DIGITAL SKILLS DEVELOPMENT TOOLKIT FOR YOUNG NEETS TO INCREASE EMPLOYABILITY

Digi4You

R2 : Digital Skills Training Toolkit

Digital skills development toolkit
for young NEETS to increase employability

Digital Skills Training Toolkit

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Introduction

The Digital Skills Training Toolkit has been developed according to the result of the need analysis conducted in the framework of the "Digital skills training framework" (R1).
Through a survey, the Digi4You partnership collected 100 answers per country (Turkey, Spain, Austria, Italy), with a total of 400 respondents reached. After, we collected their answers to draft a comparative need analysis of the recent situation of youth trainers and their needs and expectations from the "Digi4You" project.

In the analysis of the education and employment status of the 18-24 age group in the Education at a Glance 2022 report published by the OECD, it is seen that the country rates of the distribution of young people who are not working in any job and are not involved in any education and training activities, which we call NEET, are as follows: Turkey 32.2%, Italy 27.1%, Spain 20.3% and Austria 11.6%.

It is also noteworthy that the rate of young people who are not NEET and not involved in any education/training and work activities is 27.7% in Turkey, 19.0% in Italy, 17.6% in Spain and 38.0% in Austria. The long-term unemployment of these young people carries the risk of long-term disengagement from the labour market. This, unfortunately, means that the increase in the NEET rate is likely to be high in the coming years.
After the 2008 crisis, the NEET rate peaked in the first quarter of 2013 and was in a downward trend before Covid-19. It started to rise with the new shock created by the Covid-19 pandemic.

Conclusion From The Survey (R1)

The survey provided "Digi4You" consortium with the following understanding:

- 436 youth coordinators participated in our research; Professional Participation, Digital Resources, Teaching and Learning, Measurement and Evaluation, Empowering NEET youth, and Supporting and developing the digital competencies of NEETs came to the fore.

- The fact that 70% of the participants have at least a university degree indicates that they can obtain maximum results from the training.

- The participants, whose success rates are above 50% in encouraging communication and cooperation, using technology and online resources efficiently in education-learning environments, mentoring, and guidance, attach great importance to post-training certification.

It is crucial to consider issues such as developing the self-reflection skills of young NEETs, strengthening their credibility, encouraging cooperation within the group, promoting access to the labour market, and encouraging creativity. Youth coordinators draw attention to communication and collaboration, online research, information, and data literacy, digital content creation, and social media management as digital skills that are considered essential for NEET youth.

The participants mentioned that practical examples/cases, videos, and online training are among the most important materials in the development of the above personal skills and digital skills and emphasized the importance of reinforcing the exercises with a mobile application and distance education platform.

Content

The "Digital Skills Training Toolkit" is divided into 8 chapters:
- Chapter I : How to develop a digital self
- Chapter II : Authentic and engaging content creation
- Chapter III : Finding and utilizing relevant information for career development
- Chapter IV : Enhancing digital performance and virtual teamwork
- Chapter V : Creating a digital portfolio and training online
- Chapter VI : Online time management
- Chapter VII : Achieving the goals
- Chapter VIII : Creating, organizing and sharing digital resources

Every chapter contains:
- Overview of the course;
- Material required for the implementation of the lesson plan;
- Description of the target group and potential beneficiaries of the course;
- The expected duration of the course;
- Learning outcomes (skills, knowledge or expertise that the learner is going to acquire);
- Needs analysis (relevance for NEETs);
- Procedure;
- Useful resources (articles, videos, links, etc.);
- Conclusion.

The TOOLKIT addresses teachers, trainers, school directors, psychological consultants, and academicians in teacher training, education centres and educational NGOs for personal development. It aims to promote greater awareness of digital skills training for youth trainers, considering the lack of existing materials for digital skills development solutions for educational purposes and employment practices.

Additionally, it provides specialized training for youth trainers that want to boost their competencies on digital skills development, digital content creation, digital learning, digital teamwork, time management, confidence improvement and achieving the goals.

CHAPTER I
HOW TO DEVELOP A DIGITAL SELF?

R2: Digital Skills Training Toolkit

How to develop a digital self ?

Developed by Science and Human Foundation (Turkey)

Overview of the course

Digital communication technologies have greatly impacted and changed the way people interact in both their personal and social lives. The widespread use of mobile phones and mobile apps has made the digital world and social networks a constant presence in people's daily lives. While engagement on social media platforms, such as following, liking, commenting, and sharing, is important, it is also crucial to consider how one presents themselves through their chosen name, image, or comments. It is observed that individuals may present themselves differently in the virtual world compared to the real world.

In this chapter, we aim to provide activities that can help youth workers, trainers, and coordinators to develop a digital self for young people not in education and employment. These activities focus on creating a positive impact on the participants by teaching them the importance of personal branding in creating a digital self and how to maintain a unique personal brand online.

Participants will learn how to connect with others, expand their network, develop meaningful relationships, and gain valuable insights and opportunities. They will also learn how to ensure their online presence is up-to-date, secure, and free from negative content by understanding the importance of experimenting with different platforms, creating content, and engaging in meaningful conversations.

Each of the five activities includes objectives, duration, materials, and instructions for youth workers, trainers, and coordinators to follow.

These activities can be used in both formal and non-formal education settings and require all participants to connect online through a digital platform, as the main objective of this chapter is to develop a digital self.

Material needed

To carry out the activities presented in this section, participants will only need an electronic device (laptop, tablet, smartphone) that will allow them to connect online through an online platform such as Zoom, which will enable them to enter the breakout rooms of the group members.
They will also be able to work on social platforms with these devices as some trainings will be face-to-face too.

Target Group

The intended audience for this program includes youth workers, trainers, and coordinators, and staff at educational non-governmental organizations focused on personal development. Special attention will be given to trainers who have physical disabilities or learning challenges, as well as those who work with refugee or immigrant youth.

The program's beneficiaries will be young people who are not in education, employment, or training, as well as young learners at training centers, lifelong learning centers, and other non-formal education providers, as well as representatives of non-governmental organizations, and experts in the field.

Duration

At the end of this chapter, the trainer will guide young people to : All the activities presented in this chapter will have a total duration of four hours and 20 minutes maximum, depending on the size of the groups. Nevertheless, the activities are not sequential and could be alternated throughout different sessions.

For each of the activities presented below, the estimated duration will be specified.

Learning Outcomes

At the end of this chapter, the trainer will guide young people to:

- Understand the importance of creating an effective virtual environment and the advantages of virtual communication tools.
- Acquire better measurement of digital skills and learn how to create a positive impact and teamwork spirit.
- Enhance communication skills, empathy and creativity, and foster relationships among team members.
- Understand the importance of personal branding and learn how to create, maintain, and update a unique personal brand online.
- Understand the role of an avatar and username in personal branding and learn how to create content that reflects values and interests.
- Learn how to connect with others to expand network, form meaningful relationships, and gain valuable insights and opportunities.
- Learn how to manage a digital self to ensure it is up-to-date, secure and free from negative content, and experiment with different platforms to develop a digital self as an ongoing process.

Need Analysis

As written in the survey report conducted by Digi4you partners, with the advent of the 21st century and new concepts, such as the internet of things, virtual workplaces and online teamwork have become much more critical skills required in employees and young people.

After the 2008 crisis, the NEET rate peaked in the first quarter of 2013 and was in a downward trend before Covid-19. It started to rise with the new shock created by the Covid-19 pandemic.

When the needs analysis is examined; for How to find and use (online) resources which are beneficial for lessons planning and teaching, How to promote access to the labour market, How to use Internet and mobile devices as added value in learning situations instead of a source of disturbance within the main topics of How to develop learners self-reflecting abilities, Social media management (for personally or Business), Information and data literacy, Digital content creation, Personal branding (Personal marketing through social media...), Online portfolio, E-marketing, Digital entrepreneurship, Online research skills , a comprehensive digital self-knowledge is required first.

In order to have internationally recognized digital professions and the digital skills they require training should be organized through digital platforms, and certification should be provided. Following inter-national education platforms should be encouraged. In this sense, the importance of online trainings as well as face-to-face trainings for trainings is clear.

In addition,
1) Digital skills development:
Develop a digital self
Enhancing digital performance and virtual teamwork
Online time management
Achieving the goals
Finding and utilizing relevant
information for career development

2) Digital contents development:
Authentic and engaging content creation
Creating a digital portfolio and training online
Creating, organizing, and sharing digital resources are also highlighted skills according to the needs analysis report.

Procedure

A digital self refers to the representation of an individual's identity and personality online, through their digital footprint. This can include their online profile, social media presence, and content they have created and shared online. A digital self is created through the use of digital technologies such as social media, online platforms, and mobile devices, which allow individuals to express themselves and connect with others online.

It includes all the information that a person shares online such as their likes, dislikes, opinions, and personal information. It also includes information such as the websites they visit, the content they view and create, and the interactions they have with others online.

A digital self can be a powerful tool for self-expression, communication, and connection, but also has risks, such as privacy concerns and the potential for digital identity theft. Therefore, it's important for people to be aware of the information they share and how to protect their digital self.

1. How to Create a Digital Self?

Objective : To create a digital self for young people not in education and employment

Duration : 1-2 hours

Materials : Electronic devices and internet access

Instructions

1. Ask participants to identify their personal and professional goals, such as finding a job, networking with others in a specific industry, or building a personal brand.

2. Encourage participants to create a personal brand by creating a professional email address, creating a resume and portfolio, and identifying key skills and strengths to highlight.

3. Help participants choose relevant digital platforms that align with their goals and personal brand. For example, LinkedIn for networking, Instagram or Behance for showcasing creative work.

4. Guide participants in building a presence on the chosen platforms by creating a profile, connecting with others, and sharing relevant content.

5.Encourage participants to engage with others through the chosen platforms by commenting, liking, and sharing relevant content to build relationships and increase visibility online.

6.Remind participants to protect their digital self by creating strong passwords, being mindful of the information shared online, and being aware of potential scams or phishing attempts.

7.Note that creating a digital self takes time and effort, and regular updating and engagement with the chosen platforms can help to build a strong and positive digital presence.
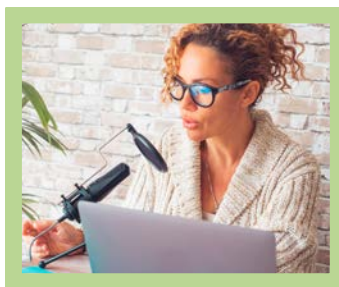
2. Personal Branding

Objective : To understand the importance of personal branding in creating a digital self and to learn how to create and maintain a unique personal brand online

Duration : 30 minutes

Materials : Electronic devices and internet access

Instructions

1.Explain to participants the importance of personal branding in creating a digital self and how it helps individuals to stand out and be recognized in a crowded digital space.

2.Guide participants in creating a unique avatar, such as a logo or profile picture, that is appropriate, professional, and represents their personal brand.

3.Assist participants in selecting a unique and reflective username that is easy to remember and easy to find online.

4.Encourage participants to create content that reflects their values and interests, such as writing blog posts, creating videos, or sharing photos, and that aligns with their personal brand and is of value to others.

5.Discuss the importance of actively managing and curating the digital self, such as regularly updating and engaging with chosen platforms, and being mindful of the information shared online.

6.Emphasize the importance of maintaining a consistent image across all platforms to create a strong and recognisable personal brand.

7.Note that personal branding is an ongoing effort that requires time, patience, and consistent work to maintain a strong and positive digital self.

3. Connecting with Others

Objective : To learn how to connect with others for young people not in employment and education, to expand their network, form meaningful relationships, and gain valuable insights and opportunities.

Duration : 30 minutes

Materials : Electronic devices and internet access

Instructions

1. Explain to participants the importance of connecting with others for young people not in employment and education, to expand their network, form meaningful relationships, and gain valuable insights and opportunities.

2. Guide participants on using social media platforms, such as LinkedIn, Twitter, and Facebook, to connect with like-minded people, join groups, and participate in discussions.

3. Encourage participants to join online communities, such as forums and discussion boards, related to their interests, ask questions, and share their own knowledge and experiences.

4. Discuss the benefits of attending in-person events, such as networking events, meetups, and conferences, to connect with others in person.

5. Provide information about collaboration platforms like GitHub, Asana, and Trello for remote working and connecting with like-minded people.

6. Remind participants the importance of being authentic in their interactions with others, to establish meaningful connections, and be honest and genuine in their conversations.

7. Note that connecting with others is an ongoing process that requires effort and consistency to maintain the relationships, and to be respectful and professional in all interactions, and to be mindful of the information shared.

8. Emphasize the benefits of connecting with others, such as gaining valuable insights, building networks, and opening doors to new opportunities.

4. Managing Your Digital Self

Objective : To learn how to manage a digital self for young people not in employment and education, to ensure their online presence is up-to-date, secure, and free from negative content.

Duration : 30 minutes

Materials : Electronic devices and internet access

Instructions

1. Explain to participants the importance of managing a digital self for young people not in employment and education, to ensure their online presence is up-to-date, secure, and free from negative content.

2. Guide participants on regularly updating their profile, ensuring that it accurately reflects their current skills, experience, and interests, and is relevant and useful to others.

3. Discuss the importance of keeping passwords secure, using strong and unique passwords, and changing them regularly, and avoid using the same password for multiple accounts.

4. Encourage participants to regularly monitor their online presence to ensure that there is no negative content that could harm their personal or professional reputation, and take steps to address it if necessary.

5. Remind participants to be mindful of the information shared online and to share only information that is appropriate and aligns with their personal brand.

6. Provide information about privacy settings, how to use them and the benefits of controlling who can see their content and information.

7. Guide participants on cleaning up their digital footprint, regularly reviewing and deleting anything that no longer aligns with their personal brand or is no longer relevant.

8. Note that managing a digital self takes time, effort, and consistency, and it's important for young people not in employment and education to be aware of their online presence and take steps to protect their digital identity and reputation.

5. Developing Your Digital Self

Objective : To learn how to develop a digital self as an ongoing process, and to understand the importance of experimenting with different platforms, creating content, and engaging in meaningful conversations

Duration : 1-2 hours

Materials : Electronic devices and internet access

Instructions

1. Explain to participants that developing a digital self is an ongoing process that involves continually refining their digital presence and finding new ways to connect with others.

2. Guide participants on creating a single name for their presence across all communication channels they use to make it easier for people to find them.

3. Encourage participants to use a real picture of themselves on all their online profiles, to make it easier for people to recognize and relate to them.

4. Discuss the benefits of using Twitter to follow interesting topics, people, and lists and how it can help to stay up to date with the latest news, trends, and conversations.

5. Provide information about buying a domain name for themselves, as a way to have a consistent name for email, blog and other websites.

6. Show participants how to use Google Analytics to track visitors to their website or blog, and to gain insights into how their content is performing.

7. Remind participants that developing a digital self is an ongoing process that requires time and effort, and that it's important to experiment with different platforms and strategies to find what works best for them.

8. Emphasize the importance of creating content and engaging in meaningful conversations to establish a strong digital presence and connect with others.

Useful resources

The following is a list of references that may be helpful in developing a digital self:

- 24 Tips to Improving Your Digital Self
- How to Improve Digital and Online Habits
- Digital Self-care
- 5 Ways to Improve Your Digital Life
- Creating Your Digital Self: What, How and Why?
- How to Make Digital Self Service Amazing
- How to Present Your Best Digital Self In
- Your Digital Self Blog
- The Digital Self: A Healthy Self-Presentation and Positive Online Interaction
- How to Create a Digital Self That Would Promote a Healthy Self Presentation
- What is Personel Branding
- Why We Need to Get Personel How Your Personal Brand can Help You to Change the World?
- Managing your Digital Self

Conclusion

The chosen activities are effective ways to enhance the digital skills of young people not in employment and education (NEETs). They provide trainers, youth workers, and coordinators with various options to include in their training sessions, ranging from short to longer activities. These activities allow young learners to interact with their peers and learn the importance of having a positive teamwork spirit while developing a digital self.

CHAPTER II
AUTHENTIC AND ENGAGING CONTENT CREATION

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R2: Digital Skills Training Toolkit

Authentic and engaging content creation
Developed by Euro-net

Overview of the course

Content creation is one of the professions resulting from the trends (especially social media!) of recent years. There is nothing more wrong – and obsolete – than believing that the tasks of a content creator are reduced to taking a nice photo, showing a product or reproducing a Tik Tok trend. They are the children of the Creator Economy, the economy which is allowing many people – often designers, photographers, filmmakers, illustrators, or enthusiasts of any field – to monetize their online content, goods and services by leveraging creativity, talent, passion and above all originality.

Among the most sought-after figures in this area, we find the Web Content Creator (also known as Digital Content Creator). The Web Content Creator mainly deals with the development, creation and implementation of content on corporate websites and, in general, with the content published on the various communication channels chosen on the basis of the communication strategy. The contents disseminated by the Web Content Creator can be of different formats (text, photos, audio, video…). Due to its versatility and based on organizational choices and the size of the company in which it is inserted, the Web Content Creator may find itself working alone or in a team.

In the first case, he can play multiple roles: from that of Content Creator to that of graphic designer and Social Media Manager; in the second case, he may find himself working alongside figures such as the SEO Specialist and the Online Community Manager, the Mobile Marketing Manager or the Webmaster, for example. Specifically, a Web Content Creator is responsible for developing and conveying effective multimedia content that allows companies to present themselves to customers in the best possible way, to acquire credibility and to acquire ever greater visibility. All this presupposes, on the part of the Web Content Creator, a good knowledge of the main digital platforms to be used to communicate, as well as a good knowledge of the public to which the message is addressed.

However, in this chapter, we would like to present some activities that can help trainers to boost content creation skills by creating a positive impact on the participants.
We will go into the overview of digital content creation strategy. In addition, we will realize some practical exercises on how to realize a digital content strategy and then we will have the final evaluation. Each of the 7 activities specifies the objective, duration, material and instructions to follow.
All these activities can be used in both formal and non-formal education and require all participants to improve digital skills about web content creation and their relevance on the market.

Material needed

To carry out the activities presented in this chapter, the participants will only need portable
devices (e.g., mobile phones, laptops, iPads),

Target Group

The target groups are youth workers and trainers, as well as teachers, school directors, psychological consultants, academicians in teacher training, education centres and educational NGOs for personal development. Special emphasis will be put on Youth trainers with physical disabilities or educational difficulties, as well as Youth trainers who have refugee or immigrant students/learners in their classrooms.
On the other hand, the beneficiaries are young NEETs, students and learners from training centres, lifelong learning centres, and related non-formal education providers, school directors, teachers, NGO representatives and experts.

Duration

30 minutes per each module of learning.
210 minutes in total

Learning outcomes

The learners will come in contact with digital content creation strategy tools that they will use for the activity and which they can explore and keep them for future activities, educational or professional. The main objectives of this activity are:

1. Transfer the pillars of designing a digital content creation strategy

2. Choose the channels, formats and platforms that best suit your goals (main platform and social media.

3. Work on the design of your content (video and audio content creation design)

4. Use the production and management tools of content creation

5. Cultivate your community and promote your work

Need Analysis

From the Future of Creativity study, carried out by Adobe, it emerges that the Creator Economy has given shape to new professional opportunities full-time or freelance, especially for GenZ and for Millennials, increasingly attracted to less traditional careers. In fact, the former represent 42% of the Creator Economy, while the latter 14%. In the last two years, this new reality has seen the entry of over 165 million people, for a total of 303 million "digital" creators worldwide. One in four people (23%) create content by expressing themselves through photography, video production, creative writing or other mediums in online spaces, including social platforms and blogs. Still, 48% of creators are motivated by a common goal: freedom of expression and only 26% do it for the money. Influencers make up just 14% of the creator economy globally. Digital Transformation has meant that the use of digital communication channels by companies has increased exponentially in recent years. The consequences of this are obvious: an increase in the labour market of people who deal with the Web and communication at an organizational level, an increase in the online presence of companies and an increase in their use of social media.

In this sense, this chapter underlines the importance of reaching the basic knowledge about content creation strategy and their tools can be determining for young people to adjust their skills to the demands of this new age and work market.

Procedure

The course consists of 7 steps, in which theory and practical activities will alternate. Participants will be guided to work on individual and group projects, of which they will be able to present the final result in a workshop.

Digital content creation strategy

Objective   : Overview about digital content creation strategy
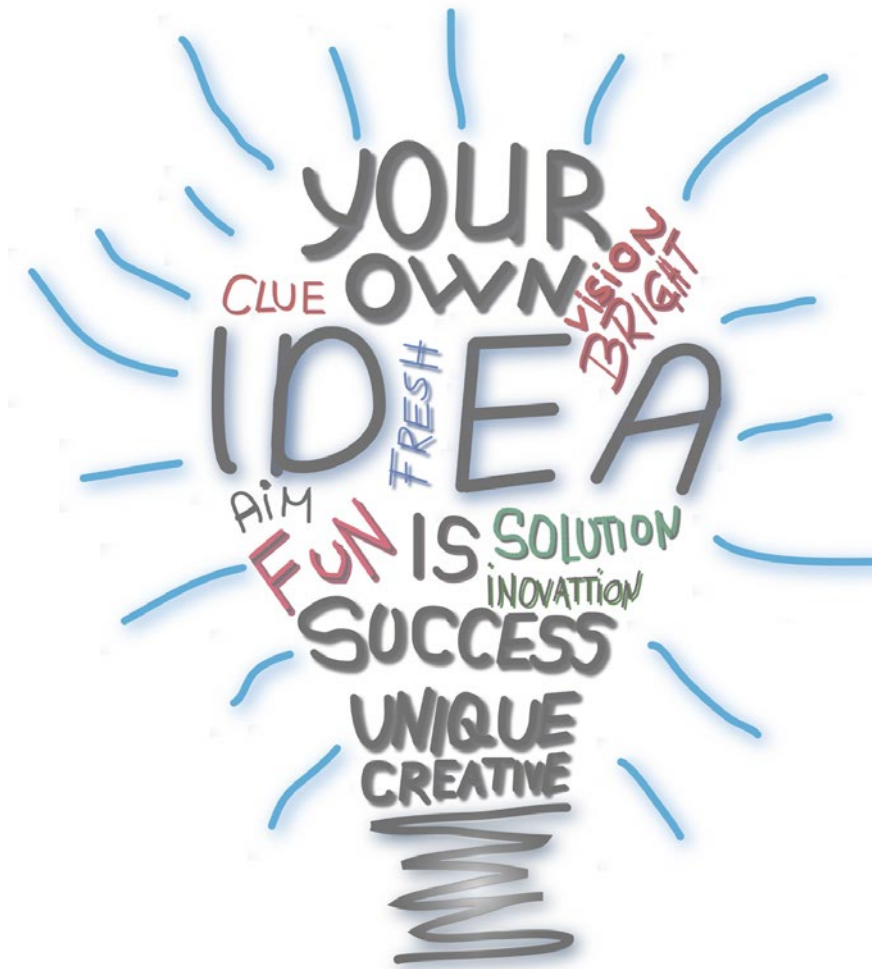
Duration   : 150 min (30 min for each step)

Materials   : Electronic devices

Steps of the Strategy

1) Brainstorming

2) Content planning

3) Content Pillars

4) Content creation

5) Designing video

6) Niche content and specialization

7) Final evaluation

Step 1 - Brainstorming

Brainstorming is the process of jotting down all your ideas on a piece of paper (or screen) without reviewing or scrutinizing anything. Before you can start creating content, you need to brainstorm the topics you could (or should) cover in your content. But idea generation is hard when you're starting from zero.

So, the first step in brainstorming potential content ideas is to ask yourself what it is you want your content to do. What is your ultimate goal?

Starting that and then working backwards from there can help you come up with content ideas that don't directly push your product, but rather help position it as the reader's natural solution: a conclusion they reached thanks to your content.

Exercise

Open a spreadsheet or doc on your computer. At the top of the page, write your core topic. If you cover large subtopics, list them as well. Below that, write out your goal for your content.

Are you trying to push people to a landing page where you can get them into your pipeline? Are you trying to add people to your email list? Get clear about what you're trying to achieve with content marketing.

Finally, start jotting down all the content ideas that come to mind. Ideally, they'll relate to your core topics and could help you achieve your goal.

But now is not the time to judge your ideas. When brainstorming, don't censor, erase, or judge your ideas. List everything that comes to mind.

Once you've finished your list, you can go back and clean it up, setting priorities and noting your best content ideas.

Step 2 - Content planning

Without a plan, all those ideas will just sit there. So your next step is to create a plan that maps out your process for getting your content in front of your target audience.

It's a good idea to document this process. Essay writer specialists use this written content strategy which helps you create a sort of "quality assurance" while ensuring your content is:

- On point with promoting your objectives
- Free from spelling and grammatical errors
- Interesting to read
- Able to motivate users to take the next step

Exercise

Think about the process you'll go through to write, edit, publish, and promote each piece of content. Then write it down, so you can consistently get it done. For example, you might go through these stages as you develop your content:

- Idea generation
- Creation
- Editing
- Review
- Publishing
- Distribution

In a project management tool like Asana, create a board that has a column for each stage of your content creation process.

Then create a card for each piece of content you'd like to create in the next few months. Include whatever information is helpful to you. At the very least, include:

- Keyword or topic
- Type of content
- Channel
- Due date

Remember, when it comes to content strategy, there is no one-size-fits-all method that works for everyone. Use what you're most comfortable with and what you're most familiar with. The point is to have a plan in place and follow it while maintaining high-quality standards and a consistent publishing routine.

Step 3 - Content Pillars

One of the backbones of your content strategy is content pillars, in-depth pieces of content that share your knowledge. They may be ebooks, guides, white papers, case studies, reports, or any other high-value content format. Ideally, you'll have one content pillar for each core topic you teach in your knowledge business. It should cover that topic in exhaustive detail, making you and your company the definitive authority on the subject. What's great about content pillars is that because they are so detailed and thorough, other site owners will link to them instead of trying to recreate (or compete) with them. That means the time you invest in creating your pillar pieces is time well-spent — the more sites that link to you and your content pillars, the more your authority and recognition grow within your chosen niche.

Exercise

Look through the brainstorm you did in Stage 1 above, and try to group your ideas into categories. Ideally, all of your ideas will relate to two to five core topics that support everything you teach. List these high-level pillar topics. Now brainstorm ideas for a content pillar that you could create for each of them. Once you have ten or more ideas for each topic, choose the one you think is best. Decide on the format — ebook, advanced guide, long-form blog post, for example. Then add this pillar piece to your content workflow, along with a deadline for getting it done.

Step 4 - Content creation

This is where most content strategy exercises will have you start. But that's like going out and buying a brand-new bike when you've never learned to ride one. To be strategic, you need to start with a plan.

The good news is you aren't restricted to blog posts or written content. Any and all of these content types form part of your content marketing strategy, including:

- Blog posts: Can be long or short, detailed or small bite-sized tips. Easily shareable on social media and on your own website.
- E-books: More in-depth, targeted and precise content on a given topic. Often given away as a free download in exchange for the user's name and email address.

Case studies

Charts, graphics, and other supplementing information that details how your company solved a particular customer's problem and what the end result looked like. Case studies are often used at the bottom of the funnel to prove your experience and expertise in your niche.

Templates

Done-for-you examples of information where the user simply has to fill in the blank or edit what's there to achieve the end result.

Infographics

Graphical representations of bite-sized facts, statistics, or details about your given niche, or the process of achieving an end goal.

Videos

Videos can be used to share the same information you might share in blog posts, including how-to tutorials, examples, walkthroughs, and much more.

Podcasts - A digital, audio "deep dive" on a particular topic. Podcasts often form part of a series where information is shared on a given topic.

Social Media

Frequent, short posts related to your business, mission, and core topic. Social content shares product reviews, random ideas, tips, and strategies, and usually invites users to respond with their two-cents. Social media content strategy is more about sharing and inviting discussion than simply throwing a bunch of content at the wall and hoping some of it sticks.

Of course, with so many content channels available, it can be tempting to try to use them all. Some brands do. But it's difficult to do content marketing well when you spread yourself too thin. So we're going to pick just one channel to start with.

Exercise

Decide on one type of content you'd like to publish on a regular basis. To make your decision, think about two things: What your particular audience likes What's easiest for you to create on a regular basis Three formats that work well are podcasts, blogs, and video channels. Choose one, then set a schedule for yourself. Will you create a new piece of content each week or will you publish one or two a month? There's no right answer. Choose a frequency that you can fulfil consistently from now on.

Step 5 - Designing video

Designing a video is a complex activity. In this module we will learn to orient ourselves in its different phases. It starts from defining a concept, planning a lineup of topics, deciding on the scenography and shots, positioning the lights, shooting with the right camera. At the end of the process there is the post-production phase, with the editing and integration of visual effects, graphics, music.

Exercise

Next, the participants will be asked to create their own material with https://www.canva.com/. They can choose any of the forms offered (e.g., presentation, flyer, logo, etc.) taking into consideration all the material they saw so far, and based on their personality answering the following questions:

- What are you most excited about in your life so far?
- What seems like the most challenging thing you have ever done?
- What do you think is the most important thing you have learned so far?

Step 6 - Niche content and specialization

Content strategy is equal parts knowing what to post and where to post it so that it resonates and gains traction with your target customer. That's why it makes sense to choose narrow, focused topics rather than broad, generic ones.

Niche content, or content that's focused on a small subcategory of a larger topic, can help you stand out in the knowledge commerce world. Look for a slice of what you do that no one else talks about. Make that your focus, and you'll quickly be seen as a thought leader in your field.

Let's look at an example.

Let's say your core topic is internet marketing, but you've decided to focus squarely on how to market your videos on YouTube. You can go into minute detail on every aspect of YouTube marketing: the type of equipment you need, how to shoot and edit your videos professionally, how to create a channel, how to get subscribers, and much more.

Exercise

Go back over your content strategy and look for the topics and ideas that don't squarely support your core topics. Strike them off the list. Review again, this time to see if you can niche down your content plan to one or two narrow topics. How can you focus your content strategy as tightly as possible, so you can quickly become known as the expert in your field?

Step 7 - Final evaluation

The final deliverable of the activity will be the evaluation of this activity. All the questions and difficulties that participants will meet during the activity will be dealt with by the operator at the same moment, thus the production of the deliverable will mean the correct use of the tools and the acquisition of the correspondent knowledge to use them.

Useful resource

The following is a list of references that may be helpful in improving content creation skills:

1. Google Trends

Google Trend gives you an insight into the search volume of a particular keyword within a specific period. The tool also allows you to compare two search terms against each other to determine the most popular one. In short, Google Trends allows you to discover relatively popular search queries and create pieces around them to leverage search engine traffic.
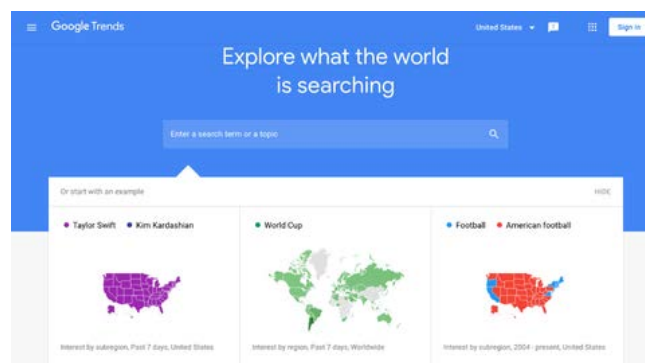

2. Google Search Consele

Next on the list is Google Search Console. With Google Search Console, you can track your website performance on Google result pages. Also, the tool helps you detect common SEO errors on your website without consulting an SEO expert. Fixing these errors will improve the likelihood of your website's ranking on search engine result pages. Not only that, Google Search Console is great for uncovering underperforming keywords on your website.
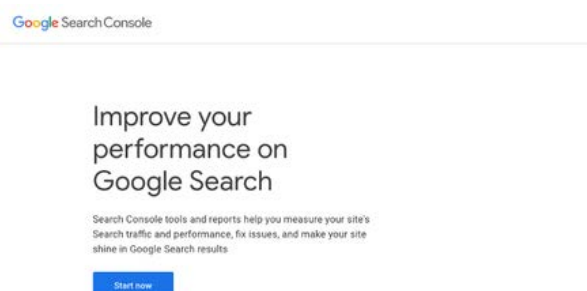
3. Canva

Canva is a freemium graphic-design program that allows you to create crisp and stunning images for your online content. It has tons of ready-made templates you can customize to create personalized graphic designs. Not only that, it has a drag-and-drop editor that simplifies graphic designing even for a total newbie. Canva's ideal for creating compelling visuals for your blog posts, ebooks, and social-media posts.
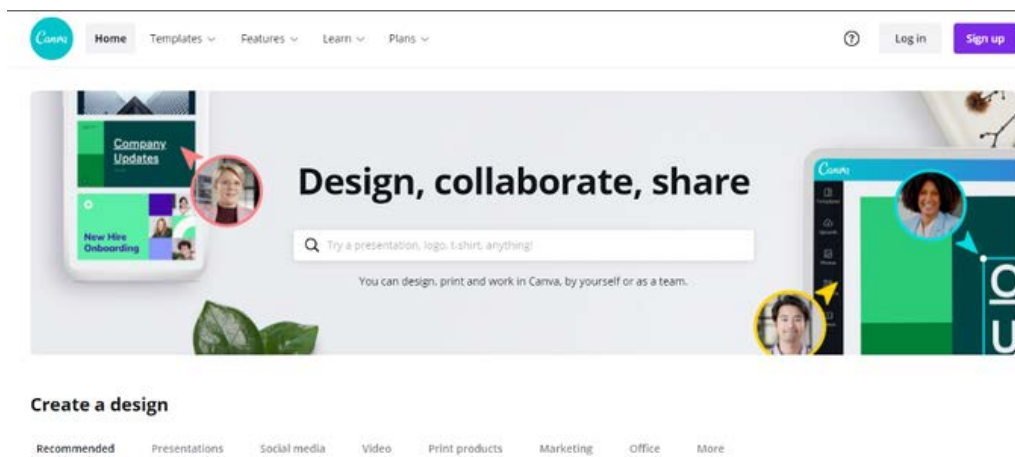

4. Adobe Spark

Adobe Spark allows you to boycott the painstaking process of manually creating graphics for your online and offline content.
It has tons of preinstalled templates you can customize to create your own personalized visual designs. In addition, it has an intuitive interface that simplifies graphic designing even for a newbie.

5. Moovly

Moovly has a large library of images, short scenes, libraries, and templates you can use to create engaging animated explainer videos within minutes. It also has a drag-and-drop user interface that allows you to create engaging videos with limited skill and budget.

Moovly's free trial comes with a lot of limitations. Your maximum video length cannot exceed three minutes, and you can't remove Moovly's watermark on your videos unless you're on a premium plan.
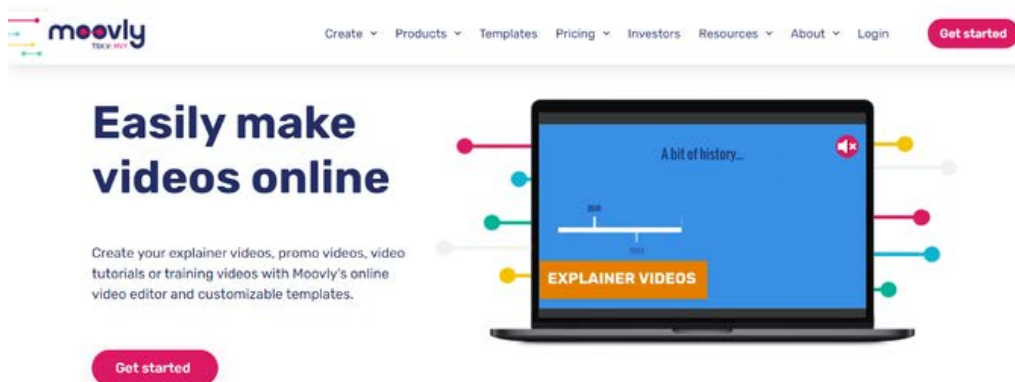
6. WeVideo

Unlike iMovie, WeVideo supports different platforms like Mac, Windows, mobile, and the web.

The tool is ideal for both professionals and amateurs. This implies you can whip out professional-looking videos in no time irrespective of your skill set.
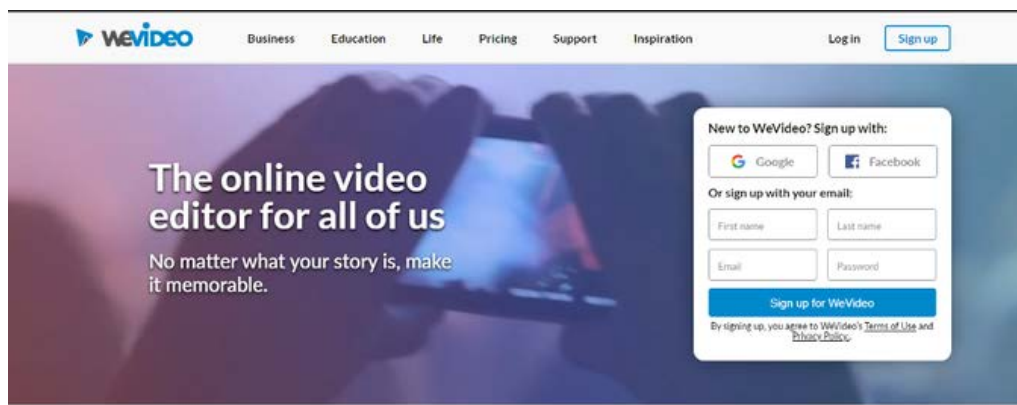
7. Audacity

Audacity is a free audio editor and recording tool. It works perfectly with Windows, macOS, and GNU/Linux.

Audacity allows you to:
- Record live audios
- Import, mix and combine different sound formats
- Exports audios in formats.
- Supports and works smoothly with 16-bit, 24-bits, and even 32-bit.

References

- Social Media Marketing - Philip Kotler
  In reading Kotler marketing it is a guarantee. The text is aimed at both beginners and professionals and aims to provide an effective method for everyone to choose the right tools for their marketing strategy. Useful indications in choosing the mix of communities, resources and social platforms.

- Not Just Analytics - Yari Brugnoni
  This book analyzes and explains how the Instagram algorithm works, starting from the basics to the most complex notions, with examples and interactive exercises. Explain the importance of defining your identity and creating a community around your message.

-
  Social Local Marketing - Tino Bassu, Domenico Mancuso, Michele Tampieri
  The text deals with Social Media Marketing from the perspective of a small or medium-sized business. The central pivot is not the virality of the content, but the correct allocation of resources in reference to one's reference market.

References

- Influencer Marketing. Enhance the brand with content creation and relationships (Camilla Bellini, Cristiano Carriero)
  This book explains what influencer marketing is and puts effective advice and strategies into play to create a communication campaign based on this medium. A very useful book for brands, digital pr, content creators and communication agencies.

- Facebook Marketing strategies and tactics for companies and professionals (2021 edition)
  (Veronica Gentili, Alessandro Sportelli)
  One of the most important social networks on the square but also among the most underrated, Facebook. Social media marketing on this platform has one of the highest exploitation potentials of all. First you need to know how it works and the basic logic, very well explained in this book.
- Content Creator Job Description, equinetacademy.com

- Web Content Writer, Editor e Manager, classup.it

- Content creator: Turn your passion into work, digital-coach.it

Conclusion

The selected activities are efficient tools in the scope of digital skills in the sense that they will give some insights to youth workers and trainers on how to improve content creation skills of students and learners. Trainers will be able to choose from a variety of 7 activities of different lengths to include in their training sessions or work, giving the opportunity to young people to interact with their peers and learn from the importance of having a positive teamwork spirit.

CHAPTER III

FINDING AND UTILIZING RELEVANT INFORMATION FOR CAREER DEVELOPMENT

R2: Digital Skills Training Toolkit

Finding and utilizing relevant information for career development

Developed by Euro-net

Overview of the course

Access to high-quality information, advice and career guidance is an important component in preventing young people from becoming NEETs, but some individuals face numerous obstacles when trying to move to the next stage of their careers. For example, a young person in financial difficulty may have limited time and attention to engage with. Young people from less privileged backgrounds may also find it difficult to navigate the qualifications landscape and have more limited knowledge of career options, as well as being less confident about reaching out to career services. A disconnect has also been identified between the sectors young people aspire to work in and the jobs typically available, making it all the more important that young people at risk of becoming NEETs receive the best possible support and advice. So, it is very important to have a repository of tools to gather relevant practices on how to inform and orient the career development of the Neets.

Digital career management skills have evolved from the concept of digital career literacy, introduced by Hooley (2012), who suggests that the internet is shifting the context within which individuals pursue and develop their careers. He introduces the internet as:
- A careers library through which individuals can search and source information.
- A marketplace where individuals can find and apply for opportunities in learning and work.
- A space for establishing and maintaining contacts and networks.

• A media channel through which individuals can raise their profiles and manage reputations. To take advantage of the career opportunities the internet offers, individuals need to develop their digital career literacy to research, to make contacts and to build a positive professional reputation. Hooley sets out a framework of seven competencies; The seven C's of digital career literacy:

- Changing - the ability to understand and adapt to changing career contexts.
- Collecting - the ability to find and retrieve career information.
- Critiquing - the ability to evaluate, analyse the provenance of and assess the usefulness of career information.
- Connecting - the ability to make contacts, build relationships and establish networks online that support career development.
- Communicating - the ability to interact across a range of different platforms, to understand the 'netiquette' of different interactions and to use them in the context of careers.
- Creating - the ability to create online content that represents your interests, skills and career history.
- Curating - the ability to develop, review and edit your online presence. There are multiple online courses to develop digital career management skills, this is also apparent in many university courses and additional workshops that students can attend. As the digital world grows it is essential to adapt alongside it and evolve digital skills to stand out in the job market. This is as true for career development practitioners as it is for their clients.

However, in this chapter, we would like to present some activities that can help trainers to get relevant information about career development, by creating a positive impact on the participants through the exploration of the 3 main social media (Facebook, Twitter and LinkedIn)

All these activities can be used in both formal and non-formal education and require all participants to improve their digital skills about social media as tools to find and use relevant information for career development.

Material needed

To carry out the activities presented in this chapter, the participants will only need portable devices (e.g., mobile phones, laptops, iPads),

Target Group

The target groups are youth workers and trainers, as well as teachers, school directors, psychological consultants, academicians in teacher training, education centres and educational NGOs for personal development. Special emphasis will be put on Youth trainers with physical disabilities or educational difficulties, as well as Youth trainers who have refugee or immigrant students/learners in their classrooms.

On the other hand, the beneficiaries are young NEETs, students and learners from training centres, lifelong learning centres, and related non-formal education providers, school directors, teachers, NGO representatives and experts.

Duration

60 minutes per each module of learning.
180 in total

Learning outcomes

A summary of objectives may include:
- Find effective ways to identify job opportunities
- Using social media to find a job
- Using social media to improve digital skills

Need Analysis

A central challenge for policy-makers is how to provide more opportunities to enable those who are working in the gig economy, due to a lack of choice or decent alternative offers of employment, to develop the skills they need to find higher-paying or better-quality work. All the statistics suggest the demand for future skills development is high, with 57% of gig economy workers and 64% of other workers believing they will need to develop more skills or take part in additional formal training or learning during their working lives. Younger workers are particularly likely to think this is the case, with 74% of workers aged 18–29 reporting they will need to develop new skills, compared with just 35% of workers aged 60–70. The young people (aged 16-30) are particularly attracted to the idea of gig work – one in four said they would consider some form of it in future.

The age population undertaking gig work are predominantly young, with over half of those involved in the gig economy (56%) aged 18 to 34. This signifies that those who may be starting further education or who have just left the education system could be part of this population who are gig workers, career development practitioners could therefore inform students on how and where to advertise themselves to secure the most interest in what they are offering.

As gig working is becoming more popular, it is important for career development practitioners to consider this as a valid option for their clients and they should understand the roles and skills required. However, It is more important than ever that career practitioners hold the required digital literacy to perform their roles effectively. This chapter underlines the importance of reaching the basic knowledge about career guidance and their tools that can be determining for young people to adjust their skills to the demands of this new age and work market.

Procedure

Career development practitioners located the competencies required to use social media to deliver career development services fall into four categories:

● An ability to use social media for delivering information with an emphasis on understanding the operation of technology for delivering information.

● An ability to use social media for delivering personal career guidance with an emphasis on using technology as a means of communicating.

● An ability to utilise social media for collaborative career exploration with an emphasis on the use of technology teaching and learning and amongst group members.

● An ability to utilise social media for co-careering with an emphasis on the use of technology to enable group members to share and develop common understandings and solutions to career development problems.
The course consists of 3 modules, in which participants will be guided to work on individual and group projects, to practise how to find and use relevant information for digital career development through the 3 main social media Facebook, Linkedin and Twitter. This will make able to improve the digital literacy about social media too as the main to to orient choices for finding a job.

1. Using Facebook to find and use relevent informations for career development

**Objective** : Overview about how to use Facebook to find a job

Duration : 60 minutes

Materials : Electronic devices and internet access

Instructions

Step1 - How to find a job informations on Facebook

It is the most used Social Network in the world, it is the most loved by over a billion users for its ability to bring people together. Obviously, we are talking about Facebook. We are sure, you too will know very well what it is, but have you ever thought about the fact that between photo sharing, status updates and looking for old friends, Facebook can also prove to be an effective tool for finding work? In fact, many HR representatives use it to evaluate new candidates. To have this opportunity, it is essential to carefully take care of your profile: keep it updated, limit the levels of privacy for personal elements and be aware of who has visibility on our content, carefully evaluating what to publish and share. Facebook can tell a lot about the life and interests - professional and otherwise - of a potential candidate, as well as their way of communicating. Therefore, this channel can become a valid tool to get noticed by potential employers, making itself known by recruiters and HR professionals in a complementary way to the classic curriculum vitae.

It cannot be said that Facebook is properly a social network intended for job searches. However, thanks to its worldwide diffusion, it is suitable both for seeking professional contacts and for promoting oneself in the workplace. That's why it becomes important to understand how to use Facebook to find work. To do Personal Branding on Facebook, you will have to be very careful to adapt your profile, which must correspond to the professional image you want to communicate. Remember, therefore, that the content of your profile must be consistent with the image of the companies that interest you.
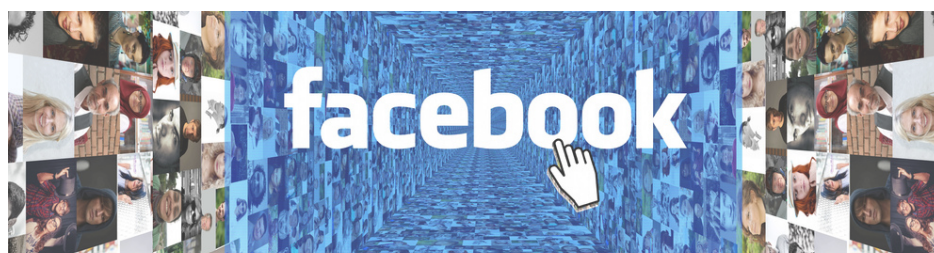
Here are some tips:

- Always keep your profile up to date: just like your curriculum, the social profile with which you introduce yourself to the world of work must be complete and detailed, but without exaggeration. If you want to use Facebook to find a job, enter all the details relating to your training course and your past and current professional experience, without going overboard and avoiding details that do not correspond to your research area.
- Choose the right photos: to prevent your profile from appearing anonymous, choose your profile and cover images carefully, which must be serious and communicate something of your working personality, as well as your character. The profile photo, like that of the CV, should reflect professionalism, frame only the face, against a possibly neutral background. It would be an excellent choice to use the same photo for all the social profiles with which you wish to search for a job.
- Configure privacy settings: with a view to using Facebook to find work, the best idea would be to create a profile intended only for work and professional networking. If you choose to use your personal profile, carefully set up the privacy filters, with particular attention to photos, updates, old posts and all those contents that could compromise or distort the reception of your professional figure. Naturally, since it is a social network and not a static curriculum vitae, it will not be enough for you to simply define your profile, but you will have to show yourself as active and dynamic, to increase your chances of finding a job.

- Connect with companies that interest you: if you want to use Facebook to find work, look for companies that match your professional aspirations, by "liking" their pages, to receive updates on recruiting activities and open positions. You can send your CV attached to a private mail message, which must contain your cover letter. Also follow the fan pages and groups promoted by companies on Facebook, to participate in the proposed contests and discussions.

- Publish content: show that you are always up-to-date and active, always remembering the context in which you publish. Choose quality contents, which can arouse interest in your contacts and demonstrate that you master a sector and that you are passionate about its dynamics. Leave comments and participate in discussions, with moderation and avoiding inappropriate interventions.

- Use Learn with Facebook: an integrated online platform containing advice and video lessons dedicated to the world of work. In addition to job search advice, you'll find specific lessons to enhance your professional skills, special digital marketing sessions and much more.

Step2 - The function to look for work on Facebook
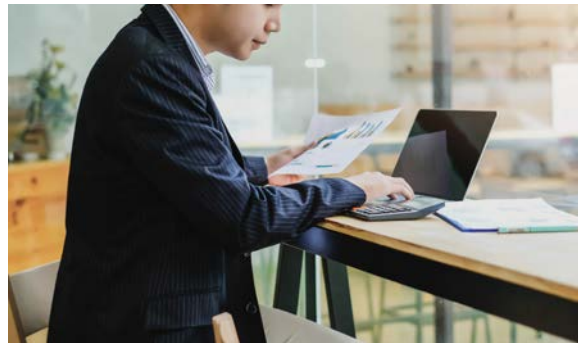
Facebook's Job Search Feature Facebook offers real job opportunities if you know how to find them. Similar to LinkedIn, there are job postings on Facebook. In fact, companies will be able to publish job offers in the "Jobs" tab of their page, in the Google Jobs Dashboard, in the Facebook Marketplace and in the News Feed through paid advertisements. If you're looking for a job, you'll be able to discover the open positions and automatically fill in the application form, using the information already entered in your Facebook profile, modifying it if necessary and then sending the Application directly to the company. The appointment for the job interview, of course, can be made via Messenger. The process involves simplifying the compilation of your curriculum since all the data will already be available on the social network. Finally, Facebook could automatically connect the right profiles with companies that are looking for them, even without a user actively looking for a job, drawing on valuable profile information and comparing it with requests from companies, just like LinkedIn does with suggested positions.

2. LinkedIn

Objective : How to use Linkedin to find and use information for career developoment

**Duration** : 60 minutes

Materials : Electronic devices

Instructions

You must be aware that having a LinkedIn profile is not enough to find a job: you must make contacts with industry professionals and representatives from the HR world, follow companies and their job opportunities, participate in groups and discussions your professional field or in line with your ambitions. LinkedIn can create numerous opportunities to get in touch with people who can offer job opportunities and to be identified by Recruiters looking for professional profiles to insert in the company. In addition, many companies publish job offers on LinkedIn, to which you can easily apply using your profile as a CV.

Step 1. How to create a successful LinkedIn profile

- Read the latest edition of the Job Search Guide published by LinkedIn: 38 pages of advice and guidance for making the most of the Professional Network;

- Update your resume and LinkedIn profile, and change your photo from time to time, taking care to always choose professional images where, to be clear, you wear the clothes you would wear at work. Selfies? Better not;

- Translate your profile at least into another language. There's no need to do it all over again, there's a LinkedIn tool that can help you; Don't overlook a descriptive, non-trivial title and summary, the publication of articles on various topics and a phrase to show your potential with an eye to the future in the "experiences" section. The LinkedIn profile summary has a strategic role and cannot be relegated to a simple copy and paste of the company qualification: it is therefore clear that these 120 characters are not easy to fill, trying to be attractive for our target and clear and clear for the search algorithm.

- "Create an effective and unique summary to simplify, we could distinguish two main types of summary: Standard with details and Creative. The first, the standard summary with details, is a summary that, while also reporting the qualification, adds some details, keywords or a phrase to make it more understandable, and specify it better. The second, the creative one, renounces the qualification to exploit all the space as if it were an advertising slogan. But be careful not to write something too cryptic, not understandable, not traceable by the search engine. In any case, what cannot be missing are terms or keywords, which make it understandable to the search engine and the reader what your work really consists of.

- Use keywords in all fields of the profile, from the summary to the skills: the search takes place through them. But don't overdo it and avoid "narrative" yourself through the so-called buzzwords, generic words such as responsible, expert, creative, motivated, strategic, innovative...;

- Get noticed visually too. For example, a nice background image and then again videos, slides, infographics... about your work and the projects you've worked on. Don't forget the Work Samples! Put in what you always wanted to put on your resume. Fill in the description under each job and the general summary; don't limit yourself to tasks, also list the results obtained, publish links, PDFs and documents and, if it's worth it, also certificates of courses, certifications, patents, volunteering; Use status updates: they're a good opportunity to highlight some of your latest work, share reading an article or book, promote your presence at an event... preferably during working hours, since LinkedIn is a social network professional. How often? 1 to 4 updates per day, but only if you have relevant things to share.
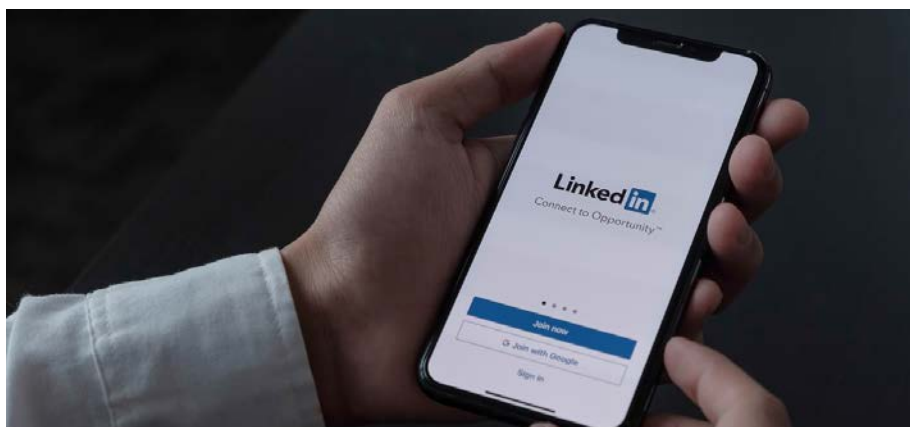
- Ask for recommendations from the people you've worked with, and reciprocate the courtesy: it works a bit like with reviews on Amazon, which help make the difference between one product (in this case, a candidate) and another. Career experts on LinkedIn even suggest making a strategic plan for seeking recommendations, remembering that it should highlight your job skills. How much it is? Always according to the experts you should try to get at least one a month.

- Build Your Network Not Just Friends: There are 3 types of people you'll want to include in your LinkedIn circles: people you know personally, people with lots of connections, and subject matter experts. You need at least 50. To get them, try to personalize connection requests, replacing the sad "I would like to add you to my professional network on LinkedIn" with a phrase written in your own handwriting. Remember that according to LinkedIn, 80% of job positions are won thanks to online word of mouth.

Step 2 - Finding work on LinkedIn by focusing on keywords

LinkedIn is above all a search engine that archives profiles and returns certain results corresponding to precise searches, which are expressed through keywords. It can therefore be useful for those who want to be found to use the right keywords in the right fields. In particular:

- Qualification
- Summary
- List of work experiences
- Reports
- Skills
- Training
- LinkedIn Pulse

It doesn't mean that to appear high in LinkedIn's internal results you have to focus on keyword work. Use keywords but write naturally and describe what you do without forcing, that is, without repeating excessively the keywords that are right for you. For the choice of keywords on LinkedIn, you can base yourself on various aspects concerning the whole of your working reality, in particular:

- Educational qualifications (are you a graduate/diploma or do you have a master's degree in...?)
- Most relevant skills (especially technical skills that directly indicate what you are capable of doing). The more endorsements you receive from your contacts, the more easily they will be indexed;
- Social skills (e.g. ability to manage work teams in a particular area);
- Training and educational qualifications (from the certificates you can get ideas on educational qualifications to highlight);
- Volunteer experiences

Step 3 - Why Leverage LinkedIn Pulse to Gain More Visibility?

Participation in groups and discussions has great value. If you want to find work with LinkedIn this is the way: you have to make connections. Work more with your internal blog: Pulse. This platform can launch articles that will be relaunched on your home page and in the internal community. With LinkedIn Pulse, you create useful content for the people who follow you, while showcasing your expertise and sharing your point of view on topics you know. This can only help you increase your useful leads and help land you a job on LinkedIn that aligns with your aspirations and abilities. One point is clear: LinkedIn Pulse is a resource that should not be used to simply relaunch content already displayed elsewhere. Use it as a notepad, to express part of your reflections, but not to duplicate content. LinkedIn is not a market, it is not a square in which to shout and expose one's skills to the rooftops. You don't have to spam, you don't have to swoop in contacts and send unwanted emails with requests for attention. There are many ways to intercept the public, but attention shouldn't be demanded: you have to win it over with the quality of content and information.

3. Twitter

Objective   : How to use Twitter to find relevant information for career develpoment

Duration   : 60 minutes

Materials   : Electronic devices

Instructions

Step 1 - Twitter: how to use it to find work

- To get noticed and find work on Twitter, first of all you need a coherent, professional account that highlights your passions. This, in fact, can be an additional tool to show off on the net and give a professional and interesting self-image in the eyes of recruiters. It is therefore of primary importance to take care of one's public image in order to make a good impression on those who "observe" (it is not uncommon for recruiters to take a peek at the candidates' social profiles, to get an idea of the people they will meet). On Twitter, enter brief information about your training and professional career and don't forget to insert links to any blogs, personal websites or other online documents that discuss your experiences. It can also be very useful to insert a link to your Linkedin profile. Use a serious photo and choose a username consistent with your professional searches (you can also use a pseudonym, as long as it indicates your profession or skills).

- Many companies also share job offers on Twitter and recruit through this and other social networks. Identify the companies or people who could prove to be important in pursuing your professional goals and become their followers. In this way, you can always stay updated on the activities of your contacts and receive any reports regarding open positions and job offers in real-time. Remember to activate notifications on the Twitter app on your smartphone to be constantly connected and informed about the news of your interest. Tweet often and participate in discussions, demonstrating your skills and professionalism. The fundamental prerequisites for an effective search on Twitter, as well as for all other social networks, are activity and interaction, aimed at obtaining the visibility and dissemination of one's professional profile.

- Actively search for jobs: use the search bar and the Advanced Search tool to locate all the tweets that may relate to the job you are looking for (remember to specify the location and city of your interest). Enter targeted hashtags in the search engine, such as #work or #hiring, or another hashtag that indicates the position you are looking for. You can also contact the companies that interest you directly, as long as you have an impeccable profile.

- Create a short 140-character "Twesume" to address to recruiters and prospective employers. This is also an extremely useful tool, as are the lists that allow you to group contacts by subject area.

Step 2 - How to write a "Twesume"?

There are no strict or absolute rules for using your curriculum vitae on Twitter, but if you are passionate about the world of social networks or simply want to challenge yourself and innovate, here are some tips on what to enter in 140 characters to optimize Twesume: Write basic information (who you are, what you do, what career aspirations you have), taking advantage of all the characters available; Link to your complete curriculum vitae, LinkedIn profile or website; Share the Twesume with companies and recruiters of your interest; Be original!

Useful resources

Other applications provide valuable tools for promoting career learning, job searching, and securing new work opportunities:

Monster

While hosting a vast job board, Monster also offers tips, tools, and coaching to assist job hunters in preparing for interviews. Along with a clear indication of salaries, this app allows users to upload resumes and pictures through their dedicated portal.
Find the app in the Google Play Store.
Find the app in the Apple App Store.

Glassdoor

Not just a powerful app for searching for your next job, Glassdoor provides company reviews, interview tips, and salary insights.
Other highly valued features include interview reviews, interview questions, and expert tips on applying for and landing your next job.
Find the app in the Google Play Store.
Find the app in the Apple App Store.

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Conclusion

The selected activities are efficient tools in the scope of digital skills in the sense that they will give some insights to youth workers and trainers on how to improve using social media to find relvant information about career development. Trainers will be able to choose from a variety of 3 activities to include in their training sessions or work, giving the opportunity to young people to interact with their peers and learn from the importance of having a positive teamwork spirit.

CHAPTER IV
ENHANCING DIGITAL PERFORMANCE AND VIRTUAL TEAMWORK

R2: Digital Skills Training Toolkit

Enhancing digital performance and virtual teamwork

Developed by INDEPCIE

Overview of the course

Remote team collaboration consists of working together as a team from various locations around the world for the purpose of achieving a shared vision, using online tools and software in real time. When virtual teamwork is successful, organisations and companies improve their productivity by creating a positive team culture and a more employee-centric model through the use of effective tools.

There is a wide range of collaborative tools that can enhance communication and collaboration among the team members such as Google Workspace, Monday, Asana, Trello, Wrike, Slack, to name but a few.

However, in this chapter, we would like to present some activities that can help trainers to boost online teamwork by creating a positive impact on the participants.

After defining what virtual team building is, we will delve into some practical exercises that are divided into two areas: icebreakers on the one hand, and team bonding on the other hand. Each of the six activities specifies the objective, duration, material and instructions to follow.

All these activities can be used in both formal and non-formal education and require all participants to connect online through a digital platform, as the main objective of this chapter is to enhance digital teamwork.

Material needed

To carry out the activities presented in this chapter, the participants will only need an electronic device that will enable them to connect online through an online platform such as Zoom, which will make it possible for the group members to enter breakout rooms.

Target Group

The target groups are youth workers and trainers, as well as teachers, school directors, psychological consultants, academicians in teacher training, education centres and educational NGOs for personal development. Special emphasis will be put on Youth trainers with physical disabilities or educational difficulties, as well as Youth trainers who have refugee or immigrant students/learners in their classrooms.

On the other hand, the beneficiaries are young NEETs, students and learners from training centres, lifelong learning centres, and related non-formal education providers, school directors, teachers, NGO representatives and experts.

Duration

All the activities presented in this chapter will have a total duration of four hours and 20 minutes maximum, depending on the size of the groups. Nevertheless, the activities are not sequential and could be alternated throughout different sessions.

For each of the six activities presented below, the estimated duration will be specified.

Learning outcomes

At the end of this chapter, the trainer will guide young people to

- Understand the importance of creating an effective virtual environment.
- Learn the advantages of virtual communication tools
- Acquire better measurement of their digital skills
- Learn how to create a positive impact and a teamwork spirit
- Enhance their communication skills, empathy and creativity
- Foster relationships among the team members

Need analysis

As written in the survey report conducted by Digi4you partners, with the advent of the 21st century and new concepts, such as the internet of things, virtual workplaces and online teamwork have become much more critical skills required in employees and young people.

In addition, the post-covid19 era made concepts such as "work-from-home" much more widely accepted and practised notions. Therefore, working virtually with others, understanding the working culture in online mediums, and effectively creating, maintaining, and sharing online resources with others became a prerequisite in 2030's job market.

In this sense, understanding the importance of managing effectively a virtual workspace and collaborating with their peers through online tools can be determining for young people to adjust their skills to the demands of this new age and work market.

Procedure

Work dynamics shifted overnight and virtual teams became the norm in 2020. However, if led successfully, a virtual team or remote team can have many benefits for both youth workers and young people whose workforce can be enhanced by working remotely.
In this respect, virtual team building activities can improve inclusivity and diversity among the team members, since it allows different people coming from various backgrounds to share a common workspace and strengthen ties within the team.

But, what is virtual team building? Virtual team building is the process of engaging remote teams in an online format to deepen bonds within the team (Harper, 2023). In this sense, to build a successful virtual team, it is key to build trust and facilitate communication within the group of people who collaborate using different communication tools in an online setting.

There is a wide range of activities and exercises that can be used remotely to enhance virtual teamwork, depending on the purpose or type of emotion that the trainer wants to awaken in the group at that particular moment. For example, icebreakers can be a good opportunity to start a session by introducing each other or "break the ice" when the participants are confronted with feelings of discomfort, doubt, embarrassment or fear.

Ice Breaker

An ice breaker is an activity or game designed to help members of a group begin the process of getting to know each other within a team. Below is a list of icebreaker activities that will help the trainer "break the ice" that usually limits or inhibits the interactions of a group of people who may not know each other before.

1. Whose room/office/desk is it?

Objective   : Getting to know each other

Duration   : 20-30 minutes

Materials   : Electronic devices and a life-sharing tool

Instructions

1. Ask each participant to take a picture of their office and tell them to upload it on a shareable file, for example, a Google Docs or Jamboard.
2. Before taking the photo, encourage participants to leave their room/office/desk so that it can show a true representation of them.
3. Finally, the team members try to guess whose desk is whose.

Adaptation: This can also be done with anything that is in the room, for example, taking a photo of the bed, their shoes, etc.

2. Babies guessing

Objective : Getting to know each other

Duration : 15-20 minutes

Materials : Electronic devices and baby photos

Instructions

1. Ask each team member to send you a baby photo of themselves and email to you in advance.
2. Collect all the photos in the same document (for example, a word document, PPT, Google Docs...).
3. In turn, get members to guess who is who within a certain amount of time (depending on the group size). For example, ten minutes.
4. The person with more points, that is to say, with more correct answers wins.

3. What do we have in common?

Objective : Getting to know each other

Duration : 20-30 minutes

Materials : Electronic devices and an online platform that allows breakout rooms like Zoom

Instructions

1. Divide the team into small groups and distribute them into breakout rooms in Zoom, for example.
2. Explain that they need to come up with a list of 10 things they all have in common.
3. They can write the list in a shared document or online whiteboard like Jamboard.
4. You can choose to talk about some personal topics (family, hobbies, love life...) or work/academic-related (degrees, certificates, years of experience...).
5. After that, gather all the lists in the same document and read them out loud one by one, asking everybody to raise their hand in case the sentence is true for them. In each statement, count the total number of people who agree with it.
6. Have a synthesis of the most frequent statements and free discussion about them.

Team Bonding

Team bonding is an ongoing process through which teams become closer and build trust and ease of communication. Bonding involves increasing loyalty to one another and to the team (The Team Building Company, n.d.). Here is a list of some simple team bonding activities that can be carried out with groups of young people in an online setting to enhance their ability to work remotely in teams.

1. Debates

Objective : Enhancing communication skills, teamwork spirit, empathy, creativity and fostering relationships.

Duration : 1hours

Materials : Online platform that allows breakout rooms like Zoom

Instructions

1. Talk with your team members to decide on a debate topic. Split the participants into two groups, trying to make it as heterogeneous as possible by joining people who don't usually work together.
2. Play "paper, scissors, and stones" to assign the topic to each group or who will be "for" and "against". Even if the member doesn't agree with the topic that has been assigned to them, this will be a good opportunity to foster a creative discussion and look at it from a different perspective.
3. Get the two teams to meet separately in a different breakout room and tell them to think of different arguments that they can use during the debate to support their viewpoint.
4. Let the debate begin! The trainer will decide who's the winner or, if preferred, they can surprise both teams by saying that both teams have won.

Debate topic ideas:
- What came first? The chicken or the egg?
- Are bad words bad?
- Monday is the best day of the week.
- Being good-looking is better than being smart.
- People should never date a coworker/ classmate.

2. Book / cinema / podcast club

Objective : Learning more about each other as individuals and growing closer

Duration : 45-60 minutes

Materials : Video conferencing platform and topics to be chosen

Instructions

1. First of all, decide with your team members what type of club you would like to have and how often.

2. For example, if you decide to organise a book club, everyone should participate voluntarily and should be happy with the chosen topic.

3. Every session could last between 45 minutes and an hour and the organiser should make sure to prepare a list of questions that could be addressed throughout the club.

4. If you find it hard to choose the topic for the club, you could practise the icebreaker activity "What do we have in common?" to find out a common topic among all the members.

3. Bring out your inner talent

Objective : Learning about each other's interests, talents and individualities; public speaking and team engagement

Duration : 30-60 min (depending on the team size)

Materials : Video conferencing platform

Instructions

1. Before the online meeting, communicate with your team members and explain that they will have to choose something that they love to do or would like to show in front of their peers which might surprise them.

2. They would need to explain why they chose this topic and should also present when they started doing that activity and some other fascinating details. Each of the team members will have 15 minutes to present.

3. Try to encourage all the participants to get involved as much as possible by commenting or asking questions to the presenter.

Last but not least, trainers can benefit from a wide range of multimedia tools that will help them foster teamwork as a way to create stronger bonds between young people and improve their interpersonal relationships.

Jamboard
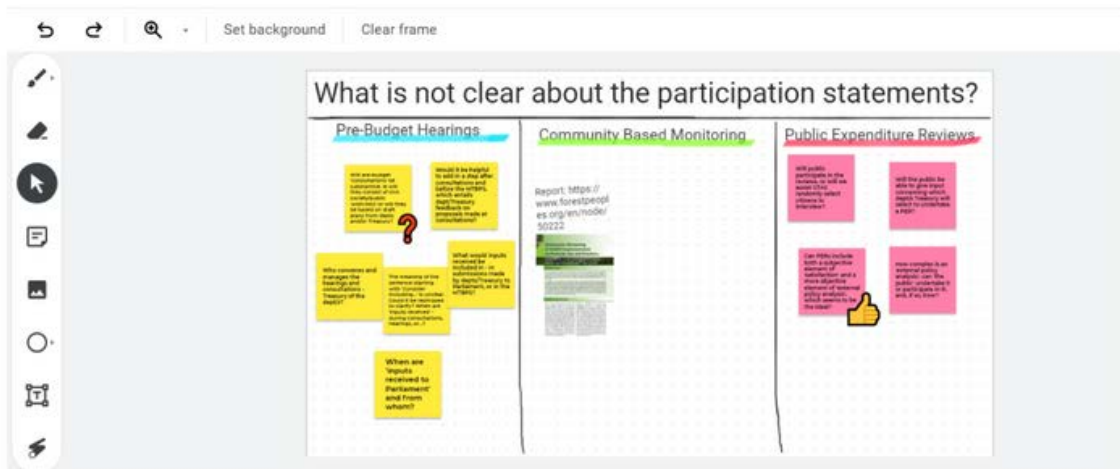
<u>Jamboard</u> an online collaborative whiteboard. It offers creative workspace, such as storytelling, graphic organisers, discussing pros and cons, or biographies.

Edpuzzle
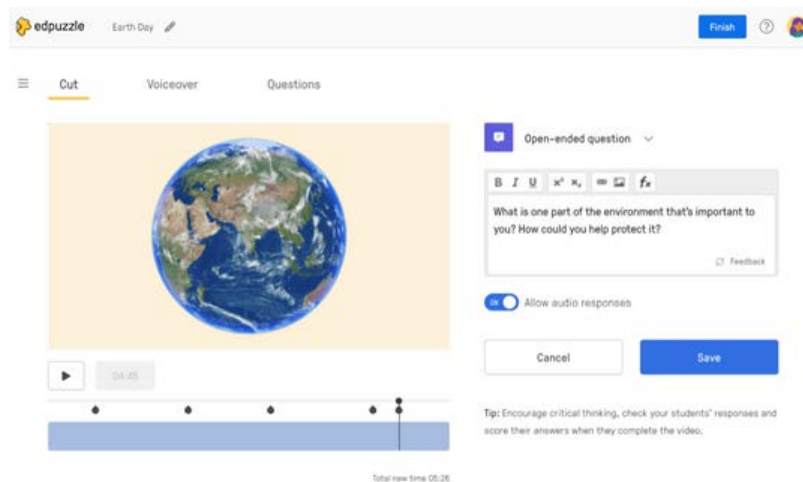
<u>Edpuzzle</u> a web application for educational purposes as it allows the trainer to create quizzes or insert audio notes or produce a complete "dubbing" of the video.
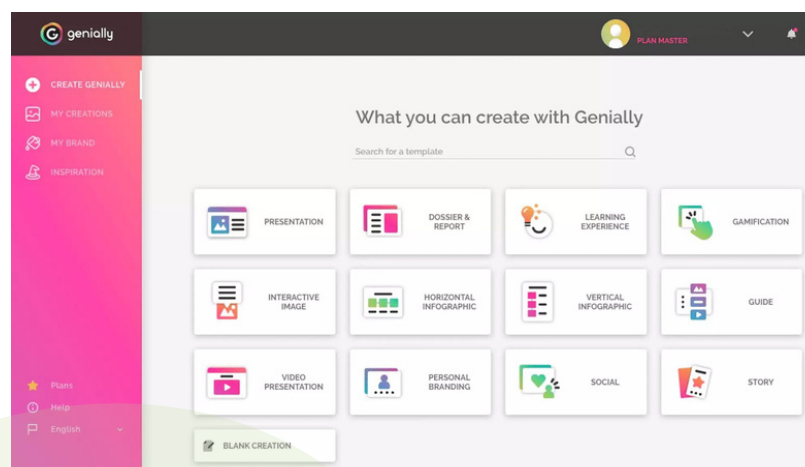
Quizizz

Quizizz application to create personalised questions in a fun and playful way

Flipgrid

Flipgrid video recording programme that allows the learner to empower their voice.

Genially

Genially online tool for creating all kinds of visual and interactive content quickly and easily, for individual or team use.

Useful resources

The following is a list of references that may be helpful in improving virtual teamwork skills:

- Enhancing Effectiveness on Virtual Teams: Understanding Why Traditional Team Skills Are Insufficient
- Virtual Teams in Times of Pandemic: Factors That Influence Performance
- How to Optimize Team Performance in the Digital Working Environment
- Virtual Teams
- Virtual Youth Work Guidelines
- Seven Tips to Improve Virtual Team Building
- Making Virtual Teams Work: Ten Basic Principles
- Virtual Teamwork
- Best Virtual Team Software Tools
- The team building company (n.d.). Team building or team bonding
- Improving Virtual Teamwork: Strategies for Better Collaboration. Moffit, B. (2022) Kumospace

Conclusion

The selected activities are efficient tools in the scope of digital skills in the sense that they will give some insights to youth workers and trainers on how to improve using social media to find relvant information about career development. Trainers will be able to choose from a variety of 3 activities to include in their training sessions or work, giving the opportunity to young people to interact with their peers and learn from the importance of having a positive teamwork spirit.

CHAPTER V
CREATING A DIGITAL PORTFOLIO AND TRAINING ONLINE

R2: Digital Skills Training Toolkit

Creating a digital portfolio and training online

Developed by ESICA

Overview of the course

Portfolios are one of the most effective ways to bring together and demonstrate the individual's competencies. It allows you to use it in various areas in job interviews, university applications or to impress your customers. Explaining your work verbally will be insufficient in some cases. The employer might ask for something more practical, and this is the moment to share the works you have done through a creative and visually appealing portfolio.

The course is divided into two parts: one theoretical and one more practical. In line with these outputs, the purpose of this toolkit is to provide training on digital portfolio creation to all individuals, especially NEETs, based on employment and digitalization.

The first part will focus on some theoretical content that the trainer can explain during different sessions according to the needs of the group. Particularly, it introduces the importance of portfolios and the different types. It encourages the students to reflect on their progress and development; while understanding how to value their skills.

In the second part, participants will be asked to prepare a portfolio for a world-famous and successful person of their choice. Thus, all participants, including those who have no previous work, will learn how to prepare an e-portfolio.

All these activities can be used in both formal and non-formal education and require all participants to connect online through a digital platform as the main purpose of this part is to teach how to prepare an e-portfolio.

Material needed

To carry out the activities presented in this chapter, the participants will need an electronic device that will enable them to connect online through an online platform. During activities can be used online platforms such as zoom and e-portfolio makers such as Behance.

Target Group

This training program is designed for youth trainers, youth workers, and staff at lifelong learning centres and non-formal education providers. It aims to equip individuals, especially those who are not in education, employment, or training (NEETs), with the skills to create a digital portfolio, in response to the growing demand for digitalization in the job market.

All the activities presented in this chapter will have a total duration of four hours and 20 minutes maximum, depending on the size of the groups. Nevertheless, the activities are not sequential and could be alternated throughout different sessions.
For each of the six activities presented below, the estimated duration will be specified

Duration

The module can be divided into two sessions: 1 hour for the theoretical one and 1 hour and 15 minutes for the practical one.

Learning outcomes

At the end of this chapter, the trainer will help young people to:
- learn about the importance of e-Portfolio;
- learn about different types of e-Portfolio;
- self-reflection on skills and achievements;
- be able to distinguish the contents to put in the portfolio;
- become familiar with online tools to create portfolios;
- how to structure a CV;
- how to prioritize and shape information according to the goal;
- create visual effects to attract the reader's attention;
- become familiar with different digital platforms.

Need analysis

The need for enhancing digital skills among NEETs is increasingly pressing in today's job market, where digital proficiency has become a key requirement for many careers. In order to stay competitive, it is crucial for young people to develop their digital skills and become familiar with the latest tools and technologies. The creation of a digital portfolio provides a valuable opportunity for NEETs to demonstrate their digital literacy and showcase their skills and experiences to potential employers.

An e-portfolio is not only a platform to showcase their digital competencies, but it also serves as a personal development tool. NEETs can reflect on their learning journey, set goals, and track their progress as they develop their digital skills. This can also serve as a valuable tool for self-promotion, as they can share their portfolio with potential employers and network with peers in their field.

In addition, this project aligns with the broader trend of digital transformation, where the use of technology is rapidly changing the way we live and work. The creation of a digital portfolio will not only enhance NEETs' digital skills, but it will also support their overall personal and professional development.

In conclusion, the creation of a digital portfolio for NEETs serves as an important step in enhancing their digital skills and making them more competitive in the labour market. It provides a platform for self-promotion, personal and professional development, and it aligns with the broader trend of digital transformation.

1) Definition of portfolio

Procedure

A portfolio can be considered as an archive where you can store examples of your work. In this way, it is very easy to follow your own development and you can set short and long-term goals for yourself, while noticing also your progress.

Keeping your portfolio up to date will prevent you from experiencing difficulties in sudden situations such as job changes and dismissal and it will make you more competitive in the job market.

When you share your portfolio with your potential customers, remember that it can also be shared with independent contractors, consultants or business owners.

The concept of portfolio was taken from the field of fine arts and developed as an evaluation method and to collect and store the work done and the students' development. Portfolio has many different definitions, among which:

- "Tool for documenting and managing one's own learning over a lifetime in ways that foster deep and continuous learning." **(Jenson & Trever, 2014, 55.)**
- "The purposeful collection of student work that demonstrates student efforts, progress and success in one or more of the fields".
- "A structured collection of selected, reflective and collaborative best work that demonstrates student success over time and in many contexts".
- "A purposeful collection of student work that reflects the learner's efforts, development, and achievement." **(Çetin, 2005, 176-177).**
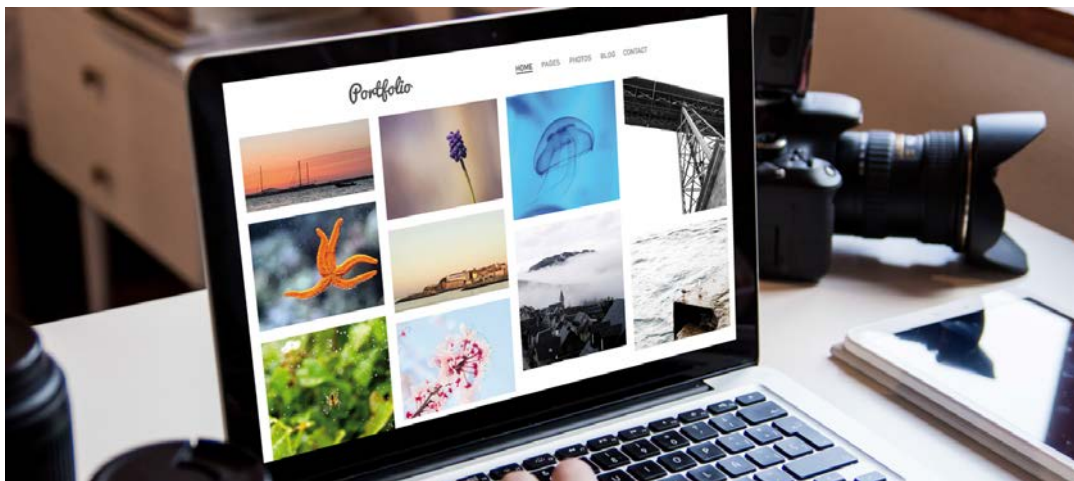
2) Types of Portfolio

In short, the portfolio is one of the most visual and effective ways people can introduce themselves. The general characteristics of a portfolio present the following features (Kan, 2007, 136):

- Developmental: A portfolio represents the development and learning of a person over a period of time. A portfolio is a collection of learning outcomes over a long period of time, not a collection of target behaviours that can be observed in a short period of time.
- Showcase Portfolio: "Think about a showcase at a museum. The best items are on display and may be even put under a spotlight. A showcase portfolio works the same way, showing off your finest work in one place. This portfolio should contain samples, products, and assignments that make you look amazing!" (Alyssa Mertens, What Are the Different Types of Portfolios?, 2023)
- Authentic: The portfolio combines the person's own work and performance. Traditional tests do not normally reflect the knowledge of how a person is developing and their potential in all aspects. Portfolio, on the other hand, is an authentic assessment technique because it shows concrete learning products and demonstrates the development of the person over time.
- Reflective: The portfolio can help the individual to review his/her past efforts, to realise that he/she can do better and to work in this direction.
- Individual: The portfolio shows the individual's progress in the learning process on a structured basis, prepared according to individual choices. In other words, the portfolio reflects individual choice of content and individual style.
- Interactive: The individual shares his/her work with his/her environment through the portfolio and thus receives suggestions and guidance. Thus, his/her interaction with his/her environment increases.

3) E-Portfolio

With the development of technology, the concept of digitalization has emerged and the preparation of portfolios and similar content has generally become digital. This is how the concept of e-portfolio emerged. An e-portfolio is a compilation of portfolio items stored in electronic formats such as audio-visual, graphical or text (Akgün & Kölemen, 2020, 123). There are different sources that enable users to create content and visuals with different alternatives for their e-portfolios.

3.1) E-portfolio advantages

Although there are some different types of e-portfolios, they have many common advantages (Jwaifell, 2013, 360). These can be summarized as:
- easy and fast access to the contents;
- easy rearrangements of the content;
- it is possible to work in a section at different times, closing and coming back;
- it creates an interactive process between teacher-student and employer-worker.
- the visual has the power: digital items such as audio, video, graphics, photographs can be used;
- it enhances digital skills;
- it provides lifelong learning opportunities.

3.2) E-portfolio skills

Apart from these general advantages, the competencies and skills gained by the e-portfolio can be listed as follows (Akgün & Kölemen, 2020, 123-124):
- Strategic planning, knowledge acquisition and analysis,
- Connection,
- critical thinking,
- Problem solving,
- Synthesizing while putting their thoughts and work together,
- Designing appearance and layout,
- Evaluation and self-reflection,
- Communication skills,
- Accepting yourself and others,
- Value and ethics.

Co-funded by the
Erasmus+ Programme
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4) How to Prepare a Portfolio in Digital Channels?

It is very important to have a digital portfolio in a world that is becoming more and more digital every day. There are many different ways and methods of preparing a digital portfolio.

Besides the free alternatives, if you have a custom website of your own, it can be a very stylish and efficient way to present your work. Today, there are website templates suitable for every budget and even for no budget.

In this case, you can choose a suitable template for yourself, then organize your home page according to the business area, and divide the top menu into themes according to business concerned. Of course, you should also make sure that the contact information is located in a quickly recognizable area.

The availability of mobile applications for electronic portfolios can ensure the continuous use of the portfolio, day by day or even at any time.

In this way, the experiences can be immediately reflected in the portfolio and it helps the self-reflection of the learner for the results achieved.

One of the limitations of electronic portfolios is the amount of storage space. The storage space may cause problems in adding/uploading video, image or sound recordings. Slowness or failure in adding/uploading may cause people to lose motivation or give up in building a long-lasting product. To avoid such situations, the amount of storage space should be kept high. If there is no possibility, it can be uploaded via other platforms such as Youtube, SlideShare, Google Drive (Mıdık, 2021, 60-61).

At the stage of preparing the portfolio, there are many tips to facilitate this process. These can be summarized as:

- The portfolio should consist of the most spectacular works, not all the works produced. In other words, your portfolio should reflect your greater achievements, be up-to-date and clear in its objective.
- Under each work, a detailed description but accurate description should be included. The crucial and difficult part is to be able to select and include the works that won't leave any further questions or doubts to who looks at your portfolio.
- The focus should be on the user experience. All studies should not be arranged in an irregular way, they should all be separated according to their sectors or placed in chronological order.
- The technical details of the digital portfolio should be checked. For example, the loading time, mobile compatibility, and resolution of the images in the portfolio transmitted via a link should be reviewed.

5) What should be included in the Portfolio?

Usually, thinking of an e-Portfolio example, the user might be led to think that it is used only in certain fields such as architecture, illustration, graphic design or photography. But apart from these, for a lot of other job titles, a qualified e-portfolio can be created.

For example, a social media manager or editor can prepare a portfolio file consisting of the page he manages and the content he creates. In this process, some specifics can be quite functional in preparing a portfolio. These are as follows:

- Mention the work that has already been appreciated, awarded or personally appreciated by professionals in the field;
- Prepare a workflow that clearly describes your style and highlights the features that set you apart from others;
- Include an "About Me" section where to include detailed personal and educational information. Here, extensive information such as date of birth, awards received, experiences, graduated school, attended seminars and courses, and certificates should be clearly stated (but remember to include only the relevant information for the purpose of your portfolio);
- It is recommended to work in GIF or video format rather than static visual content to give the idea of dynamic and contemporary portfolio, while making the reading more pleasant and interesting;
- Even if the CV is sent as a separate attachment in the e-mail, it should be included in the portfolio. In this way, all information will be presented to the other party as a whole;
- It is recommended to have an area in the portfolio that encomprises your soft skills such as teamwork, project management, leadership, critical thinking, etc.
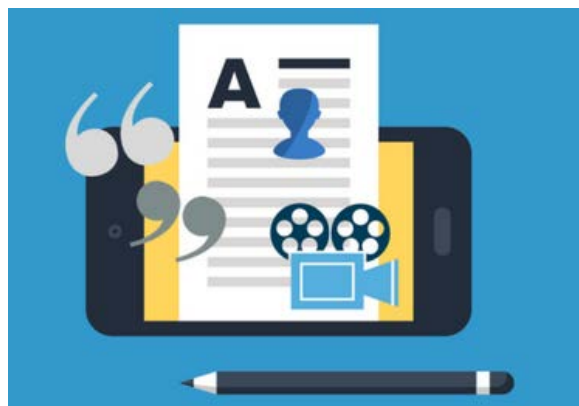
6) Digital Portfolio Preparation Process and Recommendations:

Flowchart

Before starting a digital portfolio, a business plan must be made. Documents should be presented to the audience in the most easily understandable way, in order of importance. In a digital portfolio, a hierarchical order can be established from the most general headings to detailed information.
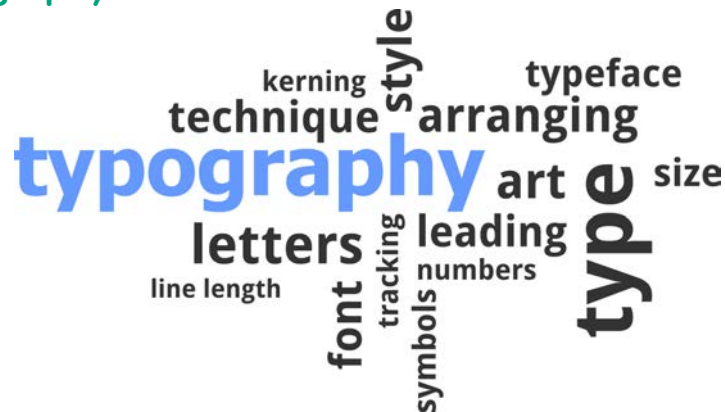
Interface Design

In the interface design, the person who sees the digital portfolio for the first time and the person who watches it continuously should be taken into account. Both of them should be enabled to access the sections they want with a few clicks. When preparing a digital portfolio, it should be considered that not every user has technical knowledge. A simple and fast working portfolio should be made.

The art of typography

The main purpose of using typography in an interface design is to inform. The chosen font, appearance and structure should facilitate legibility and be compatible with the whole page. The typeface is used for the organisation of information as well as reading.

Use of Colour and Image Elements

Using too many colours in screen design makes it difficult to perceive other elements. It negatively affects the effect of the visual products presented. In portfolio sites, neutral background colours that do not reduce the effect of the works should be preferred and the use of complex textures on the page background should be avoided.

Use of Sound Elements and Multimedia Features

In the web environment, the sound is compatible with the design only when it interacts with another element. The appropriate and correct use of sound increases the effect of animation and user interaction. The animation should be used in a way that does not distract attention and does not negatively affect the elements that we want to be perceived in the first place.


CV Design

The presenter of the portfolio should prepare a special CV.

The CV should show personal value, document the past and predict the future. The CV should be personalised and shaped according to its purpose and the message you want to convey. The chronological order (from recent to old) format emphasises the most recent education, work and projects. The reverse chronological format is made prominent by embellishing strategic titles, responsibilities and achievements. An interesting version of this format is one that emphasises the last years of a career. CVs that emphasise experience are more useful.

Job titles, work history, and positions held should be characterised by their results. Designers use this type of CV more often when they are orientated towards a specific goal in their career.

Information that the CV should contain
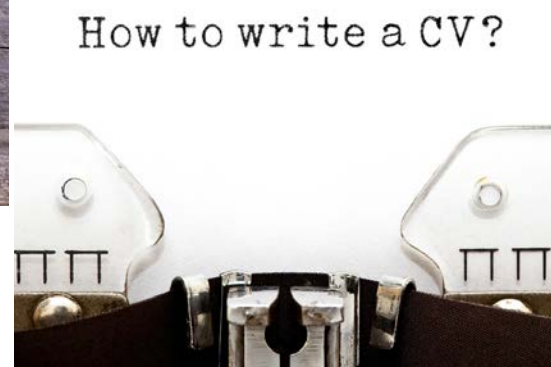
The business objectives should be stated.
- Who do you want to address with your CV?
- Which job position are you aiming to?

Paragraphs should be concise.

Education and vocational training information must be carefully documented in a short space.

All relevant information must be listed in reverse chronological order.

Extraordinary achievements and first prizes must be mentioned.

Relevant lectures, seminars, courses, workshops, etc. must be included.

Job title, company, date, responsibilities, and contract type (i.e. part-time jobs, volunteer work) should be written.

Awards, memberships, scholarships, exhibitions and publications etc. are basic information that can be included in the CV.

References are not always asked, but they can make a difference. The names of 3 professionals who know the person through a collaboration or work experience can write a letter to explain why the candidate is outstanding and trustworthy. Their names, positions, addresses, and telephone numbers should be mentioned (Öz-Pektaş, 2018, 1232-1233).

Let's Put It Into Practice!

If you were a world-famous person, who would you be and what would your portfolio look like?

Instructions

1. Start by giving the participants an overview of the lesson. Exchange ideas on the importance and requirements of e-Portfolio preparation (5 minutes).
2. Watch this video and prepare a sample portfolio together (20 minutes)
3. Share the list of world-famous people from the occupational groups in the list below with the participants. Ask the participants to choose a person from the list. (The list below is prepared as an example. You can also leave it to the choice of the participants) (5 minutes)

1. Leonarda da Vinci

2. Micheal Jackson

3. Antonio Gaudi

4. Pablo Picasso

5. Mimar Sinan

6. Zaha Hadid

7. Mozart

8. Tchaikovski

9. William Shakespear

10. Victor Hugo

4. Prepare an e-portfolio for a famous person in your chosen field and present it to the class. (60 minutes)

Self assessment

1. Which of the following is not an advantage of e-portfolio?
a) increase digital capabilities
b) provides lifelong learning opportunities
c) creates an interactive process between teacher - student and employer - worker
d) have a direct influence on recruitment without the need for anything else

2. Which of the following is not one of the recommended information to include in an e-portfolio?
a) Brief descriptive information about yourself
b) Brief descriptive information about your family
c) Brief information about your soft skills
d) Brief information about the award you received or the content you produced.

3. Which of the following is not an e-portfolio type?
a) Productive
b) Reflective
c) Individual
d) Authentic

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Useful resources

How to Make a Digital Portfolio | Digital Portfolios with Adobe Express

Create Digital Portfolios in Google Sites

How to Make a Portfolio! (Wix Tutorial)

How to Create an Impressive Portfolio Using Canva

How to Prepare Your Design Portfolio on Behance / Design Tutorial

Conclusion

In conclusion, this unit on digital portfolios offers a comprehensive approach to enhance the digital skills of NEETs. The activities presented provide a range of options for trainers, youth workers, and coordinators to incorporate into their training sessions, from shorter to longer activities. Through these interactive experiences, young learners are able to build their digital proficiency, engage with their peers, and understand the importance of teamwork and collaboration in the digital age. Additionally, the creation of a digital portfolio serves as a valuable tool for personal and professional development, providing young people with an opportunity to reflect on their learning journey, set goals, and showcase their digital competencies to potential employers. This chapter aims to support young people in navigating the rapidly changing digital landscape and staying competitive in the job market.

CHAPTER VI
ONLINE TIME MANAGEMENT

R2: Digital Skills Training Toolkit

Online time management
Developed by INDEPCIE

Overview of the course:

Managing our time effectively can have a big impact on the way we navigate through life and achieve a better life-work balance. However, most times we find ourselves wasting time on unnecessary activities also called "timekillers", that might interfere with our productivity levels and our general well-being.

According to Sodexo (n.d.), one of the main problems for many people today is the feeling of always being working. Advances such as digitization, while they have streamlined work and boosted efficiency, have also brought with them the growing sense of dissatisfaction that many young people suffer from.

There are only 168 hours in a week, so it is crucial for young people to think about how to make the most of them in order to live balanced, gratifying lives. People frequently overestimate the amount of time they have for their various obligations and activities, leaving little time for self-care and care for others. In this chapter, the trainer will guide the young participants to be aware of the way they spend their time, and they will think of different strategies for matching their actions with their goals.

The first part will focus on some theoretical content that the trainer can explain throughout different sessions according to the group's needs. Whereas the second part will include a lesson plan with different exercises that will help the participants to reflect on the time they spend doing certain activities in their daily life so that they are, first of all, aware of how they make use of their time.

All these activities can be used in both formal and non-formal education and require all participants to connect online through a digital platform, as the main objective of this chapter is to enhance online time management.

Material needed

To carry out the activities presented in this chapter, the participants will only need an electronic device that will enable them to connect online through an online platform such as Zoom.

Target Group

The target groups will be youth workers and trainers, as well as teachers, school directors, psychological consultants, academicians in teacher training, education centres and educational NGOs for personal development. Special emphasis will be put on Youth trainers with physical disabilities or educational difficulties, as well as Youth trainers who have refugee or immigrant students/learners in their classrooms.

On the other hand, the beneficiaries will be young NEETs, students and learners from training centres, lifelong learning centres, and related non-formal education providers, school directors, teachers, NGO representatives and experts.

Duration

All the practical activities presented in this chapter will have a total duration of three hours maximum, depending on the size of the groups. The practical exercises can be followed in sequence or, if the trainer prefers, can be altered and implemented throughout different lessons

Learning outcomes

At the end of this chapter, the trainer will help young people to
- Understand what time management and work-life balance mean
- Learn the benefits of having a proper work-life balance
- Identify strategies to achieve a better work-life balance
- Brainstorm and find strategies for time management

Need analysis

As written in the survey report conducted by Digi4you partners, one of the main objectives of the project Digi4you is to Increase NEET's time management and teamworking skills. In this sense, online time management has evolved to become one of the most fundamental digital skills for young people in a context where multitasking has become the norm. This chapter will be also a guide for youth coordinators to enhance their competencies with digital skills concepts and techniques because it will help them to increase cognitive abilities and soft skills teaching through ICT tools.

Procedure

Part 1 : Let's Learn Some Concepts!

What are time management and work-life balance?
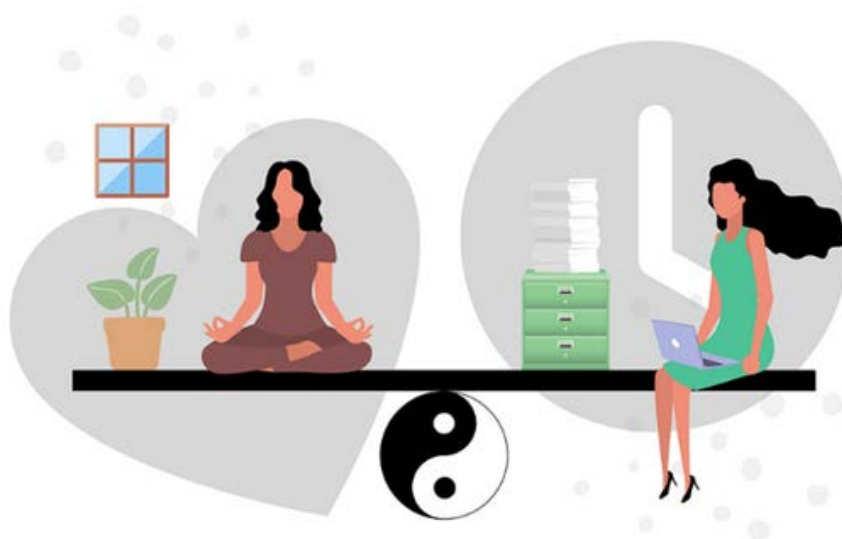
Planning and regulating how much time to devote to various tasks is the process of time management. A successful career is a result of effective time management, which allows one to accomplish more in less time, reduces stress, and lowers workload.

On the other hand, life balance is the proportional relationship between the time you work compared to the time you devote to family, recreation, rest, leisure and self-care, according to OECD. Work-Life Balance is about being able to create a balance between family commitments, leisure and work – including both paid and unpaid work. It is also pointed out by the OECD that finding a suitable balance between work and daily living is a challenge that all people face. Families are particularly affected. Thus, the ability to successfully combine work, family commitments and personal life is important for the well-being of all members of a household (OECD, n.d.).

Tips to identify a lack of work-life balance

How can you identify the main consequences of lacking a good work-life balance and the way it affects your life? Here are some hints:

1. Stress and psychosomatic manifestations

Stress can manifest itself in different ways, ranging from a marked irritable character to psychosomatic manifestations. According to a report elaborated by Eurofound (2010), stress is identified as a serious problem in most European countries, being among the major causes of absence from work.

2. Burnout syndrome

The workers who suffer the most from professional burnout, whether they are working long daily commutes or taking on various responsibilities, are the most vulnerable to this disease. Its symptoms are chronic fatigue and inefficiency, aspects that reduce productivity.

3. Increased depression

Many personal problems are the result of incompatible schedules and work overload.

4. Insomnia and workaholism

Although they are not diseases "per se", they are factors that can harm your health.

5. Lack of motivation due to disconnection with your life purpose

6. Discomfort and distance from loved ones

Benefits of having a good work-life balance

1. Good working environment

Numerous studies show that companies with happy employees are more profitable and more productive, and their employees are more likely to stay in their current job over the long term.

2. Good social life

The satisfaction that your job is not a burden, but allows you to have a social life. There is a direct correlation between the number of social interactions a person has each day and their feelings of joy and belonging.

3. Improve health status

Those who have flexible work options, for example, tend to be less stressed, maintain better physical and mental health, and enjoy better sleep.

Strategies to achieve a better work-life balance

Take note of these 10 tips and share them with your friends and family so they can have a balanced life!

1. Set daily goals at work to avoid overworking

Make a work schedule every day with clear and achievable goals. This way you make sure you don't set yourself more than you are capable of doing.

2. Do a thorough review of what works for you and what doesn't

Try to be open about what you really need. Start by making small changes and then once you are confident, move in that direction.

3. Delegate responsibilities

Learn to delegate those tasks that can be done by others, both at home and at work. Say goodbye to the attribute of "being perfect" and do not carry all the obligations. This is key to coexistence in any place.

4. Prioritise

Although all your tasks are important, not all of them are equally urgent or necessary at the same time. Put your tasks in order and focus on one at a time.

5. Express yourself

If you feel you are doing too much, if you don't have enough time, if you can't bring order to the chaos, communicate with your colleagues and superiors, and with professionals who can help you.
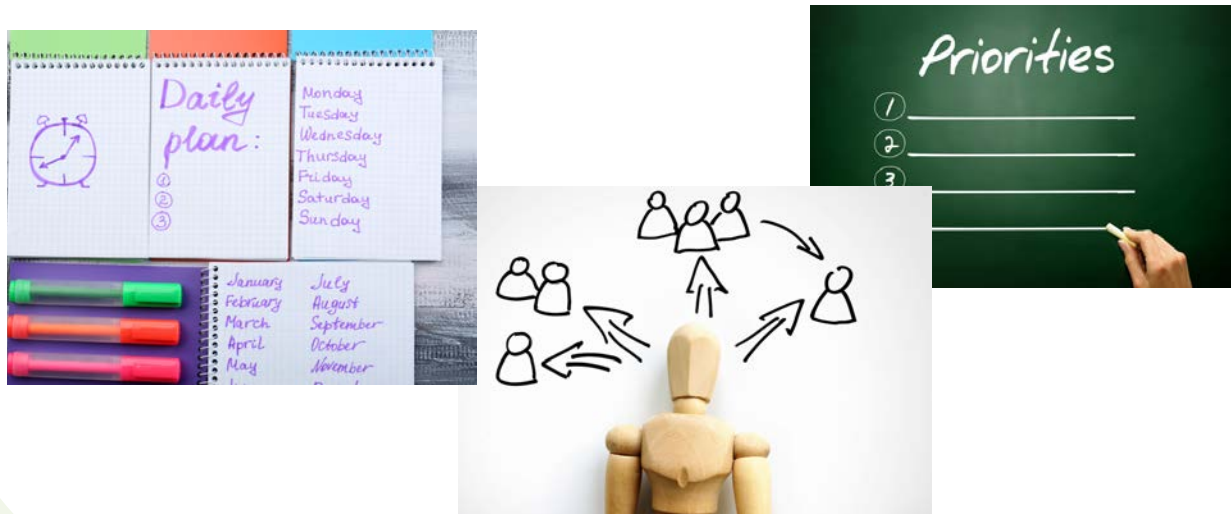
6. Relax and discover what activities boost your energy.

Set aside time for pleasure.

Maybe you should go dancing, exercise, take up a hobby, eat healthier, get the sleep you should, spend more time with your family, breathe or meditate.

7. Be flexible and practical.

Understanding that things don't always happen as planned is key to not overloading yourself. When problems occur, look for practical solutions.

8. Learn to say no

It's okay to help others or offer to do extra work, but don't overdo it, recognize how much workload you can handle and don't accept it when it compromises your time off.

9. Establish schedules.

Not only with your bosses, but also with your co-workers and, even more, with yourself. Determine when you are going to work and when you are going to disconnect to be with your loved ones.

Part 2 : Let'S Put It Into Practice!

1. Start by giving the participants an overview of the lesson. Inform them that today's discussion will centre on how we use the time we have at our disposal. "In order to make the most of our time and be the kind of caring, contented, and engaged people we want to be, we'll discuss some strategies" (5 minutes)

2. Do the following exercise adapted from "Soulwork Finding the Work You Love, Loving the Work You" by Bloch & Lee (1998) to help participants reflect on their time management (10 minutes)

a) Under the column labelled "Current Level," tell them to estimate the relative amount of time they spend on that life role.
b) After that, they should consider whether this is how they want to spend their time. They should alter the percentages under the "Preferred Level" column to reflect how they want to spend their time.

Role	Current Level	Preferred Level
Worker	___ %	___ %
Learner	___ %	___ %
Religious or spiritual participant	___ %	___ %
Person at leisure	___ %	___ %
Citizen	___ %	___ %
Friend	___ %	___ %
Spouse or partner	___ %	___ %
Family member	___ %	___ %
	= 100%	= 100%

c) After estimating the relative amount of time they spend on different life roles, now they can meditate on the following statements:

I need to:

Start doing

Stop doing

Continue doing

Do more

Do less

Do differently

3. Ask the participants to fulfil this <u>Excel</u> document with the number of hours they spend every week doing certain activities **(15 minutes).**

4. Watch the video "How to gain control of your free time" in which time management expert Laura Vanderkam studies how busy people spend their lives and offers a few practical strategies to help find more time for what matters to us, so we can "build the lives we want in the time we've got." **(12-15 minutes)**

5. While watching, ask students to write down the strategies they hear from Laura Vanderkam which are the following:
- Write the family holiday letter to identify your top priorities
- Make a three-category priority list and include your priorities in your
- weekly planner before you include other tasks and appointments
- Keep a time diary
- Maximize "in-between" moments by putting down your phone and instead
- doing what matters most to you

6. In small groups or breakup rooms on Zoom, and depending on the group size, tell students to think of the advantages or disadvantages of using each of the aforementioned strategies (20 minutes).

7. Have all the members vote for the best strategy in their opinion (10 minutes).

8. Divide them into two groups for a debate in which half of the team will agree that this strategy has many benefits whereas the other group will have to find arguments to refute it. Give them 10 minutes to reinforce their points of view (15 minutes).

9. Let the debate begin! The trainer will decide who's the winner or, if you prefer, you can surprise both teams by saying that both teams have won (20 minutes).

10. Encourage participants to create their own time journal for next week on an online platform. At the end of the week, tell them to compare their actual time journal from the previous week with the time management exercise they completed at the start of this lesson. Identify similarities and differences between the actual log (25 minutes).

11. Finally, reflect on the following questions with the whole group (15-20 minutes)

- How can you plan to make better use of your time?

- How does good time management affect our capacity to look after both ourselves and others?

- Which elements of your current time management are you most proud of? Least proud of?

- How much of your time is currently spent caring for others or yourself? Is this the "right" amount of time?

Useful Resources

- What is time management?
- Time Management Apps
- Time Management Tools
- Online Students Guide to Time Management
- 6 Tips for Better Work-Life Balance
- The 7 Challenge Areas for Work-Life Balance
- The 25 Big Companies with the Best Work-Life Balance
- The Tools It Takes for Work-Life Balance
- Best Tools to Improve Work-Life Balance
- Work-Life Balance Tips
- Finding Work-Life Balance Infographic
- OECD (n.d.). Work-Life Balance. OECD Better Life Index.
- Sodexo (2021). 10 consejos para el equilibrio laboral y personal en tu empresa.
- Sodexo Servicios de calidad de vida.
- Sodexo (n.d.). El equilibrio entre la vida personal y professional. Sodexo.

Conclusion

Throughout this lesson, trainers will draw on a series of classroom dynamics that will help the young people to put into practice different strategies and methods of online time management.

Not only will trainers and young people learn some tips on how to keep a good work-life balance but also they will be able to check the literature and different resources with useful online tools that will enable them to manage their time more effectively.

CHAPTER VII
ACHIEVING THE GOALS

R2: Digital Skills Training Toolkit

Achieving the goals

Developed by Euro-net

Overview of the course

The importance of effective goal setting cannot be overstated in our personal journeys to success. Learning the importance of goal setting and the benefits of sticking to those goals can be the determining factor in whether we truly embrace the importance of goal setting. The more willing we are to embrace this method, the more likely we are to achieve our personal definitions of personal and professional success. According to research by psychologists, neurologists, and other scientists, setting goals motivates us to invest in the goal as if we've already achieved it. That is, by setting something as a goal, however small or large, however near or far in the future, a part of our brain believes that the desired outcome is an essential part of who we are – creating the conditions that drive us to work towards the goals to satisfy the self-image of the brain. Therefore, this chapter will walk you through some of the benefits you will see from learning to set goals following 3 different module composed by exercises.

Material needed

To carry out the activities presented in this chapter, the participants will only
need portable devices (e.g., mobile phones, laptops, iPads),

Target Group

The target groups are youth workers and trainers, as well as teachers, school directors, psychological consultants, academicians in teacher training, education centres and educational NGOs for personal development. Special emphasis will be put on Youth trainers with physical disabilities or educational difficulties, as well as Youth trainers who have refugee or immigrant students/learners in their classrooms.
On the other hand, the beneficiaries are young NEETs, students and learners from training centres, lifelong learning centres, and related non-formal education providers, school directors, teachers, NGO representatives and experts.

Duration

30 minutes per each module of learning.
90 minutes in total

Learning outcomes

A summary of objectives may include:
- examine their goal formulations and replace unhelpful or ineffective goal formulations with better alternatives.
- promote goal-directed behaviour by increasing the target group's expectation for success, enhancing motivation and emotional involvement, and initiating planning and problem-solving actions.
- help the target group builds habits that will result in long-lasting change using the formulation of process goals.

Need analysis

This chapter is composed by activities addressed to the needs of the target group in order to help them enhance the development of capabilities to achieve the goals of their path in life.

Procedure

1. **Advanced goal analysis**

Objective   : How to learn to identify the goals

**Duration**   : 30 minutes

Materials   : Electronic devices

Instructions

The formulation of a goal is an important first step in the process of its achievement. goals can be classified along several dimensions and that these dimensions can help explain why some goal formulations contribute to well-being and performance and others do not (or to a lesser degree). The first dimension along which goals can be classified is proximity. While short-term goals can be accomplished within a relatively short time, long-term goals require long-term investment and commitment.

The second dimension is the goal specificity. While specific goals have a clearly defined end-state (e.g., losing five pounds), nonspecific goals are ambiguous or diffuse in the exact level of performance that is required to achieve them (e.g., losing some weight).

The third dimension that can be used to classify goals is action orientation. Approach goals are focused on moving towards a positive outcome (e.g., passing the exam) whereas avoidance goals are expressed as a movement away from an undesirable state (e.g., not failing for the exam)

The fourth dimension involves the purpose of goals. A distinction can be made between learning goals, the purpose of which is to develop or acquire an attribute, such as a specific task skill or knowledge, and performance goals, the purpose of which is to validate personal attributes, such as ability, and seek positive evaluations of those attributes from others. In this tool, target group uses these five dimensions to a) analyze their goal formulations and, b) when needed, transform unhelpful goal formulations into more helpful ones.
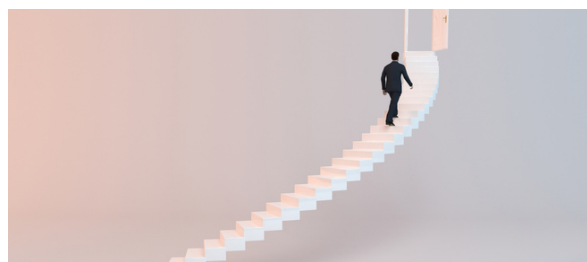
Step 1 - List your goals

Goals can be categorized along different dimensions. Take, for instance, specificity. Goals differ in how specific they are

Step 2 - Understanding the different types of goals

List up to 7 goals that you are currently pursuing. This can be small goals or large goals, anything that you are aiming to accomplish.

Step 3 - Goal analysis

Now that you have learned about the different types of goals, let us take a look at the list of goals that you made in step 1.

Step 4 - Goal evaluation

Each type of goal has benefits and drawbacks. While some types of goals should be avoided (such as vague goals), other types of goals work best in particular situations or particular combinations. By understanding the pros and cons of the different types of goals, you can formulate goals in a way that is most likely for them to become realized. In this step, you are going to examine step 3 of your goal analysis and determine how effective and helpful each goal is.

Consider the five goal dimensions explained in step 2. Using these five dimensions, indicate which type of goal best matches each of your personal goals. Is it short-term or long-term? Approach or avoidance? Learning or performance?
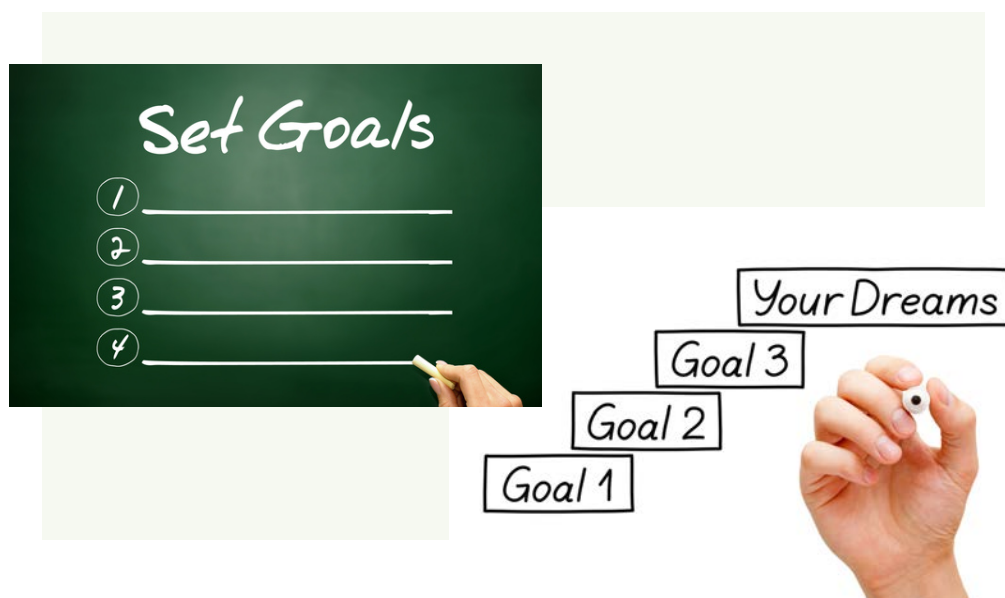
2. Goal visualization

Objective : How to learn to visualize the goal

Duration : 30 minutes

Materials : Electronic devices

Instructions

Mental imagery of future events (also known as mental simulation, goal visualization, and imagined future) is a technique that helps people "envision possibilities and develop plans for bringing those possibilities about". Such an exercise has been shown to promote goal-directed behaviour by increasing one's expectation for success, enhancing motivation and emotional involvement, and initiating planning and problem-solving actions. Mental imagery can be outcome-focused, where images of the outcomes or goals are generated, or process-focused, where images of the steps leading to outcomes and goals are generated. Outcome-focused imagery can help one envision the desired outcome and identify specific and concrete plans. Process-focused imagery guides one to visualize the process through which a goal will be attained and, in turn, form action plans for goal pursuit.

For instance, mental imagery of possible selves (i.e., where one generates images of what he or she could become) has been shown to enhance motivation by helping people identify goals and develop goal-directed behaviour and improve performance through imagining one's future success.
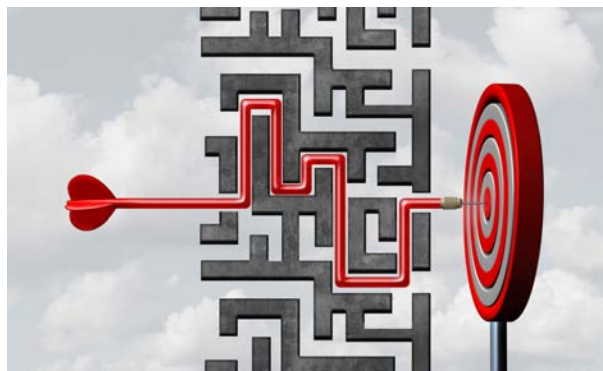
Step 1 - Guide the target through the exercise using the following script

To begin, take a moment to get comfortable in your seat and gently close your eyes. Take a few deep, slow breaths, and allow yourself to relax. I am going to speak to you for the next little while, and all you need to do is listen and imagine. Do your best to avoid falling asleep. Simply relax and imagine.

OK, I would like you to think about a goal that you want to accomplish in the next year of your life. This might be a relationship goal, an educational goal, a personal goal, or a work-related goal. Take a moment to bring this goal forward and visualize it in your mind's eye. (30 secs)

Now, with this personal goal in mind, I would like you to imagine yourself going forward in time into the future... going forward one week... two weeks... three weeks....
And four weeks... it's now one month into the future, and you have started working towards achieving your goal - you are on the road to success. What decisions have you made? What actions have you taken? How does it feel to be on this road to success?
(30 secs)

Now, using your imagination, continue going forward in time. until you are 6 months into the future. You
are significantly closer to achieving your goal. You are starting to feel the benefits of all your efforts. What does it feel like? How does it feel to be this much closer to your goal? Allow yourself to notice any feelings or emotions tied to this moment.
(30 secs)

Now, I would like you to continue going forward in time until you reach one year from now. Here, you have fully accomplished your goal. You have achieved success! Visualize yourself in your mind. Where are you, and what are you doing? Who are you with, if anyone? What are people saying to you? What are you saying to them?
(15 secs)

How does reaching your goal feel? What emotions are tied to this achievement? Perhaps there are feelings of pride, joy, contentment, or satisfaction.
(30 secs)

Now, I would like you to look back on your journey. Look back on the process of achieving this goal. Look back on all your hard work and effort, and consider how you reached your goal, step-by-step. What were the little things you did, day by day, to achieve success? What did you do at work? What did you do in your relationships?
(15 secs)

What did you do internally to achieve success? How did you manage difficult thoughts and emotional obstacles? What coping strategies did you use? Take a moment to consider all the things that helped you manage the personal challenges that appeared along the way.
(30 secs)

Step 2 - Evaluate the exercise

Questions to do:
- How was it to do this visualization?
- Is there anything you learned from this exercise?
- Are there any insights that you can use to move closer to your goals?

3. Realizing Long-Lasting Change by Setting Process Goals

Objective : How to lear to realize lost lasting change by setting process goals

Duration : 30 minutes

Materials : Electronic devices

Instructions

Goals differ in the duration of involvement that is needed for achievement. In general, a distinction can be made between end-state goals and process goals. End-state goals are goals that, once achieved, do not require additional action. An example of an end-state goal is publishing an article. End-state goals thus represent a one-off or momentary change. Process goals, on the other hand, are goals that require continuous action. An example of a process goal is staying healthy. To reach this goal, an individual is required to continue performing certain actions, such as eating healthily every day and going to the gym twice a week. Thus, process goals involve long-lasting change.

Step 1 - Choose a goal

Consider something you would like to change for good; some goal that would involve a long-lasting change. Perhaps you would like to feel more energized during the day or become and stay healthier.

Step 2 - Choose an action

Now let's focus on what is needed to realize this change. Think of the following question, Which action, if carried out repeatedly, would help you reach this goal? Try to think of things you could do rather than things you should no longer do.

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Step 3 - Choose an approach

- Drastic change
- Gradual change
- Chunking

Which of the aforementioned habit-building approaches seems most attractive and workable for you? Consider the action you listed in step 2. Think of how you could use this particular approach to make this action a part of your daily or weekly routine. How, specifically, could you carry out this behaviour? How often? How long? On which days? Try to be as specific as possible.

Step 4 - Start taking action

- Start by carrying out the plan you described in step 3. Remember, no matter how small your action may seem, the most important thing to remember is that you are taking action. Building habits requires patience. It takes time for your new habit to evolve. Give it time. Try not to be discouraged if you fail to stick to your original plan. You can always pick up where you left off. The trick is to focus on the fact that you are moving closer to your goal, not on how far you are removed from your goal. Keep moving.

## Useful resources

1. Basecamp
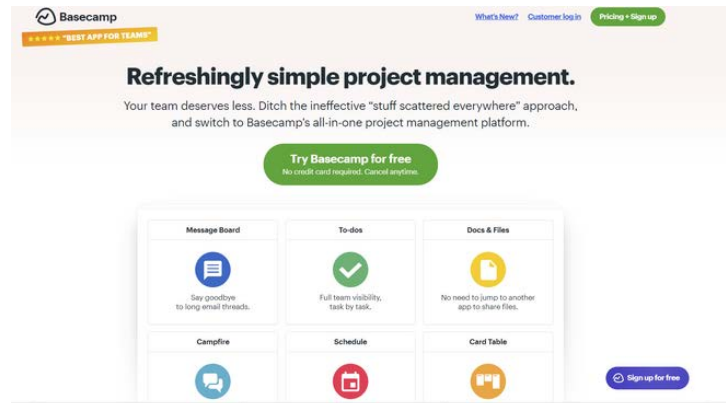
Basecamp is a platform created by Google for project management. While it's built for groups to help organize teams, there are features that help an individual in setting goals. Through this tool, you'll be able to create multiple to-do lists that cover various sections of your life. Better yet, you're able to set yourself deadlines and assign several goals into those sections. What this does is effectively set milestones for you to complete. Best of all is that this is free to use so long as you have a Gmail account.

2. Goal Buddy
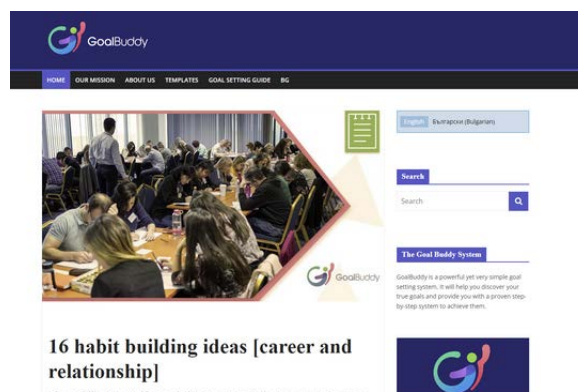
Goal Buddy is a powerful yet simple goal setting & tracking platform. It is a digital tool, your trustworthy friend, which will call you weekly & walk you through the chosen goals. This tool can assist you, and your team to perform better at work, whilst receiving ongoing support and advice from colleagues.

3. Lifetick
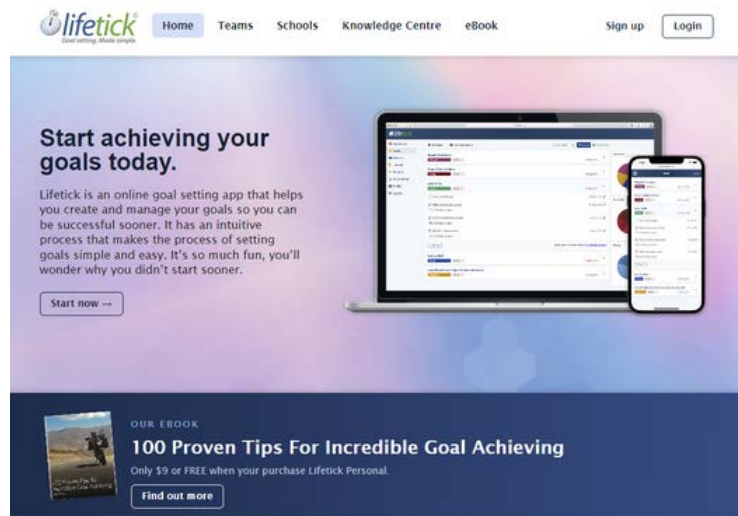
For those considering one of the more in-depth tools for goal setting, Lifetick is a worthwhile option. This app is great for those who don't know their core values or feel stuck with what to do. This app dives into identifying your core values and then offers a platform for you to set SMART goals and begin tracking them.

4. Milestone Planner
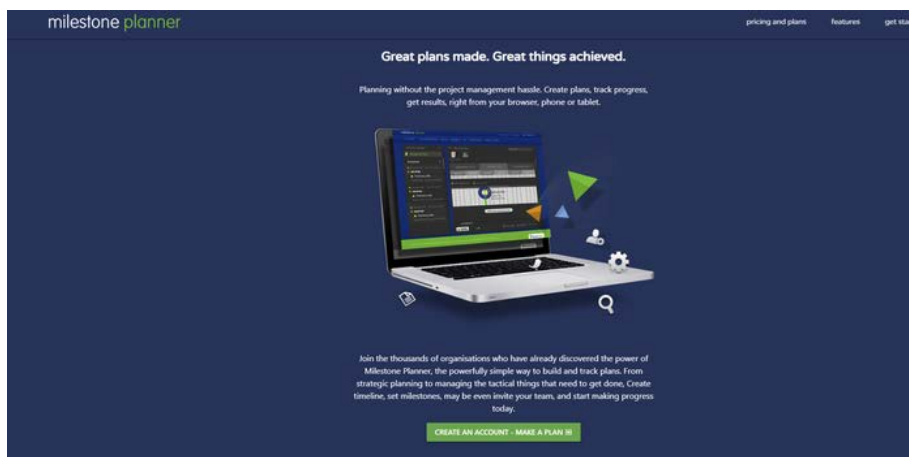
Milestone Planner is a goal-setting platform that makes setting goals and tracking them easier. It gives you an opportunity to brainstorm, visualize, and track your goals all in one.

5. Todoist
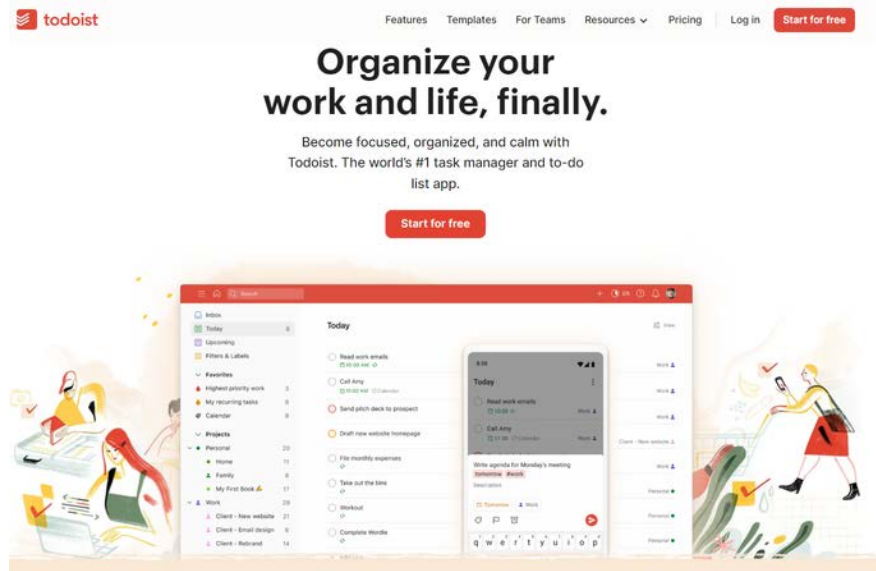
ToDoLists are powerful as they are like mini-goals that lead into your bigger goals. Todoist is like that, but it allows you the opportunity to set more significant goals as well. That way, you're able to keep track of what your small goals are leading to without having to set them aside or try to recall it every time because of app limitations.

6. Single Step

Another in-depth app to consider is Single Step as this platform identifies areas in your life that are significant to you and that are worth striving for. The app also gives you graphs, charts, and other visual aids to help you track and moniter progress.
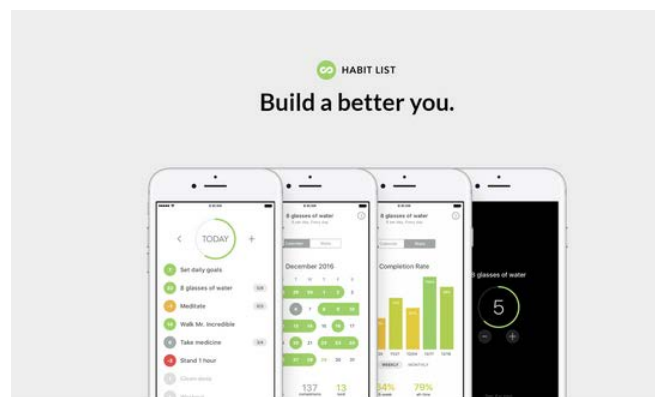
7. Move Mountains

This platform is an impactful one. Move Mountains is a free platform that offers various courses to help you stay motivated on your goals. It's ideal for people who need a coach to keep them accountable.

8. Habit List

Another perspective to goals is that goals are nothing more than a build-up of habits. For example, if you want to lose weight, you'll develop a habit of exercising more or change your eating habits if necessary. Habit List focuses on the habit aspect.

It's only available on iPhones, but it's still an intuitive tool for goal setting that's worth trying if you can.

9. StikK
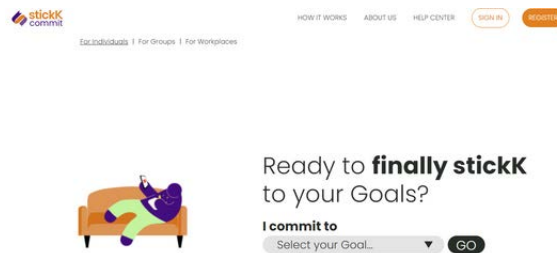
Stikk is a platform that adds in some extra accountability for those that need it. Use it for yourself or in a group, and you can begin prioritizing your goals.

On the surface, you can use this for simple tracking and setting of your goals, but where you can get the most out of it is through that extra accountability. StikK makes it easy for you to set your goals in such a way where if you don't complete the goal in time, you'll donate money to something.

This is a similar idea to giving money to a friend and asking for it back after you complete your goal within a period of time. But if you don't complete it in time, they get to keep it. All in all, it adds an extra incentive as no one wants to give money away for free, especially when it can be avoided.

10. Goalscape
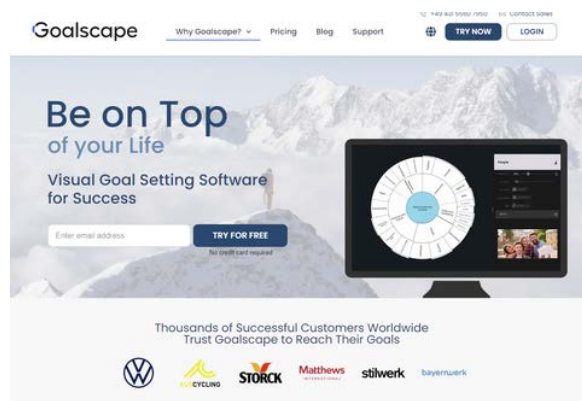
Similar to Lifetick, Goalscape offers a more refined and detailed interface for you to look at. It considers all aspects of your life and allows you to prioritize certain aspects. Overall, this provides great information that helps you to visualize what must be done in your life.

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Conclusion

The selected activities are efficient tools in the scope of identify the goals in the sense that they will give some insights to youth workers and trainers on how to achieve goals into carriers guidance field. Trainers will be able to choose from a variety of 3 activities to include in their training sessions or work, giving the opportunity to young people to interact with their peers and learn from the importance of having a positive teamwork spirit.

CHAPTER VIII
CREATING, ORGANIZING AND SHARING DIGITAL RESOURCES

R2: Digital Skills Training Toolkit

Creating, organizing and sharing digital resources

Developed by Science and Human Foundation (Turkey)

Overview of the course

Digital resources are a powerful tool that can enhance the learning and development of young people who are not in employment or education. As the world becomes increasingly digitalized, the ability to create, organize, and share digital resources is becoming an essential skill for young people to have. By using digital resources, young people can gain a range of skills and knowledge that can help them succeed in today's digital world.

In this chapter, we aim to provide participants with the skills and knowledge needed to effectively create, organize and share digital resources, including text documents, images, audio, and video, through the use of software tools, file management systems, databases, online services, websites, blogs, social media, and file sharing programs.

Participants will learn the basics of creating and formatting digital resources such as text documents, images, audio, and video. They will also develop skills in using software and applications to format and edit digital resources. They will understand the importance of organizing digital resources for increased efficiency and productivity and learn how to use cloud storage and file-sharing platforms to organize and access digital resources. Additionally, participants will understand the importance of privacy and security when sharing digital resources and the importance of responsible use of digital resources and digital literacy and digital citizenship

Each of the three activities includes objectives, duration, materials, and instructions for youth workers, trainers, and coordinators to follow.

These activities can be used in both formal and non-formal education settings and require all participants to connect online through a digital platform, as the main objective of this chapter is to create, organize and share digital resources.

Material needed

To carry out the activities presented in this section, participants will only need an electronic device (laptop, tablet, smartphone) that will allow them to connect online through an online platform such as Zoom, which will enable them to enter the breakout rooms of the group members.

They will also be able to work on Creating, organizing and sharing digital resources with these devices as some trainings will be face-to-face too.

Types of Digital Resources

Audio Recording, Bibliography: bibliographic references to secondary or primary sources, Searchable Bibliography: database format, Blog, Catalog: (e.g., for archives, libraries, images), Crowd-sourced database, List Format. Searchable Database, Dictionary/Glossary, Digital Edition, Discussion List, Downloadable data: site allows data to be downloaded, Downloadable software: Site that allows/requires software (named in Notes) to be downloaded, E-book, Images, Manuscripts/Facsimiles, Modern: photographs, digital images, diagrams of medieval material, Linked Open Data, Map, Multimedia: including 3D, Numeric Data, Online Journal/Webzine, Portal/Gateway, Relational Database, Scholarly Society, Teaching Resources, Text: Medieval: Transcriptions or editions of primary sources, Text: Modern: Interpretive essays, Video, Wiki

Target Group

The intended audience for this program includes youth workers, trainers, and coordinators, and staff at educational non-governmental organizations focused on personal development. Special attention will be given to trainers who have physical disabilities or learning challenges, as well as those who work with refugee or immigrant youth.

The program's beneficiaries will be young people who are not in education, employment, or training, as well as young learners at training centres, lifelong learning centres, and other non-formal education providers, as well as representatives of non-governmental organizations, and experts in the field.

Duration

All the activities presented in this chapter will have a total duration of four hours and 20 minutes maximum, depending on the size of the groups. Nevertheless, the activities are not sequential and could be alternated throughout different sessions.

For each of the activities presented below, the estimated duration will be specified.

Learning outcomes

At the end of this chapter, the trainer will guide participants to:

- Understand the basics of creating and formatting digital resources such as text documents, images, audio, and video
- Develop skills in using software and applications to format and edit digital resources
- Understand the importance of organizing digital resources for increased efficiency and productivity
- Learn how to use cloud storage and file-sharing platforms to organize and access digital resources
- Understand the importance of privacy and security when sharing digital resources
- Understand the importance of responsible use of digital resources and the importance of digital literacy and digital citizenship.

Need analysis

As written in the survey report conducted by Digi4you partners, with the advent of the 21st century and new concepts, such as the internet of things, virtual workplaces and online teamwork have become much more critical skills required in employees and young people.

After the 2008 crisis, the NEET rate peaked in the first quarter of 2013 and was in a downward trend before Covid-19. It started to rise with the new shock created by the Covid-19 pandemic.

When the needs analysis is examined; for How to find and use (online) resources which are beneficial for lessons planning and teaching, How to promote access to the labour market, How to use the Internet and mobile devices as added value in learning situations instead of a source of disturbance within the main topics of How to develop learners self-reflecting abilities, Social media management (for personally or Business), Information and data literacy, Digital content creation, Personal branding (Personal marketing through social media...), Online portfolio, E-marketing, Digital entrepreneurship, Online research skills, comprehensive digital self-knowledge is required first.

Although used mainly for communication for many, the Internet has become the world's most important field for establishing and creating businesses and connections. Therefore, when creating an online self or any other content that allows for promoting the person or services, it is of utmost importance to develop authentic, relatable content that takes people's attention among millions of others. To be able to have success in establishing online-based businesses and creating connections, methods of creating authentic and engaging content are vital for youth.

In addition,

1) Digital storytelling
2) Creating digital portfolios
3) Creating authentic and engaging content
4) Virtual teamwork, organizing and sharing resources online
5) Online time management and

achieving the goals are also highlighted skills according to the needs analysis report.

Procedure

Creating digital resources involves creating and collecting digital material, such as text, images, audio, and video. This can be done through the use of software tools and applications, such as word processors, photo editors, and audio and video editing software.
Some specific features and ways of using software tools and applications such as Adobe Photoshop, Audition, Gimp, Paint, and Pixlr should be explained in more detail.
By creating digital resources, young people can develop their creativity and digital literacy skills and can create materials that can be used for personal or professional use.

Organizing digital resources involves storing and organizing digital material in a way that makes it easy to access, find, and share. This can be done through the use of cloud storage, file management, and backup and recovery. By organizing digital resources, young people can develop their organizational and management skills, and can easily access and share resources with others.

Sharing digital resources involves making digital material available to others, either through the use of online services, such as websites, blogs, and social media or through the use of physical media. This can be done through the use of tools and applications, such as web browsers, email clients, and file-sharing programs. By sharing digital resources, young people can develop their communication and collaboration skills and can engage with others in various ways.

In summary, using digital resources for creating, organizing, and sharing is an essential skill for young people not in employment or education. It can help them to develop a range of skills and knowledge that can support their personal and professional development in the digital world.

1. Creating Digital Resources

Objective : To equip participants with the skills and knowledge needed to create and Format digital resources, such as text documents, images, audio and video.

Duration : 2 hours

Materials : Online platform like Zoom, computer with internet access, and access to graphic design, audio and video editing software.

Instructions

1. Begin the training by introducing the importance of creating digital resources and the different types of resources that can be created.

2. Cover the basics of creating digital content, including the use of software tools and applications such as word processors, photo editors, and audio and video editing software. Provide hands-on training on how to use these tools to create basic digital resources.

3. Introduce the concepts of graphic design, including layout, typography, and colour theory. Provide training on how to use graphic design software, such as Adobe Photoshop and Illustrator, to create engaging and visually appealing digital resources.

4. Cover the basics of audio and video production, including the use of software tools and equipment to record, edit, and produce audio and video resources. Provide hands-on training on how to use audio and video editing software, such as Adobe Premiere and Audition.

5. Discuss different ways to format and publish digital resources, such as using web platforms, mobile apps, and e-books. Provide training on how to format and publish digital resources using different platforms and software tools.

6. Provide hands-on practice by assigning a small task or project and provide guidance as needed.

7. End the training by conducting an evaluation, collecting feedback and answering any questions. Offer follow-up support as needed, and schedule a follow-up training session in a few weeks to review progress and answer any additional questions.

Note: Be sure to tailor plan to the specific needs and skill level of the participants, and be flexible enough to adjust based on their feedback.

2. Organizing Digital Resources

Objective   : To teach participants how to effectively organize digital resources through the use of file management systems, databases, and other tools and applications.

Duration   : 1 hour

Materials   : An online platform that allows for screen sharing, such as Zoom, and access to cloud storage platforms like Google Drive, Dropbox, and OneDrive.

Instructions

1. Begin the training by introducing the importance of organizing digital resources and the benefits it can bring, such as increased efficiency and productivity.

2. Cover the basics of file management, including naming conventions, file structure, and how to create and organize folders.

3. Introduce the concept of cloud storage and the different options available, such as Google Drive, Dropbox, and OneDrive. Show participants how to create and share files and folders using these platforms.

4. Explain the importance of creating backups and the different methods for doing so. Provide instruction on how to recover files in the event of a data loss.

5. Discuss how to optimize file search and retrieval, including using keywords, metadata, and tagging.

6. Show participants how to share files and collaborate with others using cloud storage platforms and other collaboration tools like Asana or Trello.

7. Provide hands-on training to help participants apply what they have learned. Assign a small task or project and provide guidance as needed.

8. End the training by conducting an evaluation, collecting feedback and answer any question. Provide follow-up support as needed, and schedule a follow-up training session in a few weeks to review the progress and answer any additional questions.

It is important to keep in mind that this activity plan should be tailored to the specific needs and skill level of the participants, and should be flexible enough to adjust based on their feedback.

3. Sharing Digital Resources

Objective : To teach young people how to effectively share digital resources through the use of online services, websites, blogs, social media, and file-sharing programs.

Duration : 1 hour

Materials : An online platform that allows for screen sharing, such as Zoom, and access to web browsers, email clients, social media platforms, and file sharing programs.

Instructions

1. Begin the training by introducing the importance of sharing digital resources and the different ways that digital resources can be shared, such as through online services, websites, blogs, and social media, or through physical media.

2. Cover the basics of using web browsers and email clients to share digital resources. Provide hands-on training on how to navigate and use these tools effectively.

3. Introduce the concept of social media and the different platforms available, such as Facebook, Instagram, and Twitter. Provide training on how to create and share digital resources using these platforms, and guidance on the responsible use of social media and the importance of digital literacy and digital citizenship.

4. Discuss the use of file-sharing programs, such as Dropbox and Google Drive, to share digital resources. Provide hands-on training on how to use these programs to share and collaborate on digital resources.

5. Explain the importance of privacy and security when sharing digital resources, and provide guidance on how to protect digital resources from unauthorized access or sharing.

6. Provide hands-on training to help participants apply what they have learned. Assign a small task or project and provide guidance as needed.

7. End the training by conducting an evaluation, collecting feedback and answer any question. Provide follow-up support as needed, and schedule a follow-up training session in a few weeks to review the progress and answer any additional questions. It is important to keep in mind that the training plan should be tailored to the specific needs and skill level of the young people, and should be flexible enough to adjust based on their feedback.

Useful resources

The following is a list of references that may be helpful in creating, organizing and sharing digital resources.

- Digital Education Tools for Teachers and Students
- Teacher Tips for Creating Your Own Digital Resources
- Six Ways to Create Digital Education Content
- 4 Best Practices Delivery Digital Learning Resources
- Resource Types
- Organizing Files and Digital Materials
- Digital Learning Resources: Infographic
- 3 Tips for Creating Digital Resources for the Classroom
- How To Create Digital Resources for TPT | TPT Seller Tip
- Creating Digital Resources with Microsoft Products in 2022
- Getting Ready to Make Digital Resources: a Newbies Guide
- Creating Digital Resources
- Tips for Creating Engaging Digital Resources
- Organizing Digital Resources

Conclusion

Creating, organizing, and sharing digital resources are essential skills for young NEETs in today's digital world. These skills allow them to create engaging and visually appealing resources, store and organize them in an efficient manner, and share them with young people through various online platforms and physical media. By mastering these skills, youth workers can support young NEETs' learning and development in a more effective way. Overall, the ability to create, organize, and share digital resources is crucial for them to navigate and engage in the digital age.

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