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IAEVG 초록

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Foreword

Welcome Remarks

Dear colleagues & friends,

On behalf of the National Youth Policy Institute and cohosting organizations,

I would like to express my sincere gratitude to the IAEVG Board of Directors for their decision to organize the IAEVG 2022 International Conference in Seoul, Korea.

Since the outbreak of COVID-19, the world has witnessed unprecedented social and economic changes. The pandemic has prompted an accelerated development and adoption of virtual platforms and online technologies, ushering in digital transformations of work patterns and business strategies. Given circumstances, career-related guidance and decision-making are never more important than ever in the presence of foreseen and unforeseen opportunities and challenges.

The 2022 conference will serve as a venue for us to tap into and muster our collective wisdom to explore ways to cope effectively with the vulnerability and uncertainty of this time. I warmly extend my invitation to you all.

Sincerely,

Dr. Hyuncheol Kim

President of the National Youth Policy Institute

Welcome Remarks

Dear conference participants,

It is my pleasure to welcome you to the IAEVG 2022 International Conference in Seoul, Korea. The organizing committee in Seoul has prepared an excellent program and offers a warm welcome to all who will join us in person or virtually. We are grateful to The National Youth Policy Institute of Korea and their partners for all their efforts to make this event a success.

Together we will demonstrate that international cooperation and exchange is valuable, interesting and even exciting for true guidance professionals as we all are.

These uncertain and challenging times ask even more for persistent and pertinent advocacy for educational, vocational and career guidance and counselling.

I am sure this event will make an important contribution to that advocacy and I wish you all an inspiring conference!

Kind regards and stay safe and healthy,

Dr. Gert van Brussel

President of the International Association for Educational and Vocational Guidance

Congratulatory Remarks

「IAEVG 2022 International Conference」

Congratulatory speech by Deputy Prime Minister and Minister of Education

Hello.

I am Joo-ho Lee, Deputy Prime Minister and Minister of Education of the Republic of Korea.

I sincerely congratulate the hosting of the 'IAEVG 2022 International Conference', and thank IAEVG President Gert van Brussel, National Youth Policy Institute President Hyuncheol Kim, Asian Regional Association for Career Development, Institute for Social Science Studies at Universiti Putra Malaysia, Institute for Youth Research Malaysia, Korea Research Institute for Vocational Education & Training, Korean Counseling Association, the Korean Society for the Study of Career Education, and Sejong University.

In addition, I would like to thank everyone who participated in the presentation and discussion.

Along with the global spread of COVID-19, the development of advanced technologies such as artificial intelligence has brought about unprecedented social and economic changes, accelerating the transition to a digital society.

Many changes are taking place, such as the use of artificial intelligence in education to support personalized learning for students, and the creation of new jobs based on digital technology in the world of work.

In order to respond to these changing circumstances, countries around the world are contemplating ways to enhance their understanding and adaptability to new technologies and environments by cultivating their career development capabilities through career guidance, job training, and counseling throughout their lives.

The Ministry of Education of the Republic of Korea has deployed dedicated career teachers in elementary and middle schools, operated a career-intensive semester system that strengthened career experience, and has been supporting career development capabilities by discovering various career experience centers and programs linked to the local community.

In the future, the Ministry of Education will cooperate with metropolitan and provincial offices of education and private organizations to support personalized career design using digital technologies such as big data and AI, link with industries in the local community, and develop a lifelong career by establishing a tight support system that leaves no one behind. We plan to strengthen our support system.

Through this, we will support anyone in the age of digital transformation to rationally decide and pioneer their own career path based on accurate career information anytime, anywhere.

I hope that at this international conference, we can draw a blueprint for the future society together by sharing policy efforts from around the world to respond to post-COVID-19 changes and innovative cases in the field of career education.

Thank you.

2022. 12. 6

Joo-ho Lee

Deputy Prime Minister and Minister of Education

「IAEVG 2022 International Conference」

Congratulatory speech by the Chairman of the National Research Council for
Economics, Humanities and Social Sciences

Hello everyone,

I am Hae-Gu Jung, chairman of the National Research Council for Economics,
Humanities and Social Sciences.

The National Research Council for Economics, Humanities and Social Sciences
is an institution affiliated with the Office of the Prime Minister of the Republic
of Korea, and plays a role in supporting the smooth implementation of
government policies along with 26 affiliated national research institutes,
including the National Youth Policy Institute.

Congratulations on the hosting of the IAEVG 2022 International Conference.
I would like to express my sincere gratitude to National Youth Policy Institute
President Hyuncheol Kim, IAEVG President Gert van Brussel, and all the
people involved in preparing for this conference.

I would also like to express my gratitude to the Asian Regional Association for
Career Development, Institute for Social Science Studies at Universiti Putra
Malaysia, Institute for Youth Research Malaysia, Korea Research Institute for
Vocational Education & Training, Korean Counseling Association, Korean
Society for the Study of Career Education, and Sejong University for preparing
this conference together.

Even though the pandemic has not completely ended, I would like to express
my deepest gratitude to the domestic and foreign career education experts
who have joined us today.

We have endured a huge wave of pandemic. Humanity has received a social
vaccine to respond to the new normal era. There have been many difficulties,
and the tough battle is still going on, but I am confident that with the wisdom
of mankind, we will soon overcome this adversity and open the door to a new
era.

The world of work and the working environment have changed drastically over the past two years. Digital transformation will bring even greater changes in the future. COVID-19 and digital transformation are affecting all aspects of life, from youth to adults. Career education has no choice but to respond more sensitively to these rapidly changing social environments than any other field. As the change is so rapid, it is difficult for career teachers and career education field experts as well as researchers to predict and respond. As career education, which was centered on experience and face-to-face, became non-face-to-face, it faced more difficulties than other educational fields, but with the development of non-face-to-face technology, it was possible to respond appropriately, and there were results. Above all, we have acquired sufficient experience and knowledge about the use of non-face-to-face technology. In an era where adversity and leaps coexist, the responsibility of career education is greater than ever.

Through this IAEVG International Conference, we hope to set a new milestone in the era of career education and the new normal by sharing cases and knowledge from many countries around the world. The National Research Council for Economics, Humanities and Social Sciences and 26 National Research Institutes will work hard together and strengthen cooperation with countries around the world.

Once again, congratulations on the hosting of 「IAEVG 2022 International Conference」, and I wish you good accomplishments.

Thank you.

Hae-Gu Jung

Chairman of the National Research Council for Economics, Humanities and Social Sciences

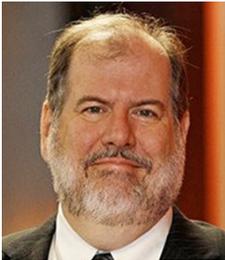
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Conference Programme

IAEVG Programme at a glance

TIME		DAY 1			DAY 2			DAY 3		
UTC	KST (UTC+9)	6. Dec. (Tue)			7. Dec. (Wed)			8. Dec. (Thu)		
00:00~ 01:00	09:00~ 10:00	REGISTRATION			REGISTRATION			REGISTRATION		
01:00~ 01:30	10:00~ 10:30	Opening Ceremony			Keynote 3 (Zoom) Gabriela Aisenson			BREAK (5min)		
01:30~ 01:35	10:30~ 10:35	BREAK (5min)								
01:35~ 01:40	10:35~ 10:40	Keynote 1 (Zoom) David Blustein			BREAK (5min)			Keynote 7 (Zoom) Scott Solberg		
01:40~ 02:15	10:40~ 11:15									
02:15~ 02:55	11:15~ 11:55	Keynote 2 (Zoom) Maehyang Hwang			Special Workshop NYPI Global Careers Month			Keynote Lecture 8 (Zoom) Akihiko Ieshima		
02:55~ 03:00	11:55~ 12:00	Session Closing								
03:00~ 04:30	12:00~ 13:30	Lunch Break			Lunch Break			Lunch Break		
04:30~ 05:00	13:30~ 14:00	UPM Special Session	Track 1	Track 2	Sponsor Special the Ministry of Education	Track 1	Track 2	Korea Counsel ing Associat ion Special Session (150min)	Track 1	Track 2
05:00~ 05:30	14:00~ 14:30									
05:30~ 06:00	14:30~ 15:00									
06:00~ 06:30	15:00~ 15:30									
06:30~ 07:00	15:30~ 16:00	BREAK (30min)			BREAK (30min)			BREAK (30min)		
07:00~ 07:40	16:00~ 16:40	IAEVG SYMPO SIUM (120min)	NYPI- ARACD SYMPOSI UM		Keynote 4 (onsite) Atsushi Okabe			Keynote 9 (Zoom) Jaana Kettunen		
07:40~ 08:20	16:40~ 17:20				Keynote 5 (Zoom) Roziyah Mohd Rasdi			Keynote 10 (Zoom) Laura Nota		

TIME		DAY 1		DAY 2	DAY 3
UTC	KST (UTC+9)	6. Dec. (Tue)		7. Dec. (Wed)	8. Dec. (Thu)
08:20~ 08:30	17:20~ 17:30			Keynote 6 (Zoom) Tristram Hooley	BREAK (10min)
08:30~ 09:00	17:30~ 18:00				Closing ceremony (30min)
09:00~ 09:30	18:00~ 18:30	Gala dinner (120min)		Day 2 Closing	Day 3 Closing
09:30~ 10:00	18:30~ 19:00				
10:00~ 10:30	19:00~ 19:30				
10:30~ 11:00	19:30~ 20:00				
11:00~ 11:30	20:00~ 20:30	Day 1 Closing		IAEVG General Assembly (90min)	
11:30~ 12:00	20:30~ 21:00				
12:00~ 12:30	21:00~ 21:30				

- Sejong Convention hall C
- Sejong Convention hall A
- Sejong Convention hall B

KEYNOTES

Keynote 1 [2022.12.06] : David Blustein

Rethinking Work in the Age of Precarity: Implications for Career Development Practice and Research

David L. Blustein
Boston College, USA

Abstract

This presentation will describe how the growing levels of precarity that are increasingly defining this era are reshaping the institution of work. The challenges of precarity, coupled with the integral relationships between precarity and resistance, will be reviewed at the outset of the presentation. The presentation will summarize how precarity is particularly problematic for marginalized and oppressed communities. The precarity lens used in this presentation will be linked to related social justice movements in career development, such as psychology of working theory. The presentation will conclude by highlighting implications for practice and research that are informed by a precarity perspective.

Keynote 2 [2022.12.06] : Maehyang Hwang

Creativity-Based Career Counseling Interventions to Enhance Resilience in the Aftermath of COVID-19 Pandemic

Mae-Hyang Hwang
Gyeongin National University of Education, Korea

Abstract

The COVID-19 pandemic is bringing about many social changes, and the area of counseling is no exception. One of the biggest changes in the counseling field is moving away from the traditional talk therapy. Activity-oriented approaches such as play therapy, psychodrama, art therapy, photo therapy, and film therapy, which have been developed along with conversational therapy, have been expanding rapidly during COVID-19. As these activities become a new counseling technique, the American Counseling Association has an Association for Creativity in Counseling (ACC).¹⁾ The COVID-19 pandemic is also developing new counseling techniques that incorporate technology. These changes in the counseling field are also reflected in career counseling. The use of various activities used in career counseling has been increasing, new techniques using media have been introduced, and new services using technology have been gradually expanding. We will examine representative creativity-based interventions in the career counseling.

1) <https://www.creativecounselor.org>

Keynote 3 [2022.12.07] : Gabriela Aisenson

Higher education in Argentina in times of pandemic

Gabriela Aisenson

Professor, Ph. D., Universidad de Buenos Aires, Argentina

Abstract

The COVID-19 pandemic that has been unfolding in the world since the beginning of 2020 changed the world. Indeed, all areas of public life were affected by the biggest global health crisis in a century. And education did not remain unaffected by this external shock. In Argentina, it implied that education will continue to operate at a distance, mainly through virtual environments in order to enable pedagogical continuity. Institutions, teachers and students were forced to adapt quickly to the new normality that burst in without warning. The closure of educational buildings has had irremediable immediate consequences and will certainly have long-term ones. These effects have a direct impact on both learning and educational paths, deepening the problems and difficulties that the educational systems were already facing. I will present the results of different studies that sought on the one hand, to identify: the impact of the isolation measures on the subjectivities and the organization of academic, work and family life of students at the University of Buenos Aires: the feelings, resources, obstacles and skills developed and the real challenges that the adjustment from face-to-face to virtual classes produced. On the other hand, to highlight the different responses that were implemented in the university in different dimensions: educational policy, virtual classes, evaluation, the permanence of students in the university system and the training of teaching and non-teaching staff to cope with the impacts produced by the pandemic. Valuable experiences that can be replicated by different educational organizations will be highlighted. Finally, based on the recognition of resources, obstacles and highlighting valuable experiences that can be replicated, we will reflect on the challenges we face in the medium and long term in the world of higher education in terms of quality and equity.

Keywords

pandemic, university education, impacts on university youth, strategies implemented by the university, valuable experiences

Keynote 4 [2022.12.07] : Atsushi Okabe

Strategies to cope with underprivileged access to education: School and Community Working Together

Atsushi Okabe

Associate Professor, Sapporo Otani University, Japan

Executive Director, Asian Regional Association for Career Development (ARACD)

Abstract

With the global and market-oriented economy of the last 30 years, socioeconomic disparities have widened, creating challenges that have led to the loss of learning opportunities for children and youth. Because of these challenges, the education system was required to provide holistic care, including welfare support to ensure learning opportunities that could legitimately prepare youth for the transition to a professional society. This trend has created a need for collaboration and cooperation between schools, local businesses, government agencies, and post-secondary institutions, and is indicative of a trend toward the expansion of public education to include learning and support provided by these service providers.

In 2021, the Central Council for Education, an advisory body to the Japanese Minister of Education, Culture, Sports, Science and Technology, proposed to establish a new education system. In its recommendations the Council recognized that the isolation imposed by pandemic restrictions created needs that cannot be met solely by learning opportunities, and that the education system must also ensure holistic development and growth, provide social welfare support, and provide a place where students can safely and securely connect with others.

In this speech, the speaker will introduce a case study in Alberta, Canada, where the community and education system jointly guarantee learning opportunities for young people with a variety of difficulties, as well as a case study in Hokkaido, the northernmost prefecture in Japan, where the quality of education is being improved through educational activities conducted through cooperation and collaboration between local governments, not-for profit organizations, higher education institutions and high schools. In Hokkaido an additional challenge is the declining local economy and a significant population decline in the region.

This talk also provides examples of local governments' active efforts to protect high school educational opportunities in their areas and will also discuss post-COVID19 possibilities.

Keynote 5 [2022.12.07] : Roziah Mohd Rasdi

Challenges for career development practitioners in the era of the great resignation and digital work

Roziah Mohd Rasdi
Professor, Universiti Putra Malaysia, Malaysia

Abstract

The global pandemic and the resulting rapid and large-scale digitization changed the nature of work and work systems, some of which are likely to have a long-term impact. As the world entered 2021, a sudden change in employee attitude became apparent, and cases of mass resignations started increasing exponentially, leaving businesses to struggle to acquire and retain talent. On top of that, there are constant new developments in career opportunities for individuals to undertake in digital work. Jobs in the gig economy and deriving income from becoming a social media personality are becoming more prevalent. In totality, all these imposed considerable challenges to career development practitioners. Practical implications on how career development practitioners can respond to the Great Resignation and digital work are discussed.

Keynote 6 [2022.12.07] : Tristram Hooley

Career guidance in times of crisis

Hooley Tristram

Professor, University of Derby, United Kingdom

Abstract

In this presentation Professor Tristram Hooley will reflect on what we have learnt about career guidance from the pandemic that can help us to deal with the new crises that are approaching. Career guidance helps people to understand the opportunities around them, plan their participation in work and society and navigate the changes and challenges that they face. In periods of rapid and radical change career guidance provides valuable support to people and empowers them to take control of their life. It also offers policy makers a tool to help them to navigate societal changes, for example by increasing workers and potential workers understanding about the skills and working approaches that will be needed as the economy moves towards Net Zero. The contemporary world appears to be offering people a lot in the way of challenges, with climate change, the war in Ukraine, global recession, political instability and growing inequality all seeming to offer an unprecedentedly dynamic environment within which to build your career. But, the flip side of these challenges is the renegotiation of norms and established certainties. If we look carefully as the social and economic structures shift around us, we can see new opportunities through the cracks. As careers professionals we have an opportunity to help people to build a successful career, but also to help them to shape the world around them in ways that benefit them and others. Such considerations require new approaches, new thinking and a new paradigm. This presentation will explore the challenges and the opportunities offered by the contemporary global political economy and consider what role careers professionals might have in changing the world.

Keynote 7 [2022.12.08] : Scott Solberg

Lessons from COVID-19: Designing Systems to Ensure Access to Quality Personalized Career and Academic Plan Programs and Services

Scott Solberg

Professor, Boston University, USA

Abstract

Our Boston University Center for Future Readiness in collaboration with a national Coalition for Career Development has been privileged to witness, contribute, and serve as a clearinghouse for innovation that represent a new paradigm in career development policy, programs and services. This presentation describes several innovations that we believe will continue in the wake of COVID-19. These innovations include designing interactive strategies for delivering lessons, virtual strategies for providing work-based learning opportunities, a renewed focus on social emotional learning skills, and identifying new ways to bring student voice to measuring career readiness. While epidemics are not new to the Asean region, as a global experience, COVID-19 created unprecedented loss and trauma for so many families around the world. As we seek to establish a “new” normal to every aspect of our lives, we as career development interventionists, especially those of us who focus on high need, high opportunity youth populations, have a critical task before us. COVID-19 has taught us that we need to design interventions that help *all* youth find hope and purpose as well as to identify ways their future life and occupational goals can contribute to building a better world. We need interventions that enable youth to recognize their “capabilities,” that is, their skills and talent, as well as to discover the many formal and informal occupational opportunities that align with their capabilities. And we need interventions that enable youth to access training and education pathways so that they proactively seek opportunities to develop their capabilities as they pursue their life and occupational goals. We refer to this perspective on the design and implementation of career development as “personalized career and academic plans” (PCAPs). We believe PCAPs offer a new paradigm in career development by framing the design and implementation of career development programs and services as a positive youth development strategy.

Keynote 8 [2022.12.08] : Akihiko Ieshima

HyFlex (Hybrid Flexible) Support Design in Career Education and Development : A Case Study of Osaka University

Akihiko Ieshima

Associate Professor, Osaka University, Japan

Abstract

Due to COVID-19, most career education and support activities at Japanese universities have switched to online. In recent years, however, an increasing number of events have adopted a HyFlex (Hybrid Flexible) system that combines face-to-face and online in order to meet the demands of students who want to meet face-to-face. In this presentation, I will introduce the efforts at Osaka University as a case study. Through that, I would like to organize the advantages and disadvantages of HyFlex style.

First, I will introduce the practice of online career education classes. This class includes various activities such as lectures, group work, group discussions, and lectures by guest speakers. By using various apps and tools, it was shown that activities can be sufficiently done online. For example, the shift of feedback form submissions from paper to online has facilitated word counting and text mining. If it is online, the risk of droplet infection does not increase even if the group discussion is heated. In addition, guest speakers who live far away may speak online regardless of distance.

Second, I will introduce the practice of online career development support. There are various types of support such as career counseling, seminars, guidance, and interview training. In the case of one-way lectures, videos were recorded and distributed online, and at the same time, the videos were uploaded on the web and archived. Career counseling was changed to using Zoom, which not only protected both counselors and clients from infection, but also reduced travel costs. By using an application called "oVice", participants were able to move around freely even online, and they were able to get the similar feeling as face-to-face even in virtual.

Keywords

Career education, Career development, Hybrid, Flexible, COVID-19

Keynote 9 [2022.12.08] : Jaana Kettunen

Digitalization and digital transformation in career services

Jaana Kettunen

Professor, University of Jyväskylä, Finland

Abstract

Digitalization and digital transformation in career services

The digitalization of career development services and the use of digital tools by career practitioners have come under the spotlight during the COVID-19 pandemic. The pandemic has increased the significance of online and distance services, created demands for new digital resources and increased the need for the existing ones. Digital transformation is just as much about people as it is about technology. As technological advances change how individuals explore and acquire information about education, training and work opportunities, there is a pressing need to more closely align career guidance and career developments services and associated professional practices with these new technologies. Digitalization and digital transformation offer considerable opportunities for career services, but they also necessitate rethinking our approach to services and ensuring that career practitioners are equipped with the competencies they need in this new context.

Keynote 10 [2022.12.08] : Laura Nota

Vocational designing and career counseling for new, inclusive, equitable and sustainable 5.0 societies

Laura Nota

Professor, University of Padova, Italy

Abstract

Vocational designing and career counseling for a new society, which we might call 5.0, should contribute to the improvement of living conditions for all people and participate in facing what are called wicked problems, with complex approaches that hold together the micro, meso, and macro-social levels and awareness of a socio-economic system unscrupulously centered on unfettered profit. Vocational designing and career counseling can no longer fail to question their own contribution, their own approaches and instruments, their own theoretical models that maintain the status quo and increases inequality; they should increasingly support the design of the future by combining the intertwining of individual choices with social responsibility and respect for the rights of all people, living beings and the planet. During the presentation, actions to 'liberate' people will be considered, to ensure that persons are not trapped in 'the laces and binds of the past and present,' the result of barriers, discrimination, and inequality; contexts need to be involved and educated, the culture of the future needs to be disseminated, dense with passion for inclusion, sustainability, and to social and environmental justice.

SPECIAL SESSIONS

UPM Special Session

Vocational, Educational, and Employment Challenge Post-COVID 19: A Malaysian Perspective

Panelists:

Prof. Dr. Ismi Arif Ismail

Deputy Vice Chancellor, Academic and International Affairs from Universiti Putra
Malaysia

Prof. Dr. Haslinda Abdullah

Director, Institute for Social Science Studies (IPSAS), Universiti Putra Malaysia

Dr. Vellapandian Ponnusamy

Head Executive Officer, Institute for Youth Research Malaysia

Moderator:

Prof. Dr. Steven Krauss

Deputy Director, Institute for Social Science Studies (IPSAS), Universiti Putra
Malaysia

Abstract

The Covid-19 pandemic created significant upheaval in the lives of young people throughout the world due to abrupt changes to their educational and career trajectories. In the current transition phase to a post-Covid 19 world, considerable attention is being given to understanding young people's adaptation in the aftermath of the pandemic. How this has unfolded in different countries is of great interest to educational and career guidance professionals who are responsible for helping youth return to pre-pandemic educational and career trajectories. How, for example, have educational and youth development institutions responded to the diverse needs of youth as they try to get back on their feet? What are the unique challenges young

people still face in the transition phase? How did the pandemic affect young people's mental health, and how has that influenced their career and education-related decisions? To address these and other related questions, this special forum panel session will draw on the views and experiences of three educational and youth development leaders from Malaysia, who will dialogue on the experience of Malaysia in assisting youth. Specific topics to be addressed include the status of efforts aimed at upskilling and reskilling, pandemic effects on housing and economic well-being, and youth mental health and their effects on educational development.

Vocational, Educational, and Employment Challenge Post-COVID 19: A Malaysian Perspective

Professor Dr. Ismi Arif Ismail

PhD (Warwick), ASMDP (Harvard), ALDP (Melbourne), MAPM (Malaysia),
MMIM (Malaysia)

Abstract

This post pandemic recovery is about managing health, economy, social and political crises. This scenario has also triggered other crises simultaneously: education, economy, unemployment, poverty, livelihood and sustainability.

All these have affected the lifestyles and wellbeing of the community. What are the challenges & what are the opportunities for improvement? This presentation will conceptualize post pandemic challenges as well as recommending strategies to revitalize vocational, educational and employment challenges and wellbeing in post pandemic recovery from a Malaysian Perspective.

Mental Health among Youth and Its Impact on Their Employability: Implications for Higher Education Policy and Practice in Malaysia

Haslinda Abdullah

Director, Institute for Social Science Studies (IPSAS), Universiti Putra Malaysia

Abstract

Mental health-related issues are now ranked as the second biggest health problem affecting Malaysians, after heart-related diseases. Within this context and even before the pandemic, young Malaysians are more vulnerable to developing vulnerabilities or mental health disorders. Besides, transitioning from education into employment and establishing a career is thus challenging and an important milestone for a young person. For those with mental health conditions, these challenges are even more imposing. The age of onset of mental health conditions is usually early which results in significant disruption of education and social development. Currently, rates of unemployment remain high among Malaysian youth with mental health conditions, with these rates often reflecting the severity of the illness.

To date, numerous initiatives have been developed in Malaysia and other nations to address the needs of young people with mental illnesses in terms of employment. These initiatives consist of supported education, supported employment, programs combining these two supported services, and occupational therapy initiatives that incorporate supported education and employment principles. Hence, the objective of this paper is to assess literature from a range of selected studies and in doing so, highlight the contribution of those initiatives and programs to the employability of young people with mental health issues. Finally, this manuscript attempts to explore the policies and practices used in higher education institutions to reduce unemployment among youth with mental illnesses. For Malaysian youth with mental illnesses, those implications and practices would be beneficial in allowing them to fully explore their desire to pursue or continue in higher education or employment.

Keywords

youth, mental health, employability, barriers, and support

UPSKILLING & RESKILLING TOWARDS BETTER EMPLOYMENT OPPORTUNITIES AMONG YOUTH IN MALAYSIA

Vellapandian Ponnusamy

Dr. , Institute for Youth Research (IYRES), Ministry of Youth and Sports Malaysia

Abstract

The ability to find a decent job in a competitive labor market is crucial for one to ensure guaranteed living status and economics stability in the rapid and continually changing economic structure. This study aims to investigate the skill gap brought by IR4.0 and the strategies needed to ensuring youth are equipped with the relevant skill sets and talent to face the future job market. Evidence has shown that the employability and skills mismatch are among the factors that contribute to youth unemployment. The main objectives of this research consist of profiling existing youth regarding TVET programs, identifying critical skill gap indicators, proposing best practices benchmarked from industrialized countries, coming up with action plans of reskilling and upskilling initiatives relating to IR4.0, and recommending suggestions for policy decision making by relevant stakeholders. Both quantitative and qualitative research designs were utilised in this research. An online survey of youth aged between 15 to 40 was conducted using stratified sampling methods encompassing regional and youth groups in Peninsular Malaysia, Sabah and Sarawak. The selection of respondents was stratified by taking into consideration regional and institutional (TVET training institutions) factors.

The study shows that there is a lack of adequate skill matching and training needs among youth. Majority of TVET graduates reported that their jobs require both technical and soft skills and. their basic skills should be strengthened in all dimensions (technical, numeracy, literacy, computer, and English). Most respondents (70–85%) stated they would need to develop their core competency skills. Similarly, industry participants in the focus groups mentioned that while TVET graduates had adequate technical skills, they lacked communication, complex problem-solving, and creative thinking skills, all of which are needed in a challenging workplace.

More than half of those polled stated that their qualifications did not match the requirements of their jobs. In the over qualification group, the mismatch is seen in the TVET youth is greater at 45.5%. As a result, less than half (46.2%) of the respondents

stated that their jobs matched their qualifications. Further to this, industries such as manufacturing as well as oil & gas tend to have higher proportion of employees having TVET education compared to employees in the services and plantation sectors. Also reported that a higher proportion of female youth reported a significantly lower income than male youth.

IAEVG SYMPOSIUM

Career Guidance in a Global Context: Challenges, Opportunities, and Innovation

Panelists:

Pedro Moreno da Fonseca
International Labor Organization (ILO)

Mary McMahon
International Association for Educational and Vocational Guidance (IAEVG)

Teruyuki Fujita
International Association for Educational and Vocational Guidance (IAEVG)

Moderator:
Gert van Brussel
International Association for Educational and Vocational Guidance (IAEVG)

Abstract

Globally, nations and individuals are working to find a new normal after the worst of the ravages of the Covid-19 pandemic. Economies, lives, and livelihoods have been dramatically disrupted and the recovery is gradual. Despite the enormous challenges of the Covid-19 era that persist, opportunities and innovations have been created.

This Symposium is being held during the inaugural Global Careers Month, an initiative of the Inter-Agency Career Guidance Working Group that comprises Cedefop, the European Commission, European Training Foundation, the ILO, OECD, UNESCO and the World Bank. Global Careers Month ‘aims to shine a spotlight on the importance of career guidance in helping individuals access decent work, careers, and the support they need to plan and develop their careers’*. The interagency group views career guidance as ‘a key factor during the process of economic recovery’* because of its potential contribution to the development of lifelong learning policies and quality training.

Participants in this symposium will have an opportunity to hear from an international leader of Global Careers Month, and meet with international colleagues to discuss the

objectives of global careers month and the critical themes identified by the IAEVG 2022 International Conference organisers, opening the horizon to the challenges, opportunities and innovation brought by the COVID-19 pandemic as well as global trends such as digital transformation. Participants will be challenged to proffer suggestions for career guidance and the role it can play as the world moves forward with the Covid-19 recovery.

NYPI-ARACD SYMPOSIUM

Closing the Gap of Career Development of Diversifying Students

Part 1: Challenges in Student Guidance and “New Student Guidance Manual”

Takao Mimura
Professor, Waseda University

Part 2: Industry-School Integrated Career Education Practices

Yuriko Sakai
Senior chief teacher, Adachi Ward Senju Sakurazutsumi Junior High School

Abstract

There will be two presentations from Japan.

The first is about challenges in student guidance and how to respond to them. We will discuss based on the figures on student guidance issues released by the government this October. Characteristically, we can say that bullying and violent acts increased, but returned to pre-Corona figures. On the other hand, long-term absences and truancy have increased, far exceeding the pre-Corona figures. In November, the "Student Guidance Manual" was newly revised in Japan, fully incorporating support for student development. It presented two axes, three categories, and four layers to promote development.

The second was a report on the implementation of industry-school integrated career education aimed at students' social and occupational independence. The junior high school teacher in the presentation has been engaged in corporate training at a railroad company for a year. The high school in Fukushima and the junior high school in Tokyo will collaborate in an operation to transport specialty products from Fukushima to Kita-Senju in Tokyo and sell them in the station as part of a freight-and-passenger consolidation project. Products with regional characteristics, such as "Nango tomatoes," a brand of Minamiaizu Town, and processed products, will be loaded on the train and transported to Kitasenju Station to be sold. This is not only a demonstration

experiment of the railroad company's mixed freight/passenger service, but also an educational activity to promote students' career development, and is an excellent practice that utilizes the expertise of in-service teachers undergoing corporate training.

A Coopertation Case of Career Education Community in Response to COVID-19

Taejin Park

Head, Gwanak Career Experience Support Center

Abstract

This presentation is about challenges that career education circles have faced since the outbreak of the COVID-19 pandemic and about ways to overcome such challenges, focusing on the cooperative case of the Gwanak-gu Career Education Community. Since 2018, Gwanak-gu Career Education Community has established the cooperative infrastructures for career education in association with schools, field workers, and local villages, providing opportunities to experience and learn about careers for each life cycle step. As this project was recognized as an exemplary case of village-based cooperation for career education, efforts were put forth further to develop this 'village-centered career education' project continually. However, the cooperative system for village-centered career education faced the crisis due to the COVID-19 pandemic. To cope with this situation, the Gwanak-gu Career Education Community established the 'program support system for each step of the COVID-19 situation,' developing and providing programs for students to experience various careers and jobs even in this COVID-19 pandemic situation. The level of satisfaction among students is high in general, and accordingly, schools and villages continue to put forth efforts cooperatively into career education in their careful consideration of the COVID-19 situation.

NYPI-Global Careers Month

Revitalizing career guidance and vocational training at vocational high schools in Korea after COVID-19

A Proposal to Improve Career Diversification by Introducing the online Class Credit System for Vocational High Schools

Seung In Shin

Principal, Gyeonggi Machine Technical High School, Korea

Abstract

The high school credit system is to help students select desired subjects depending on their career and aptitudes and to acquire credits for subjects in which they satisfy the criteria of course completion for graduation. As this credit system is introduced, students are expected to select and take subjects as needed and become self-initiated rather than attending classes passively according to the given curriculum. The credit system will be introduced first to meister high schools in 2020 and to specialized high schools in 2022 and then all other high schools in the future. Major types of the credit system for specialized high schools include the departmental curriculum, interdisciplinary curriculum, inter-school curriculum, and out-of-school curriculum. As to inter-school and out-of-school curricula, introducing the online class credit system can contribute significantly to reducing each school's burden of opening subjects, saving time and expenses through real-time remote classes, and improving students' career diversification. This study examines the necessity of online course completion, classes and evaluation methods, and expected effects of the high school credit system.

Educational Problems and Utilization of Metaverse Platform

Jaemin An

Principal, Sunil Bigdata High School, Korea

Abstract

Metaverse is a state that combines virtual and real elements so that users can perform social, economic, and cultural activities similar to those of reality in a virtual space. As the COVID-19 pandemic has recently caused the social phenomena of social distancing and untact service, the metaverse craze has swept across the society. In education settings as well, metaverse platforms are utilized as teaching and learning tools as students have become unable to go to school due to the COVID-19 pandemic. Such metaverse platforms are expected to solve certain problems of the existing education system, they involve significant controversial elements as well on the other hand. This presentation presents such critical issues about metaverse platforms in terms of education and examines the usability of metaverse platforms as an innovative instrument of education.

Sponsor Special the Ministry of Education

The Direction of Career Education in the Post-COVID-19 Era

Hyuk-Gyu Lee

School Inspector, Gyeonggi Provincial Office of Education, Korea

Abstract

The prolonged COVID-19 pandemic and the rapid development of information and communication technology (ICT) have led to the rise of contact-free services. Students, who are now more accustomed to smart IT, prefer short video content to texts. This has resulted in a change in the learning trend of the digital generation, which emphasizes regular learning & homework, and autonomy based on the horizontal organizational structure.

However, career education still carries out the outdated method of science-oriented education that lacks practicality. Therefore, career education in the Post-COVID-19 era must reflect the new trend centered on educational engineering and practical engineering. The direction of the new career education is as follows.

- ① Elementary Schools – Career education that emphasizes experience and enjoyment centered on the five senses
- ② Middle Schools – Practical education that focuses on new professions
- ③ High Schools – A more practical curriculum that helps students to understand changes in the industrial society

In addition, there is a need for a digital platform centered on artificial intelligence (AI) and blockchain technologies that can manage student growth history information (My Data System) from kindergarten to high school seniors and provide various services, such as career, experience, higher education, and employment counseling. As a result, the goal for the new career education in the Post-COVID-19 era is to focus on nurturing the following career competencies of students.

- ① To provide knowledge and information about career paths and professions
- ② To help develop their ability to independently search necessary and objective information and data related to their career paths
- ③ To help develop their ability to analyze problems that may arise during their career and help find alternatives based on the information and data obtained
- ④ To educate them about the potential and realistic problems related to their careers and professions and to help design ways to overcome them

The Challenges of Career Education in the Contact-Free Era

Lee hyunjeong

Head, Yeongwol Career Experience Support Center, Korea

Abstract

Until now, the operation of career education courses linked to community resources outside of school has enabled various and practical career experiences and educational activities to proceed by utilizing field-oriented resources and contents for students' career exploration.

It cannot be denied that career education in cooperation with the community played a major role in realizing the importance of career exploration and understanding future career setting through the process of experiencing various occupations in many different fields.

However, as COVID-19 was prolonged, career education and experiences were again excluded from the school curriculum, causing a reduction in career education. In addition, despite the importance of virtues such as personality, collaboration, communication, passion, creativity, and challenge, which are the core elements of career education that students develop as they communicate face-to-face based on their direct experience in their jobs, it has weakened somewhat since the COVID-19 era.

Nevertheless, the reality of non-face-to-face online education accelerated due to COVID-19 is changing the learning system of career experience.

On the other hand, since the Career Education Act was enacted in 2015, the perspective and perception of career experience have been changed.

Experience type → learner type → Curriculum linkage → Innovation-driven

Various experience programs began to emerge and the change in connection with the school curriculum is a paradigm that reorganizes various flexible and convergent conditions by accommodating learners' needs and actively leading innovation.

Likewise, online career education in the non-face-to-face era after COVID-19 is also changing.

- 1) Online learning conducted non-face-to-face was operated in one direction, including career education that was unilaterally delivered, mentoring lecture methods, and experience materials. There is a limit to the development of students' learning assistance or positive influence on competency development.
- 2) The blended method is a mix of online (one-way, both-way) and offline, and it is a variety of hands-on education using workplace activities or virtual reality tools using EduTech, and requires technical support to improve the digital literacy of career experience centers and teachers and to use online education.
- 3) As explained above, non-face-to-face education should also be closely related to learner's demand and career aptitude by developing the content that is linked to learner-centered curriculum.

Even if it is not COVID-19, the blended method based on edutech will spread in the future career education method. In terms of developing and strengthening students' career capabilities, career education facing the non-face-to-face era will require an organic function that schools (teachers) and communities cooperate to create curriculum-related career experience contents.

Direction of Career Education in the Era of Post-Coronavirus

Jaejun Shim

Career Teacher, Whimoon High School, Korea

Abstract

1. Introduction

Changes in student characteristics due to Corona

- The number of extroverted students decreased and the number of introverted students increased.
- The lack of communication opportunities and a decrease in reading activities led to a decrease in the students' Korean and language skills.
- Lack of activeness and enthusiasm for school life.
- The number of 3rd graders like 1st graders and high school students like middle school students increased.

2. Main subject

Direction of Career Education Considering Changes in Students' Characteristics – More sophisticated and meticulous career education is needed in consideration of student level and circumstances.

Case 1) Sophisticated planning of invited lectures by professionals

Case 2) Career education through entrepreneurship activities

3. Suggestions for Progress

There is an urgent need for various conditions and policies to improve career education.

- Revision of work guidelines for career teachers and management and supervision required to settle in schools
- Quick decision on the direction of education policy

Korean Counseling Association Special Session

Education and career guidance strategies after the pandemic in South Korea

Panelist:

Young Hwa Kim

Assistant Professor, Seoul National University of Education, Korea

Hyoyeon In

Assistant Professor, Kongju National University, Korea

Moderator:

Nanseol Heo

Assistant Professor, Soonchunhyang University, Korea

Abstract

1st lecture title:

Addressing the Aspiration Gap in Career Development among Students in Korea during and after the Pandemic

The achievement gap among students in Korea appears to be even wider than it was before the Covid-19 pandemic. Accordingly, students with lower-class backgrounds are less likely to pursue a prestigious career or status than those with middle or upper-class backgrounds as those with limited social and economic resources are likely to remain behind in their academic achievements. Vocational literature has suggested that social class can have a lasting impact on the career development of children and adolescents. Therefore, this presentation aims to increase awareness of how social class interacts with the career development process of children and adolescents in Korea who face increasing uncertainty and instability in the world of work. The presenter will introduce findings from recent international and domestic research to address the role of social class in early educational and vocational developments. Also, several cases will be discussed to illustrate how social class can impact the development of self-concepts, goals, and aspirations of Korean students.

Keywords

aspiration gap, achievement gap, opportunity gap, social class, SES

2nd lecture title :

The college adjustment of undergraduate students during the COVID-19 pandemic:
Implications for educators and counselors

Adjustment to college is a significant career development task for college students, especially freshmen. The COVID-19 pandemic has provided an unprecedented college environment for college students, including distance learning and limited social interaction.

The presenter will share the results of qualitative studies of first-year Korean students and Chinese international students in South Korea in the context of COVID-19. The results of the analysis showed that college students not only experienced difficulties but also had positive experiences and achieved growth while navigating the pandemic. More specifically, the presenter will share research findings about what first-year college students experienced academically, socially, and psychologically during the pandemic and what kind of support they need to adjust to college. Based on the research findings, we will discuss the education/counseling strategies to promote the positive development of college students.

PAPER SESSIONS [2022.12.06]

Session No 1. Empirical and comparative approaches to education and training

A Comparative Study between Japan and Denmark on the Local Level Multi-Agency Collaboration Systems for Youth Supports

Miki Yoshikawa
University of Tsukuba, Japan

Abstract

Especially in European countries, the problem of youths' early school leaving (ESL) has been recognized as a risk of social exclusion and has been identified as a major issue for education and training policy. As mentioned by the European Commission (2013), in order to combat against the problem of ESL, it is important to establish well-collaboration among multi-agency involved in the supporting. From an international perspective, the ESL rate in Japan has remained relatively low (OECD, 2017), because the problem of school non-attendance has been focused and the supports for them had been enhanced within the educational system¹. However, as one of the results of this situation, improving supports for those who had already left schools, which has been considered as a very small group in Japan, still left challenging (Fujita, 2014).

One policy turning point in Japan was the enactment of "the Act on Promotion of Development and Support for Children and Young People" in 2010. Based on this, the Cabinet Office has been recommending to establish the local network, named as "Regional Councils for Youth Support" (hereafter, referred as "Councils"). Councils are organized by multiple agencies related to children and youths and aim to give a comprehensive support to especially whom facing some difficulties, including school non-attendance, dropout of schools, unemployment, NEET or *Hikikomori*. Councils are expected to function as both "vertical networks for providing seamless support between age groups", and "horizontal network in which various relevant agencies cooperate in an organized manner" (the Cabinet Office, 2015).

In order to accurately capture the features on Japan's youth support system as mentioned above, much more comparative studies with similar systems in other countries are required. With regard to this need, it could focus on the trends related to the youth supports in Denmark. In Denmark, "Municipal Youth Guidance Centers (*Ungdommens Uddannelsesvejledning, UU*)" (hereafter, referred as "UU") has existed and the professionals, "guidance counsellors (*Vejlederen*)", who has belonged to UUs, had provided career guidance activities continuously to youths from their primary / lower secondary education age to 25 years old, in cooperation with schools and the other related institutions (i.e., a vertical network). However, with the enactment of the "the Danish Consolidation Act on Municipal Provision for Young People under 25" in 2019, each municipality has been required to establish "Municipal Support Unit for Youths (*Den Kommunale ungeindsats, KUI*)" (hereafter, referred as "KUI"), the multi-sectoral collaboration system regarding youth supports. Then, UUs had been incorporated into the KUIs and support the youths, especially those who have difficulties in entering and completing upper secondary education or establishing themselves in employment, in stronger collaboration with the employment / social sectors than before (i.e., strengthening a horizontal network). The intention of the newly established KUIs, which has merged with UUs, can be seen as overlapping with those of Japan's Councils. Hence, a comparison of the two systems could complement relatively lack of researches in the field and contribute to the further development of Japanese youth support system.

In addition, the impact of COVID-19 has challenged the nature of face-to-face supports in both countries. It is also necessary to examine how supports can be provided to youths after or with the pandemic.

From the above, the purpose of this study was to compare and analyze the Japanese Councils and the Danish KUIs. Then, to point out the strength and the challenge of the multi-agency collaboration regarding youth supports in Japan.

A comparative study on the factors associated with teachers' digital skills between South Korea and US

Sara Lee

Miami University, United States

Suehye Kim

Miami University, United States

Abstract

During the COVID-19 era, education has actively promoted the use of information and communication and technology (ICT) to overcome the limitations of traditional teaching methods. In order to continue education in the pandemic situation virtual classes were provided as a temporary measure for keep schooling. However, pedagogical questions were raised about whether the virtual class can assure the quality of education and teachers were requested to reshape curricula suitable for virtual class. To maintain the same quality of education in the virtual class, both teachers and learners are anticipated to be digitally skilled. Therefore, teachers should be able to support students' learning through the use of technology. This starts with the belief that ICT increases the efficiency of education and increases the effectiveness of learning (Nam & Gwon, 2020). The technology to handle and utilize appropriate ICT in class depends on how proactively teachers use ICT.

However, studies so far have not sufficiently examined in detail the difference in ICT utilization capability according to the growth of technology by considering ICT utilization capability as a one united variable. In other words, while technology is growing, few studies have considered the different types of technologies used in schools, covering Thermal Laminator and 3-D printers used in classes. Therefore, it is necessary to study the wide range of using ICT devices in educational environments and to explore how the digital education differs by educational systems. Over time, digital documentation skills such as MS word have become a daily routine for teachers but the current classroom has been equipped by more than MS words including interactive media, social network service, virtual reality, etc. Therefore, main objectives of this study are to examine which factors are associated with teachers' skills for the various types of EdTech and to compare key factors in two different educational systems (South Korea and US). Using the latest dataset of ICILS (International

Computer and Information Literacy Study) collected by The International Association for the Evaluation of Education (IEA), we will find factors affecting teachers' use of EdTech and Utility software in South Korea and US and comparable results of teachers' digital skills between two countries. Based on the empirical findings, we will further discuss why educational systems matter for improving teachers' digital skills and which interventions are pedagogically necessary for better education in the post COVID era.

A Comparative Study of the Career Education Implementation Systems in Japan and Korea: From the Perspective of Curriculum Management

Keitaro Mine
University of Tsukuba, Japan

Abstract

The objectives of this paper are to present a comparative perspective on the career education implementation system in Japan and Korea and to clarify the significance of comparison. For these objectives, literature from Japan and Korea, the author's teaching experience, and the interview research²⁾ were used.

The restrictions on experiential activities caused by COVID-19 pandemic have resulted in the loss of opportunities for students to receive career education in schools that had previously regarded the implementation of experiential activities as that of career education. Under these circumstances, it is becoming increasingly important to promote career education throughout all educational activities, not just through experiential activities. This is because organizing and managing the curriculum from a cross-curricular perspective to achieve the school's overall goals for career education is an important step to ensure that all students have the opportunity to develop the various abilities that career education should foster.

The countries that have operated such equal public education systems that provide a high average standard of education for all children are Japan and Korea (Green 2013). Both countries regard career education as something that should be implemented throughout all educational activities. In Japan, career education requires that the basic and general abilities (*kisoteki-han'yoteki-noryoku*) be developed throughout all educational activities. And for this purpose, it is required that each school provides education that is devised according to the characteristics of schools and regions, and students' developmental stages (Central Educational Council 2011). On the other hand, career education in Korea requires that the career development competency (*jilro-gaebal-yongnyang*) be cultivated throughout all educational activities. This competency is to be cultivated through curriculum restructuring. What they have in

2) The author conducted interviews via e-mail on January 4, January 6, and January 7, 2021, with a career guidance teacher working at a junior high school in Seoul.

common is that they are trying to promote career education based on a competency-based curriculum. Besides, to achieve it, they also call for the organization and operation of curriculum from a cross-curricular perspective.

However, the organizational structure to achieve them differs greatly between Japan and Korea. In Japan, an organization centered on chief teachers of career guidance (*shinro-shido-shuji*) is assumed as the organizational structure for implementing career education. Chief teachers of career guidance are required at each junior and senior high school and are in charge of liaison, coordination, guidance and advice on matters related to career education. However, the following problems have been pointed out regarding chief teachers of career guidance (Fujita 2014). First, the expertise that chief teachers of career education should have is not guaranteed due to their lack of qualifications. Second, they are not given time to devote to their duties of career education. They need to perform them in addition to their duties as general teachers. Therefore, chief teachers of career guidance are not able to fulfill their role. From these problems, the Manual for Career Education provides an example of an organizational structure in which the chief teacher of career guidance implements career education in collaboration with other chief teachers, with the head teacher or the assistant principal as a leader (Ministry of Education, Culture, Sports, Science and Technology 2011). However, organizational reform like this is left to each school, so teachers do not receive institutional support, which places a heavy burden on them. As a result, the degree of fulfillment of career education varies from school to school. In addition, personnel transfers both within and outside of schools result in the replacement of chief teachers of career guidance. Therefore, they cannot deepen their expertise. The continuity in the implementation of career education is not ensured in the current organizational structure in Japan.

On the other hand, Korea has established an organizational structure centering on career guidance teachers (*jilro-jinhak-sangdam-gyosa*). Career guidance teachers are qualified after 570 hours of training and are exclusively in charge of career education. In addition, they are assigned as chief teachers (*bujang-gyosa*) who is in charge of liaison, coordination, guidance and advice. In all schools that have career guidance teachers, career education is implemented mainly by them. This organizational structure is excellent in that it can guarantee the quality and continuity of career education in all schools. However, the presence of a dedicated teacher might lead to the perception that all matters related to career education should be left to career guidance teachers, and this might lead to a decline in the awareness of career education throughout the school organization.

The organizational structures of the two countries are contrasting in terms of measures

to guarantee opportunities to develop the various abilities that career education should cultivate. With the advantages and disadvantages of each system, how do schools in each country implement career education? Analyzing the career education implementation system can provide suggestions for strengthening the respective systems in Japan and Korea. Furthermore, it would also help to present a model for a system of implementing career education throughout school education as a way of guaranteeing the quality of career education. However, there have been very few studies on career education conducted from the perspectives described so far, both in Japan and Korea. In light of this, this paper will offer a comparative perspective for future research by organizing the organizational structures of the two countries using the theoretical framework presented below.

A Comparative Study between Japan and Germany on the Work Experience Programs and the Pre-/ Post-guidance at Lower Secondary Schools

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Abstract

The work experience programs at lower secondary schools in Japan have played an important role in career education for a long time. These programs had promoted since 2005, then they were implemented in 97.7 percent of public junior high schools in 2019 (National Institute for Educational Policy Research 2020).

During the early stages of the COVID-19 pandemic, many schools suspended these programs. Today, many local governments are conducting them as before, and online programs are increasing to prevent the transmission of COVID-19. Given this situation, it is likely that the work experience programs will continue in the aftermath of COVID-19.

On the other hand, focused on the social changes by COVID-19 pandemic, the forms and methods of work are changing. In light of these changes, the work experience programs will be more important in cultivating the general competencies for work than in understanding the work itself (because the professions may have fundamentally changed few years later).

In Japan, the general competencies called "the Basic and General Competencies" has already well known. These competencies are formed four elements; "the Competency to Relationships and Community", "the Competency to Understand and Manage Oneself", "the Problem-solving Competency", and "the Career-planning Competency" (Table 1). Japanese career education has made progress by utilizing these competencies. However, there are many unresolved issues about career education. Particularly, it is pointed out the lack of systematic pre- and post-guidance of the work experience programs. This issue was pointed out eight years ago (National Institute for Educational Policy Research 2021).

One of the factors of this issue is that the work experience programs are not encompassed by specific subjects. It is based on the Japanese career education's policy which is conducted through overall school education programs. Namely, by not

providing specific directions and by leaving most of the contents and methods of implementation to the discretion of the school, "the Basic and General Competencies" cannot be fully utilized. Furthermore, the systematic curricula related to the work experience programs cannot be ensured. Despite these situations, in Japan, there have been no critical proposals for systems to position the work experience programs and the pre- and post-guidance in cross-curricula. In addition, no studies have not analyzed the detailed causes for the lack of systematization.

Therefore, the purpose of this paper is to clarify the characteristics and issues about the position of Japanese work experience programs and the pre- and post-guidance, in addition, to obtain suggestions for the Japanese curriculum related to the work experience programs in the aftermath of COVID-19. Consequently, this paper focuses on the state of Baden-Württemberg (BW) in Germany, where the work experience programs at lower secondary schools are traditionally implemented and, unlike Japan, the curricula of these programs are positioned within a subject.

Development of an Alternative Program to Work Experience for Junior High School Students and Examination of its Effectiveness

Yuriko Sakai

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Abstract

An alternative program was developed to replace the work experience that was cancelled due to covid-19. The effectiveness of the program was compared with that of conventional work experience programs, and it was found that the programs developed using career education theories and tools were complementary in terms of preparation for career study and independent career choice. However, it was found that an experience of simply listening to professionals was not sufficient to develop a flexible attitude toward career choice, as in the case of career resilience.

The effect of career construction group counseling for college students: comparing with face-to-face and online video conference

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Abstract

The purpose of this study was to compare between online conference and face-to-face in career construction group counseling for college students, because online counseling was spreading with Covid-19. The group counseling in this study was based on Career construction Theory (Savickas, 1997; 2001). The Career construction theory was introduced in 2010s. Specially, Career Story Interview (CSI) was the most popular and effective approach, which had been practiced to college students and adults as individual or group in Korean counseling fields. In previous studies which had practiced CSI group counseling to college students, it was found that they could discover the meaning of themselves career and create future-oriented career story (H.Kang and Lim, 2020; M.Kang and Kim, 2020; J.Kim, 2014; Y.Oh and Cho, 2020). Because of the effect of 4th industrial revolution and the pandemic situation by Covid-19, online-based counseling has been widely spreading and becoming main stream (M. Hwang and Hwang, 2020). Therefore, various research has been published to verify the effect of online-based counseling comparing with face-to-face. Despite of concerns which online-based counseling has anonymity and indirectness, recent research was demonstrated that online-based counseling was as effective as face-to-face way (Park et al., 2002; Lee, and Chung, 2001; Oh, and Cho, 2020). However, in previous studies which comparing online-based and face-to-face way is limited to investigate, the reason why most of previous studies had no choice to use non-parametric statistical analysis due to small participants, and the research subject was early stage. Therefore, it is necessary to verify empirically for comparing with the existing program by face to face for the practical use of online-based career construction group counseling. In this study, the results of the pre-post-test and the participants' journals of the face-to-face group and the online-based group will be compared.

A longitudinal study of the structural relationship among middle school students' creativity, extracurricular activity participation, and career decision status

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Abstract

In a rapidly changing society, creativity is regarded as an important virtue. Until the 1950s, creativity had been regarded as a talent for extraordinary people. However, after Guilford (1950) emphasized the importance of creativity in 1950, many studies have found that creativity is an intellectual capacity that everyone has (Torrance, 1962). Afterward, much research has been conducted about creativity, including personality, cognitive ability, and biography.

Creativity is emphasized in Korean education, but the reality is that a significant portion of time in school is devoted in gaining knowledge. Due to such an environment, Korean education has been criticized for cramming education which represses students' creativity. However, the situation changed a lot since the Jayuhaknyeonje (also known as a "Free Semester" or "Free Year" program) was implemented in all middle schools in 2018. The Jayuhaknyeonje is a period to focus on a curriculum for developing careers without taking exams (i.e., students are "free" from exams). During Jayuhaknyeonje, classes are less lecture-focused and more activity-focused. Students can engage in a variety of curricular and extracurricular activities such as arts and sports, club activities, and career exploration activities.

The participants of this study were in their first year of middle school (equivalent to 7th grade in most other countries) in 2018 when the Jayuhaknyeonje was just implemented. Creativity is affected by the environment, so the change in the educational environment is expected to serve as an opportunity to revitalize the creative potential of students. Therefore, it can be expected that the Jayuhaknyeonje provided students with more opportunities to participate in various activities, explore dreams and talents, and eventually specify their dreams. It would be significant to investigate the relationship between variables such as creativity, exploration activity

participation, and career decision status that are expected to be influenced depending on such an educational change. However, little is known about the relationship between the three variables, especially among middle school students. Thus, the current study aimed to examine the structural relationship between creativity, extracurricular activity participation, and career decision status over time from 7th grade to the 9th grade using longitudinal data.

Because the hypothesized model of the current study conflicted with some of those reported in prior studies, this study compared the hypothesized model with two alternative models. Moreover, the study considered the moderating effect of gender and city size to understand the model more comprehensively.

Systems of career influences across childhood during and post Covid19 pandemic era : insights from adaptations of the assessment procedures

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Abstract

The systems thinking from the developmental and lifespan psychology perspectives (Bronfenbrenner, 2005; Lerner, et al., 2011; Osher et al., 2020) take contextual factors into the development. Children grow in certain cultures and contexts, which provide unique individual developmental pathways across their lifespan (Overton, 2010). The other individuals, social systems, institutions, and opportunities for interpersonal interaction and collaboration represent potential assets for development (Patton & McMahon, 2014; Theokas & Lerner, 2006).

These developmental relationships occur in both microsystem and macrosystem contexts, such as communities and neighbourhoods, families, schools, and peers, which represent both primary (e.g., family and peers) and secondary (e.g., school) microsystems. Relationships within each system are affected by other ecological systems and cultural factors, as well as by the child's developmental stage. But children as adults experience macrosystem factors (Oyserman & Lewis, 2017).

Recent studies recognize the potential impact of the COVID-19 pandemic on children's interaction with life contexts and on their systems of influences (Fioretti et al., 2020; Sgaramella, 2022) showing the relevance of giving voice to children and adolescents, and to address the impact of their experiences even when unexpected changes occur that challenge our work procedures and practices.

The aim of the work is to describe the strategies and the changes introduced in studying the systems of influences students from primary and middle school developed while participating in a distant learning career education activity proposed to them; the meaning of these changes in understanding career development learning.

Session No 2. Career guidance and counseling for underprivileged and vulnerable groups

Unemployed People' Motivations for Group Career Counseling in the COVID-19 Era : Implications for Design and Implementation

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Abstract

Economic disruption and unemployment worldwide has been highlighted by the COVID-19 pandemic, threatening to become both a financial and a humanitarian crisis (Blustein et al. 2020). The pandemic preventive measures caused a significant escalation in unemployment, which is expected to continue increasing (Lambovska, Sardinha and Belas 2021). While economic recession affects everyone, unemployed people are the most vulnerable to its consequences (Drosos, Theodoroulakis, Antoniou and Rajter 2021). Career services must play a central role in the recovery strategies of unemployment. On one hand, through a research agenda focused on assessing the unemployed population (Blustein et al. 2020). On the other hand, through the intervention of the career counselors that should be focused on how to provide effective career counseling to unemployed people in the post-COVID-19 world (Drosos et al. 2021).

Career interventions with the unemployed population have gained some expression in recent years, especially due to the consequences of the pandemic (e.g., Santilli, Ginevra and DiMaggio 2021). The analysis of the studies on this topic provides information about unemployed adults, as well as the implications for intervention with this population. With regard to the specificities of this population, it is essential to understand unemployment as a state of vulnerability that may imply that individuals

experience negative feelings (Amundson et al. 2018). Therefore, with unemployed adults, it should be recognised that the state of unemployment and the behaviors often inherent in that state (e.g., job search process) are a learning experience in itself (Van der Heijde 2013). The influence that motivational, cognitive–affective, and social dimensions can play on employability behaviors are also key–factors (Koen, Klehe and Van Vianen 2013).

Regarding implications for the intervention, the career counselors' insight is essential for them to understand an individual's competencies and growth areas so that they can best support their clients as they cope with unemployment (Amundson et al. 2018). Studies indicate that the unemployed can be encouraged to actively promote their career ambition (Panari, Tonelli and Mazzetti 2020). To this end, it is often suggested that interventions for unemployed people include measures to improve individuals' technical skills (e.g., Hart et al. 2020). However, many authors advise the need of including strategies that favor personal development and work on a broad module of soft skills (e.g., Blázquez, Herrarte and Sáez 2019; Fuertes, McQuaid and Robertson 2021). Intervention contexts that allow participants to share their experiences, problems or difficulties in the state of unemployment and encourage the exchange of knowledge, allow individuals to recognise and express their own emotions and motivations (Hodzic et al. 2015). In other words, with this population, psychologists should assist the development of employment–related skills, but also promote self–knowledge (Kim, Kim and Lee 2019; Van der Heijde 2013). More recently, due to the effects of the pandemic, psychologists are advised to address the emotional effects of the crisis through programmes that support the unemployed to strengthen their psychological health, self–esteem, self–efficacy and self–confidence (Garcia et al. 2022).

Despite the growing number of research regarding the unemployed population, it is understood that coping with unemployment presents significant challenges (Amundson et al. 2018). Thus, all recommendations should be contextualized in the individuals' motivations towards the intervention, otherwise there is a risk of not meeting their true needs, assuming generalist objectives for all unemployed people, which could be out of context with each individual's reality. Thus, the motivational dimension that leads unemployed people to seek career counseling is still an unexplored field.

In an attempt to overcome the limitations identified in the literature, this study intended to qualitatively analyze the motivations to benefit career counseling, referred by 159 people in an unemployment situation in the pandemic period. The main objective was to contribute to the knowledge about this population, enabling the design and implementation of specific and informed career interventions.

Variation in adulthood transition patterns during COVID-19 pandemic : Implications for youth guarantee policy in Korea

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Abstract

Background:

The purpose of this study is to examine how the adult transition patterns of Korean youth change during the COVID-19 period. Korea is experiencing a rapid expansion of the adult transition period, known as an emerging adulthood. This seems to be influenced not only by changes in socio-cultural perception but also by socio-economic environment. To this end, this study have examined the changes in perception of marriage and childbirth among young people and examine the related factors.

Method:

This study was analyzed using data surveyed from 2016 to 2022 by the Korea Youth Policy Institute. These data include young people aged 19 to 34 who are defined as youth in Korea. Descriptive analysis and multiple regression analysis were employed.

Result:

As a result of the analysis, young Koreans felt less and less the need for marriage and childbirth, and this decrease was even greater during the COVID-19 period. The age of major markers as adults is also gradually pushed back, indicating that an increase in the adult transition period is occurring.

Implication:

In Korea, the transition period to adulthood is rapidly increasing. This appears to be a form of supporting adult children until late in Korea, but as the socio-economic

environment deteriorates, social support is increasingly demanded. In response, the government is gradually expanding the scope and scope of support. However, as there are still wide blind spots in the policy to support youth independence, it is necessary to create an environment in which young people can receive social support as a social right or a civil rights in the near future.

Online Training of Psychologists for a Career Intervention with Unemployed Adults : A Pilot Study During COVID-19 Pandemic

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Abstract

There is no uniform international qualification for career counselors – although it is possible to obtain certification nationally and internationally, the title of "career counselor" is not regulated (Savickas 2019). This level of specialization can only be achieved through the provision of quality training (Perez-Soltero et al. 2019). Nevertheless, Mendes, Abreu-Lima, and Almeida (2015) indicate that, in Portugal, eight percent of the almost 500 questioned psychologists identify Career Guidance as the area of intervention where most need for training is perceived. Wen et al. (2020) go further by stating that there is a lack of trained professionals in this field in today's society. This gap should be better considered, since continuous education is one of the factors that most contributes to the qualification of a professional (Barros, Ambiel, and Noronha 2019).

In the past, online training was only considered as an alternative (Teymori and Fardin 2020). As in many other countries, in Portugal, the COVID-19 pandemic led to a declaration of state of emergency, requiring most people to carry out their school and work responsibilities online (CEDEFOP 2021). In the field of training, this growing trend has led the worldwide authorities to consider online modality as a replacement for face-to-face training, which is likely to influence training even after the pandemic (Teymori and Fardin 2020).

Distance learning is defined as formal institutional education where the learning group

is separated, and where interactive telecommunications systems are used to connect learners, resources and trainers (Simonson, Smaldino and Zvacek 2015). To the extent that learning is accessed through the internet, anytime and anywhere, it can be classified as a distance learning system (Lu and Dzikria 2019). The flexibility of this modality both allows and requires greater control of time, space and pace of trainees, as well as greater motivation of the trainees to continue the course (Martins, Zerbin and Medina 2019) than the face-to face training modality. In this scope, it is necessary to conduct more systematic research on the design and evaluation of online training courses specifically in what concerns career counselors training. The present study intends to evaluate an online training course aimed at training psychologists in a specific career psychological intervention model for unemployed adults. The training was designed to prepare psychologists for immediate action in the field within the scope of a wider action-research project. The main objective of this training was to enable psychologists in theoretical, scientific and technical competences necessary to carry out an employability and career self-management intervention with unemployed adults. At the end of the training, it was expected that participants would know the most recent theoretical and empirical perspectives on employability and how to frame it in the intervention rationale; understand specific needs of people in situations of economic and social vulnerability; know how to assess the cultural heritage and needs of the target public of the intervention; identify and describe effectiveness criteria and critical ingredients of career interventions; understand the challenges inherent to the use of communication technologies in career interventions; know, reflect on and implement the strategies and activities of the career intervention model proposed, as well as the evaluation methodology. To achieve these learning goals, the training was structured in four modules, divided in seven sessions with six hours each, for a total of 42 hours of training (see Table 1). A training manual was developed, containing general information about the training, namely goals, structure, scheduling, pedagogical methodology, programme contents, bibliographical and pedagogical resources, evaluation and certification methodology, as well as information about the precautions to take in online training.

Considering the structure and objectives of the training and its evaluation model, this study proposes (1) to describe the trainees' level of knowledge before the training and their level of knowledge and involvement throughout the learning process; and (2) to analyze the performance and perceived training quality of the group of trainees.

Is the workload too heavy for Japanese students? - Focusing on the credit system and student surveys -

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Abstract

Many universities implemented remote teaching in response to the COVID-19 pandemic that began in early 2020. In addition, with the spread of online classes, many Japanese universities have conducted surveys related to the actual status of online classes, especially student surveys (e.g., Kansai University, 2020; Waseda University, 2020). It was found that students' study time has tended to increase, and they feel burned out (Waseda, 2020). Also, the first thing cited as a problem with online classes was the heavy workload assigned by instructors (Kansai University, 2020). Furthermore, the discussion on study time has attracted attention due to the widespread media coverage. Universities are expected to take appropriate measures to address these issues.

One way used to regulate students' study time is the credit system, which regulates the total number of credits students must gain to graduate and the number of credits students can earn through online classes, i.e., only 60 out of 124 credits are recognized, although this regulation has been updated. However, the number of study time required for one credit has not changed. Also, before COVID-19, discussions on study hours lasted for years. Specifically, since the "substantiation of the credit system" was raised in the University Council's report "Vision of Universities in the 21st Century and Future Reform Measures" in 1998, improving university students' out-of-class study time has become one of the most important issues.

However, the reality is the exact opposite to the media's propaganda that students are overburdened; the short out-of-class study time was the main issue before COVID-19 for many years (Tanimura, 2009; Jiang, 2010). This has triggered recent efforts to promote university students' out-of-class study, including policy advocacy at the national level and initiatives at the organizational (university) and individual levels of classroom practice.

Are students working too much now, or are they just fulfilling the required time as prescribed by the Standards for the Establishment of Universities? Should schools take

appropriate measures, or does the credit system itself need to be re-conceptualized and reformed?

Purpose and Methods of This Paper

The purpose of this paper is to compile and review debates on the short duration of students' studies before the beginning of the pandemic, primarily focusing on the relevant policies of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the accusations of scholars, in an attempt to clarify the relationship between the credit system and the duration of studies. Another purpose is to provide a direction for the proposal and implementation of policies at the university level after the pandemic.

Literature research is the primary method for this research. And the focus is as below.

- (1) Credit system and study hours. This part focuses on government policies regarding the credit system and the arguments of scholars.
- (2) Student survey. A survey was conducted to compile and review the debate on the issue of extracurricular study time from both governments- and scholar-led perspectives.

Career guidance in second chance schools in Andalusia(Spain) : A successful model for vulnerable young people

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Abstract

The research experience presented here has been carried out in the Second Chance School of the Don Bosco Salesianos Social Foundation located in Cordoba. This Second Chance School has two possible access routes for young people interested in joining it. On the one hand, the socio-educational route, focused on young people who are already part of one of the socio-educational projects that the organisation has; and, on the other hand, the socio-labour route, linked to people who are referred from employment projects. In our case, we have worked with those belonging to the second pathway, a programme known as the Pre-employment School. This research shows the orientation/research process developed with the 10 young people during the academic year 2021/2022. The characteristics of the young people participating in the Pre-work School stand out for their low level of emotional development and social and emotional skills, academic and school failure (sometimes even lack of previous schooling), low degree of social and cultural integration (more accentuated in migrants), little or no family involvement, previous experiences of failure at work, difficulties in finding a job, negative self-concept, unhealthy lifestyle habits, among others. The main results indicate a general concern about the lack of quality time, which they defined as time for peace, tranquillity and enjoyment (not necessarily leisure, but also work). In the case of migrants, there was an incessant concern to obtain legal documents in the host country. It can also be seen that after the intervention process, the aspirations of the participants have been modified, now projecting a horizon towards the future, and planning the steps to achieve it.

Keywords

Early drop-out, guidance, Second Chance Schools, socio-occupational integration, individualised itineraries

Justification of career interventions for non-dominant groups of children : conjoining paternalism justification principles and Amartya Sen's capability approach

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Abstract

Non-dominant groups of children are more likely to face difficulties in career development. In the aftermath of COVID-19, vulnerable people have suffered from damages on their work, learning and training, compared with dominant groups of people. This situation amplifies the fluidity in their career. It is essential for them expanded and enhanced access to education and additional support from a social justice perspective.

However, what is social justice to us can be injustice to others (Hooley, Sultana, and Thomsen 2018), and we need to be careful not to impose social justice on children. On the other hand, Arthur et al. (2009) found that consciousness-raising and internalized oppression were social justice barriers faced by clients. This perception includes practitioners' judgement about social justice. While desired/used competencies in social justice practices have been identified (Arthur et al. 2013), there is little discussion about how to deal with injustice reflected in the clients' attitudes and beliefs. Rice (2018) mentioned questions of recognition and misrecognition in career development services, then argued more discussion is needed.

This study will focus on paternalism as the theoretical basis for answering this question. Paternalism is one of the principles of intervention into the freedom of others, which is motivated by pursuing good for the person concerned. The language of paternalism can evoke a sense of moral imposition. Today, however, paternalism is regarded as inevitable intervention, and it has been discussed justification principles for it in the fields of legal philosophy and bioethics. Meanwhile paternalism provides a theoretical basis to limit over-intervention, it doesn't have a perspective to perceive social injustice behind individuals' choices and actions. Another theory is needed for a justification principle in the context of career interventions for non-dominant groups of children. Amartya Sen's capability approach is adopted as the complementary theory in this study because the theory has a framework that perceive social injustice

reflected to individuals' being and doing. Also, other researchers have already pointed out the applicability of the capability approach to career guidance and development (e.g. Robertson 2015).

Although career development services influence others' lives, the discussion about justifiability of the practice has been inactive. Even though Egdell and Robertson (2021) mentioned the paternalistic aspect of the capability approach, it implied negative sense. The originality of this study lies in the conjoining of the paternalism and the capability approach as a justification principle of career interventions for non-dominant groups of children.

The objective of this paper is to demonstrate a justification principle of career interventions for non-dominant groups of children by conjoining paternalism and the capability approach.

A systemic exploratory case study of an Australian female gig worker: Intersections between career development, migration, and gig work

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Abstract

Worldwide the number of people employed in gig work is on the rise. While there are many types of gig work, much of it is precarious and does not afford workers the security of more traditional work. COVID-19 saw rapid expansion of the gig economy especially in app-based gig-work such as food delivery. Gig work serves a variety of purposes for those who work in it. Migrants are over-represented in gig work and many remain in it for prolonged periods. Concerns have been raised about the influence of gig work on migrants' original career development intentions about obtaining meaningful and sustainable forms of work post migration. Little is known about how gig work intersects with the career development of migrants. This two-phased single exploratory case study, theoretically grounded in the Systems Theory Framework of career development and a southern perspective on migration, investigated the lived experiences of a female Australian undergraduate student who also worked in the gig economy prior to the epidemic and two years later. The findings revealed how the participant's original intention of short-term engagement with gig work gradually transformed into running a business as a result of various systemic influences including change over time, social, and environmental-societal influences. The participant storied the impact of pandemic-induced changes on various domains of her life, her personal experience of the advantages and disadvantages of gig work, and her views on gig work before and after the pandemic. Although this research has limitations related to its small scale, it nonetheless demonstrates how experience near research can uncover intersections between gig work, migration, and career development.

Keywords

gig work, Migration, Career Development, COVID-19, Case Study Research

PAPER WORKSHOP SESSION [2022.12.07.]

Session No 3. Development and validation of career-related assessment tools & cognitive information processing theory

Development of Career Development competencies Scale for Middle school students

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Abstract

The purpose of this study is to develop and validate Career Development Competency Scale for middle school students in Korea. First, based on an extensive review of literature related to career development competency measures, initial items were collected. To verify the content validity of initial items, the Delphi technique was conducted twice by 30 experts and 30 items were selected for a survey. A total of 102 middle school students participated in the survey and provided usable data. Exploratory and confirmatory factor analyses were conducted using SPSS 25 and Mplus7. Factor loadings for each item were examined. To examine the model's overall goodness of fit, several model-fit indices were computed including χ^2 , SRMR, TLI, CFI, and RMSEA. Construct reliability was assessed using Cronbach's α and construct reliability values. Convergent validity of items was evaluated using average variance extracted. The results revealed that a five-factor model with 20 items yielded good fit for the observed data: $\chi^2(df)=256.133(160, p<.001)$, SRMR=.064, TLI=.900, CFI=.914, RMSEA=.077(.059, .094). Cronbach's α for each factor was found over the required limited of .70, and construct reliability values ranged from .853 to .912. Thus, construct reliability was established for each factor of the model. The average variance extracted values were above .50 except one factor (AVE=.480). Potential applications and further studies are discussed.

Keywords

career development, career development competency, career education for middle school students

Student Workers Career Resources: Needs Assessment for Career Intervention

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Abstract

During the COVID-19 pandemic period, many changes were implemented that affected the daily lives of the population. Students in higher education also saw their routines and the context in which they were involved changed. Such changes posed many challenges for students, in particular for student workers. This group of the population had to deal with a more demanding life-roles management at home, beyond health issues and social deprivation and isolation. In this study, we aim to assess the career resources of higher education student workers in the COVID-19 pandemic context and draw implications for the design of preventive career interventions. Participants were 91 ($M_{age} = 27.8$ years, $SD_{age} = 8.89$) Portuguese student workers, 63 (69.2%) women; ($M_{age} = 27.1$, $SD_{age} = 7.96$). We collected data on sociodemographic issues and a Career Resources Questionnaire. To obtain the results, we used descriptive statistics techniques and tests of comparison of means. The results indicate that the career resource that student workers identified as less developed was institutional support. On the other hand, student workers who lived with their parents had less developed career resources such as soft skills, institutional support, study challenge and networking, compared to their peers who lived alone.

Keywords

career resources, students workers, higher education, psychology

Development and Validation of the Career Meta-Cognition Scale for University Students

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Abstract

College students have high stress on their career path due to job market instability, social change, and problems in career decision making, and complain of difficulties in planning and implementing their career paths. In order to solve these career problems, it emphasizes that individuals adapt to the environment, flexibly respond to changes, and develop and manage careers. The cognitive information processing theory emphasized the enhancement of self-directed career problem solving ability through learning career decision-making technology and proposed specific measures to solve individual career problems. In cognitive information processing theory, the metacognitive domain refers to the decision-making process and the area that checks and controls the information involved in decision-making. Metacognition, which checks and controls information and performance in career development, including the career decision-making process, can be said to be an important factor in solving problems because it affects the overall career problem (Peterson, Sampson, & Reardon, 1991). Therefore, this study attempted to develop and validate a career meta-cognitive scale for effective career performance and career problem solving. The career metacognition scale can be used as a tool to select subjects who need career counseling, evaluate the career performance process, and provide various problem-solving strategies to college student clients suffering from career problems.

Development of the Career Thoughts Inventory for Korean College Students

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Abstract

The population of young adults is affected by Covid-19 more than other working-age groups in Korea (Ham et al., 2021; OECD, 2020). Their labor market was vulnerable in previous recessions too (Bell & Blanchflower, 2011). Cognitive information processing (CIP) is one career theory that addresses career needs during the pandemic (Marks et al., 2021). CIP theory consists of four models: the Pyramid of Information Processing Domains, the CASVE Cycle, the Readiness for Career Decision-Making and Problem-Solving model, and the Differentiated Service Delivery (DSD) model.

The efficacy of the DSD model depends on the accuracy of the assessment on a client's readiness for how much and what type of help they want from the practitioner (Osborn et al., 2022). The Career Thoughts Inventory (CTI) (Sampson et al., 1996) is one of the most used measures at universities in Korea to identify the nature of thoughts and concerns that make career decision-making difficult.

The purpose of this study is to overcome the inaccuracy in the current inventory that has been used in Korea, for it was developed in America and customized specifically for the American population. This study explored the "career thoughts" of Korean college students and developed the Korean Career Thoughts Inventory (K-CTI) that reflects Korean cultural factors.

(WORKSHOP) Cognitive Information Processing Theory: 30+ Years of Synergizing Theory, Research & Practice in the US and Internationally

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Abstract

Thirty years after its inception, Cognitive Information Processing theory (CIP; Peterson et al., 1991; Sampson et al., 2020), continues to integrate career decision-making theory, research and practice for multiple groups, in various settings, crossing international geographical lines. The CIP bibliography (Sampson et al., 2022) contains 430 entries of books, book chapters, conceptual and empirical research articles, and 57 are by international authors. A 2020 special issue of the *Career Planning and Adult Development Journal* (Osborn & Hayden, 2020) highlighted the international applicability of CIP in eight different countries. The Center for the Study of Technology and Counseling (<https://career.fsu.edu/tech-center>), which focuses on CIP theory as one of its research arms, has hosted nearly 50 international visitors to talk with CIP theorists, researchers, and practitioners as they explore the applicability of CIP to their various settings. CIP theory consists of four key components, including the Pyramid of Information Processing domains, the CASVE Cycle, the Readiness for Career Decision-Making and Problem-Solving model, and the Differentiated Service delivery model. From these, substantial research evidence has been generated in the forms of career interventions, diverse populations, career assessments, career program delivery and evaluation. Recent publications have highlighted the applicability of CIP theory during the pandemic (Osborn et al., 2022), as well as supporting practitioners during the transition from face-to-face to virtual service provision (Osborn et al., 2021). CIP theory also flexes to address mental health concerns and disparity realities that skyrocketed in experience and recognition during the pandemic (Marks et al., 2021). During this workshop, a review of the key components of CIP theory will be briefly presented, followed by key research findings across the past 30 years, including a review of international applications, with special details on adapting CIP in South

Korea. The workshop will conclude with current and anticipated research projects.

Keywords

cognitive information processing theory, career decision making, career development, vocational choice, career barriers, international

 PAPER SESSION [2022.12.07.]

Session No 4. Development and advancement of career identities and values

Factors Influencing South Korean College Student's Occupational Preference and Occupational Choice

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Abstract

This study aimed to examine the relationship between variables with expectancy-value theory, occupational preference, and occupational choice among college students in South Korea by replicating Brooks and Betz's (1990) study. Questionnaires from 246 college students were analyzed to examine the association between occupational preference, occupational choice, expectancy, occupational valence, outcome valence, and expectancy x occupational valence.

Although multivariate multiple regression analysis was not conducted due to no significant correlation between occupational choice, occupational preference, and outcome valence, one way-MANOVA indicated gender difference in expectancy and occupational choice. The present study implies the importance of exploring the impact of personal values on the occupational outcome and expectancy linked to occupational preference or occupational choice among undergraduate students in South Korea.

Keywords

Occupational choice, occupational preference, expectancy, college students

The Necessity and Stance of Career Development Support for Young Carers

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Abstract

It has been a long time since the "discovery" of "young carers" in the UK. In Japan, the existence of "young carers" has finally begun to attract attention in recent years, and a survey conducted in 2021 revealed that approximately 5% of junior and senior high school students spend much of their time caring for their families (Mitsubishi UFJ Research and Consulting Co., Ltd., 2021). Young carers have the double disadvantage of being both YOUNG and CARER; even before the COVID-19 pandemic, young carers often spent a great deal of time caring for their families, to the disdain of education, work, and time for themselves. But the pandemic has significantly increased these pressures. The difficulties they face are exacerbated by the fact that families are spending more time at home.

A particular focus should be placed on young carers, who are responsible for the care of families with severe disabilities (hereafter referred to as "care recipients"). It has been pointed out that they may have obstacles in finding employment and career development after school (Mitomi 2000), and support for their career choices and career development is urgently needed (Sempik and Becker 2014; Shibuya 2017).

However, despite the aforementioned extremely imperative points, there has been no response by career development support to date, and the discussion about the direction of such support has been left unanswered. In this context, Watanabe's study is valuable in that describes the necessity of implementing career education for young carers, including the consideration of specific measures to enable them to share care (Watanabe 2021). However, it has been pointed out in the field of family sociology that the relationship of care is irreplaceable because responsibility for care is found in intimate relationships such as family (e.g., Nakane 2006). Following this, care cannot be completely shared, and carers are undeniably responsible for care work. Taking this characteristic of care into consideration, Watanabe's argument has certain limitations

in that career education oriented toward the sharing of care to balance work and care work must be a coping strategy, and cannot essentially guarantee the self-realization of young carers. In light of the irreplaceability of the care relationship, it is necessary to present the direction of career development support from a perspective that encompasses the care relationship, including the care recipient, rather than encouraging independence only for the carer.

Barnes' study is a pioneering study that describes the need for career guidance that includes carers and parents, but the question of which approach should be adopted in which situations remains an issue for the future (Barnes et al. 2020). What kind of support should be provided to young carers from diverse backgrounds? To answer these questions, this study aims to propose an intervention stance in career development support for young carers by focusing on carer-specific self-concept.

A Consensual Qualitative Research on Work Value of Elementary School Students

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Abstract

Career education and counseling for children and adolescents is a process that assists children and adolescents in their career development and career choice and ultimately helps them make correct career decisions and rational career choices by exploring themselves and the world of work. This can also be confirmed in the goals of school career education. The elementary school period, which is the starting point of career education, is the stage of career awareness. The goal of school career education is 'planning and preparation for understanding oneself and work, forming positive values, and career exploration (Ministry of Education, 2015), and this preparation serves as a basis for decision-making and choices related to future careers.

It is very important to understand individual characteristics in the process of planning and preparing for career choices. This is a trend that has been emphasized by the trait-factor theory of Parsons (1909), and it was important to explore individual characteristics and connect them with jobs suitable for those characteristics. When an individual chooses a job that matches his or her characteristics, satisfaction with the chosen job increases. Also, when one can provide a reward that satisfies his or her values in the chosen job, their adaptability to the job increases (Au, 2009; Tak et al., 2006). Conversely, if an individual chooses a job that does not match the values pursued in the job, it may bring about low job satisfaction, which may lead to personal and social loss (Lee, 1993). Therefore, career education and counseling conducted during childhood and adolescence should help to clearly understand individual characteristics (Lim, Jung, & Sang, 2001).

To understand individual characteristics, various factors such as interest, aptitude,

value, ability, and attitude can be considered, but there was a tendency to understand mainly through interest and aptitude. However, it has been reported that personal value has more fundamental meaning than interest and is ultimately closely related to career decision-making (Brown, 2002; Davis & Lofquist, 1984). In addition, Super (1973) emphasized that identifying what an individual wants in life helps them to solve problems in the direction they pursue. Lent et al. (1994) revealed that career goals can be formed by value and influence the activities aimed at. That is, work value is a major factor that precedes interest, and an individual's work value has a great influence on the career field and choice that an individual chooses later. For example, people with success-oriented values tend to choose a career in the field they pursue, just as they choose a career path in a field that emphasizes achievement (Judges & Bretz, 1992). Considering these perspectives, it is important to explore and clarify one's work value from elementary school, which is the initial stage of the process of preparing and planning for career choice, in career education and counseling.

Value is a belief or principle that leads to action in a specific direction in a situation of choice, and work value is a standard that guides behavior and preferences desirable by an individual about career and career choice. (Rokeach, 1973). Work value is also defined as 'the reward or trait that an individual expects from a job' (Daymont and Andrisani, 1984; Hearn & Olzak, 1982; Kim, 2006). Similarly, values are defined as a desire to be satisfied or a goal to be realized through occupation (Lim, Jung, & Sang, 2001). Although the contents of work values have been classified slightly differently for each scholar, in general, they can be divided into intrinsic values that give meaning to work and extrinsic values that can be obtained through work (Baek, 1980; Kalleberg; 1977; Kim et al., 1998; Super, 1957;). For example, in the study of Kim et al. (1980), 'service', 'ethics', 'self-expression', 'satisfaction', and 'interest' were identified as intrinsic values, and 'power', 'reward', 'honor', 'stability', 'lifestyle', and 'upwardness' were identified as extrinsic values. Lim et al., (2001) did not explicitly classify intrinsic and extrinsic values, but 11 categories were: 'competence', 'diversity', 'autonomy', 'money', 'stability', 'social recognition', 'leadership', 'working together', 'community service', 'development', and 'creativity'. These values include both intrinsic and extrinsic values.

Previous studies on work value have looked at the relationship between work value and other variables (Au, 2008; Kang & Ahn, 2010; Kim, 2019; Kim et al., 2019; Kim & Lim, 2012; Lee & Kim, 2015). Research that explores changes in job values (Lim, 2010; Seon, Hwang & Kim, 2009;), research that explores work values of specific groups (e.g., female adult learners, female defectors, etc.) (Kwon, 2012; Park, 2006; Seon, Hwang & Kim, 2020), a study that explores differences in work values between

groups (e.g., gender, multicultural families and general families) (Kim, Jeong & Song, 2018; Thompson, 1966) also conducted. However, most of these studies have been conducted on adults or adolescents in middle and high school, and studies conducted on elementary school students are scarce. Previous studies on work value show that values formed in early childhood are very stable (e.g., Johnson, 2002; Madill et al., 2000), and other studies show that values change as they grow (e.g., Judge & Bretz, 1992; Walsh et al., 1996). The period of elementary school is when values begin to form, Gottfredson(1981, 2003), who proposed a developmental theory on career aspirations, named the age from 9 years old (4th-grade elementary school) to 13 years old as the 'orientation to social valuation', and students in this period excluded jobs with either too high or too low. It was said that jobs with social status were excluded from the list of preferred occupations. In other words, it means that when students reach the upper grades of elementary school, they start to make value judgments about their job based on their value for the job. In addition, work values begin to materialize during the elementary school years (Hales & Fenner, 1972; Lee, 1993). Since this can act as a factor influencing career-related decision-making, it is possible to determine what kind of work values elementary school students have and discuss what interventions can be made to create desirable value.

There is an opinion that the reason that the work value of elementary school students has not been actively studied is that, even though work value is one other dimension, it is regarded as a sub-factor of career maturity or career perception (Kim & Jeong, 2018). This view is because questions related to work value are included in the "job understanding and career choice" section among the scales for measuring the career maturity of elementary school students (e.g., Ahn (1997), Crites (1978), Lee (2005)). For example, Lee (2005), questions such as 'I thought about things to consider when choosing a job later' were used to check whether or not they had work values in the career planning process. In addition, the 'careernet' (www.career.go.kr) of the Korea Vocational Competency Development Institute (www.career.go.kr) and the 'worknet' (www.work.go.kr) of the Ministry of Employment and Labor, which are being used as material for career education and counseling, measure work values targeting middle school students and older. Therefore, to measure the work value of elementary school students, foreign scales (e.g., Hales & Fenner, 1975; Super, 1970) were adapted and used (e.g., Baek, 1980), or scales were developed for middle and high school students (Lim, Jung & Sang, 2001; Yang & Jung, 1998). Also, recent research to develop a scale for elementary school students has been conducted (Kim & Jung, 2018). However, these scales evaluated the definition of value in the Likert method (e.g., Baek, 1980; Kim & Jeong, 2018) or measured it in a value-comparison-type selection

method (e.g., Lim et al., 2001). These scales have the advantage of being able to compare differences in work values between groups or to easily explore the relationship between work values and other variables. However, it is difficult to identify the specific level of value that students evaluate. For example, even when ‘economic remuneration’ is considered an important value, the degree of the meaning of ‘remuneration’ may vary, such as acquiring wealth or money above a certain level for a living. Also, it was judged that the values considered important as a criterion for choosing a job and the important values considered when avoiding a specific job may be different. For example, when choosing a job, ‘interest’ may be considered important, but ‘social status’ may be considered as an important value as a reason for not wanting to have a specific job.

Therefore, in this study, a consensual qualitative research–modified (CQR–M) was used to specifically explore the contents of work values that elementary school students have, who are starting to form work values and to categorize the contents of work values that elementary school students want or do not want to have. CQR–M is an inductive method that is not limited to existing theoretical structures and can obtain new and unexpected conclusions. In addition, unlike other qualitative studies, it has the advantage of being able to analyze a large number of cases, enabling a comprehensive understanding of the population (Hill, 2016). Because work values reflect social customs and culture, there is also the view that they develop gradually through interactions with family, school, and social media over time (Judge & Bretz, 1992). Therefore, through CQR–M, we tried to identify not only the contents of the work values of elementary school students but also which values are relatively more important to elementary school students. In this study, several data were collected and systematically analyzed on the values that elementary school students consider in choosing the job they want to become and the value they consider important in the job they do not want to be. Through this, CQR–M was used to understand the work values of elementary school students who have not been specifically identified, out of the existing classification of intrinsic and extrinsic job values and the value system named in words, and to intervene concretely and appropriately.

In particular, the number of youths from multicultural families is gradually increasing, and as of 2020, the proportion of multicultural students among all elementary, middle, and high school students was reported to be 2.8%. This is a steady increase from 0.9% in 2013 (Ministry of Gender Equality and Family, 2021). Several previous studies on students from multicultural families have repeatedly shown the results of the study showing that they appear lower in career–related variables such as career perception, vocational attitude, and job aspirations compared to students from general families

(Cho, 2010; Kim, Jyung, Lee, 2012). However, there are not many studies on the work values of students from multicultural families. One research shows that the intrinsic job value of students from multicultural families is lower than that of students from general families, and the extrinsic job value is higher than those of students from general families (Kim, Jung, Song, 2018). In addition, research by Kim (2019), which examined the relationship between parents' parenting attitudes and work values of elementary school students from multicultural families, reported that parents' parenting attitudes had a significant effect on intrinsic and extrinsic work values. These preceding studies compare the work value of students from multicultural families with general families' students or explore variables that affect the job value of students from multicultural families, and it is difficult to provide appropriate interventions and alternatives to career education and counseling for students from multicultural families. Therefore, this study attempted to compare the differences in the job values of students from general families and students from multicultural families.

This study tried to explore and classify the contents of elementary school students' work values by analyzing the reasons why elementary school students want and do not want a specific job using the modified consensus qualitative analysis method. Based on these results, it is intended to be used as a basis for intervention for career education and counseling tailored to career characteristics including work values. The research questions set for this purpose are as follows. First, what about the contents of work values that elementary school students consider in the jobs they want to be in the future? Second, what about the contents of work values that elementary school students consider in jobs they do not want to be in the future? Third, what is the difference between elementary school students from general families and students from multicultural families?

Implementation of a Career Counselling for Teachers with High School Students in Japan: Toward the Development of an Online Program

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Abstract

Teacher training in Japan has so far focused on professional development, such as practical teaching skills, and has rarely touched on career development, which is the cultivation of the ability and attitude to think about one's way of life based on an understanding of one's qualities, abilities, personality, etc. However, the Ministry of Education, Culture, Sports, Science and Technology's report 'On the Improvement of the Qualification and Competence of Teachers for Future School Education' (MEXT 2015) suggests the importance of 'opportunities for students in teaching programmes to consider their own aptitude as teachers'. In response to this issue, Kawasaki, Yoshimura, Yokoyama and Furuta (2019) investigated the pioneering practice of teaching career counselling in Europe and found an online teaching career counselling programme, called 'Career Counselling for Teachers' (hereafter CCT (Mayr et al, 2016)), which is widely used in Europe. We then examined the significance and potential of the programme for its introduction in Japan. The content of CCT is structured around the core components of 'Interest in Teaching', 'Personality' and 'Prior Teaching Experience'. We modified CCT to fit the Japanese context and created CCT-J. We have already conducted a trial practice with graduate students preparing to become teachers and found that it has certain educational effects (Kawasaki, Yoshimura, Yokoyama, Furuta, 2021).

Based on these research results, a teacher training course 'Nara Prefecture Next Generation Teacher Training School' was developed for high school students in collaboration between the university and the local board of education, introducing CCT-J. This course, consisting of a total of 10 sessions (each session lasting approximately 3 hours), was launched in 2018 for high school students in Nara Prefecture who wish to become teachers. A paper version of CCT-J was introduced

in this course.

The main purpose of this study is, first, to report on the implementation and results of CCT-J in the Nara Prefecture Next Generation Teacher Training School, a training course for prefectural high schools in Nara Prefecture. Based on the results, the second purpose is to show the possibility of developing an online version of this career counselling programme in Japan.

Innovative tools for improving career counseling services related to the employment in Azerbaijan during pandemic and post-pandemic period

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Abstract

Unsuccessful educational choices and lack of proper career planning lead to a mismatch of supply and demand in the labor market in Azerbaijan. The presence of employment problems and psychological anxiety during the pandemic period indicated the need for support in proper career planning. All those arisen difficulties demonstrated the importance of improving this service, including the change in current approach, and offering digital solutions in addition to operating new extra services.

Therefore, "Alo Career" has been established as a career counseling tool that provides free online career services to citizens during the pandemic and post-pandemic period. Since it has operated as a vocational guidance service before, this type of career service was new in Azerbaijan. Considering the labor market demand and need in career counseling services the Central Career branch was established which is operating under the State Employment Agency. 5 international certified career counselors currently operating in the branch.

The career guidance development service stages were different during pandemic and post-pandemic period. The way citizens receive career guidance services have changed depending upon the pandemic. There are three main phases in this period: *digitalization, capacity building and lifelong learning*. Different online services have been created in accordance with these stages. Those are Alo Career, CV Yarat and Bajar which was implemented as a pilot project during the pandemic period and became innovative tools that provide career counseling services to target groups for securing employability.

Keywords

Career guidance, employment, vocational and educational choices

Professional identity development in university tutors: a proposal for an emerging categories system

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Abstract

Guide the development of the professional identity of teachers through knowing the usefulness and potential of university tutoring in teaching practice, limiting the specific interest in delimiting the professional identity of the tutor.

It starts from two questions: What is the underlying identity among those who claim the role of the tutor in the development of their teaching performance? How is it possible to explore the foundations of the construction of this identity?

Exploring Career Crafting Factors for Early Career Workers in South Korea

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Abstract

The unexpected changes in the labor market and workplace have increased the career vulnerability of individual workers, and young adults in the early career stages experience more challenges in their career preparation and employment. Career crafting enables individuals to prepare and develop their careers for the duration of their careers, and potentially promotes their employability and career success (Tims & Akkermans, 2020). However, the current research on career crafting is limited, primarily conducted for older adults and in Western contexts. This study, thus, developed a career crafting scale and validated it using the Delphi method. We conducted a two-round Delphi survey among 26 experts specializing in human resource development (HRD) and career education. From the first Delphi survey, we ensured content validity for 33 items and revised the items based on the experts' opinions. From the second Delphi survey results, we prioritized career crafting factors based on their importance and urgency. This study's findings provide implications for future research and practice for HRD and career education, especially for young adults' career crafting and success.

Keywords

career crafting factors, early career workers, Delphi method, South Korea

PAPER SESSION [2022.12.08.]

Session No 5. Transition and transformation of career philosophy and practices

University guidance professionals' social representations of practices in times of crisis

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Abstract

This contribution is a part of a Ph.D. thesis in education and training sciences (Marengo 2022). The research was conducted in a context marked by changes impacting the professional environment. "Professional groups are increasingly subjected to exogenous demands that are explicit but also implicit, expected but also unforeseen. This causes a reappraisal of missions and practices and their scopes. Some professionals may become unable to identify with their profession, no longer 'see purpose and value in their work' (Crawford 2010)" (Marengo 2022:15). This submission naturally follows the *sub-track* of the New strategies concerning career information, learning, and counselling in the aftermath of COVID-19 of the *IAEVG International Conference 2022*.

To this context is added "an impetus extending beyond the working world (Rosa 2012), forcing individuals to confront it immediately with no possibility of taking a step back and no collective reflexivity space to act otherwise" (Marengo 2022:15).

In France, for example, major institutional changes have affected the academia landscape such as the Bologna Declaration (1999) and the University Freedom and Responsibilities Act (2007).

As to the guidance area, the reform of general and technological high schools (Decree of 6 July 2018), the Act on the Guidance and Success of Students (8 March 2018) and the Act on the Freedom to Choose One's Professional Future (5 September 2018) are of particular note.

Adding to these institutional changes were health safety changes due to COVID-19. All these changes have resulted in an entanglement of guidance workers missions, opacity as to the scopes of action of the various stakeholders and new practices in project mode. In these circumstances, guidance professionals no longer recognise their original counselling and guidance missions.

Change here is construed as "any transformation that may be observed over time that affects [...] the structure or functioning of the social organisation of a group and alters the course of its history" (Rocher, 1968, as cited in Broussal, 2017, p. 126).

Promoting sustainable careers: Stay with us: your future for future!

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Abstract

"Stay with us: your future for future!" is a career counseling intervention, designed for university students, that aims to support aware and sustainable career choices through quanti-qualitative methodologies centered on storytelling (Stebleton, 2010; McMahon & Watson, 2015; Nota & Soresi, 2010, 2015). Such approaches, starting from the personal story, allow individuals to tell and reconstruct their career story, giving space to fears, concerns, real or perceived barriers, and influences, past and present, to which they are – consciously or unconsciously – exposed.

The intervention, lasting about 2 months, consists of 4 face-to-face meetings in group setting, interspersed with 9 activities proposed by the career counselor, to be carried out in asynchronous way. Additionally, the participants had the opportunity to participate in individual meetings with the guidance counselor, if they need.

During the in presence meetings the students worked together on career construction through networking, photo-language and body activities; they also compiled an updated and integrated version of the sustainable career-related dimensions and systems of influences from "My system of career influences" (MSCI; McMahon, Watson & Patton, 2013).

The asynchronous activities proposed had the aim to stimulate the awareness about: decent work; meaning of work; meaning and/or re-signification of career transitions, and career development trajectories; self-efficacy and collective efficacy; real or perceived barriers; imaginative capacity; risk intelligence; motivation; hope; environmental and career sustainability; sense of community/belonging and social justice; and sense of agency and future planning.

Keywords

sustainable, careers, university, students, intervention

An Examination of Social Responsibility to Others in Career Choice: From the Perspective of Positionality

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Abstract

The spread of the new coronavirus has dealt a heavy blow to Japanese society, revealing gender disparities and dominance structures between men and women. Following the request from the Japanese government to refrain from leaving the house due to the spread of the infection, families have increased the amount of time spent in the same house, and although men's participation in housework and childcare has slightly increased, surveys show that the ratio of housework and childcare sharing between married couples has remained almost the same as before the spread of the new coronavirus (Cabinet Office 2020).

The above situation tells us that even if the time spent in the same house increases due to the spread of infection, a social structure is maintained in which it is natural or inevitable that men do not engage in housework and childcare. To change this social structure, it is necessary not only to encourage the socially vulnerable to resolve their life stage difficulties through their efforts but also to approach the consciousness of the dominant people who are complicit in the maintenance and reproduction of the dominant structure.

In research on career guidance, the recent increase in interest in social justice has shown a way of being that fosters individuals who seek to change dominant social structures through career guidance (Hooley/Sultana/Tomsen2018). These practices have enabled vulnerable members of society, who are excluded from neoliberal discourses and in oppressive positions, to critically perceive the social structures that give rise to the difficulties they face and empower them.

On the other hand, these practices only allow parties with social difficulties to try to resolve their difficulties through their efforts, while those who are unconsciously complicit in the maintenance and reproduction of dominant structural relations are not aware of how to relate to these problems, i.e., how they are socially responsible for others in their career choices. There is a lack of a theoretical basis for the responsibility of these people to others in their career choices. If this point is not

clarified, it is feared that only those who suffer from social difficulties will be required to engage in social change and that this structure will be fixed as a result.

Therefore, this presentation will focus on the perspective of positionality. Although career development that is self-defined by the identity of the social group to which one belongs has been discussed in previous discussions of career guidance for social justice, positionality focuses on the self-concept that is defined by others, such as benefits and responsibilities for them that arise in power relationships with other social groups. The purpose of this study is to examine social responsibility toward others in career choice from this perspective and to provide theoretical reinforcement to the theory of career guidance.

Career resources in Higher Education: Programme overview of a distance career intervention

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Abstract

Labour market changes have given rise to a context of high turbulence for new graduates and request from them the ability to adapt to uncertain circumstances and prepare for an increasingly competitive job market. It is expected that future employable graduates will be those who are able to integrate scientific subject knowledge with transversal and career competencies, acting as agents in shaping their careers. Such demands call for career interventions that can support the mission of Higher Education institutions to prepare students for a lifelong learning and employability perspective. Distance career interventions, in particular, can represent a more viable way to reach non-traditional publics of Higher Education, since they can be adjusted to their needs and possibilities. Taking this context, this paper aims to present the outline of a distance intervention, based on the Career Success framework, and on a needs diagnosis in two Portuguese Higher Education institutions. Data from the Career Resources Questionnaire (Hirschi et al. 2018; Monteiro and Almeida 2021) were collected with a sample of 1898 students from graduate and undergraduate degrees. The results present the development of an online career intervention programme focusing on nine career resources: Occupational Expertise, Job Market Knowledge, Soft Skills, Organizational Career Support, Career Confidence,

Career Clarity, Career Exploration, Networking, and Learning. Implementation context and strategies, supported by theoretical frameworks, are discussed.

Keywords

Career intervention, career resources, distance education, higher education.

Career expert's conceptions of systems development in lifelong guidance

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Abstract

Despite the considerable investment of effort and resources, it remains that most countries have not yet succeeded in establishing coherent and holistic lifelong guidance system that meet all the information, advisory and guidance needs of citizens. This paper presents findings from a pheno-menographic study of career development practitioners' conceptions of systems development in lifelong guidance settings. The results show that conceptions of systems development in lifelong guidance varied from (1) minimal, (2) aspirational, (3) strategic to (4) systemic. The differences appeared along the following six dimensions: legislation, strategic leadership, cooperation, delivery, professionalisation, and evidence of the impact. The career development practitioners' conceptions provide examples of improvement or enhancements to lifelong guidance systems and a nuanced understanding of how a holistic system can be organised, managed and delivered. The research confirms that a holistic system is still considered important and desirable from a career expert perspective. The practitioners also identified challenges in developing systems of lifelong guidance. The matrix presented in this paper may serve as a catalyst for discussion on crucial elements, such as legislation, leadership and cooperation, that have the potential to improve systems development in lifelong guidance. The aim to encourage challenges to be overcome through a shared conceptualisation of lifelong

guidance, innovation and creativity. By exploring the logical relationship between qualitatively different conceptions, it provides policymakers and other stakeholders with a way of holistically viewing the varying levels of lifelong guidance systems development. Overall, the findings could be useful to delve into the phenomenon of developing a system of lifelong guidance.

The paper presentation will explore evidence of career development practitioners' conceptions of systems development in lifelong guidance settings evidence, but also focus on recent advancements in practices to explore how future challenges can be addressed.

Keywords

lifelong guidance, phenomenography, policy, practice

Critical conversations for career development: Moving towards an emissions neutral economy in the context of COVID-19 pandemic

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Abstract

Career development plays a key part of understanding how people engage with the economy. Such a shift will necessitate job transitions due to industry shifts and careers that will not be there in the future but also open new opportunities. In a recent report about how Australia can face Net Zero, the Grattan Institute talks about need for coordination and role of brokers: ‘place-based brokers and go-betweeners, aggregating and sharing information that will improve coordination’ (Grattan, 2021, p.44). This presentation explores how career development practitioners and the wider career development workforce can support the training and labour market transitions in the context of the United Nations 2030 Agenda for Sustainable Development and the COVID-19 epidemic.

Key themes that explored in this presentation will be:

- Critical consideration about what Net Zero world looks like, sustainability and implications of climate crisis after the COVID-19 pandemic
- Including sustainability in discussions about the world of work and exploration of occupational information including industry and job role discussions.
- The importance of incorporating attentiveness to future implications of net zero economy, climate change and sustainability explicitly into professional development and professional career development qualifications.
- Emphasising in career education, the need to educate about the changing nature of careers including taking a capabilities approach and understanding educational attributes which support holistic citizenry.
- Explaining and exploring in career information, the time bounded-ness of

information and the possible future change that transition to a Net Zero emissions future may bring.

- The importance of learning and applying systems thinking to problem conceptualisation and solution building.

We conclude by exhorting colleagues to engage with the implications of orientating career guidance towards its contribution to the achievement of the SDGs, Net Zero, and sustainable careers.

Keywords

Peri-pandemic, Net Zero, sustainability, systems thinking

Analysis of Transitions to Master's Degrees in Education. The Case of International Students in Spain³⁾

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Abstract

The purpose of the research project presented here is to analyze the transition process of international students in educational master's degree programs at the University of Barcelona. This study is justified by a significant increase in the flow of enrollment of international students who decide to move to another country to get a master degree; a lack of knowledge about what the transition process is like and how it is experienced and an inattention from institutional services to support and guide these students. A two-phase sequential mixed approach research is proposed, using different strategies to collect information (questionnaires and focus groups). The reference population is all international students enrolled in the 2022-23 academic year. Knowledge of this reality will make it possible to provide elements to improve institutional care for this group.

Keywords

International students, academic transition, higher education, master's degree

3) Project entitled: Análisis de las transiciones a los másteres de educación: el caso de los estudiantes internacionales en España (REDICE22-3221) Instituto de Desarrollo Profesional-UB Researchers: Vidal, C. (IP). Daza, L.; Figuera, P.; Torrado, M.; Valls R.G.; Venceslao, C.

Issues of the Principles and Philosophy of the Career Guidance and Career Education in Japan

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Abstract

The spread of the new coronavirus has enormously impacted our social economy. In particular, the impact on employment has caused an increase in the unemployment rate and a decrease in the effective job offer ratio, making employment unstable. This has brought about significant changes in how children view their futures. In light of this situation, career guidance and career education play an important role in supporting children in selecting and deciding their future paths.

In the high school stage, many students make choices that are directly related to their future career, such as finding a job after graduation or entering a vocational school, and this is a time when they are greatly influenced by social conditions. However, do Japanese career guidance and career education provide the necessary support for them to achieve these goals?

Traditionally, the way of one's occupational career in Japan has been different from those of other countries. In Japan, the way of focusing on the direction of one's occupational career and developing one's expertise is adapted only for some students. In Europe, the U.S., and other countries outside of Japan, labor in a company is separated into jobs by their type, and workers are hired for each job and assigned to that defined work. However, in the employment system in Japan, job types and duties are not defined when an employment contract is signed (Hamaguchi 2013, p. 16).

In other words, the worker engages in individual duties, but these are not specified in the employment contract. In addition, which duties the worker will be assigned is up to the discretion of the employer. Thus, many people cannot foresee their future careers after they join the company. Because of the characteristics of such an employment system, generic skills, such as communication skills, are required at the entrance examination, and academic expertise developed at the university is not highly valued.

On the other hand, career education in Japan requires the development of abilities called Basic and Generic Abilities throughout all school educational activities to help each individual become socially and occupationally independent. One of these abilities, Career

Planning Skills, includes future planning as one of its elements. Also, a key point in its promotion is "cultivate a willingness and attitude to learning systematically and proactively, recognizing the society beyond the university and being aware of future occupations" (MEXT 2012, p. 64). However, in light of the characteristics of the employment system as described above, what does it mean to be aware of one's future occupation? And, specifically, how do students plan for the future? Furthermore, how do students understand the connection between academic expertise and our future occupations and duties? No definitive answers to these questions could be found in career education handbooks or policy documents on career education. The question arises: Does the concept of career education may not cover Japanese-style employment?

Traditionally, in Japan, career guidance and career education have been strongly influenced by theories in Western countries, such as Parsons' trait factor theory and Super's career development theory (Kobayashi 1979, Fujimoto 1985). These theories still have universal influence and have influenced Japan and other countries.

It is necessary to pay attention to the environmental differences when importing these theories from the countries in which they were proposed. When applying the theories, it is also required to fully consider the country and its environment. However, it must be said that in Japan, the process of localization was not sufficiently carried out and foreign theories were imported.

In the past, when the employment system in Japan functioned well, future planning was entrusted to companies under long-term employment and in-company education. As a result, there was little need for individuals to build their careers autonomously. Therefore, there was a situation in which the issue had not surfaced.

However, the recent economic stagnation in Japan has gradually transformed the former employment system in Japan. For example, companies have been reducing their educational expenditures, the rate of job change has been gradually increasing, and the number of non-regular employees has been increasing. Therefore, it is an urgent task to reexamine the concept and clarify its issues. It is also necessary to construct a concept of career guidance and career education that takes into consideration the characteristics of the employment system in Japan.

This study addresses the issues of localization of theories. In particular, this study focuses on the case of Japan and points out the issues. To be specific, this study focuses on Career Planning Skills as one of the Basic and Generic Abilities that are currently promoted in career education in Japan. In addition, the background of the establishment of this ability will clarify whether it was created in consideration of the employment system in Japan.

PAPER SESSIONS [2022.12.08.]

Session No 6. Digitalization and tech-oriented career guidance in the aftermath of COVID-19

The necessity of AI Education in Career Guidance programs: Based on a attitudes survey toward AI in recruitment processes

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Abstract

In computer science, artificial intelligence (AI) is defined as the intelligence demonstrated by machines, in contrast to the natural intelligence displayed by humans and other animals (Ahmed, 2018). The implementation of AI is considered very effective and beneficial in the process of recruitment. For example, it enables professionals to make decision efficiently and effectively as it facilitates in reducing the time-consuming activities such as automagical screening of resumes, matching the job requirements and available skills of the candidates (Vedapradha et al., 2019).

According to a survey by Recruit Career Co., Ltd., only 2.3% of Japanese companies are applying AI for recruitment in 2019. However, it is predicted that the using AI in recruitment processes will increase mainly in large enterprises. In fact, 25.7% of companies with 5,000 or more employers answered that they are considering the implementation of AI for the recruitment process in the above-mentioned survey. Then, what are the roles of AI in recruitment and selection processes? Merlin & Jayam (2018) identified the following four functions of AI in recruitment and selection.

1. AI-based screening software to scan resumes
2. Extracting the lisy of candidates through learning the experience and skills of the applicants and analyzing their performance and turnover rate
3. Matching analysis of applicants and jobs using AI-based digital interview software

4. Improving the candidate experience with chatbots

In this circumstance of the spread of AI technology in the recruitment process, what do university students feel about this trend? In previous studies, students' reactions were generally negative. However, if AI implementation in the recruitment process will be popular in the future, career guidance practitioners at universities need to reduce students' anxiety and make them well prepared for job hunting activities such as resume screening and interviews with AI.

Therefore, we aim to discuss suitable AI education in career guidance programs for university students based on the analyzing Japanese students' perceptions of AI in recruitment processes. This study is designed to clarify the following questions:

- (1) Where did students' negative perceptions about AI in the recruitment process originate?
- (2) What kind of information should career guidance practitioners provide to students in career guidance programs so that students can deal positively with AI in recruitment processes?

The Advantages and Disadvantages of Digitalizing Career Portfolios: A Case Study of ICAP Implementation in the United States

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Abstract

1) *Prospects for the Career Passport in Japan after COVID-19*

Beginning with the 2020 school year, the Career Passport was introduced in all elementary, junior high, and high schools in Japan. The Career Passport is a portfolio that accumulates information on the process and outcomes of learning activities related to career education. In many countries, career portfolios are generally based on digital tools, while Japan's Career Passport is a paper tool. Prior to COVID-19, Japan lagged behind other countries in developing its digital education environment in schools. Therefore, we were forced to introduce the Career Passport as a paper tool. However, paper-based portfolios have various limitations, including how much information can be stored, a lack of audio and video support, and challenges in managing them over a long time.

However, the COVID-19 pandemic brought significant changes to the school environment in Japan. The GIGA (Global and Innovation Gateway for All) School policy that established in-school networks and distributed one tablet per student has rapidly progressed, and following COVID-19, educational practices leveraging such digital tools should be actively implemented. As part of this trend, the Career Passport may also be digitalized eventually. In fact, Japan's Ministry of Education, Culture, Sports, Science and Technology has also mentioned the possibility of digitalizing the Career Passport in the future. Given this situation in Japan, we should consider the advantages and disadvantages of shifting career portfolios from paper tools to digital tools.

2) *Focusing on the U.S. as the leading country in career portfolios*

In this study, the author has focused on the United States, where career e-portfolios have become popular nationally, and identified the characteristics of both paper and digital tools. The career portfolios used at the secondary level in the United States are

called the Individual Career and Academic Plans (hereinafter, referred as "ICAP"), and currently, 38 states have implemented ICAP, 21 of which have made them mandatory (Advance CTE 2018). Among them, Ohio was the first state in the nation to implement ICAP as a paper tool in the 1990s and transitioned to a digital tool in the late 2000s. Thus, this study aims to identify the transformation of ICAP's characteristics in Ohio as it transitioned from a paper tool to a digital tool. These findings are useful for exploring the possibility of digitalizing the Career Passport after COVID-19 in Japan.

Preparing for Digitization: Supporting Young People's Career Decision-Making in the Aftermath of COVID-19

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Abstract

Young adults in Canada are making career decisions in a context that is becoming increasingly dependent on the digital economy. Although the changes in the job market and the unbalanced shift towards digital technologies were in motion before the COVID-19 pandemic, the pandemic rapidly exacerbated the shift towards digitization and technology, impacting young people's career-decision making. This rapid, unbalanced shift has left a gap in knowledge related to the way young people are adapting their career decision-making process for the context of digitization and the way career practitioners can best support young people in successfully exploring career options. This ongoing qualitative study aims to identify important factors in the decision-making process of young people that have contributed to successful decision-making when navigating the multiple options, opportunities, and challenges posed by a digital economy. In this study, 13 young Canadians (25-35) participated in a semi-structured interview that followed the enhanced critical incident technique (ECIT) protocol. Helpful, hindering, and wish list factors were identified.

The study's results revealed that interpersonal factors, awareness and knowledge about digitization and using digital technology, and utilizing social media platforms were most helpful in young people's career decision-making process considering digitization. Furthermore, a lack of awareness and knowledge about digital technology and a lack of interpersonal connections and networking were described as some of the most hindering factors to making career decisions in a digital context. The findings of the ongoing study point towards some specific personal, social, and contextual factors that have helped adapt to career decisions in a digital economy. It is expected that the results of this study will contribute towards expanding the theory and practice of career development and counselling for young people advancing their careers in a labour market increasingly influenced by technology and digitization.

(This study is funded by the Social Sciences and Humanities Research Council of Canada, SSHRC)

Keywords

Digitization, digital economy, COVID-19, career development, career counselling, young people, enhanced critical incident technique (ECIT)

Enhancing deep-human competences in future support teacher: a pilot study of an online psychological flexibility training

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Abstract

The present study aimed to test the effectiveness of a pilot training program enhancing the six core processes of psychological flexibility and to explore the potential increases of self-efficacy and life satisfaction in a group of future support teachers.

The teacher's professional development starts at the moment of professional self-determination and it is closely connected with their personal development (Galustyan et al., 2017). The Life Design Approach (Savickas et al., 2009) emphasized the need to guide people in choosing a satisfying career path by structuring career counseling interventions aimed at developing psychological resources that can support people facing the instability of the actual society. In this context, psychological flexibility – a set of inter- and intra-personal skills that involves being open to inner experiences in the present moment and adjusting behaviors aligned with self-chosen values in response to changing situations (Hayes et al., 1999, 2006) – can be developed through experiential practice and training delivered in groups (Flaxman et al., 2013; Bond et al., 2016). Recent studies suggest that psychological flexibility is linked with two cornerstones of career guidance, self-efficacy (Jeffords et al., 2020) and life satisfaction (Ateş, & Sağar, 2022).

A pre-posttest experimental study was carried out to evaluate the effectiveness of the intervention, involving a group of future support teachers in six online activities implemented in synchronous mode and lasting about one hour each. Participants were asked to complete the following measures: Multidimensional Psychological Flexibility Inventory, General Self-Efficacy, and Satisfaction With Life Scale.

Results revealed a significant increase in the total score of psychological flexibility and

two of its six processes; moreover, the pre-post differences in self-efficacy and life satisfaction will be presented. Implications for future research and implications for career development practitioners will be discussed to shed light on useful deep-human competencies for future support teachers.

Keywords

psychological flexibility training, self-efficacy, life satisfaction, future support teacher

A study on the development of metaverse-based education platform (MEP) focusing on learning presence and active learning and its effect on learning outcomes: the case of 'Election Land'

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Abstract

Over the past few years, we've been experiencing digital transformation in every aspect of society due to COVID-19. Students and teachers had no other option but to adjust to new ways of learning and teaching in schools. As a result, online education was emerged to cope with such an emergent situation. While our attention was focused on utilizing the online environment to the education system, now it has transferred to closing students' psychological distance by increasing their awareness of learning presence and active learning to improve learning outcomes. Virtual world has great potential in making this happen in immersive and real-life learning environment (Contreras, González, Fernández, Cepa, & Escobar, 2022; Hwang & Chien, 2022; Tlili et al., 2022).

This paper purported to study how metaverse-based education platform (MEP in short) was developed to promote participants' learning presence and active learning and how

they are effective in improving learning outcomes in terms of knowledge, attitudes and skills. A virtual educational space called ‘Election Land (https://bit.ly/election_land)’ was developed using 2D-based metaverse platform, Gathertown, which goal was to attract students to learn the national election system in a self-directed and interactive learning environment. Gathertown, where participants use their own avatar to move around and interact with others, was chosen because it is known to be useful for educational purposes (Jang, 2021). As there has not been many studies using Gathertown in education, this study may provide useful implications for later studies and practices with relevant issues. Specific study questions are as follows.

- 1) How was metaverse-based education platform (MEP) developed to promote participants’ learning presence and active learning?
- 2) What were the responses of MEP’s participants in relation with learning presence and active learning?
- 3) How did MEP affect participants’ learning outcomes (in terms of knowledge, attitudes and skills)?

CCP model and digital transformation for the improvement of employment in the Autonomous Community of Andalusia in complex times

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Abstract

The aim of this work is to obtain elements to favour labour insertion and improvement in the young and adult population of Andalusia, through the improvement of competences and the use of employability and entrepreneurship strategies, and through the experimental development and validation of the CCP model (Construction of the professional career). Specifically, it consists of promoting, through the CCP model, the insertion and improvement of the Andalusian young and adult population in the labour market, both in people seeking employment, in those who want to undertake, and in others who need to rethink or reinvent their employment options, and also to validate it in accordance with its purpose, after experimental application. Consequently, this model aims to respond to labour insertion needs so that people acquire the capacity to explore new paths, to identify employment/self-employment niches, and to maintain or innovate in them. The CCP model is aimed at developing people's talents, skills and abilities, bringing out the best in them, motivating them in the face of employment/self-employment, identifying their professional potential,

seeking creative options and stimulating their capacity for individual and/or social action. Working with people on self-management and self-regulation in the labour market insertion processes will contribute to the development of employability and entrepreneurship competences, facilitating the construction of itineraries in better professional and personal conditions. These are intended to be one of the most important implications of the study for career development guidance intervention.

Keywords

career building model, digital transformation, employment, decision making, vital professional project.

(WORKSHOP) S.O.L.E 2.0 (Studio Oriented Learning Environment) post COVID-19 for a workshop in Sejong University, South Korea

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Abstract

The design studio, also known simply as the architecture studio, is a learning setting that supports a set of conditions comparable to those in which a professional architect may operate. Recently, the problems that architecture schools have had in providing architecture education in its traditional form have been severely impacted by pandemic. Furthermore, because of the pandemic, other challenges such as post-pandemic efforts and the decision to move away from the existing manner of teaching or return to how architecture education used to have arisen. Nevertheless, the discussion on how to move forward is still lacking and in dire need. Therefore, S.O.L.E methodology 2.0 reframes how studio educators in architecture and studio-oriented programs might innovate in their teaching and learning design post COVID-19. The technique weaves together elements from constructivism, social cognition theory, and cybergogy to produce future-proof architecture graduates, emphasising leadership, participation, teamwork, professionalism, and ethics, as well as communication and lifelong learning. This methodology includes procedures and processes to assist studio educators in implementing S.O.L.E in their studios. Through this strategy, studio educators will discover new approaches to encourage meaningful design learning that are powerful, motivating, and crucial. This methodology is intended for instructors and learners of all levels who desire to engage in an innovative pedagogical approach to teaching and learning design that is empowering, meaningful, and effective.

To do this, we must transition from a primarily folk-based education to one that is more informed by outside sources. This necessitates criticism, reflection, and, most importantly, knowledge; knowledge not only as information and comprehension, but knowledge of what constitutes knowledge, where it comes from, and how it is

formed. Therefore, the objective of S.O.L.E methodology is to:

- 1) To reinterpret constructivism as the epistemic basis for studio learning
- 2) To improve technology in the classroom with peeragogy & cybergogy deliveries post COVID-19
- 3) To improve the social cognitive part of teaching and learning in the studio
- 4) To generate architectural graduates who are future-proof for the global market

POSTER SESSIONS

University academic dropout in Spain: an interregional analysis

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Abstract

The university academic dropout continues to be one of the problems that is of notorious concern to educational systems at the international level. The reports and research results reflect, each year, figures that are truly worrying, which shows the complex reality that academic institutions face. This is mainly due to the fact that abandonment has a multifactorial explanatory basis. Precisely, this communication presents a national research project that is under development and that belongs to the State Programs for Knowledge Generation and Scientific and Technological Strengthening of the R&D&i System and Challenge-Oriented R&D&i of the Society of the State Plan for Scientific and Technical Research and Innovation of the Ministry of Science and Innovation. In line with the problem posed, the objective of this project is to delve into the phenomenon of academic dropout from university studies from different perspectives and perspectives, identifying the factors that lead students to drop out of their academic training. In order to achieve a more descriptive, objective and interregional vision of the proposed goals, five universities from different regions of Spain (University of Castilla La-Mancha, University of Huelva, University of La Laguna, University of Santiago de Compostela and University of Zaragoza). The development of this project is expected to contribute to reducing the high rates of academic dropout, facilitating resources and strategies for educational and guidance practice.

Keywords

Guidance, drop-out, higher education, academic trajectories

A test of psychology of working theory among Korean Job seekers

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Abstract

This study draws on the Psychology of Working Theory (PWT) framework to examine a structural model of the predictors of decent work in a sample of 392 Korean job seekers. Participants completed measures of subjective social status, marginalization, career adaptability, and decent work. The research model consists of subjective social status and marginalization as precursors, decent work as an outcome, and career adaptability as a mediator. Overall, the results supported the most hypothesized direct and indirect paths in expected directions. Marginalization was negatively associated with career adaptability and securing decent work and subjective social status was positively linked to career adaptability. Also, the results supported the significant mediating roles of career adaptability in the associations between subjective social status and marginalization to decent work. Based on the results, we discussed the theoretical and practical implications of the PWT in its application to Korean emerging adult populations.

Keywords

Psychology of Working Theory, marginalization, social status, career adaptability, decent work

The awareness of Importance-Performance for Career Education of Career Teachers

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Abstract

This study aimed to explore the career teachers' role in school and job perception and further find a way to facilitate their task performance by analyzing the importance-performance of the tasks of career teachers in middle and high school. Research questions are as follows: First, does career teachers' awareness of importance-performance on the task vary depending on the school? Second, how about career teachers' importance-performance level of career education?

Meta-Analysis on the Variables Related to Career indecision of University Students

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Abstract

The purpose of this study is to understand the causes of career indecision and contribute to the role of guides that can meet the needs for career decision-making of college students and provide the necessary support. By synthesizing the studies related to career indecision of college students, it is possible to identify the factors affecting their careers and to suggest methods to meet their career goals and psychological stability.

Tutorial support for teachers in the construction of training and professional projects in times of crisis

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Abstract

The crisis caused by COVID-19 has had great effects in all contexts of society. Not only at a social and economic level, the consequences have been reflected in school environments, in which in an unforeseen and unexpected way the conditions of the teaching-learning processes have had to be modified, which has brought with it great difficulties which the educational community has had to face. Especially for students, it has been a time of serious difficulties in continuing their studies, due to situations of isolation, lack of references, lack of resources, stress, lack of contact with classmates and teachers, etc. All these situations have often led to demotivation, failure and academic dropout. In this complex social and academic framework, institutional tutoring plans constitute a strategy and a resource of great value for monitoring and accompanying students, allowing them to remain linked to the degree they are pursuing. The objective of this communication is to present the results of a career tutoring program that is developed in all grades of the Faculty of Education. The results show the high value they place on the figure of the tutor and the importance it has in the construction of their projects.

Keywords

Guidance, tutoring, higher education, apprenticeship, professional project

Change in parent-child career conversation during early adolescence

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Abstract

For children, parents are important sources for getting to know about the world of work. Especially, having a conversation with parents is a way to learn about careers (Young et al., 1997). Previous studies have shown that parent-child career conversation facilitates a child's career development (Park, 2020; Lee & Choi, 2017; Jang, 2019). As children move into adolescence, they tend to be more future-oriented (cognitive change), start to become psychologically independent from parents, and spend more time with peers (psychological and social change). Therefore, the frequency of conversation is likely to change. However, there have been limited studies examining the changing pattern of parent-child career conversation during early adolescence. Accordingly, the current study aimed to investigate the developmental change in parent-child career conversation during the 4th to 6th grades.

Furthermore, the present study tried to examine how socio-economic status (SES) and gender may affect the frequency of parent-child career conversations. High-SES families may have more resources (i.e., financial, human, social capital) than low-SES families related to career. Adolescents from high SES backgrounds reported a higher level of parental career-related support (Lee, 2018). In addition, low-SES families may spend less time at home because of their work situation (e.g., work irregular, longer hours), which may restrict children from getting help from their parents (Zhao, Lim, & Teo, 2011). Related to gender, girls might identify more with mothers and boys with fathers, leading to more frequent conversations with a parent of the same gender. Some research showed more frequent conversations between mothers-daughters than mothers-sons (Lefkowitz et al., 2002; Leaper et al., 1998), while Margolin & Patterson (1975) showed mothers communicated an equal distribution of positive responses to children, while fathers gave twice as many positive responses to sons.

Project "Tempo" : A research on career guidance for young people with low vocational skills

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Abstract

The current relevance of the study of vocational education and training (VET) as an object of study is evident in the growing amount of research being carried out on VET and its link to early school leaving (García-Gracia and Sánchez-Gelabert, 2020; Salvá-Mut et al., 2019) or university dropout (Figuera et. al., 2015). Other research has analysed the reasons for choosing VET in about previous educational trajectories or misdirection bias (Castejón et. al., 2020; Tabarini et. al., 2020). This research reinforces the need for studies on the interaction of different factors from a systemic perspective. Compilations of international research have also been carried out (McGrath et al., 2019) and in the Spanish context (Marhuenda, 2019), but even so, it can be affirmed that the scientific corpus from an educational perspective, in general and guidance, in particular, Echeverría and Martínez Clares (2019), is scarce.

The interest in the study of guidance in VET is also reflected in European and national public policies, where there is an explicit call to strengthen research in this context that contributes to the development of sustainable competitiveness, social justice, and resilience. Research that provides evidence to develop VET that equips people with the tools to build their life project in a lifelong learning context. In recent years there has been a proliferation of recommendations and reports generated by political bodies at national and international level. The European Union, in the Recommendation

(2020/C 417/01) on Vocational Education and Training for Sustainable Competitiveness, has pointed out that VET should equip young people and adults with the knowledge and skills needed to develop in the evolving labour market and society. The Osnabrück Declaration (30/11/2020) operationalises the strategic objectives of the above-mentioned Recommendation, considering the new role given to VET in the European Agenda for skills for sustainable competitiveness, social justice, and resilience (7/2020). The Ministry of Education and Vocational Training approved the Plan for the Modernisation of Vocational Training (7/2020), which specifies the challenges, objectives and strategies set out in the 1st Strategic Plan for Vocational Training (October 2019). And recently the approval of the Draft Organic Law on the Organisation and Integration of Vocational Training by the Congress of Deputies (16 December 2021).

All EU reports concerning the modernisation and improvement of VET point to guidance as an essential element to enhance lifelong learning of career competencies. Authors such as Olmos and Mas (2019) affirm the need to improve guidance processes for VET and works such as that of Romero et al. (2020) go further and pose a set of challenges and proposals for the improvement of vocational guidance in VET. There is a need to know more about what happens in VET centres, both in terms of knowledge of transition processes as a matter of social justice and equity, and to know how guidance is worked on as a fundamental element of employability by the agents involved.

The research project entitled Trajectories towards Employability in Vocational Education and Training (ISCED3) students: Challenges and Proposals for Vocational Guidance has the following general objectives:

- 1.- To analyse, from a systemic approach, the configuration of the academic and life trajectories of young people with little or no professional qualification and who are starting an ISCED 3 level vocational education and training.
- 2.- To collaboratively design comprehensive plans for guidance and development of socio-personal and career management skills.

A Study on Factors Affecting First Job Entry of Korean College Graduates Before and After Pandemic

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Abstract

We analyzed possible determinants of how Korean college graduates could get their first job after graduation during the period from 2018 to 2020. By specifying the Cox proportional hazards model, we are able to identify the structural differences in the labor market between the graduates who have gotten the first job in 2019 and 2020. Based on the results of our study, we were able to ascertain that the status of workers, industries and occupations available to enter the labor market had more effects on the first employment of college graduates in 2020 than in 2019. The results underscore the necessity of adjusting for the changes in the labor market environment related to status of work, industry and occupation due to the COVID-19 pandemic.

Keywords

College Graduates, First job entry, Covid-19, Survival Analysis, Cox regression model.

