultant and employer. Here are brief descriptions of each one of them:

2.3.1 Member

Member is a standard user, who will use the ePortfolio system to develop own ePortfolio and communicate with other users – peers, consultant and employer on issues such as career development or finding work.

2.3.2 Consultant

The consultant type of user has a special place in the system. The consultant is expected to look through members’ profiles and consider the purpose of their creation. By doing this, the consultant can use information shared by users in order to help them solve their problems.

A special “Consulting view” has been created, where pedagogic consultants, youth career consultants or other personnel, providing guidance to youth, can communicate with the young people, analyze their abilities, skills, interests and provide guidance on career development and professional realization.

Details about consultants’ role and recommendations for implementing the guidance are available in section 5 of the current chapter.

2.3.3 Employer

Apart from the “Consulting view”, the ePortfolio owners can also create an “Employment view”, comprising information, artefacts, projects, which are to be presented to a potential employer. So, this basically means that an employer user can look at “Employment view” of members and communicate with them about job opportunities or issues related to gaining work experience.

2.4 Groups

The ePortfolio 4YF environment gives the user the opportunity to create or to join different kinds of user groups. When one is a member of a particular group he/she can, for example, share some school-related issues, everyday activities etc with friends in a “friends group”. In the same way the user may join a “consulting group” in order to look for career advice. One can create a group by clicking on the Create Group button. When one is creating a group he/she becomes its administra-
tor, which means that this person has the right to accept or deny new members of the group, as well as change some settings by clicking on the respective buttons – Accept and Deny. When one is creating a group he/she can decide the type in which others will be able to join this group. Thus, one can choose between 3 types of groups: Open membership (anyone can join the group), Request membership (the person who wants to join the group sends the administrator of the group a request which has to be approved), Invite only (only the administrator invites people to join the group).

Finally, there is also a possibility that the user can add a description of the group he/she is creating.

### 3 Motivation Test

#### 3.1 Motivation Test Aims

The Motivation test has been designed to help people identify whether a student has risky behavior and is a potential early school leaver or not. The test explores some risk factors which specialists usually identify as the key ones for guidance of the individual.

#### 3.2 Starting

One can reach the Motivation test in two ways. When one is in the ePortfolio system he/she can go to the Profile >> Motivation test and then press Click here to play Motivation test button. The second way of starting the test is from the website (www.my-eportfolio.org), Tools menu, Motivation test button.

To start the tests just fill in the ePortfolio username and password and press Enter. After successful login one has to choose a character who is going to accompany the user throughout the test. One can choose among eight characters. Choosing of the character takes place by clicking on his image. They represent main characteristics, dress code and interests of young people. During the test, the user will go through 4 scenes. First scene will present the main part of daily round – home, school and street. The other three scenes present a more detailed look at these daily activities.

#### 3.3 Scenes of the Test

During the first scene one will face the first set of questions in the test. These are general questions which aim at identifying attitude towards the places one spends most of the time – at home, on the street and at school. The questions visualize in a bubble and one is supposed to select one of the pictures above.

After completing the first scene the user will be situated in a home-ly environment – a children’s room where he/she will recognize various hobbies and interests which a young person can have. The questions in this scene are related to the atmosphere at home. The
questions as well as the possible answers to these questions visualize in the bubble – the user has to choose one of these answers which he/she considers most appropriate.

After this scene is over, the user will have to walk the way to school. Here the user comes across different situations – part of the everyday life. Thus the user has to state his/her opinion and reactions to these particular situations. If the slow and continuing walking along the street seems boring, the user can pass to the next question by pressing the button in the right lower corner of the screen.

Once the scene with the street-walking is over, one can continue to the next stage – where he/she is situated in the classroom. There the user will be able to see the different types of behavior and situations from the everyday school life of a student. Again there will be certain questions and a situation where the user should choose the type of behavior during the lessons at school which he/she considers most appropriate. This can be done by choosing one of the students and clicking on his/her image.

### 3.4 Results

The final results will be provided once the test is finished. They are expressed by means of a scale in percentage. The results refer to the key factors of early school leaving and their influence on the user. Lower percentage means smaller problems, percentage above 70% indicates possible problems. Using the button Send to ePortfolio one can save the results in the ePortfolio. The Back button brings the user back at the beginning of the game.

### 4 For Your Future Game (4YF Game)

#### 4.1 Aims

The For Your Future (4YF) game provides the young person with the opportunity to make a self-assessment of his/her interests and competences. After finishing the game, each user obtains a personality profile and suggestions for the various jobs and careers that seem to be suitable for him/her.

#### 4.2 Starting

The game is accessible either via the ePortfolio system (Profile >> 4YF >> Click here to play 4YF game button) or via the ePortfolio 4YF website (Tools menu and press For Youth Future button). To start the game, just fill in your ePortfolio username and password and press Enter.
After successful login one has to choose his/her hero, who will accompany him/her throughout the game. One can choose among eight characters. One can choose a character by clicking on his image.

4.3 Scenes of the Game

The game contains 10 sections (the so-called dreams), where the player experiences different situations. The user will discuss group project activities with a girl, organize a party with a little football player, fly with a shuttle and experience also other strange and funny situations. Answering to the questions throughout the game takes place by clicking on the respective bubble. There are a few open questions which ask for just a number or a word to be filled in. Playing the whole game takes about an hour. It is important that the user play responsibly the whole game so that the results in the end are relevant and useful.

4.4 Results

When one has gone through all the dreams, his/her personality profile will be created, based on the responses to the tasks and the questions. It will lead to user’s self-awareness.

Based on the personality profile, one can check whether he/she is suitable for certain occupation or career path. The profile contains statements about identified abilities and skills, strengths and weaknesses in terms of: subject competence, method competence, social competence and personal competence. These statements should help the user when considering the question “What’s the right job for me?”. It’s possible to print out the results, so one can discuss them with somebody he/she trusts - a teacher, a career consultant, parents or friends.

Another option is to transfer the game results to the ePortfolio account by clicking Save Analysis result into ePortfolio button.
5 Recommendations for Consultants

Consultants can use the information shared by users and their results from the game and the test to provide them with advice and consultations. Consultants have to compare the information from the first field with the game results from the second field. We have created several indicators which can be used to provide valid information about human attitude and condition. These indicators and their description can be found in point 5.2 further in the same Manual.

A special “Consultating view” has been created, where the consultant can communicate with the young people, analyze their abilities, skills, interests and provide guidance on career development and professional realization. Here you can see how it looks like:

5.1. Information for Consultants

In order to provide guidance to the young person/student, the consultant should be acquainted with the information and results of the ePortfolio 4YF elements - 4YF game, Motivation test and ePortfolio.

5.1.1 4YF Game Results

The 4YF game measures the skills and abilities of the players in several categories. One can either put a mark for the skill or write certain opinion about the abilities in a text field. Under the text fields the results from the 4YF game are provided.

For each skill there is an explanation so that the user and consultants can easily identify the skill of the person. These abilities and skills are:

- **Numerical Knowledge** – the ability to process and represent information involving numbers. This is also the ability to connect objects and place them in order. In our daily lives most of our activities are related to and affected by numbers (from the important ability to comprehend the value of money to the more recreational ability to understand the score of our favourite football team).

- **Logical Thinking** – Logical thinking refers to an individual’s ability to think in a coherent and structured manner. Thinking that responds to some external rules or external influences. Logical thinking is based on personal experience and could be developed during the years. Some people are more emotional and their thinking can jump in different directions.

- **Technical Skills** – The knowledge and proficiencies required to accomplish specific and technical tasks. These skills are generally associated with technical tasks such as engineering, scientific tasks and involve the working to precise instructions to complete technical skills. However, technical skills can be associated with all areas of work and refer to a person’s proficiency in the tasks and jobs that they undertake.

- **Organizational Skills** – These skills refer to a person’s ability to manage their time effectively and to prioritise things in their lives. Good time management skills include being on time for class/appointments/meeting people, organise and prioritise work that has to be done and ensure that all necessary work is completed on time.
• **Ability for Communication** – This refers to a person’s ability to communicate with others. Communication can take many different forms including face-to-face communication, phone conversations, emailing, texting and/or letter writing. A person’s skill in getting their message across is influenced by many things including the means of communication they use, choosing the right moment and the approach taken.

• **Ability for Teamwork** – This refers to a person’s ability to work as a member of a group or team of people. Teamwork skills include allocating work within the team, completing assigned workloads, the ability to compromise as a team and being comfortable sharing the resources for the execution of a task. However, some people do prefer to work alone and achieve better results in the areas where the team work is not necessary.

• **Adaptability** – Adaptability refers to a person’s willingness and their capacity to change according to the situation / realities that they are in. Adaptability varies between people and the situations that they are in. People can be very flexible while others prefer maintaining their specific mannerisms and ways of living and working.

• **Willingness to Help** – A person’s willingness to assist others and give them support when necessary. Assistance can take many forms from helping a fellow student to complete a task to helping those in need of financial/physical/emotional support.

• **Physical Fitness** – An individual’s level of physical fitness refers to their quality of health, the amount of sport and activity they engage in and their overall good health and physical condition.

• **Willingness to Put in Effort** – The effort people can put in varies hugely between individuals. In general a person who is willing to put in high levels of effort can be described as those who seek to identify and solve problems, to finalize work and who complete tasks to the best of their ability.

• **Openness of Mind** – This refers to a person’s ability to see many aspects, to view from different points. Some people are always trying to look from different points, some are just respecting the applicable rules and requirements and don’t like to discuss other options.

• **Manual Skills** – Manual skills include the ability to work with your hands and to undertake and complete more physical tasks. Manual tasks generally refer to tasks that involve building and repairing.

• **Sense of Aesthetics** – A person’s sense of the aesthetic is their ability to see and estimate the shapes, colours and beauty. Aesthetics include an emotional judgment of taste, critical reflection to art, culture and nature.

In the student ePortfolio, in the section where the results from the 4YF game are transferred, there are fields with open questions. They correspond to the game’s results section.

### 5.1.2 Motivation Test Results

The Motivation test measures the influence of different factors as a prerequisite for potential early school leaving. In the test there are five types of risk factors for early school leaving identification. In the ePortfolio, where the results from the Motivation test are transferred, there are empty fields for the user to fill in about the respective factor (personal opinion). The scores of the player from the Motivation test are listed below these fields.

The risk factors are:

• **Society** – Describe the influence that you feel society has on the decisions and choices that you make. Society refers to the community that you live in. Aspects of society which may influence you, your life and the
choices that you make include, but are not limited to: laws, crime, economic prosperity of your area, cultural diversity, local organizations and the social and community supports that are available.

- **Family/Community** – Describe the influence that you feel your family and your home life have on the decisions and choices that you make. Influences in this area can include; how comfortable you feel at home, the relationship that you have with your parents and your siblings, how communicative you are at home, your behaviour at home, the level of support/encouragement from your parents, family traditions and certain situations that may have effected your home life including financial worries/bereavement/job losses/insecurity.

- **Individual** – Describe how the individual choices that you make and your own personality impact on your life and your decision making. Decisions that you make are controlled by your personality and your individual characteristics. Explain how the characteristics that you have impact on the decisions that you make and the paths that you choose.

- **In-class** – Describe how you feel your school and classroom environment influence you, whether they encourage you to learn and whether you are content there. These factors can include the relationship that you have with your teachers and with your fellow students, the subjects that you do, your likes/dislikes and what kind of student you are.

- **Personal School-related** – Describe how your school environment as a whole influences you. This refers to the environment outside your classroom. Issues that can impact on your well-being in school include the relationships that you have with the staff in the school, how you interact with fellow students and peers, if you engage in afterschool activities such as sports, art, music etc. and also general issues regarding school that may influence you such as its location, prosperity in the area and the general school atmosphere.

### 5.1.3 Information in the ePortfolio

The consultant can access and analyse some data from the student ePortfolio. These are the following sections from the student ePortfolio:

- **Competence test** - it comprises student’s own answers, provided in the form of open questions, corresponding to the competence profile elements, achieved by playing the 4YF game;

- **Student motivation test** - these are student’s own answers, provided in the ePortfolio. They are in the form of open questions, corresponding to the competence profile elements, achieved by playing the Motivation test;

- **Professional interests** - a list containing enumerated economic fields of interest, chosen by the student while filling in his/her ePortfolio;

- **Educational history** - information from the student’s resume: school/ university attended, any additional educational courses etc.

- **Employment history**- information from the student’s resume: any available work experience of the student shared in the ePortfolio.

### 5.2. Indicators for Consultants

The consultant should compare and analyze the information in the student ePortfolio (described in 5.1) in order to provide a consulting service. We have identified 4 indicators that compare two of the sections visible in the “Consulting view”. These sections combine results from the 4YF game, the interactive Motivation test, as well as information,
provided by the student in his/her ePortfolio.

**Indicator: Comparison between 4YF ANALYSIS RESULTS and COMPETENCE TEST**

You should compare the results from the 4YF multimedia game (achieved by playing an interactive game with 10 modules) with the student’s own answers, provided in the form of open questions. Analyse the answers in the competence test and see to what extent they are comparable with the game results regarding the same competence. Do not make firm conclusions; use the results as reference point.

**Indicator: Comparison between MOTIVATION TEST RESULTS and STUDENT MOTIVATION TEST**

You should compare the results from the Motivation test (achieved by playing an interactive test) with the student’s own answers, provided in the form of open questions. Read carefully the answers in the ePortfolio and check to what extent they correspond to the results of the test. If they mismatch a lot, analyze carefully the other indicators.

**Indicator: Comparison between EDUCATION HISTORY and PROFESSIONAL INTERESTS**

This indicator implies that you compare student educational history (information from the student resume: school/university attended, any additional educational courses) with the fields of professional interests, selected by the student as being of interest for him/her. In case of huge discrepancy, try to clarify the issue with the student.

**Indicator: Comparison between EMPLOYMENT HISTORY and PROFESSIONAL INTERESTS**

Here you are expected to compare two main sections: employment history of the student (if he/she has some work experience) with the fields of professional interest, selected by the student himself/herself in the ePortfolio. Avoid any direct conclusions; analyze the other indicators, especially the comparison between education history and professional interests, to clarify the inferences.

**5.3. Recommendations for step-by-step implementation of career counselling via the ePortfolio 4YF**

In order to successfully implement consulting service via the ePortfolio 4YF system, there are some milestones that have to be observed.

**5.3.1 Acquaint and work with the ePortfolio 4YF system**

First, the consultant should have clear idea of what is ePortfolio, what are its purposes, how it is organized. Then he/she should create own ePortfolio: create an account, fill in the required information, create, edit and copy views, upload documents, photos, video, music, that is to know how it works.

Also, it is important to know how the 4YF game and Motivation test work, how long it takes to play, what the results are and where they transfer in the ePortfolio.

**5.3.2 Introduce the ePortfolio System to Students**

Before using the system, students and young people should be acquainted with the ePortfolio concept, what they will benefit from it, how they will use it, what they are able to do and for what purposes. This step is crucial for motivating and engaging youth in the process. The attractiveness of the gaming and interactive tools (the 4YF game and the Motivation test), based on modern technologies has strong motivation impact.

It is also important to explain the advantages of giving the consultant access to the personal ePortfolio (via the Con-
sultant view), analyze the information in it and provide effective guidance to the young person.

**5.3.3 Assist students in setting their Personal ePortfolio**

Consultants should be ready to provide support in the ePortfolio setting and development, to facilitate the young person, to encourage him/her in being active and take advantage of the system.

**5.3.4 Establish communication rules**

Setting clear communication rules is a prerequisite for effective consulting service. That is why, it is strongly recommendable to establish procedure for interaction - how often to communicate, what tasks to implement. Students should inform the consultant when a task/section in the ePortfolio is accomplished, so that the consultant could check it and send feedback, comments and recommendations.

**5.3.5 Maintain communication and interaction**

Maintain regular contact with the student - via comments on the ePortfolio, e-mails, etc. Check regularly the profile, interact, make comments and give tasks. Assess the student’s progress regularly, give directions and advice. Last but not least, it is recommendable to read the ePortfolio 4YF Manual, as well as access the online resources at www.my-eportfolio.org

**6 Conclusion**

All the step-by-step directions in the current chapter provide practical knowledge on the ePortfolio 4YF environment usage. The creation and managing one’s own ePortfolio is described in easy-to-follow way, accompanied by screenshots to facilitate the process. The 4YF game and the Motivation test - are presented and explained, including the option of transferring their results into the student ePortfolio. Special attention is paid to consultant’s usage of the ePortfolio 4YF for the purposes of guidance. The ePortfolio method is described, including its advantages and features. The step-by-step recommendations explain how the consulting via ePortfolio should be organized so as to be effective, efficient and sustainable. The developed “Consulting view” assures the access of the consultant to the student’s game and test results, as well as some information, shared in the ePortfolio. These results can be compared and analysed to facilitate the guidance process. A set of indicators to support the interpretation of results is also available.

**7 Practical Exercise**

Group: 15 – 20 consultants

**Duration**

The recommended duration of the exercise is 45 – 60 minutes

**Assignment**

1. Prepare for consultation.
In the beginning all participants have to be divided in groups (3 – 4 people each). One person from each group should play the consultant role and the other group members are the ones to be consulted. They have to play the Motivation test and save their results in the ePortfolio system. In order to complete this step it is preferable that one fills in the fields in the Motivation test section, they serve for one’s own explanation about risk factors. To proceed with consultation they have to create Consulting view and share it with the consultant of the group. When all participants in a group have done the test, saved their results and created a view, they can proceed to the next step.

2. Consulting

In this step the consultant has to collect the views which the others have created during the previous step. The consultant will use these views to compare results from the test and explanations written in the ePortfolio. The consultant has to stress on results which are higher than 70%. A result higher than 70% means that this risk factor is a part of the person’s life. In the end of this step the consultant has to share his/her observations with consulted people (other consultants) and talk with them about the potential risks.

3. Discussion

All consultants have to make a group discussion about the consultancy process.
# Glossary

| **Artefact** | Fact or event from someone’s biography included in the portfolio. Artefact is also called a man-made object taken as a whole. |
| **Assessment** | Evaluation of something. Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. |
| **Consultant (Youth consultant)** | An individual who works with students and young people and provide advices in particular area. Their particular area of expertise will be, usually, in the field of guidance. |
| **Delicious** | Online and social bookmarking system. In contrary to save bookmarks locally, web bookmarks can be stored online. The added value is that each bookmark can be ‘tagged’ with key-words. These keywords are aggregated from the different users, which add the same bookmark to their account. All tags are cumulated and provide a differentiated view on a bookmark cloud. |
| **Early school leavers** | Students who leave (drop out) the school before graduation for some reasons. The reasons usualy include economic, social, family or other influences. Most of early school leavers are young people bellow 16 years. |
| **ePortfolio** | A method and a tool for competence development. In an ePortfolio the competence development process is documented and provides a personal and reflective insight in the learning and development process. ePortfolio is usaly online based portfolio using all the benefits of multimedia and the net. An electronic portfolio, also known as an e-portfolio or digital portfolio, is a collection of electronic evidence assembled and managed by a user, usually on the Web. |
| **Eurostat** | Eurostat is the statistical arm of the European Commission, producing data for the European Union and promoting harmonization of statistical methods across the Member States of the European Union, with a seat in Luxembourg. |
### Extrinsic – intrinsic motivation
Extrinsic motivation means, that external factors are responsible for the action of a person (e.g. money, grades, job-application). On the contrary, intrinsic motivation describes the internal factors that motivate a person for action (e.g. self-fulfillment) ([http://en.wikipedia.org/wiki/Motivation](http://en.wikipedia.org/wiki/Motivation)).

### Flickr
An online image-sharing portal. ([http://flickr.com/](http://flickr.com/))

### ICT Skills
Information and Communication Technology Skills. These generally refer to the use of computers, multimedia devices, the Internet and web based resources.

### MMORPG
Massive Multi User Online Role-Play Game: A game, where the players are connected through the Internet and play together (strategic) missions and quests.

### Motivation test
A test evaluating the level of motivation of someone. Motivation is related to internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal. Motivation is the energizer of behavior and mother of all action.

### MOSEP
European funded project that aims to develop a set of measures for the use of ePortfolios in different contexts in order to strengthen the self-esteem of young learners. ([www.mosep.org](http://www.mosep.org))

### MUD
Multi User Dungeons are multi-user real-time virtual worlds. The early stage online role-play games were often played in a text-console. ([http://en.wikipedia.org/wiki/MUD](http://en.wikipedia.org/wiki/MUD)).

### OECD
Organization for Economic Co-operation and Development. OECD brings together the governments of countries committed to democracy and the market economy from around the world to support a sustainable economic growth, boost employment, raise living standards, maintain financial stability, assist other countries’ economic development, contribute to growth in world trade ([www.oecd.com](http://www.oecd.com)).

### ORPG
Online role-play game. A game in which the participants assume the roles of fictional characters. Participants determine the acts of their characters based on their characterization.

### Personal Learning Environment (PLE)
A technological concept which describes a variety of Web2.0 applications, loosely combined with each other. The purpose is to support learners in documenting their work and progress on the Internet on different platforms (e.g. Flickr, Wordpress, YouTube, Delicious)
Portfolio

A set of artefacts and information concerning someone achievements. The portfolio could be used for different purposes like career development, assessment, communication or presentation. Traditional portfolio is usually paper based but nowadays electronic portfolio is more in usage. Career portfolios are used to plan, organize and document education, work samples and skills. People use career portfolios to apply to jobs, apply to college or training programs, get a higher salary, show transferable skills, and to track personal development.

Profile page

A page in the portfolio including basic information of the owner like name, date of birth, address etc. Sometimes the profile page refers to user main representative data. Profile pages could be wider or shorter depending on the purpose.

Self-awareness

Self-awareness is literally consciousness of one’s self. It is related to but not identical with self-consciousness. In the career development self-awareness is related to the knowledge about strengths and weaknesses of yourself, knowledge about own skills.

Site Ownership

For the purpose of the chapter “site ownership” refers to students having a significant amount of control over their ePortfolio site. This improves the level of involvement by students and encourages them to take pride in the work that they are posting.

Social Software

Social Software puts the social interaction in the focus of a web platform. In contrary, the purpose of information portals is to provide information in a broadcasting sense.

Student-centric

A student-centric approach means that the needs and role of the student are central to the development of the ePortfolio and any consultancy process. This is linked to students owning their profiles and helps ensure that the role of the consultant is to guide the students.

View

Specific layout of portfolio artefacts. Views are mechanisms of organizing the data according to the purpose, for example, for job application, for communication, for consultancy or other purposes. All the modern ePortfolio systems allow to rearrange the data and present it in different views.

VoIP

Voice over IP: Telephone through the Internet without costs. (e.g. Skype)

Web 2.0

Web2.0 describes the new Internet developments with the possibility for everyone to easily publish content on the Internet. Most famous applications are Wikis, Weblogs, Video Sharing Platforms.
| **Weblog** | An online and web-based diary, owned by an individual. Weblogs can be used for personal reflections and continuous documentations. (e.g. [www.wordpress.com](http://www.wordpress.com)) |
| **WebQuest** | An online game framework, where people can set up games themselves, following the WebQuest method. ([www.webquest.org/index.php](http://www.webquest.org/index.php)) |
| **Youtube** | A free and online video sharing portal, where everybody can upload short videos and share them with friends or communities. ([www.youtube.com](http://www.youtube.com)) |
Links

• Becta Study: Impact of e-portfolios for learning:

• Ceoni, Karina & Marques, Jane (2008): Role-Playing Games as learning tools, who will take advantage of them and how.

• Transforming learning systems for the future www.futured.com

• Game based Learning: Overview:
  www.jisc.ac.uk/publications/publications/pub_gamebasedlearningBParpx

• Helen Barrets Blog on e-portfolios: http://electronicportfolios.org/blog/

• Mahara E-Portfolio System: http://mahara.org/

• MOSEP: More self-esteem with my e-portfolio: www.mosep.org

  www.minocw.nl/brief2k/2002/doc/54624b.PDF


• The Consumer Guide To ePortfolio Tools and Services…… Making an Informed Choice

• The MOSEP online Tutorials: How to implement an e-portfolio: wwwwiki.mosep.org

• Video Tutorial: ‘E-Portfolio development and implementation’: www.mosep.blip.tv/#1409765

• Video tutorials: ‘How to use the Mahara E-Portfolio System’: www.mosep.blip.tv

• Grab your future with a e-portfolio: Study on new qualifications and skills needed by e-portfolio tutors and career counsellors. www.mosep.org/study

• 4YF. Opportunity to test yourself.

• e-portfolio survey; Useful resources related to ePortfolio and multimedia self-assessment tools usage

• ePortfolio 4YF. Useful not only for students and young people but also for consultants and trainers.
  www.my-eportfolio.org

• Motivation test has been designed for those working with a definite group of people, namely the problematic students. The concept standing behind this module is that one can use it to identify the potential
risk of early school leaving.
http://my-eportfolio.org/index.php?option=com_content&view=article&id=64&Itemid=64&lang=en
• Quality assurance in youth career consultancy - www.vqac.org
References

1 General assessment rubric from the University of Wisconsin: www.uwstout.edu/soe/profdev/eportfoliorubric.html

2 These four scenarios were taken from a german study for e-portfolio implementation in higher education institutions in Austria: http://edumedia.salzburgresearch.at/images/stories/frima.pdf

3 www.usq.edu.au/nagcascarrickproject/default.htm


This quickstart guide aims to show the ePortfolio creation process in a few simple steps. The steps are easy to follow and reveals and details about every part of the ePortfolio system (www.my-eportfolio.org).

**Registration**

The first thing that you must do is to create a user profile in the system. After you open the ePortfolio system, click on **Registration**, in the **Login** field, and enter the required data. If your registration is successful, you will receive an email with an activation link of your profile. Congratulations, you have a user profile that you can use to log into the ePortfolio system, 4YF Game and Motivation test.

**Enter your information**

After you are ready with creating your profile, it’s time to fill in some information about you, in order to create your ePortfolio. Go to the **Profile** section. All the information that you will fill in this category will become a part of your ePortfolio. You can enter information about your education level, about certificates and diplomas from various courses. You can upload articles that you have published, you can write down your employment history and tell about your professional goals and abilities.
After that you have to give to the consultant some information from an independent source - the **4YF Game** and the **Motivation test**. After you start the game or the test, you can choose a character, who will guide you through some interesting scenes and ask you certain questions. In the end, depending on your answers, you will get a profile and you will see your results for the different competences that are included in the game and the test. In order to save results from the game and test in your ePortfolio, just click on **Save Analysis results into My-Eportfolio**.

### Create a View

In the ePortfolio system, you decide what information can be visible and for whom. The information that you have entered in the profile section is divided in boxes called Artefacts. The collection of Artefacts in your ePortfolio is called View. You can add many Views with different layout and content. You can create views in the **My Portfolio** section. There you can either create
a new View or copy the layout of some already created view.

**Groups and friends**

The ePortfolio system is also an opportunity for creating new social contacts. You can add friends and share your Views with them. You can create groups or join some already created groups. The groups can have their own views or combine parts of the Views of the members in the group.

**How consultants and trainers could use the system and ePortfolio method**

Consultants should register as regular users and enter the system. The administrator approves the consultants status. After that they could explore the users view (so-called consulting views of the ePortfolio), could observe the results from the game and test and could compare the results with users’ comments and opinion. In this way they could make some conclusions and recommendations for students professional orientation, skills and desires. The set of developed indicators could help them identify some potential early school leavers.

Chapter 5 explains in details how the ePortfolio 4YF system works.
ePortfolio for Your Future

manual

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