FORMACIÓN TÉCNICA

METODOLOGÍA *REINICIAL*

CURSO PARA FORMADORES QUE IMPARTEN EL MÓDULO: NUEVAS HERRAMIENTAS PARA LA BÚSQUEDA DE EMPLEO

PROCESO DE DESARROLLO DEL PROGRAMA (RESULTADOS)

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A1 – Objetivos de aprendizaje del programa

FORMACIÓN DE FORMADORES: MÓDULO DE NUEVAS HERRAMIENTAS PARA LA BÚSQUEDA DE EMPLEO

	OBJETIVOS	TIPOS DE OBJETIVOS		
		Conceptual	Procedimental	Actitudinal
O1	Identificar las principales características psicológicas/sociológicas de las personas desempleadas mayores de 45 años	X		
O2	Describir los principales aspectos pedagógicos y psicológicos del aprendizaje de personas adultas	X		
O3	Usar técnicas de enseñanza activa		X	
O4	Realizar la evaluación básica de una formación	X	X	
O5	Comprender el concepto de «marca personal»	X	X	X
O6	Usar las redes sociales para la búsqueda de empleo	X	X	
O7	Explorar las posibilidades del «blog» como herramienta de búsqueda de empleo	X	X	
O8	Conocer el contenido de un «video-currículum»	X		

A2 – Estructura del «Módulo de nuevas herramientas para la búsqueda de empleo»

Esta actividad tiene el propósito de formar a formadores que impartan el curso específico para personas mayores de 45 «Nuevas herramientas para la búsqueda de empleo». El contenido para futuros formadores debe adecuarse al curso específico que van a impartir en el futuro. Éste es el marco de contenido original que los futuros formadores deberán impartir:

SESIÓN (4 horas)

A) PRESENTACIÓN DE LOS OBJETIVOS

B) PRESENTACIÓN DE LOS PARTICIPANTES

C) MARCA PERSONAL

D) REDES SOCIALES

E) BLOGS

F) VIDEO-CURRÍCULUM

B1 – Formación de formadores: contenido del curso

Con el fin de diseñar el curso de formación de formadores, no sólo se ha tenido en cuenta el contenido del curso para los usuarios finales, sino también otros aspectos, en especial aquellos relacionados con las competencias pedagógicas de los futuros formadores (módulos del 1 al 4).

El marco de contenido del curso de formación de formadores será el siguiente:

Orden del contenido de la formación:

1- Principales características psicológicas/sociológicas de las personas desempleadas mayores de 45 años

- Dificultades económicas
- Falta de control
- Locus de control
- Modelo de estrés
- Apoyo social
- Implicación en el trabajo
- Modelo de función latente

2- Principales aspectos pedagógicos y psicológicos del aprendizaje de personas adultas

- Proceso de aprendizaje en la educación de personas adultas
- Motivación
- Comunicación y proceso de aprendizaje

3- Técnicas de enseñanza específicas

- Debate
- Juego de roles
- Dinámica de grupo
- Uso de películas como recurso educativo

4- Evaluación de la formación

- Concepto de evaluación
- Planificación de la valoración: agentes implicados
- Importancia de la evaluación: valoración y medida
- Características técnicas de la evaluación. Métodos de evaluación
- Temáticas de evaluación

5- Marca personal

- Posicionamiento en redes sociales
- Marca personal para la búsqueda de empleo
- Creación de un perfil profesional
- Red de contactos (*networking*)

6- Redes sociales

Visión global

- LinkedIn
    o Creación de un perfil profesional
    o Información que incluir en el perfil profesional
    o Hacer accesible el perfil profesional
    o Construcción de la red de contactos
    o Uso de LinkedIn para buscar empleo

- Facebook
    o Uso de Facebook para buscar empleo

- Twitter
    o Uso de Twitter para buscar empleo

- Instagram
    o Cómo puede Instagram ser útil para la búsqueda de empleo

7- Blogs

- Usar el *blogging* para encontrar empleo

8- Video-currículum

- Contenido de un video-currículum

B2 – Planificación de las estrategias didácticas

CURSO PARA FORMADORES: MÓDULO DE ESTRATEGIAS PARA EL CAMBIO

OBJETIVOS	CONTENIDO	METODOLOGÍA	ACTIVIDADES	DURACIÓN	RECURSOS	EVALUACIÓN
O1- Identificar las principales características psicológicas/sociológicas de las personas desempleadas mayores de 45 años	– Dificultadess económicas – Falta de control – Locus de control – Modelo de estrés – Apoyo social – Implicación en el trabajo – Modelo de función latente	Método expositivo	Explicación del formador y trabajo individual (lectura) para reforzar el aprendizaje sobre este tema	40 minutos	-Bibliografía e investigación sobre este tema en distintos países -Recursos (portátil y proyector)	Cuestionario para comprobar los conocimientos adquiridos después de este módulo
O2- Describir los principales aspectos pedagógicos y psicológicos del aprendizaje de personas adultas	Proceso de aprendizaje en la educación de personas adultas	Método expositivo	Explicación del formador y trabajo individual (lectura) para reforzar el aprendizaje sobre este tema	30 minutos	-Libro de texto -Artículos y referencias bibliográficas -Recursos (portátil y proyector)	Cuestionario para comprobar los conocimientos adquiridos después de este módulo
	Motivación	Método expositivo	Explicación del formador y trabajo individual (lectura) para	30 minutos		

OBJETIVOS	CONTENIDO	METODOLOGÍA	ACTIVIDADES	DURACIÓN	RECURSOS	EVALUACIÓN
			reforzar el aprendizaje sobre este tema			
	Comunicación y el proceso de aprendizaje	Método expositivo	Explicación del formador y trabajo individual (lectura) para reforzar el aprendizaje sobre este tema	30 minutos		
O3- Usar técnicas activas de enseñanza	Debate	Experiencia práctica	Participar en un debate moderado por el formador	30 minutos	-Libro de texto -Artículos y referencias bibliográficas -Recursos (portátil, TV, proyector, reproductor de vídeo, película) - Guías para llevar a cabo experiencias prácticas (debate, juego de roles , dinámica de grupos y	Cuestionario para comprobar los conocimientos adquiridos después de este módulo
	Juego de roles	Experiencia práctica	Llevar a cabo una sesión de juego de roles	20 minutos		
	Dinámica de grupo	Experiencia práctica	Método demostrativo aplicado por el formador	30 minutos		
	Uso de películas como recurso educativo	Experiencia práctica	Simulación de una actividad de cinefórum	120 minutos		

OBJETIVOS	CONTENIDO	METODOLOGÍA	ACTIVIDADES	DURACIÓN	RECURSOS	EVALUACIÓN
					cinefórum)	
O4- Realizar la evaluación básica de una formación	Concepto de evaluación	Método expositivo	Explicación del formador y trabajo individual (lectura) para reforzar el aprendizaje sobre este tema	20 minutos	-Libro de texto -Artículos y referencias bibliográficas -Recursos (portátil y proyector) - Plantillas para ejercicios prácticos (planificación de la evaluación, métodos de evaluación, formatos de evaluación)	Cuestionario para comprobar los conocimientos adquiridos después de este módulo
	Planificación de la evaluación: agentes implicados	Método expositivo y ejercicio práctico	Practicar mediante ejercicios la planificación de la evaluación, después de la explicación	40 minutos		
	Importancia de la evaluación: valoración y medida	Método expositivo	Explicación del formador y trabajo individual (lectura) para reforzar el aprendizaje sobre este tema	20 minutos		
	Características técnicas de la evaluación. Métodos de evaluación	Método expositivo	Explicación del formador y trabajo individual (lectura) para	30 minutos		

OBJETIVOS	CONTENIDO	METODOLOGÍA	ACTIVIDADES	DURACIÓN	RECURSOS	EVALUACIÓN
			reforzar el aprendizaje sobre este tema.			
	Técnicas de evaluación	Método expositivo y ejercicios prácticos	Explicación del formador y ejercicios prácticos	40 minutos		
O5- Comprender el concepto de «Marca personal»	Posicionamiento en redes sociales	Método expositivo	Explicación del formador	30 minutos	-Libro de texto -Artículos y referencias bibliográficas -Recursos (portátil y proyector) - Un ordenador por participante	Cuestionario para comprobar los conocimientos adquiridos después de este módulo
	La marca personal para la búsqueda de empleo	Método expositivo	Explicación del formador	30 minutos		
	Creación de un perfil profesional	Método expositivo y ejercicios prácticos	Explicación del formador y ejercicios prácticos	60 minutos		
	Red de contactos (*Networking*)	Método expositivo	Explicación del formador	30 minutos		
O6- Usar las redes sociales para la búsqueda de empleo	Visión global	Método expositivo	Explicación del formador	30 minutos	-Libro de texto -Artículos y referencias bibliográficas -Recursos (portátil y proyector) - Un ordenador por participante	Cuestionario para comprobar los conocimientos adquiridos después de este módulo
	LinkedIn	Método expositivo y ejercicios prácticos	Explicación del formador y ejercicios prácticos	60 minutos		
	Facebook	Método expositivo y ejercicios	Explicación del formador y	60 minutos		

OBJETIVOS	CONTENIDO	METODOLOGÍA	ACTIVIDADES	DURACIÓN	RECURSOS	EVALUACIÓN
		prácticos	ejercicios prácticos		- Cuentas personales en los servicios web para cada participante	
	Twitter	Método expositivo y ejercicios prácticos	Explicación del formador y ejercicios prácticos	60 minutos		
	Instagram	Método expositivo y ejercicios prácticos	Explicación del formador y ejercicios prácticos	60 minutos		
07- Explorar las posibilidades del «blog» como herramienta de búsqueda de empleo	Usar el *blogging* para encontrar empleo	Método expositivo y ejercicios prácticos	Explicación del formador y ejercicios prácticos	60 minutos	-Libro de texto -Artículos y referencias bibliográficas -Recursos (portátil y proyector) - Un ordenador por participante	
08- Enumerar el contenido más importante que se ha de incluir en un «video-currículum»	Contenido de un «video-currículum»	Método expositivo y ejercicios prácticos	Explicación del formador y ejercicios prácticos	60 minutos	-Libro de texto -Artículos y referencias bibliográficas -Recursos (portátil y proyector) - Un ordenador por participante	

B5 – Programa de formación

ESTRUCTURA DEL CURSO			
ESTRUCTURA TEMÁTICA	NÚMERO DE MÓDULO	LECCIÓN	MODALIDAD
CUESTIONES DIDÁCTICAS	1	Principales características psicológicas/sociológicas de las personas desempleadas mayores de 45 años	Cara a cara
	2	Principales aspectos pedagógicos y psicológicos del aprendizaje de personas adultas	Cara a cara
	3	Técnicas de enseñanza específicas	Cara a cara
	4	Evaluación de la formación	Cara a cara
«NUEVAS HERRAMIENTAS PARA LA BÚSQUEDA DE EMPLEO»	5	Marca personal	Cara a cara
	6	Redes sociales	Cara a cara
	7	Blogs	Cara a cara
	8	Vídeo-currículum	Cara a cara

ESTRUCTURA DE LAS SESIONES DE FORMACIÓN		
MODULOS	CONTENIDO	DURACIÓN
Principales características psicológicas/sociológicas de las personas desempleadas mayores de 45 años	- Dificultades económicas - Falta de control - Locus de control - Modelo de estrés - Apoyo social - Implicación en el trabajo - Modelo de función latente	40 minutos
Principales aspectos pedagógicos y psicológicos del aprendizaje de personas adultas	Proceso de aprendizaje en la educación de personas adultas	30 minutos
	Motivación	30 minutos
	Comunicación y el proceso de aprendizaje	30 minutos
Técnicas de enseñanza específicas	Debate	30 minutos
	Juego de roles	20 minutos

ESTRUCTURA DE LAS SESIONES DE FORMACIÓN		
MODULOS	CONTENIDO	DURACIÓN
	Dinámica de grupo	30 minutos
	Uso de películas como recurso educativo	120 minutos
Evaluación de la formación	Concepto de evaluación	20 minutos
	Planificación de la evaluación: agentes implicados	40 minutos
	Importancia de la evaluación: valoración y medida	20 minutos
	Características técnicas de la evaluación. Métodos de evaluación	30 minutos
	Técnicas de evaluación	40 minutos
Marca personal	Posicionamiento en redes sociales	30 minutos
	La marca personal para la búsqueda de empleo	30 minutos
	Creación de un perfil profesional	60 minutos
	Red de contactos (*Networking*)	30 minutos
Redes sociales	Visión global	30 minutos
	LinkedIn	60 minutos

ESTRUCTURA DE LAS SESIONES DE FORMACIÓN		
MODULOS	CONTENIDO	DURACIÓN
	Facebook	60 minutos
	Twitter	60 minutos
	Instagram	60 minutos
Blogs	Usar el *blogging* para encontrar empleo	60 minutos
Vídeo-currículum	Contenido de un vídeo-currículum	60 minutos
DURACIÓN TOTAL DEL CURSO		**17 horas**

REQUISITOS DEL FORMADOR			
ESTRUCTURA TEMÁTICO	NÚMERO DE MÓDULO	LECCIÓN	TITULACIÓN DEL FORMADOR
CUESTIONES DIDÁCTICAS	1	Principales características psicológicas/sociológicas de las personas desempleadas mayores de 45 años	Psicólogo, sociólogo o educador
	2	Principales aspectos pedagógicos y psicológicos del aprendizaje de personas adultas	Psicólogo, sociólogo o educador
	3	Técnicas de enseñanza específicas	Psicólogo, sociólogo o educador
	4	Evaluación de la formación	Psicólogo, sociólogo o educador
«NUEVAS HERRAMIENTAS PARA LA BÚSQUEDA DE EMPLEO»	5	Marca personal	Informático
	6	Redes sociales	Informático
	7	Blogs	Informático
	8	Vídeo-currículum	Informático

ANEXO – Textos de referencia

FINALIDAD DE LOS TEXTOS DE REFERENCIA

El propósito fundamental de este anexo es presentar una selección de artículos (textos completos o parte de ellos) relacionados con diferentes temas de este curso de formación, con el fin de:

- Proporcionar un texto de referencia científico al lector/formador como introducción para cada tema, suministrándole así un conjunto de conocimientos previos que le resultarán útiles para contextualizar cada sesión.

- Facilitar el trabajo del formador, que podría utilizar estos artículos, si lo cree apropiado, como punto de partida para desarrollar los diferentes temas.

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4.4. Características técnicas de la evaluación. Métodos de evaluación

4.5.- Técnicas de evaluación

UNIDAD 5 - Marca personal

5.1. Posicionamiento en redes sociales

5.2. La marca personal para la búsqueda de empleo

5.3. Creación de un perfil profesional

5.4. Red de contactos

UNIDAD 6 - Redes sociales

6.1. Visión global

6.2. LinkedIn

Creación de un perfil profesional

Información a incluir en el perfil profesional

Hacer accesible el perfil profesional

Construcción de la red de contactos

Uso de LinkedIn para buscar empleo

6.3. Facebook

Usar Facebook para buscar empleo

6.4. Twitter

Usar Twitter para buscar empleo

6.5. Instagram

Cómo puede Instagram ser útil para la búsqueda de empleo

UNIDAD 7 - Blogs

7.1. Búsqueda de empleo mediante blogs

UNIDAD 8 - Vídeo-currículum

8.1. Contenido de un vídeo-currículum

1- Main Psychological/Sociological characteristics of the People unemployed over 45 years

JANLERT, U., & HAMMARSTRÖM, A. (2009). WHICH THEORY IS BEST? EXPLANATORY MODELS OF THE RELATIONSHIP BETWEEN UNEMPLOYMENT AND HEALTH. BMC PUBLIC HEALTH, 9(1), 235.

Economic deprivation models

This is the classical sociological model. Unemployed people will have less money, and less money will – directly or indirectly – worsen the prerequisites for good health. The model also suggests a potential solution to the problem: by giving the unemployed support for subsistence, the most deleterious effects of unemployment could be alleviated.

Studies utilising an economic deprivation model include most of the historical studies of the inter-war period [4]. Unemployed people lacked food, adequate housing and clothing. These studies followed a tradition from older investigations of pauperism and ill-health [5].

During the period of post-war unemployment, the economic situation was quite different, and unemployment benefits were the rule in most countries. Although the post-war unemployed were not as affluent as the employed, the economic conditions for the unemployed were substantially better than during the inter-war period. In spite of this, many studies still showed a persistent link between unemployment and ill-health [6]. Economic deprivation theory is still one of the dominant models in current studies [3,7,8].

Control models

These models encompass a wide variety of formulations, however they all state that the possibility to control (or feel that you can control) the environment is crucial to respond to a situation of unemployment.

The most widely used control concept in public health is the demand-control model, which was developed by Robert Karasek and combines job demands with decision latitude [9]. In the

demand-control model unemployment can be regarded as a passive work situation, with low control and low demands in relation to working-life.

A specific aspect of control is the so-called locus of control, i.e. whether people feel that they are directed externally or internally [10]. An internal locus of control implies that the person can control the reinforcement him or herself, which means that the unemployed blame themselves for their lack of employment. Individuals with an external locus of control believe that reinforcement occurs by chance, and thus beyond one's own control. The unemployed therefore blame external forces for their situation. According to this hypothesis, those with an internal locus of control have a better chance of gaining employment as they feel that they themselves can control their situation [11].

Stress models

Although originally introduced by Walter Cannon, stress theory was popularised above all by Hans Selye. These models attempt to relate social stimuli to the health effects in the human being using physiological mechanisms as intermediating factors [12].

A theoretical model outlining the relationships between psychosocial stimuli and health outcome within the frame of stress theory was presented by French and Kahn [13]. Different versions of this model have been presented by many authors, including by Kagan and Levi [14].

In the stress models, psychosocial stimuli (e.g. employment termination) together with the psychobiological programme (including effects of earlier environmental and genetic factors) evoke the stress mechanism, which incidentally will result in precursors of disease. In more recent developments of the model, coping and social support play an important role in moderating the stress reaction [15].

Many unemployment studies have been carried out in this field. One of the classical plant closure studies, the so-called Michigan study from 1966, uses the stress concept explicitly [16].

An important part of the stress concept is the notion of "coping", i.e. how the individual handles the stress situation. In regards to unemployment research, only a few studies have focused on the effects of the coping process during unemployment [17].

Social support models

Theories of social support and social network are closely connected to the stress perspective. It is usual to differentiate between two different mechanisms for social support, the direct and the buffer effect. According to the direct effect model, lack of social network is supposed to have immediate consequences for health. The presence of human contact is looked upon as a fundamental need – when this is lacking it will result in unfavourable reactions. According to the buffer model, social support acts as a shield against different types of stress, e.g. unemployment.

House et al. conducted a study on effects of unemployment within this theoretical tradition [18]. Their analysis revealed only modest and selective effects of unemployment on social integration and support, however, on the other hand, social integration and support seemed most critical for promoting health and buffering the impact of unemployment. In a qualitative study by Thomas et al., it has even been suggested that unemployment has a positive effect on family relationships because of the increased time that the unemployed individual has to spend with their family [19].

Models of latent functions

The most renowned theory in this field is that of Marie Jahoda [20]. The idea behind these models is that work is supposed to contribute to a number of so-called latent functions. These latent functions include giving the day a time structure, providing opportunities for social contact with other people, contributing to status and personal identity for the individual, and providing an opportunity to strive towards collective purposes and shared experience. When these latent functions are lacking, ill-health may result.

Developments of this theory include the so-called vitamin model by Peter Warr [21]. This development has added other latent functions to the model and also modified some of the existing functions.

In a study of unemployed men in Brighton, United Kingdom, Ian Miles made explicit use of the concepts of Jahoda [22]. The study confirmed a strong connection between access to the five categories of experience and psychological well-being.

4. *Janlert U: Work deprivation and health. Consequences of job loss and unemployment. Stockholm: Karolinska Institute; 1991.*

5. *Marsh LC, Fleming AG, Blackler CF: Health and unemployment. Some studies of their relationships. New York: Oxford University Press; 1938.*

6. *Vidgerhous G, Fischeman G:* ***The impact of unemployment and familial integration on changing suicide rates in the USA 1920–1969.***
    Soc Psychiatry 1978, ***113:****239-248.* *Publisher Full Text*

7. *Rantakeisu U, Starrin B, Hagquist C:* ***Financial hardship and shame: A tentative model to understand the social and health effects of unemployment.***
    Br J Social Wk 1999, ***29:****877-901.* *Publisher Full Text*

8. *Nordenmark M, Strandh M:* ***Towards a sociological understanding of mental well-being among the unemployed: the role of economic and psychosocial factors.***
    Sociology 1999, ***33****(3):577-597.*

9. *Karasek R, Theorell T: Healthy work: stress, productivity, and the reconstruction of working life. New York: Basic Books; 1990.*

10. *Rotter JB:* ***Generalized expectancies for internal versus external control of reinforcement.***
    Psychological Monographs No. 609 1966, ***80****(1):1-28.*

11. *Pedersen NL, Gatz M, Plomin R, Nesselroade JR, McClearn GE:* ***Individual differences in locus of control during the second half of the life span for identical and fraternal twins reared apart and reared together.***
    J Gerontol 1989, ***44****(4):100-105.*

12. *Selye H: The stress of life. New York: McGraw-Hill Books; 1956.*

13. *French JRPJ, Kahn RLA:* ***A programmatic approach to studying the industrial environment and mental health.***
    J Soc Issues 1962, ***18:****1-47.*

14. *Kagan A, Levi L:* ***Health and environmental-psychosocial stimuli. A review.*** *In Society, stress and disease. Volume II. Edited by Levi L. London: Oxford University Press; 1975::241-260.*

15. *Levi L:* ***Psychosocial environmental factors and psychosocially mediated effects of physical environmental factors.***
    Scand J Work Environ Health 1997, ***23****(Suppl 3):47-52.* *PubMed Abstract*

16. *Cobb S, Kasl SV: Termination: The consequences of job loss. Cincinnati: US Department of Health, Education and Welfare; 1977.*

17. *Vinokur AD, Schul Y:* ***The web of coping resources and pathways to reemployment following a job loss.***
    J Occup Health Psychol 2002, ***7****(1):68-83.* *PubMed Abstract* | *Publisher Full Text*

18. *House JS, Williams DR, Kessler RC:* **Unemployment, social support and health.** *In Social support, health and disease. Sixth International Berzelius Symposium, Malmö, Sweden. Edited by Isacsson SO, Janson L. Stockholm: Almqvist & Wiksell; 1986:93-112.*

19. *Thomas LF, McCabe E, Berry JE:* **Unemployment and family stress: a reassessment.** *Fam Relat 1980,* **29:**517-524. *Publisher Full Text*

20. *Jahoda M: Employmend and unemployment: A social psychological analysis. New York: Cambridge University Press; 1982.*

21. *Warr P: Work, unemployment and mental health. Oxford: Clarendon Press; 1987.*

22. *Miles I:* **Some observations on 'unemployment and health' research.** *Soc Sci Med 1987,* **25***(2)***:**223-225. *PubMed Abstract | Publisher Full Text*

2- Main pedagogical and psychological aspects for adult learning

BROOKFIELD, S. (1995). ADULT LEARNING: AN OVERVIEW. INTERNATIONAL ENCYCLOPEDIA OF EDUCATION, 1-16.

Adult learning is frequently spoken of by adult educators as if it were a discretely separate domain, having little connection to learning in childhood or adolescence. This chapter will examine critically this claim by exploring four major research areas (self-directed learning, critical reflection, experiential learning and learning to learn) each of which have been proposed as representing unique and exclusive adult learning processes.

Issues in Understanding Adult Learning

Despite the plethora of journals, books and research conferences devoted to adult learning across the world, we are very far from a universal understanding of adult learning. Even though warnings are frequently issued that at best only a multitude of context and domain specific theories are likely to result, the energy expended on developing a general theory of adult learning shows no sign of abating. Judged by epistemological, communicative and critically analytic criteria, theory development in adult learning is weak and is hindered by the persistence of myths that are etched deeply into adult educators' minds (Brookfield, 1992). These myths (which, taken together, comprise something of an academic orthodoxy in adult education) hold that adult learning is inherently joyful, that adults are innately self-directed learners, that good educational practice always meets the needs articulated by learners themselves and that there is a uniquely adult learning process as well as a uniquely adult form of practice. This chapter argues that the attempt to construct an exclusive theory of adult learning - one that is distinguished wholly by its standing in contradiction to what we know about learning at other stages in the lifespan - is a grave error. Indeed, a strong case can be made that as we examine learning across the lifespan the variables of culture, ethnicity, personality and political ethos assume far greater significance in explaining how learning occurs and is experienced than does the variable of chronological age.

Major Areas of Research on Adult Learning

The four areas discussed in this section represent the post-war preoccupations of adult learning researchers. Each area has its own internal debates and preoccupations, yet the concerns and interests of those working within each of them overlap significantly with those of the other

three. Indeed, several researchers have made important contributions to more than one of these areas. Taken together these areas of research constitute an espoused theory of adult learning that informs how a great many adult educators practice their craft.

Self-Directed Learning

Self-directed learning focuses on the process by which adults take control of their own learning, in particular how they set their own learning goals, locate appropriate resources, decide on which learning methods to use and evaluate their progress. Work on self-direction is now so widespread that it justifies an annual international symposium devoted solely to research and theory in the area. After criticisms that the emphasis on self-directed learning as an adult characteristic was being uncritically advanced, that studies were conducted mostly with middle class subjects, that issues concerning the quality of self-directed learning projects were being ignored and that it was treated as disconnected from wider social and political forces, there have been some attempts to inject a more critical tone into work in this area. Meta-analyses of research and theory conducted by Australian, Canadian and American authors have raised questions about the political dimension to self-directedness and the need to study how deliberation and serendipity intersect in self-directed learning projects (Collins, 1988; Candy, 1991; Brockett and Hiemstra, 1991). There has also been a spirited debate concerning Australian criticism of the reliability and validity of the most widely used scale for assessing readiness for self-directed learning (Field, 1991). At least one book, developed in the South African adult educational experience, has argued that self-direction must be seen as firmly in the tradition of emancipatory adult education (Hammond and Collins, 1991).

A number of important questions remain regarding our understanding of self-direction as a defining concept for adult learning. For example, the cross-cultural dimension of the concept has been almost completely ignored. More longitudinal and life history research is needed to understand how periods of self-directedness alternate with more traditional forms of educational participation in adults' autobiographies as learners. Recent work on gender has criticised the ideal of the independent, self-directed learner as reflecting patriarchal values of division, separation and competition. The extent to which a disposition to self-directedness is culturally learned, or is tied to personality, is an open issue. We are still struggling to understand how various factors - the adult's previous experiences, the nature of the learning task and domain involved, the political ethos of the time - affect the decision to learn in this manner. We also need to know more about how adults engaged in self-directed learning use social networks and peer support groups for emotional sustenance and educational guidance. Finally, work is needed on clarifying the political dimensions of this idea; particularly on the issues of power and control raised by the learner's assuming responsibility for choices and judgments regarding what can be learned, how learning should happen, and whose evaluative judgments regarding the quality and effectiveness of learning should hold sway. If the cultural

formation of the self is ignored, it is all too easy to equate self-direction with separateness and selfishness, with a narcissistic pursuit of private ends in disregard to the consequences of this for others and for wider cultural interests. A view of learning which views adults as self-contained, volitional beings scurrying around engaged in individual projects is one that works against cooperative and collective impulses. Citing self-direction, adults can deny the importance of collective action, common interests and their basic interdependence in favour of an obsessive focus on the self.

<u>*Critical Reflection*</u>

Developing critical reflection is probably the idea of the decade for many adult educators who have long been searching for a form and process of learning that could be claimed to be distinctively adult. Evidence that adults are capable of this kind of learning can be found in developmental psychology, where a host of constructs such as embedded logic, dialectical thinking, working intelligence, reflective judgment, post-formal reasoning and epistemic cognition describe how adults come to think contextually and critically (Brookfield, 1987, 1991). As an idea critical reflection focuses on three interrelated processes; (1) the process by which adults question and then replace or reframe an assumption that up to that point has been uncritically accepted as representing commonsense wisdom, (2) the process through which adults take alternative perspective on previously taken for granted ideas, actions, forms of reasoning and ideologies, and (3) the process by which adults come to recognize the hegemonic aspects of dominant cultural values and to understand how self-evident renderings of the 'natural' state of the world actually bolster the power and self-interest of unrepresentative minorities. Writers in this area vary according to the extent to which critical reflection should have a political edge, or the extent to which it can be observed in such apparently a-political domains of adult life as personal relationships and workplace actions. Some confusion is caused by the fact that psychoanalytic and critical social theoretical traditions co-exist uneasily in many studies of critical reflection.

The most important work in this area is that of Mezirow (1991). Mezirow's early work (conducted with women returning to higher education) focused on the idea of perspective transformation which he understood as the learning process by which adults come to recognize and re-frame their culturally induced dependency roles and relationships. More recently he has drawn strongly on the work of Jurgen Habermas to propose a theory of transformative learning "that can explain how adult learners make sense or meaning of their experiences, the nature of the structures that influence the way they construe experience, the dynamics involved in modifying meanings, and the way the structures of meaning themselves undergo changes when learners find them to be dysfunctional" (Mezirow, 1991, p.xii). Applications of Mezirow's ideas have been made with widely varying groups of adult learners such as displaced homemakers, male spouse abusers and those suffering ill health, though his work has been

criticised by educators in Nigeria, the United States, New Zealand and Canada for focusing too exclusively on individual transformation (Collard and Law, 1989; Ekpenyong, 1990; Clark and Wilson, 1991).

Many tasks remain for researchers of critical reflection as a dimension of adult learning. A language needs to be found to describe this process to educators which is more accessible than the psychoanalytic and critical theory terminology currently employed. More understanding of how people experience episodes of critical reflection (viscerally as well as cognitively), and how they deal with the risks of committing cultural suicide these entail, would help educators respond to fluctuating rhythms of denial and depression in learners. Much research in this area confirms that critical reflection is context or domain-specific. How is it that the same people can be highly critical regarding, for example, dominant political ideologies, yet show no critical awareness of the existence of repressive features in their personal relationships ? At present theoretical analyses of critical reflection (frequently drawn from Habermas' work) considerably outweigh the number of ethnographic, phenomenological studies of how this process is experienced. Contextual factors surrounding the decision to forgoe or pursue action after a period of critical reflection are still unclear, as is the extent to which critical reflection is associated with certain personality characteristics.

Experiential Learning

The emphasis on experience as a defining feature of adult learning was expressed in Lindeman's frequently quoted aphorism that "experience is the adult learner's living textbook" (1926, p. 7) and that adult education was, therefore, "a continuing process of evaluating experiences" (p. 85). This emphasis on experience is central to the concept of andragogy that has evolved to describe adult education practice in societies as diverse as the United States, Britain, France, Hungary, Poland, Russia, Estonia, Czechkoslovakia, Finland and Yugoslavia (Savicevic 1991; Vooglaid and Marja, 1992). The belief that adult teaching should be grounded in adults' experiences, and that these experiences represent a valuable resource, is currently cited as crucial by adult educators of every conceivable ideological hue. Of all the models of experiential learning that have been developed, Kolb's has probably been the most influential in prompting theoretical work among researchers of adult learning (Jarvis, 1987). But almost every textbook on adult education practice affirms the importance of experiential methods such as games, simulations, case studies, psychodrama, role play and internships and many universities now grant credit for adults' experiential learning. Not surprisingly, then, the gradual accumulation of experience across the contexts of life is often argued as the chief difference between learning in adulthood and learning at earlier stages in the lifespan. Yet, an exclusive reliance on accumulated experience as the defining characteristic of adult learning contains two discernible pitfalls.

First, experience should not be thought of as an objectively neutral phenomenon, a river of thoughts, perceptions and sensations into which we decide, occasionally, to dip our toes. Rather, our experience is culturally framed and shaped. How we experience events and the readings we make of these are problematic; that is, they change according to the language and categories of analysis we use, and according to the cultural, moral and ideological vantage points from which they are viewed. In a very important sense we construct our experience: how we sense and interpret what happens to us and to the world around us is a function of structures of understanding and perceptual filters that are so culturally embedded that we are scarcely aware of their existence or operation. Second, the quantity or length of experience is not necessarily connected to its richness or intensity. For example, in an adult educational career spanning 30 years the same one year's experience can, in effect, be repeated thirty times. Indeed, one's 'experience' over these 30 years can be interpreted using uncritically assimilated cultural filters in such a way as to prove to oneself that students from certain ethnic groups are lazy or that fear is always the best stimulus to critical thinking. Because of the habitual ways we draw meaning from our experiences, these experiences can become evidence for the self-fulfilling prophecies that stand in the way of critical insight. Uncritically affirming people's histories, stories and experiences risks idealizing and romanticising them. Experiences are neither innocent nor free from the cultural contradictions that inform them.

Learning to Learn

The ability of adults to learn how to learn - to become skilled at learning in a range of different situations and through a range of different styles - has often been proposed as an overarching purpose for those educators who work with adults. Like its sister term of 'meta-cognition', learning how to learn suffers for lack of a commonly agreed on definition, funtioning more as an umbrella term for any attempts by adults to develop insight into their own habitual ways of learning. Most research on this topic has been conducted by Smith (1990) who has drawn together educators from the United States, Scotland, Australia, Germany and Sweden to work on theory development in this area (1987). An important body of related work (focusing mostly on young adults) is that of Kitchener and King (1990) who propose the concepts of epistemic cognition and reflective judgment. These latter authors emphasize that learning how to learn involves an epistemological awareness deeper than simply knowing how one scores on a cognitive style inventory, or what is one's typical or preferred pattern of learning. Rather, it means that adults possess a self-conscious awareness of how it is they come to know what they know; an awareness of the reasoning, assumptions, evidence and justifications that underlie our beliefs that something is true.

Studies of learning to learn have been conducted with a range of adult groups and in a range of settings such as adult basic education, the workplace and religious communities. Yet, of the four areas of adult learning research discussed, learning how to learn has been the least successful in capturing the imagination of the adult educational world and in prompting a dynamic programme of follow-up research. This may be because, as several writers have noted, in systems of lifelong education the function of helping people learn how to learn is often claimed as being more appropriate to schools than to adult education. Many books on learning to learn restrict themselves to the applicability of this concept to elementary or secondary school learning. While it is useful to acknowledge the school's foundational and formational role in this area, it is also important to stress that developing this capacity is too difficult to be left solely to primary and secondary education. Learning to learn should be conceived as a lifelong learning project. Research on learning to learn is also flawed in its emphasis on college students' meta-cognition and by its lack of attention to how this process manifests itself in the diverse contexts of adult life. That learning to learn is a skill that exists far beyond academic boundaries is evident from the research conducted on practical intelligence and everyday cognition in settings and activities as diverse as grocery shopping and betting shops (Brookfield, 1991). The connections between a propensity for learning how to learn and the nature of the learning task or domain also need clarification. Learning how to learn is much more frequently spoken of in studies of clearly defined skill development or knowledge acquisition, and much less frequently referred to in studies examining emotional learning or the development of emotional intelligence.

Emergent Trends

Three trends in the study of adult learning that have emerged during the 1990's, and that promise to exercise some influence into the twenty first century, concern (1) the cross-cultural dimensions of adult learning, (2) adults' engagement in practical theorizing, and (3) the ways in which adults learn within the systems of education (distance education, computer assisted instruction, open learning systems) that are linked to recent technological advances.

Cross Cultural Adult Learning

Although the literature base in the area of cross-cultural adult learning is still sparse, there are indications that the variable of ethnicity is being taken with increasing seriousness (Cassara, 1990; Ross-Gordon, 1991). As China has opened its borders to adult educators in the 1980's research on Chinese conceptions of adult learning is starting to emerge (Pratt, 1992). As literature in this area points out, framing discussions of cultural diversity around a simple binary split between white and non-white populations vastly oversimplifies a complex reality. Among ethnic groups themselves there are significant intra and inter-group tensions. In the

United States, for example, Black, Hispanic and Asian workers have points of tension between them. Within each of these broad groupings there is a myriad of overlapping rivalries; between African-Americans and immigrants from the British West Indies; between Colombians, Puerto-Ricans, Cubans and Dominicans; between Koreans, Vietnamese, Cambodians and Hmong tribe's people. Also, the tribal cultures of Native Americans cannot be conceptualized as a culturally homogeneous block.

Two important insights for practice have been suggested by early research into cross cultural adult learning. First, adult educators from the dominant American, European and northern cultures will need to examine some of their assumptions, inclinations and preferences about 'natural' adult learning and adult teaching styles (Brookfield, 1986). For the Hmong tribes people from the mountains of Laos who are used to working cooperatively and to looking to their teachers for direction and guidance, ways of working that emphasize self-directedness and that place the locus of control with the individual student will be experienced, initially at least, as dissonant and anxiety-producing (Podeschi, 1990). However, their liking for materials that focus on personal concrete experience fits well with the adult education practices that emphasize experiential approaches. Second, 'teaching their own' is a common theme surfaced in case studies of multicultural learning. In other words, when adults are taught by educators drawn from their own ethnic communities they tend to feel more comfortable and to do better. Ethnocentric theories and assumptions regarding adult learning styles underscore the need for mainstream adult educators to research their own practice with native and aboriginal peoples. This will require a critically responsive stance towards their practice (Brookfield, 1990) and a readiness to examine some of their most strongly held, paradigmatic assumptions (Brookfield, 1987).

Practical Theorizing

Practical theorizing is an idea most associated with the work of Usher (Usher and Bryant, 1989) who has focused on the ways in which educational practitioners - including adult educators - become critically aware of the informally developed theories that guide their practice. Practical theorizing has its origins in practitioners' attempts to grapple with the dilemmas, tensions and contradictions of their work. Actions educators take in these situations often appear instinctual. Yet, on reflection, these apparently instinctive reactions can be understood to be embedded in assumptions, readings and interpretations that practitioners have evolved over time to make sense of their practice. Practitioners seem to come to a more informed understanding of their informal patterns of reasoning by subjecting these to critical review drawing on two important sources. First, they compare their emerging informal theories to those of their colleagues. This happens informally in individual conversations and in a more structured way through participation in reflection groups. Colleagues serve as reflective mirrors in these groups; they reflect back to the practitioner readings of her or his behaviour that come as an interesting

surprise. As they describe their own reactions and experiences dealing with typical crises, colleagues can help the individual worker re-frame, broaden and refine her own theories of practice. Second, practitioners also use formal theory as a lens through which to view their own actions and the assumptions that inform these. As well as providing multiple perspectives on familiar situations, formal theory can help educators 'name' their practice by illuminating the general elements of what were thought of as idiosyncratic experiences. These two sources - colleagues' experiences and formal theory - intersect continuously in a dialectical interplay of particular and universal perspectives.

Distance Learning

In contrast to its earlier equation with necessarily limiting correspondence study formats, distance education is now regarded as an important setting within which a great deal of significant adult learning occurs (Gibson, 1992). Weekend college formats, mutli-media experimentations and the educational possibilities unleashed by satellite broadcasting have combined to provide learning opportunities for millions of adults across the world. That adult educational themes of empowerment, critical reflection, experience and collaboration can inform distance learning activities is evident from case studies of practice that are emerging. Modra (1992) provides an interesting account of how she drew on the work of radical adult educators such as Freire, Shor and Lovett to use learning journals to encourage adults' critical reflection in an Australian distance education course. Smith and Castle (1992) propose the use of "experiential learning technology, facilitated from a distance, as a method of developing critical thinking skills" with "the scattered, oppressed adult population of South Africa" (p. 191). (…)

3- Specific teaching techniques

- Debate

DARBY, M. (2006). DEBATE: A TEACHING-LEARNING STRATEGY FOR DEVELOPING COMPETENCE IN COMMUNICATION AND CRITICAL THINKING. JOURNAL OF DENTAL HYGIENE: JDH/AMERICAN DENTAL HYGIENISTS' ASSOCIATION, 81(4), 78-78.

Introduction

Complex issues of health policy, politics, and professionalization require teaching strategies that engage and motivate today's graduate and undergraduate students to be critical thinkers in preparation for roles as leaders, organizers, and advocates. One strategy, the debate, requires students to work as individuals and as a team to research critical issues, prepare and present a logical argument, actively listen to various perspectives, differentiate between subjective and objective information, ask cogent questions, integrate relevant information, develop empathy, project confidence, cultivate poise, and formulate their own opinions based on evidence. Therefore, the debate strategy can be used as an effective pedagogical method to achieve these aforementioned competencies in baccalaureate and graduate dental hygiene programs.

Review of the Literature

Debate can be defined as an old teaching-learning strategy that presupposes an established position, either pro or con, on an issue, assertion, proposition, or solution to a problem. Protagoras of Abdera is thought to have developed the educational method of debate dating back to the 5th century. Debate as a teaching strategy thrived throughout the 19th and early 20th century and then declined in popularity. Renewed interest in debate as an educational teaching strategy occurred in the 1980s with the philosophy of promoting critical thinking, and continues to be a useful tool to develop skills in critical thinking, communication, and logic. The debate process is worthy of consideration by dental hygiene educators as a valuable tool for experiential learning.

Tumposky suggested that debate nurtures students' critical thinking skills and awareness of thought, and facilitates clinical reasoning and ability to share viewpoints with others while learning specific content. Debate also allows students to move beyond "rote learning of facts, theories, and technique," and provides an opportunity for applying knowledge through role-playing while demonstrating their ideas, values, and attitudes.However, Tumposky also cautions that debate can ultimately compromise and distort the process of learning, eg, students can work to be effective in influencing the thinking of others at the expense of being accurate. Another limitation in debate is that it can cause frustration and anxiety in some learners.

- Role Playing

JARVIS, L., ODELL, K., & TROIANO, M. (2002). ROLE-PLAYING AS A TEACHING STRATEGY. STRATEGIES FOR APPLICATION AND PRESENTATION.

Role-playing is a teaching strategy that fits within the social family of models

(Joyce and Weil, 2000). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually.

Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject mater and understanding of course content" (Poorman, 2002, pg. 32). Fogg (2001) tells of a college professor who felt that his history classes were boring and not involving the students. After trying out a role-playing type game one semester, he observed that students were much more interested in the material.

Secondly, there is increased involvement on the part of the students in a roleplaying lesson. Students are not passive recipients of the instructor's knowledge. Rather, they take an active part. Poorman (2002) observes that "true learning cannot take place when students are passive observers of the teaching process" (p. 32). One student at

Barnard College who was enrolled in a role-playing history class said, "This class tricks you into doing so much work" (Fogg, 2001). The result of the involvement is increased learning (Fogg, 2001).

A third advantage to using role-playing as a teaching strategy is that it teaches empathy and understanding of different perspectives (Poorman, 2002). A typical roleplaying activity would have students taking on a role of a character, learning and acting as that individual would do in the typical setting. Poorman (2002) found "a significant increase among students in feeling another's distress as their own" (pg. 34). Role-playing has also been seen to be effective in reducing racial prejudice (McGregor, 1993).

- Group Dynamics

TUCKMAN, B. W., & JENSEN, M. A. C. (1977). STAGES OF SMALL-GROUP DEVELOPMENT REVISITED. GROUP & ORGANIZATION MANAGEMENT, 2(4), 419-427.

Tuckman (1965) reviewed fifty-five articles dealing with stages of small group development in an attempt to isolate those concepts common to the various studies and produce a generalizable model of changes in group life over time. He examined studies of (1) Therapy Groups, (2) human relations training or T-groups, and (3) natural and laboratory-task groups in terms of two realms—task and interpersonal. The way members acted and related to one another was considered groupstructure or the interpersonal realm: the content of the interaction as related to the task was referred to as the task-activity realm.

Both realms represented simultaneous aspects of group functioning because members completed tasks while relating to one another.

The Model

As a result of the literature reviewed, Tuckman proposed a model of developmental stages for various group settings over time, labeled (1) testing and dependence, (2) intragroup conflict, (3) development of group cohesion, and (4) functional role relatedness. The stages of task activity were labeled (1) orientation to task, (2) emotional response to task demands, (3) open exchange of relevant interpretations, and (4) emergence of solutions. An essential correspondence between the groupstructure realm and the task-activity realm over time caused Tuckman to summarise the four stages as "forming," "storming," "norming," and "performing." He acknowledged, however, that this was "a conceptual statement suggested by the data presented and subject to further test" (p.5).

Tuckman cited several limitations of the literature, e.g., that the literature could not be considered truly representative of smallgroup developmental processes because there was an overrepresentation of therapy and T-group settings and an underrepresentation of natural or laboratory groups, indicated the need for more rigorous methodological considerations in studying group process, and criticized the use of a single group for observation because it made control and systemic manipulation of independent values impossible.

Tuckman provided a developmental model of group process by organizing and conceptualizing existing research data and theoretical precepts rather than by presenting original empirical data to support a particular model. He stated, however, that his model was in need of further testing. (…)

4 Training evaluation

- Concept of evaluation

SCRIVEN, M. (2003). EVALUATION THEORY AND METATHEORY. IN INTERNATIONAL HANDBOOK OF EDUCATIONAL EVALUATION (PP. 15). SPRINGER NETHERLANDS.

DEFINITIONS

What is evaluation? Synthesizing what the dictionaries and common usage tell us, it is the process of determining the merit, worth, or significance of things (near-synonyms are quality/value/importance). Reports on the results of this process are called evaluations if complex, evaluative claims if simple sentences, and we here use the term evaluand for whatever it is that is evaluated (optionally, we use evaluee to indicate that an evaluand is a person).

An evaluation theory (or theory of evaluation) can be of one or the other of two types. Normative theories are about what evaluation should do or be, or how it should be conceived or defined. Descriptive theories are about what evaluations there are, or what evaluations types there are (classificatory theories), and what they in fact do, or have done, or why or how they did or do that (explanatory theories).

A metatheory is a theory about theories, in this case about theories of evaluation.

It may be classificatory and/or explanatory. That is, it may suggest ways of grouping evaluation theories and/or provide explanations of why they are the way that they are. In this essay we provide a classification of evaluation theories, and an explanatory account of their genesis.

- Assessment planning: agents involved

DESIGNING EVALUATIONS OF EDUCATIONAL AND SOCIAL PROGRESS BY LEE J. CRONBACH: A SYNOPSIS. STUFFLEBEAM, D. L., & SHINKFIELD, A. J. (1984). SYSTEMATIC EVALUATION (VOL. 8). SPRINGER SCIENCE & BUSINESS MEDIA.

During the past 40 years, Lee J. Cronbach has concerned himself with many aspects of evaluation of social science programs. Much of his thinking in these areas has culminated in a book entitled Designing Evaluations of Educational and Social Programs (Cronbach, 1982), a lengthy and erudite work, the preliminary version of which was completed in April 1978. Containing 374 pages, the book includes some new aspects for the design of educational evaluations, while discussing the pros and cons of some of the design concepts already in use.

In his introduction to the issues of planning evaluations Cronbach states that designing an evaluation investigation is an art because each design has to be decided according to its appropriateness to each new undertaking. He points out that the evaluator must be aware of the choices that are available so that the advantages that accrue from each feature of the design must be balanced against any sacrifices that each choice entails. The design, therefore, becomes a matter of planning for allocation of investigative resources, based upon a selection of questions that are considered to be most apt and guided by practical and political considerations.

The strong contrasts between some of the remarks of the adherents of the scientific approach to evaluation and the enthusiasts for the holistic or naturalistic approach suggest a polarization so strong that no reconciliation is possible. However, Cronbach believes that the conflict is exaggerated and that the more an evaluative effort becomes a program of studies (rather than a single study) the more place there is for a mixture of styles. The need for political awareness. open-mindedness, and good communications by the evaluator in both the design and operational stages of an investigation runs through all that Cronbach writes.

Because of the length of Cronbach' s book, no attempt will be made to cover all its material in this brief paper. If, however, you find the points raised interesting, you may be assured that they are well worthy of further exploration by reference to the complete text. This paper will select from Cronbach 's work those thoughts that fit into the general context which deals with

investigative components and resources for an evaluation, such as the place of various styles in evaluation design, identification of research questions, and the importance of evaluator/ decision maker communications. In addition, this paper will introduce Cronbach's concept of the elements in an evaluation design -units, treatments, and observations (uto).

- Importance of the evaluation: assess and to measure

SCRIVEN, M. (2003). EVALUATION THEORY AND METATHEORY. IN INTERNATIONAL HANDBOOK OF EDUCATIONAL EVALUATION (PP.16). SPRINGER NETHERLANDS.

(…) evaluation is not just the process of determining facts about things (including their effects), which, roughly speaking, we call research if it's difficult and observation if it's easy. An evaluation must, by definition, lead to a particular type of conclusion - one about merit, worth, or significance – usually expressed in the language of good/bad, better/worse, well/ill, elegantly/poorly etc.

This constraint requires that evaluations - in everyday life as well as in scientific practice - involve three components: (i) the empirical study (i.e., determining brute facts about things and their effects and perhaps their causes); (ii) collecting the set of perceived as well as defensible values that are substantially relevant to the results of the empirical study, e.g., via a needs assessment, or a legal opinion; and (iii) integrating the two into a report with an evaluative claim as its conclusion.

- Technical characteristics of evaluation. Evaluation methods

NEVO, D. (1983). THE CONCEPTUALIZATION OF EDUCATIONAL EVALUATION: AN ANALYTICAL REVIEW OF THE LITERATURE. REVIEW OF EDUCATIONAL RESEARCH, 53(1), 117-128.

Summary

Risking oversimplification, one could summarize the review of the literature with the following most common answers to our 10 questions. This could be one way to describe briefly the state of the art in the conceptualization of educational evaluation.

1. How is evaluation defined? Educational evaluation is a systematic description of educational objects and/or an assessment of their merit or worth.

2. What are the functions of evaluation? Educational evaluation can serve four different functions: (a) formative (for improvement); (b) summative (for selection and accountability); (c) sociopolitical (to motivate and gain public support); and (d) administrative (to exercise authority).

3. What are the objects of evaluation? Any entity can be an evaluation object.

Typical evaluation objects in education are students, educational and administrative personnel, curricula, instructional materials, programs, projects, and institutions.

4. What kinds of information should be collected regarding each object? Four groups of variables should be considered regarding each object. They focus on (a) the goals of the object; (b) its strategies and plans; (c) its process of implementation; and (d) its outcomes and impacts.

5. What criteria should be used to judge the merit of an object? The following criteria should be considered in judging the merit or worth of an educational object: (a) responding to identified needs of actual and potential clients; (b) achieving national goals, ideals, or social values; (c) meeting agreed-upon standards and norms; (d) outdoing alternative objects; and (e) achieving (important) stated goals of the object. Multiple criteria should be used for any object.

6. Who should be served by an evaluation? Evaluation should serve the information needs of all actual and potential parties interested in the evaluation object ("stakeholders"). It is the responsibility of the evaluator(s) to delineate the stakeholders of an evaluation and to identify or project their information needs.

7. What is the process of doing an evaluation? Regardless of its method of inquiry, an evaluation process should include the following three activities: (a) focusing the evaluation problem; (b) collecting and analyzing empirical data; and (c) communicating findings to evaluation audiences. There is more than one appropriate sequence for implementing these activities, and any such sequence can (and sometimes should) be repeated several times during the life span of an evaluation study.

8. What methods of inquiry should be used in evaluation? Being a complex task, evaluation needs to mobilize many alternative methods of inquiry from the

behavioral sciences and related fields of study and utilize them according to the nature of a specific evaluation problem. At the present state of the art, an a priori preference for any specific method of inquiry is not warranted.

9. Who should do evaluation? Evaluation should be conducted by individuals or teams possessing (a) extensive competencies in research methodology and other data analysis techniques; (b) understanding of the social context and the unique substance of the evaluation object; (c) the ability to maintain correct human relations and to develop rapport with

individuals and groups involved in the evaluation; and (d) a conceptual framework to integrate the above-mentioned capabilities.

10. By what standards should evaluation be judged? Evaluation should strike for an optimal balance in meeting standards of (a) utility (to be useful and practical); (b) accuracy (to be technically adequate); (c) feasibility (to be realistic and prudent); and (d) propriety (to be conducted legally and ethically). (…)

- Evaluation techniques

STUFFLEBEAM, D. L., & SHINKFIELD, A. J. (1984). SYSTEMATIC EVALUATION (VOL. 8). SPRINGER SCIENCE & BUSINESS MEDIA.

One aspect that distinguishes formal evaluation from informal evaluation is, of course the area of methodology. When we move our consideration away from evaluations that involve quick, intuitive judgments toward those that entail rigorously gathered findings and effective communications, we must necessarily deal with the complex areas of epistemology, rules of evidence, information sciences, research design, measurement, statistics, communication, and some others. Many principles, tools, and strategies within these areas have pertinence to systematic evaluation. The well-prepared evaluator will have a good command of concepts and techniques in all these areas and will keep informed about potentially useful technological developments. Those evaluators who would exert leadership and help move their profession should contribute to the critique of existing methods and the development of new ones.

Over the years, many evaluators have chosen, even championed, the exclusive use of a few techniques. Some have equated evaluation with their favorite methods—for example, experimental design, standardized testing, or site visits. Other leaders have sharply attacked narrow views of which methods are appropriate and, in some cases have argued for substituting their favorite thechnique, such as the case study. We find both positions short-sighted, inadequate, and sometimes divisive.

Instead, we advocate an eclectic approach. Thus, we believe that evaluators should know about a wide range of pertinent techniques and how well they apply in different evaluative contexts. Then in each evaluative situation, they can assess which techniques are potentially applicable and which ones most likely would work best to serve the particular purposes of the given evaluation.

Among the technical areas in which we think the professional evaluator should be proficient in are the following: interviewing, proposal writing, content analysis, observation, political analysis, cost analysis, survey research, technical writing, goal-free evaluation, advocacy-adversary hearings, advocacy teams, checklists, test construction, statistical analysis, research design, system analysis, theorizing, and project administration. Convenient sources of general information about such technical areas of Scriven (1974), Anderson, Ball and Murphy (1974), Brinkerhoff et al., (1983), and Smith (1981a y 1981b).

5 Personal Branding

Positioning in social networks

LABRECQUE, L. I., MARKOS, E., & MILNE, G. R. (2011). ONLINE PERSONAL BRANDING: PROCESSES, CHALLENGES, AND IMPLICATIONS. JOURNAL OF INTERACTIVE MARKETING, 25(3), 7-50.

The Role of Personal Branding

The concept of personal branding, first popularized by Tom Peters (1997) in his article "The Brand Called You," has become increasingly important in the digital age. Once considered a tactic only for celebrities (Rein, Kotler, and Shields 2006) and leaders in business and politics, online tools have allowed personal branding to become an important marketing task for everyday people (Shepherd 2005). The premise for personal branding is that everyone has the power to be their own brand and a person's main job is to be their own marketer (Peters 1997). This is surrounded by the fear that if you do not manage your own brand, the power is given to someone else and "chances are that their brand description won't be what you have in mind" (Kaputa 2005, p. 8). The concept of personal branding shares roots with personal selling since oftentimes certain personality traits lead to sales success. Yet, in personal branding, there is no employer attachment, but rather an individual is selling herself rather than a company related brand (Shepherd 2005). In the age of Web 2.0, selfbranding tactics involve creating and maintaining social and networking profiles, personal Web sites, and blogs, as well as using search engine optimization techniques to encourage access to one's information.

Similar to product branding, personal branding entails capturing and promoting an individual's strengths and uniqueness to a target audience (Kaputa 2005; Schwabel 2009; Shepherd 2005). While gaining employment is oftentimes a goal of personal branding, it is not exclusive; people self-brand for many social reasons including dating, establishing friendships, or simply for self-expression (Shepherd 2005). Many personal brand advocates see the process as akin to product branding (Kaputa 2005; Schwabel 2009), which begins by defining a brand identity and then actively communicating it to the marketplace through brand positioning. However, personal branding entails some unique challenges, which mainly stem from complexities inherent in the online environment.

One key difference lies in the challenge of segmentation for personal branding. While the digital age promotes the freedom to explore multiple selves (Turkle 1995), advocates of personal branding recommend that a personal branding message be clear and consistent, creating an air of authenticity. Consequently, difficulties may arise if a person wishes to create

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multiple brands for different audiences. Furthermore, it becomes essential to suppress stories that dilute the branding message in order to avoid branding failures (Shepherd 2005). Failures may also become clear during a first face-to-face meeting if a person does not match the other's expectations (Frost et al. 2008)

Personal branding for job searching

<u>*Using Social Media for Job Searching*</u>

Social Media is now an integral part of our daily lives. Not only does it allow you to sort out your social life, it can also be an incredibly useful tool when you are job hunting.

Recruiters and hiring managers are increasingly browsing social websites like Twitter, Facebook, LinkedIn, and Google+ to learn more about candidates or to recruit talent. Because of this, more and more job seekers are using social media as a means to find a job.

Some social networking websites may yield better results than others, especially if the website's audience and demographics are in-line with your interests and field of work.

Keep in mind that the social media landscape is not limited only to the four big players — there are niche social media websites that may get you great results and connections.

Optimizing your social media profiles

The first step in order to establish a strong presence on social media websites — and eventually land your dream position — is to optimize your online profiles. This includes every online profile that is public that a future employer might stumble upon when looking to get more information about you.

This does not only mean to update your profile picture with a more professional one (though we definitely encourage this). It is also crucial to make your social media profiles easy to find by recruiters and hiring managers, and ensure that they convey a professional image as well as broadcast that you are, in fact, available for hire. Every social network is different and they each have their own sets of rules and guidelines.

One of the biggest professional networking website is, without a doubt, LinkedIn. Both job seekers and recruiters visit LinkedIn on a regular basis to stay up to date with the latest news in their industry, interact with the professional groups they belong to, and network with the connections they have made via the website. Defining itself as a social networking website for professionals, your chances of making meaningful connections are quite high on LinkedIn.

Interested in building a strong LinkedIn profile? Make sure you follow the 5 tips outlined in this article.

Online reputation management

Keep in mind that many recruiters will also look you up on Twitter, Facebook and Google+. Those networks are often used to share family photos, thoughts & opinions, and stay in touch with close friends — some of that content may not always be suitable for all audiences.

Ensure that all the content you publish on your social media accounts is clean, safe, and above all, professional. If you would like to share only some of your content publicly, US News advises to set your privacy settings accordingly.

After all, you only have one chance of making a great first impression.

Showcasing your online portfolio on social channels

Even though you may already have a strong presence on social media websites, landing a job is only half the battle. First, you need recruiters to notice you and give them good enough reasons to get in touch with you to schedule an interview. Depending on your field of work, you may already have an online portfolio that showcases projects you have completed and that give hiring managers more information about your skills.

If you do not have an online portfolio already, we urge you to read this article about building a great portfolio and get started on one right away.

Letting your followers, fans, and friends know that you are looking for work is a great first step to make connections and get the word out. Don't end it there, actively search social networks for job openings in your field of expertise, send private messages to your connections and contacts and use your existing connections to put you in touch with the right people.

Source: http://blog.adeccousa.com/using-social-media-job-searching/

Create a professional profile

How social media can boost your professional profile

Whether you're actively job seeking or not, building your professional profile using social media will extend your professional reach beyond your immediate circle. This could increase the potential career opportunities coming your way.

Social media is the term used for an online platform such as LinkedIn, Twitter, Facebook or any other community discussion board, where individuals can post information, exchange ideas and comment.

Organisations have also realised that social media is an effective vehicle for recruitment. They use it to widen their selection pool to a larger community of professionals who possess the expertise they're looking for.

Here are some of the key social media components that you should consider as part of your career management strategy:

LinkedIn

LinkedIn is relevant for all professionals, regardless of whether you work in business, the public sector, charities or the media. Even if your industry tends to recruit using job boards or personal recommendations, LinkedIn provides an easy way to keep in touch with your network and publish your expertise.

• Describe yourself on LinkedIn in a way that's relevant to the kind of role you're looking for next, rather than just reflecting where you've been. Focus on your achievements – don't just list factual information about dates and duties.

• Use relevant terminology and keywords so that when recruiters or potential employers search these terms, they'll find you.

• Your profile is in the public domain so all factual information must be accurate. Prospective employers will check for discrepancies between your CV and LinkedIn profile.

• Include a photo but make sure that it is business appropriate.

• Personal recommendations add credibility so ask your contacts – including your manager, colleagues and customers – to write about your capabilities.

• *Include any other materials that illustrate your skills and achievements, such as videos, PowerPoint presentations, creative portfolios, links to your website, articles and blogs. This is particularly useful for creative professionals.*

• *Build your connections online so that you can swap information, ideas and updates. If you're interested in a particular company, search through LinkedIn to see if you know anyone working there who can make an introduction for you.*

• *Use activity updates to remind people about you and what you offer. For instance, share news about any business successes, events or feedback. You can also send out comments or questions on topics to encourage a dialogue with people in your network.*

• *Join LinkedIn groups that are relevant to you and participate in discussions where you feel you can add a useful perspective and/or want to engage with users. Recruiters, employers and managers will be members of these groups so this will help you increase your visibility.*

Twitter

Use Twitter to interact with people or organisations you find interesting or useful. Twitter is more informal than LinkedIn but it's still a great opportunity to promote yourself to potential employers and business contacts.

• *As with LinkedIn, you can use Twitter as part of a personal PR campaign to remind people of your expertise, share successes and encourage people to look at your online CV or website.*

• *You can follow companies or individuals that you'd like to work for and send them messages to start a dialogue.*

• *Increasing numbers of jobs are posted via Twitter. You can apply to these directly or by following the link provided.*

• *You can have multiple Twitter accounts but reserve a professionally-oriented one for career purposes. All tweets are public so if you don't want your personal tweets to be read by a prospective employer then use a pseudonym, and be careful about what you send into cyberspace.*

Facebook

This is increasingly being used by organisations to communicate with staff, customers and the wider public. Some companies are also using it to recruit and vet potential candidates. On Facebook, the boundaries between the personal and the professional can be very blurred, so make sure that you're always aware of what information about you can be accessed and by whom.

• Use Facebook to tell your friends and family exactly what you do for a living and ask them for information and advice about your career or job search.

• Company pages on Facebook tend to be a great information resource for news, features and asking questions. Use this to find out more about companies you are interested in.

Other social media sites

Many professional institutes, educational establishments and media organisations provide an array of online communities for niche audiences to exchange information, advice and opinions. You can also use YouTube to upload video content or produce a blog to share your commentary on hot topics.

Keep an eye on developments as this is a very fast-moving area and relatively new social media applications, such as Google+, are likely to grow in importance.

Social media has made it easy and acceptable for you to advertise your skills and to connect with others who may be interested in your professional services. If you're not using it you could be missing out on opportunities to advance your career interests.

Source: http://www.theguardian.com/careers/social-media-boost-professional-profile

Networking

MICHAILIDIS, M. P., MICHAILIDIS, E., & GANZTIAS, G. K. SOCIAL NETWORKING: UNEMPLOYED, THEIR EMPLOYABILITY AND SOCIAL SUPPORT. SOCIO-ECONOMIC SUSTAINABILITY, REGIONAL DEVELOPMENT AND SPATIAL PLANNING: EUROPEAN AND INTERNATIONAL DIMENSIONS & PERSPECTIVES ISBN: 978-960-93-6040-1 EDITED BY, 116.

Most people know that the best way to find a job is through networking, with the Internet offering social media options, there are similarly many ways to network, and eventually find a job. According to Owyang article in DMNews social networks allow all parties involved to better search for and reach their target. (Owyagn 2009).

Various social networks are being used to fight unemployment, by millions of people such as Facebook, MySpace, Twitter, Delicious, Flickr, LinkedIn, and Live Journal. Discussion forums, blogs, wikis, chat-rooms, electronic calendars, social bookmarking and numerous cloud applications Users, actually, create profile pages and groups with common interests who socialize, upload pictures, video, music, comment on events, and so on. Shrinky (2003) supports that all the above mentioned tools support communication, interaction (Shirky, 2003) and Boyd-Franklin, (2003) that feedback by groups, the creation of social networks and collaboration.

The concept of social networking is becoming even more popular, "invading" people's everyday private and professional lives. Additionally, a part of President Barack Obama plan of action to tackle unemployment in 2009, social media can help as it is influencing individuals and the way they look for and get jobs, with Facebook and Twitter to be employers favorite place to post their job openings.

Using social media, to follow companies in an interested industry for posted job opportunities gives opportunities to be the first to know of a good job (SociallyStacked, 2009). Companies seem to realize the significance of being present online and therefore, prefer to hire those who are keen with social media.

Specifically, regardless of a person's location, demographics, social status or income level, everyone can be reached though social networks. Even job interviews can be conducted through social networking giving unemployed opportunities at their own pace voice their opinions, ask questions and give input. Finally, social networking can facilitate the process of the companies to post their job opening and reach a wide range of people and for the unemployed to get informed at the fastest pace.

Continuous developments in ICT-Information Communication Technologies resulted in the development of the evolutionary Web 2.0 were users are Contributing, Collaborating, Creating -

the 3C's (Ala-Mutka, et al., 2009; Hargadon, 2009; Murugesan, 2009; Richardson, 2009). Web 2.0 sets the foundation of a new era of dynamic writing and participating, a revolutionary way to use the Web. As described in Eteokleous and Ktoridou (2011), Anderson (2007) relates the Web with the group of web-based services and applications like: blogs, wikis, multimedia sharing services, content syndication, podcasting and content tagging service, which facilitate a more socially connected Web where everyone is able to add to and edit the information space. The above mentioned Web-based services and applications are the basis of the Web 2.0 concept, and they are already being widely used in our everyday personal and professional lives. Web 2.0 is alive since 2004 with most of it's tools employed within social networks are intruding in our everyday lives: Blogs and Vlogs, Wikis, Podcasts and vodcasts, Social networking, Photosharing, Communication; Collaboration, and Content sharing.

Examples of social networking sites that millions of people use is: Facebook, MySpace, Twitter, Flickr, LinkedIn, Live Journal. Social network examples have long been used for developing personal and professional connections online and with the changes in the role of the users the social networking can be transformed to a path towards job opportunities.

6 Social Networks

- Overview

The Social Network Approach

When a computer network connects people or organizations, it is a social network. Just as a computer network is a set of machines connected by a set of cables, a social network is a set of people (or organizations or other social entities) connected by a set of social relationships, such as friendship, co-working or information exchange. Much research into how people use computer-mediated communication (CMC) has concentrated on how individual users interface with their computers, how two persons interact online, or how small groups function online. As widespread communication via computer networks develops, analysts need to go beyond studying single users, two-person ties, and small groups to examining the computer-supported social networks (CSSNs) that flourish in areas as diverse as the workplace (e.g. [Fulk & Steinfield, 1990]; [Wellman, Salaff, Dimitrova, Garton, Gulia & Haythornthwaite, 1996]) and virtual communities, e.g., [Wellman & Gulia, 1997]. This paper describes the use of the social network approach for understanding the interplay between computer networks, CMC, and social processes.

Social network analysis focuses on patterns of relations among people, organizations, states, etc. ([Berkowitz, 1982]; [Wellman, 1988b]; [Wasserman & Faust, 1994]). This research approach has rapidly developed in the past twenty years, principally in sociology and communication science. The International Network for Social Network Analysis (INSNA) is a multidisciplinary scholarly organization, which publishes a refereed journal, Social Networks, and an informal journal, Connections.

Social network analysts seek to describe networks of relations as fully as possible, tease out the prominent patterns in such networks, trace the flow of information (and other resources) through them, and discover what effects these relations and networks have on people and organizations. They treat the description of relational patterns as interesting in its own right – e.g., is there a core and periphery?– and examine how involvement in such social networks

helps to explain the behavior and attitudes of network members– e.g., do peripheral people send more email and do they feel more involved? They use a variety of techniques to discover a network's densely-knit clusters and to look for similar role relations. When social network analysts study two-person ties, they interpret their functioning in the light of the two persons' relations with other network members. This is a quite different approach than the standard CMC assumption that relations can be studied as totally separate units of analysis. "To discover how A, who is in touch with B and C, is affected by the relation between B and C … demands the use of the [social] network concept" [Barnes, 1972, p. 3].

There are times when the social network itself is the focus of attention. If we term network members egos and alters, then each tie not only gives egos direct access to their alters but also indirect access to all those network members to whom their alters are connected. Indirect ties link in compound relations (e.g., friend of a friend) that fit network members into larger social systems The social network approach facilitates the study of how information flows through direct and indirect network ties, how people acquire resources, and how coalitions and cleavages operate.

Although a good deal of CMC research has investigated group interaction online, a group is only one kind of social network, one that is tightly-bound and densely-knit. Not all relations fit neatly into tightly-bounded solidarities. Indeed, limiting descriptions to groups and hierarchies oversimplifies the complex social networks that computer networks support. If Novell had not trademarked it already, we would more properly speak of "netware" and not "groupware" to describe the software, hardware, and peopleware combination that supports computer-mediated communication.

Comparisons with Other Approaches to the Study of CMC: Much CMC research concentrates on how the technical attributes of different communication media might affect what can be conveyed via each medium. These characteristics include the richness of cues a medium conveys (for example, whether a medium conveys text, or whether it includes visual and auditory cues), the visibility or anonymity of the participants (e.g., video-mail versus voice mail; whether communications identify the sender by name, gender, title), and the timing of exchanges (e.g., synchronous or asynchronous communication). A reduction in cues has been cited as responsible for uninhibited exchanges (e.g., flaming), more egalitarian participation across gender and status, increased participation of peripheral workers, decreased status effects and lengthier decision processes ([Eveland & Bikson, 1988]; [Finholt & Sproull, 1990]; [Garton & Wellman, 1995]; [Huff, Sproull, & Kiesler, 1989]; [Eveland, 1993]; [Rice, 1994]; [Sproull & Kiesler, 1991]).

Studies of group communication are somewhat closer to the social network approach because they recognize that the use of CMC is subject to group and organizational influences ([Contractor & Eisenberg, 1990]; [Poole & DeSanctis, 1990]). The group communication approach includes CMC theories such as social influence [Fulk, Schmitz & Steinfield, 1990], social information processing [Fulk, Schmitz, Steinfield & Power, 1987], symbolic interactionism [Trevino, Daft & Lengel, 1990], critical mass [Markus, 1990], and adaptive structuration [Poole & DeSanctis, 1990]. These theoretical approaches recognize that group norms contribute to the development of a critical mass and influence the particular form of local usage ([Connolly & Thorn, 1990]; [Markus, 1990], [1994a], [1994b]; [Markus, Bikson, El-Shinnawy & Soe, 1992]). Yet this focus on the group leads analysts away from some of the most powerful social implications of CMC in computer networks: its potential to support interaction in unbounded, sparsely-knit social networks (see also discussions in [Rice, Grant, Schmitz, & Torobin, 1990]; [Haythornthwaite, 1996b]).

- LinkedIn

Create a professional profile

Your profile is your LinkedIn page that describes your career history, education, interests, and other related content you may want to publish. We have a variety of features that leverage your profile or others' profiles to help you meet your objectives. Click a link below to learn more:

- *Learn how to add sections to your profile*
- *Check out who's viewing your profile with Profile Stats*
- *Learn how to hide or customize your public profile*
- *Learn what's visible to others on your profile*
- *Forward someone else's profile to a connection*
- *Find out LinkedIn's suggestions based on your profile information*

Many people use the word "profile" to describe their LinkedIn account. For general information about your LinkedIn account, check out these links:

- *Managingaccountsettings*
- *Duplicateaccounts*
- *Closingyouraccount*
- *Accessing or closing a profile you didn't know you had on LinkedIn*

Source: https://help.LinkedIn.com/app/answers/detail/a_id/15493/related/1

<u>Information to put into the professional profile</u>

You can go to your profile and move your cursor over any section and click to add or remove content:

You can also individually add, change, or remove content on your profile. Formostitems:

1. *Move your cursor over **Profile** at the top of your homepage and select **Edit Profile**.*
2. *Scroll to the section you'd like to edit and move your cursor over it.*
3. *Click into the field and add or remove text.*
4. *Click **Save**.*

*You can click the **View Profile As** button in the top section to see how your profile looks to your connections and the public.*

Sections you can edit in your profile:

1. ***Name*** *- First, last, and former names.*
2. ***Headline*** *- This information will default to your current job title. Learn how to update your professional headline. **Note:** If your headline is the same as your current position, the current position won't display in the top section of your profile.*
3. ***Location*** *- Learn how to update the location listed on your profile.*
4. ***Industry*** *- Learn how to update the industry on your profile.*
5. ***Photo*** *- Learn how to add or change your profile photo.*
6. ***Contact Info*** *- Learn more about editing your Contact Info, including your email, phone, IM, and address (only visible to connections), as well as yourTwitter handle andwebsites.*
7. ***Summary*** *- Information about your mission, accomplishments, and goals.*
8. ***Experience*** *- Professional positions and experience, including jobs, volunteer posts, military, board of directors, nonprofit, or pro sports. Learn more about adding, editing, orremovingtheseitems.*
9. ***Education*** *- School and educational information. Learn more about adding or removing education.*
10. ***Recommendations*** *- You can request professional recommendations and display them on your profile. Learn more aboutrecommendations.*
11. ***Certifications*** *- Certifications, licensures, or clearances you've attained can be added as a new section. Learnhow to addcertifications and othersections.*
12. ***Courses*** *- Adding your body of coursework can help your education to stand out.*
13. ***Honors & Awards*** *- Show off your hard-earned awards.*
14. ***Languages*** *- Languages you understand or speak.*
15. ***Organizations*** *- List the organizations or associations you've been a part of along with your role.*
16. ***Patents*** *- Any patents you've applied for or received.*
17. ***Publications*** *- Publications that have featured your work.*
18. ***Projects*** *- Showcase the projects you've worked on, along with team members. Learn more aboutprojects.*
19. ***Skills & Endorsements*** *- A relevant list of skills on your profile helps others to understand your strengths and improves your ability to be found. Learn how to add and remove skills on your profile. You can display endorsements of your skills that your colleagues have given you. Learn more aboutskillendorsements.*
20. ***Test Scores*** *- List your scores on tests to highlight high achievement.*
21. ***Volunteer Experience & Causes*** *- Organizations you support, causes you care about, and the types of volunteer opportunities you're looking for.*

22. ***Additional Information*** *- Interests, personal details like your birthday or marital status, and advice for people who want to contact you.*

Learn more about:

- *Tips on perfecting your personal profile*
- *Addingsections to yourprofile*
- *Rearrangingsectionsonyourprofile*
- *Adding, editing, moving, or removing work samples on your profile*
- *Editing email addresses on your account*
- *Editingyourpublicprofile*
- *Compatibility issues with editing your profile in Internet Explorer*

Source: https://help.LinkedIn.com/app/answers/detail/a_id/5/bid/3/pid/2/sbid/4

Making the professional profile accessible

Your public profile appears when people search for you using a public search engine like Google, Yahoo!, Bing, etc. You can edit your public profile from the Edit Profile page.
To hide your public profile:

1. *Move your cursor over **Profile** at the top of your homepage and select **Edit Profile**.*
2. *Click the Settings icon next to the URL under your profile photo. It will be an address like www.LinkedIn.com/in/yourname*
3. *Under the section **Customize Your Public Profile**, click **Make my public profile visible to no one**. Your LinkedIn profile won't appear in search engines and won't be visible to non-LinkedIn members.*
  Note: *If you disable your public profile, it may take several weeks for it to be removed from search engine results.*

To show your public profile or change the sections displayed:

1. *Move your cursor over **Profile** at the top of your homepage and select **Edit Profile**.*
2. *Click the Settings icon next to the URL under your profile photo. It will be an address like www.LinkedIn.com/in/yourname*
3. *Under the section **Customize Your Public Profile**, click **Make my public profile visible to everyone**. Yourbasicinformationdisplaysby default.*
4. *Check or uncheck the boxes to select which sections you'd like to display or hide. The changes take effect immediately. You can reload that page to see any changes you made.*

Learn more:

- *Learn how to customize your public profile URL.*
- *Read how to use your public LinkedIn profile to bring your professional story to life.*
- *Learn what to do if you've found a LinkedIn profile you didn't know you had.*
- *Learn which information will never display on your public profile.*

Source: https://help.LinkedIn.com/app/answers/detail/a_id/83/bid/3/pid/2/sbid/6

Building the network

On LinkedIn, the basic type of connection is a contact you know personally and who you trust on a professional level. Once you've "connected" to them on LinkedIn, you are considered a 1st-degree connection.

You also have an extended network of connections made up of people that your connections know. Your communication options for your extended network vary based on how closely connected you are. Here are some things you can to do with connections:

- *Connect with others by sending them an invitation, or by accepting their invitation to you. Learn more aboutinvitations.*
- *Control who sees your Connections List.*
- *Interact with and learn more about your connections.*

  - *Tag them for your own tracking purposes*
  - *Sendthemmessages*
  - *See their updates on your homepage*
  - *Edit contact info you may have for them*
  - *Followtheirgroupactivity*

Here are some common concerns about connections:

- *Differences in connectioncounts*
- *Missingconnections*
- *Removing a connection & notification of removal*

Note: You can send emails directly from LinkedIn to people you've synced into your Contacts, even if they're not a 1st-degree connection. Learn more about syncingcontacts or sendingmessages.

Source: https://help.LinkedIn.com/app/answers/detail/a_id/15495/bid/275/pid/274

Using LinkedIn to search for a job

LinkedIn enables you to find and leverage professional opportunities in many unique ways.

1. *Search for jobs you want on the Jobs page.*
2. *Use the advanced jobs search to narrow your results.*
3. *Read our job searching tips.*
4. *Get email alerts for new job postings that match your interests.*
5. *Learn about companies you want to work for from the Companies page and see who in your network already works there.*
6. *Reach out to people in your LinkedIn network to discover job opportunities.*
7. *Find and join groups to discuss professional topics, trends, and issues with like-minded people and to build and maintain a broader network.*
8. *Become a featured applicant with a Job Seeker account and stand out from the crowd. Trackjobsyou'veappliedfor.*

Your profile allows you to present yourself and your professional skills to millions of hiring managers. Even if you aren't actively seeking employment, your profile can bring career opportunities to you.

Source: https://help.LinkedIn.com/app/answers/detail/a_id/151/bid/195/pid/194

To search and apply for a job using LinkedIn:

1. *Click **Jobs** at the top of your homepage.*
2. *In the search box, type a job title, keyword or company name.*
3. *Click **Advanced search** and use the filters to refine your search criteria (optional).*
4. *Click **Search**.*
5. *Use the filters on the left to further refine your search.*
6. *Click a job title to view details.*
7. *Click **Apply Now** or **Apply on company website** (options may vary).*

*For jobs with the **Apply Now** button*
*For jobs with the **Apply on company website** button*

Source: https://help.LinkedIn.com/app/answers/detail/a_id/157/bid/202/pid/194

-Facebook

<u>Using Facebook to search for a job</u>

<u>*Using Facebook Strategically for Job Search (By Rachelle Lappinen)*</u>

This past weekend, I was at a teach-in at MIT, for the Institute of Career Transitions, where volunteer as a board member. We were planning future boot camps and webinars for job seekers, and my committee was working on LinkedIn, social media and personal branding. We talked a lot about the use of LinkedIn in a job search, but really did not focus on Facebook.

In my past blogs and presentations, I have shared many ways that job seekers can use LinkedIn for their job search, and focused little attention to Facebook, with the exception on recommending privacy settings. Yet, I have been hearing many stories of people who have found jobs or key connections that have led to jobs through Facebook. A recent poll from Jobvite.com had indicated that 83% of job seekers use Facebook for their job search, while 36% use LinkedIn. Employers pay attention to these figures when sourcing for candidates. Additionally, Facebook has nearly five times as many members as LinkedIn. So while LinkedIn should always be a key tool in a job seeker's toolbox, Facebook deserves a place in the toolbox as well.

Here are 7 ways that you can use Facebook in your job search toolbox.

Fill out your profile – Include professional history on your Facebook profile. I think of LinkedIn as my online resume/professional profile, but why not share this with your Facebook friends too. To do this, click on the "edit profile" link, and add your work history. You can add past positions, descriptions and accomplishments.

Create a Fan page – As more and more recruiters admit to looking up potential candidate's Facebook profile, why not create a fan page for yourself. You will first need a personal Facebook account to do this. Once you have your personal account, why note create a professional page for yourself. By asking your friends to like the page, it will come up higher in search results on Google. Include status updates on networking events you attend, blogs you write or have discovered on in your industry, and other professional updates.

Use your Fan page to like key companies – Companies pay attention where job seekers are looking, and are now posting jobs to their Facebook pages. Use your fan page to like and follow

they companies, and engage, by writing thoughtful comments to posts, and "Liking" status updates.

Seek referrals – Most jobs come from referrals, as employers see referrals as vetted candidates. Why not ask your network for referrals. Let your friends on Facebook know you are looking for a particular position or a contact at a particular company. When ever I am applying for a position, I ask my friends on Facebook if they have a connection. A few times, I have received key connections, which have led to interviews.

Classify your friends – This will take time, but it is well worth the effort. Hover your cursor over the "Friend" link, and you will see a roster of choices, including the option to create a new list. Create on list called "Professional." Then classify all friends at are professional contacts and classify them accordingly. By doing this, you can target status updates to friends and others to professional contacts.

Promote your personal brand – You can do this not only by creating a Fan page, but by including a link to your Fan page on your LinkedIn page, to your email signature and Twitter account and other social media pages.

Engage with your friends – Respond and post comments on your friend's status updates, as well as update your status with fun posts. This can be done simply "Liking" your friend's posts, and writing short, sincere comments. Engaging your network when you are in need, will result in your friends feeling you only contact them when you want something. Aim for 75% fun on Facebook, and 25% professional.

This is by no means and exhaustive list of how people can use Facebook for their job search. Everyday, news articles are published on the subject. Please share with me stories of how you have used Facebook for your job search.

Source: https://www.LinkedIn.com/pulse/20141107175100-118102369-using-facebook-strategically-for-a-job-search-7-ways-to-start-now

-Twitter

<u>Using Twitter to search for a job</u>

<u>Use Twitter in your job search</u>

"We really encourage jobseekers to be active on social media" says EURES Adviser, Els Hollander in the Netherlands "we're regularly putting announcements for interesting vacancies across Europe on Twitter – and this way it's easy to stay informed!" Els gives you some hints and tips for how to be successful in a job search on Twitter.

1.   First if you don't have an account, get one! As with LinkedIn, you should upload a photo of yourself where you look smart and presentable. Write a short description introducing yourself to potential employers or people who could help you in your job search. "You should write clearly that you are looking for job opportunities across Europe," Els explains.

2.   Search for organisations, companies and news sites that are relevant for your sector. "This way you can stay informed about opportunities and the latest news across Europe – for example you could follow major newspapers, national and European organisations, and companies", Els advises. Be sure to focus on the job sector you would like to work in – try searching for your profession such as "engineer" or "sheet metal worker", and follow the news channels and companies related to that sector.

3.   Follow the EURES Twitter account! The EURES Twitter account will be sure to keep you updated about the latest news and events from across Europe. It's a great idea if you are attending a European Job Day either onsite or offline to be logged in to Twitter - with live tweeting you will be informed of all the talks and discussions taking place as they happen!

4.   Follow the EURES accounts of particular countries. "We had great success with job vacancies at the Snowhotel when we posted it on Facebook", Els comments, "and we've recently started posting vacancies on Twitter too". Some EURES countries are very active on Twitter (as well as on Facebook, LinkedIn and other social media) and post good vacancies for across Europe – so even if you're not resident in that country or looking to work there it can be worth following their pages!*

5.   Search on Twitter for job vacancies! Although EURES has over 2 million opportunities on the EURES Portal, there are also many good opportunities that are not advertised "officially" via the public employment services. Try searching "#job", "#career", "#vacancy" on Twitter, search regularly for your profession, and make sure you follow the companies and organisations you're interested in working for.

6.   Be active and get involved in the conversation! By tweeting, re-tweeting and commenting on tweets, you make yourself visible to your potential employer. Re-tweeting is easy to do so a great way to start if you don't normally use Twitter. If you see a job vacancy advertised that suits you, be sure to comment on the post, and then apply!

"There are so many possibilities for finding a job with social media", Els concludes, "you really need to make sure that your profile looks good on Twitter, you are active, and then most importantly, you follow a good range of organisations, recruiters and companies so that you're always up-to-date with the latest job opportunities across Europe.

Source:
https://ec.europa.eu/eures/main.jsp%3Flang%3Den%26catId%3D10655%26myCatId%3D10655%26parentId%3D20%26acro%3Dnews%26function%3DnewsOnPortal+&cd=20&hl=es&ct=clnk&gl=es

-Instagram

    <u>- How can help Instagram for job seeking</u>

<u>*Can Instagram Help You Find a Job?*</u>

By Aisha Newton

Yes it can, most of us are somewhat familiar with Instagram, right? It is the ubiquitous photo sharing App that allows amateur photographers to showcase their pictures on the web. With the use of filters and borders you can jazz up your images, turning the most mundane items into works of art.

But can selfies and pictures of food, get you a job?

Well that depends on the type of work or career you are looking for. Now let's keep things in perspective, if you were hoping to land a job in a fancy law firm or an accountants office, this probably isn't' the best place to look.

That being said, people who work in fields that are more creative can and should use Instagram to promote their talents! By creating an online portfolio you can let people see your work and learn about you in the process.

I recently read a story about J Clark Walker, a barber that landed a job through Instagram. He never sent in a resume, the entire transaction took place via the web. He was working as a barber in Utah and was looking for a change. He had heard about Instagram and decided to give it a try. He began posting pictures of his clients and slowly but surely he developed a following. He began actively following other barbers and when he saw that a Barber Shop in New York was hiring, he reached out to them.

Because of his Instagram account, his new employer was able to see his work and invited him to stop by if he was ever in the city. He seized the opportunity and came to visit the shop, after a nice chat with the owner and a few test haircuts he got the job!

His Instagram account was a live resume; his employer was able to see the skill he displayed and learn about him. His client biographies and anecdotes showed his boss that he was a personable barber and a great fit for the shop.

Clearly Mr. Walker did all the right things, but what did he do exactly?

First off he took the time to post pictures. He posted photographs that allowed people to see the quality of his work and used relevant hashtags to ensure that other barbers would find them. A simple but effective strategy to get noticed by his peers. If you're looking to find employment as a manicurist, posting pictures of your cute floral designs is great; but if nobody sees them then it's almost as if they aren't online.

He stayed up to date on industry trends and was knowledgeable in his field. Posting pictures is great but people want to see fresh images. Try to be innovative in what you post and make sure that the quality of the image is good. Nobody can see your hard work if the image is blurry or buried under a dark filter.

OK sure that worked for a Barber, but what about me?

Do some research to find the popular hashtags that industry people are using. Then make sure to include them in your image descriptions. Try not to get carried away and hashtag everything, but stick to the ones that are the most relevant.

Be mindful of what you post and try to keep the photographs relevant. Pictures featuring explicit images and profane language should be avoided. A good rule of thumb is that if you wouldn't want your Mama to see the picture, then you shouldn't post it.

Remember that your prospective employer could be looking at these pictures, so you want to put your best foot forward. Another thing to keep in mind is that your photographs should help illustrate the job you want. If you are looking for a job as a Stylist in the fashion world, people expect to see you well groomed. Pictures of you rolling out of bed, unkempt in a dirty room aren't exactly projecting the image of a well put together fashionista.

Follow your peers, if you know of other people in your industry using Instagram start following them. Try to be an active follower by liking and commenting on relevant pictures, this can help to help foster a relationship with them. Instagram can be a great way for you to network.

Even if you aren't actively searching for a job, you can still post pictures of your daily activities and even add those photo links to your written resume. Instead of the selfie in the bathroom, try taking pictures or video of some of your hobbies and interests, a picture of yourself at your current job or pictures of where you volunteer. Just remember to respect your colleagues' privacy and that of your customers. The same way Instagram can get you hired, it can also get you fired.

So what are you waiting for? Get out your Smartphone and start taking pictures! You never know, who might send a #Joboffer your way.

Source: http://career-advice.monster.ca/job-hunt-strategy/getting-started/instagram-as-a-job-tool-ca/article.aspx

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7 Blogging

- Job finding using blogs

Blogging as a Job Search Tool

Chances are, you read (follow) one or more blogs on a fairly regular basis. However, do you publish your own blog in a field of professional interest–that is, on a topic related to an area in which you would like to work? Or are already working but want or need to make a change? If you are not publishing a blog, you might be missing out on a potentially powerful job search tool. Several reasons for doing that come to mind, and a few of them were underscored in a book I just finished reading: Guerrilla Marketing for Job Hunters 3.0. I will share snippets of the book's points in the comments that follow.

Why Use Blogging as a Job Search Tool?

Offhand, I can think of at least 3 reasons to make blogging a part of your job search action plan:

> Establishing a strong online presence can play a key role in making you visible to companies who will be looking for people like you, and blogging is one relatively easy and cost-effective method for doing that.

> You can maintain a blog even after you land your next job and keep yourself top-of-mind with the kinds of people you want to stay in touch with, yet not send out a signal to your current (new) employer that says, "Hey, I'm job searching again."

> If you link to your blog in a variety of places, you can easily increase your visibility and credibility with minimal additional effort. For example, link to and from your online resume, your LinkedIn profile, your Facebook page (if you have one for your professional side), and so on. Some of that can be done almost automatically (set up once and left to run each time you publish a blog post).

What Guerrilla Marketing for Job Hunters Says about Blogging

These are just a few of the gems contained in the book:

"If you have a blog, post on it frequently with your name and title. Add descriptors like your current projects, technical expertise, and examples of anything you have done that shows up in the public record….Be specific with your expertise."

"If you don't have a blog, offer to guest post at blogs that discuss your industry and your metro area."

If you have your own web site (something the book highly recommends), "a blog is a powerful addition to your web site….Having your own blog gives you credibility and a forum to demonstrate your expertise. If you're not an expert, you can become your industry's oracle by linking to other bloggers, articles, news sources, and web sites. You build your credibility by highlighting what others are doing."

"…your blog is a billboard on the Internet." One way it can help you find a new job is by increasing your visibility with search engines, which according to the book "love blogs."

When to Start Using Blogging as a Job Search Tool

If you haven't already started, now would be a good time! It's not that hard to do (as the saying goes, it's not rocket science–unless you're a rocket scientist), and the sooner you start, the sooner you can begin building a presence–gaining traction–in the area you want to be known for, work in, and so forth. It also doesn't have to cost an arm and a leg, or even close to that. How many other job search aids can make that claim–potentially high value provided for relatively little effort and almost no money?

Source: https://asuccessfulcareer.wordpress.com/2012/11/10/blogging-as-a-job-search-tool/

8 Video CV

- Content of a Video CV

How to make a great video CV

Video CVs are becoming increasingly popular with jobseekers wanting to stand out from the crowd. Rather than replacing traditional paper CVs, videos enhance job applications by providing employers with more insight into what an individual has to offer.

"A traditional CV outlines your skills, qualifications and experience, whereas a video CV enables an employer to get a feel for your personality," says Lisa LaRue, a career coach at CareerWorx.

"It's really just another tool in a jobseeker's toolbox," she continues. "Anything that can help you get noticed is worth trying."

But before you press record, we asked a group of experts how to create a video resume that will receive rave reviews:

When is using a video CV a good idea?

Whether you use a video CV or not depends on the sector, the role you're applying for and you as a person. Video CVs are a great opportunity to show your presentation skills and, according to Elizabeth Bacchus, career coach and founder of The Successful CV Company, they tend to be most appropriate when applying for creative or customer-facing roles in sales, media, marketing, PR and advertising.

But Simon Thompson, chief executive of VideoRecruit, believes that a recorded resume doesn't need to be restricted to certain sectors. They can be used "whenever you wish to make an impact with an employer," he says. "Purely having taken the time to prepare a video CV shows the employer you are prepared to go the extra mile to succeed."

How often are video CVs used?

Meet The Real Me, a website that helps jobseekers make and share video CVs, was established in 2009 and has so far helped more than 10,000 candidates record video CVs.

But it's only during the last 18 months that the use of video CVs has increased dramatically. Marc Fels, owner of the website, suspects this is largely due to the fact that "webcam availability is so widespread and broadband and mobile connection speeds are so good, the quality of the CVs is really good".

VideoRecruit, which launched in 2012, allows users to create recruitment profiles with or without video. On average, those with a recorded CV are clicked on 7.6 times more than those without. "People are intrigued to see video CVs as they are new and more visually communicative than a paper CV," says Thompson.

What makes a successful video CV?

"Video CVs come in many different formats which express individuality – that is one of the best things about them," says Thompson. "There is no set rule for creating a video CV, whereas paper CVs tend to have a set format."

However, there are some things that good video CVs have in common. For a start, they're best when they're between one and three minutes long.

"There is a lot you can say in 60 to 120 seconds," advises Bacchus. "Introduce yourself clearly and tell the viewer why you're the right person for the job. Remember you only have a few seconds to engage them – then you have to keep them interested," she says. End with something along the lines of, "Thank you in advance for taking the time to read my CV," she advises.

Body language is also important. Maintain eye contact with the camera and have a "happy, cheery disposition", says Fels.

And it's important to dress as though you're attending an interview. "I would suggest wearing a suit if you are seeking a formal position for which you will be expected to dress formally, but to wear casual clothes if the environment you are seeking to join is more relaxed and creative," says Thompson.

What are the common mistakes to avoid?

Filming in an untidy environment, not speaking clearly and shuffling paper, are some of the most frequent blunders.

"The biggest mistake to avoid is having a script 'off camera' that you refer to while recording your video," says Fels. "It is really obvious if you look away from the camera to read notes."

Try to approach recording your video CV in the same way you would a face-to-face meeting, he adds. "Don't do anything you wouldn't do in an interview."

Is there anything else to bear in mind?

Video CVs provide recruiters with the perfect opportunity to reject you before they have even met you.

"Your social class, ethnicity, weight, and age can all be gleaned from the first 10 seconds of watching you. You need to be pretty confident about the value you bring to employers when you create a video CV," warns Carla Cotterell, founder of UK CV Experts.

"Some HR managers are extremely nervous about video CVs because of the potential employment legalities around perceived discrimination," adds Bacchus.

All in all, the experts we spoke to agree that, if you believe you have something unique to offer and you can communicate this on film, then providing employers with the option to click on a link to a video CV may just give you an edge over other applicants.

In the words of CareerWorx's LaRue: "It could be worth a shot".

Source: http://www.theguardian.com/careers/careers-blog/how-to-make-video-cv

FICHAS DE EVALUACIÓN:
NUEVAS HERRAMIENTAS PARA LA BÚSQUEDA DE EMPLEO

Estimado/a formador/a:

Este cuestionario fue diseñado tanto para recoger sus aportaciones profesionales en relación a la sesión que acaba de tener lugar, como para ofrecerle la oportunidad de expresar cualquier tipo de duda o pregunta que se le haya podido plantear.

Su opinión es muy valiosa para todo el grupo del proyecto y se incluirá en los informes oficiales que la entidad coordinadora debe enviar a la Comisión. Se trata de herramientas necesarias para garantizar y/o mejorar la calidad del proyecto Reinicial y sus productos. Este cuestionario en sí es una parte esencial del plan de evaluación.

Le rogamos que tenga la amabilidad de contestar a las siguientes preguntas marcando la casilla correspondiente.

Muchas gracias,

El equipo del proyecto Reinicial

Ciudad:
Fecha:
Formador:

FICHA DE EVALUACIÓN DEL CURSO
Por favor, valore los siguientes aspectos de la sesión de formación utilizando la siguiente escala: **1 - Deficiente, 2 – Insuficiente, 3 – Adecuado, 4 – Bien, 5 – Muy bien**

	1	2	3	4	5
I. Valore por favor el lugar de celebración del curso:					
Comodidad e instalaciones del aula de formación					
Facilidad de acceso al lugar					
Conveniencia del horario					
II. Evalúe por favor el contenido de la sesión:					
Como contribución a sus conocimientos sobre los rasgos psicológicos y sociológicos de las personas desempleadas mayores de 45 años					
Como contribución a sus conocimientos sobre los aspectos psicológicos y pedagógicos de la enseñanza para personas adultas					
Como contribución a sus conocimientos sobre las técnicas de					

enseñanza basadas en el debate					
Como contribución a sus conocimientos sobre las técnicas de enseñanza basadas en el juego de roles					
Como contribución a sus conocimientos sobre la evaluación de la formación					
Como conjunto de herramientas para mejorar la marca personal					
Como conjunto de herramientas para el uso de las redes sociales en la búsqueda de empleo					
Como conjunto de herramientas para el uso de los blogs en la búsqueda de empleo					
Como conjunto de herramientas para el uso del vídeo-currículum en la búsqueda de empleo					

III. Evalúe por favor el contenido general del curso:

Como contribución a sus conocimientos y motivación					
Utilidad del contenido					
Relevancia para sus necesidades					
Idoneidad del tiempo dedicado a cada tema					
Grado de satisfacción respecto a los materiales					
Orden y estructura generales de presentación					

IV. Denos por favor su opinión respecto a la preparación y las habilidades del formador:

Explicaciones y claridad del formador					
Conocimiento de la materia					
Capacidad de contribuir a su aprendizaje					
Capacidad de mantener su interés					
Comportamiento general, actitud positiva y profesionalismo					

Por favor, utilice la siguiente casilla para sus comentarios adicionales.