Abstract

Adult learners are a discrete population with specific needs and characteristics. The context of this project is a Career Services office in a Faculty of Education at a Local University [pseudonym]. The office serves a population of students from various programs within the Faculty, with the majority of students enrolled in the Bachelor of Education program. As a result of the current job market for teachers in Ontario and Canada, it is important to be able to communicate effectively with students to support them in their job searches.

The purpose of this project was to identify the needs and characteristics of adult learners, and to identify ways that the current Career Services curriculum could be improved to better support adult learners. In order to engage this population of students, it is important to ensure that the content of the course addresses and meets their needs. To provide a more personalized learning environment, online resources were considered to allow students to participate more, providing a more convenient and suitable method of delivery for our intended audience, and a sample website was created to host the online resources. In addition, the entire Career Services curriculum was formalized by producing a curriculum document to outline the goals and outcomes of the program to ensure that the content will facilitate the achievement of those goals. What resulted is a hybrid, online and in-person program for Career Services, and a more robust curriculum that considers the needs of our adult learners.
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Chapter 1: Introduction

Autobiographical Sketch

My background is largely in science and in teaching. After completing my Bachelor of Science, I went on to volunteer for a year at an Environmental Education Centre, working with students aged 5-11 years old. It was then that I decided that I would like to be a teacher, which led me to complete a Postgraduate Certificate in Education, in Secondary Science. I taught for 6 years in the UK before moving to Canada with my family. Having enjoyed a relatively easy time finding teaching work in the UK, I was faced with a very different job market in Ontario. Fortunately, I was able to have found a position in a Faculty of Education at a Local University [pseudonym], as a Career and Recruitment Advisor. This position has allowed me to work with future educators, to bring my teaching experience to the table, and to engage in an adult education role with the undergraduate students completing their Bachelor of Education (BEd). The Career Services office works with students at a Local University, and the services that we provide are entirely optional, with students making the decision as to whether they seek help from us or not. Adults have very different learning needs than those of children and adolescents in the K-12 sector, and so they require a curriculum that addresses those needs.

After taking an Adult Education course during my program, I became keenly interested in the needs of adult learners and ensuring that the Career Services office I work in addresses those needs in the services that are provided. Upon reviewing the many services we had to offer, I began to see gaps in the content and places for improvement.
This has led me to this project, aimed at designing a curriculum for Career Services that meets the needs of our adult learners.

**Purpose**

The purpose of this project is to review and redesign the current Career Services program. The aim is to create a curriculum document based on the current services available through the office, and to utilize the literature around adult education and online learning to revise and redesign the services to better serve the intended population. The resulting curriculum unit will seek to formalize the work that is already carried out by the office, and to add different strategies to engage more learners. The impact is expected to be a more effective way of informing and preparing our students for their career search in teaching.

Therefore the following questions guided this project:

1. What would a career curriculum aimed at the target population look like through an adult education lens?
2. How could aspects of online learning be incorporated to support our adult learners’ experiences?
3. What are the expected outcomes and challenges of reviewing, redesigning, and implementing a career curriculum unit?

**Context**

The Career Services office is part of the Faculty of Education at a Local University in a city in south-eastern Ontario. The office serves nearly 500 Bachelor of Education (BEd) and Diploma in Education (DipEd) students of all ages, and students in the various graduate programs in the Faculty (MEd & PhD). The majority of the students
that come to the Career Services Office are from the BEd and DipEd program, which is a 16-month program that runs continuously from May to August over four semesters. The program is set up to allow students to pick courses to allow them to concentrate on a specific area of interest, such as Exceptional Learners or At Risk Youth. The Careers Services office provides support to students on all aspects of their job search, including resume and cover letter writing, the application process in Ontario, across Canada, and internationally, interview preparation, and related careers. We prepare students for these events by offering presentations and individual consultations.

**Rationale**

The world around us is changing at a pace that is both exciting and shocking. Students in our universities have expectations about how they will be taught in classes based on their experiences, and external influences. More adults are enrolling in college and university than ever before. In the U.S., between 2002 and 2012, enrolment increased 24 percent, with this increase particularly evident within young adulthood (age 18–24), and also age 25 and above (National Centre for Educational Statistics, 2015). There has been much research into the ways that adults learn in comparison to children, hence the two terms: pedagogy and andragogy. Any curriculum aimed at adults would experience implementation challenges from the start should it not consider both the learning needs of adults and the expectations of 24 hour, instant access to information that the internet and electronic resources have programmed us to expect. Why, in our very promotional literature, the Faculty of Education at Local University promises the following, “Your life will be lived online and off, and you can start engaging with our community in both
One of the resources offered by the Career Services office, in addition to individual consultations, is conducting large-scale presentations to the students on topics such as international teaching, the job search, and resume and cover letter writing. Currently the style of presentation is instructor-led, with limited input from the students. It has been difficult to factor in student participation, given that some of the presentations are given to an audience of as many as 400 students in an auditorium. This is clearly not in line with the literature around how adults learn, which puts much focus on adults needing to be able to share their experiences (Merriam & Bierema, 2014) and therefore the mode of delivery needs to be addressed.

Improvements have been made over the past three years, moving from dated PowerPoint presentations to more innovative and engaging Prezi presentations; however, the problem of the teacher-led session with a passive audience prevails, which means that we are not able to provide feedback to students about their performance, nor are we able to gauge the understanding that is happening during the sessions. It also means there is little opportunity to share experiences.

It is becoming more and more apparent that students are not accessing our services, such as presentations and workshops, when they are being offered. Given the tight timetable, our only timeslots are usually at lunchtimes, or in the margins of the day. Although we schedule them when students are free, we are seeing that students are choosing not to attend, and instead to use the time to complete other work. This we completely understand, so we are left with a quandary; how do we make this information
available to students in the formats that they need? Given their unique needs as adult learners, what can we do as an office to ensure that our important messages get to the students, particularly given the current climate for teaching jobs in Canada? It is of paramount importance that the needs of the adult population served by the office are assessed and addressed as soon as possible in order to continue to prepare students for their teaching job search. The intention is that the entire curriculum is reviewed, redesigned, and formalized.

**Overview of the Project**

This project consists of five chapters. Chapter 1 outlines the purpose, context and rationale of the project. Chapter 2 expands on the project context and provides a literature review. Chapter 3 describes the curriculum unit design process. Chapter 4 outlines the suggested curriculum document. Chapter 5 discusses the suggested method to evaluate the success of the curriculum and reflections.
Chapter 2: Review of the Literature

The purpose of this chapter is to provide a review of the research literature pertinent to this project. Upon offering an in-depth description of the context of the project and reaffirming the rationale for the current study, I present an overview of the relevant literature around adult education, online learning, and curriculum design. This is intended as an overview, and some aspects will be covered in more detail in subsequent chapters.

Project Context

The Career Services office is part of the Faculty of Education at a Local University in an urban center in south-eastern Ontario. The office has been running sessions for Bachelor of Education students for over 30 years, preparing them for their job search as new teachers. Yearly, the office serves around 500 Bachelor of Education (BEd) and Diploma in Education (DipEd) teacher candidates of all ages, and students in the various graduate programs in the Faculty (e.g., Masters of Education (MEd) and Doctor of Philosophy (PhD)). The majority of the students that are served by the Career Services Office are in the concurrent BEd program, and the consecutive BEd and DipEd program, which is currently a 16-month program that runs continuously from May to August over four semesters. In addition to the obligatory programmatic requirements for divisions (Primary-Junior and Intermediate-Senior), the program is set up to allow students to select courses with concentration on a specific area of interest, such as Exceptional Learners or At Risk Youth.

The Careers Services office provides support to students on all aspects of their job search. Students receive help with writing their resumes and cover letters for teaching
positions by attending large group presentations. At these meetings, they learn how to construct these documents and are offered an example that is broken down and explained for them by the staff. After attending the presentation, students are encouraged to book an individual appointment with one of the two Career Advisors, or one of the two principals who are hired by the office, to review their application documents and to receive formative feedback. Students can attend a presentation about the job market for teachers and how the application process works in Ontario, across Canada, and internationally. The office staff encourage students to book individual consultations with the Career Advisors after this session to answer questions about their individual career planning and job search. Each year, the office organizes two interview workshops with a panel of 3-4 principals; one session for candidates in the Primary-Junior divisions and another session for candidates in the Intermediate-Senior divisions and Technological Education program. In these sessions, the principals give students their advice garnered over the years of interviewing for their boards, and offer students a chance to come to the front and answer an interview question before their peers, and to receive immediate feedback from the principals. Having attended such sessions, students are able to subsequently book an appointment with a Career Advisor to take part in a mock interview scenario.

There are two large career events that are run by the office in addition to the preparation sessions. Both of these events involve hundreds of recruiters coming to the Faculty to provide information about opportunities with their organizations, and in some cases to interview and offer contracts to teachers. The first event is an annual career fair, which sees representatives from Ontario School Boards, Private Schools, organizations from other provinces, and international organizations attending, and is mainly an
opportunity for people to gather information about organizations and the available career options. All students from the Faculty of Education at the Local University are eligible to attend, and do not need to register for this event. The second event is an international school recruitment event, which sees international schools from countries all over the world attending over a weekend to interview, offer contracts and hire teachers for the upcoming school year. This event is open to all of the Faculty of Education students at the Local University, but they must register in advance. It is also open to Teacher Candidates from other institutions and experienced teachers.

Despite efforts in planning events and communicating to students the services that are available to them, it is becoming more and more apparent that students are not attending presentations and workshops when they are being offered. Although the office schedules events when students are free, it has become evident that some students are choosing not to attend, and instead are using the time to complete other schoolwork. Therefore, the office is left with a quandary; how can this information be made available to students in the formats that they need? Given their unique needs as adult learners, what can the office do to ensure that the messages get to the students and that they are able to be well informed, particularly given the current climate for teaching jobs in Canada? It is important to consider the needs of the adult population served by the office in order to continue to prepare students for their teaching job search. The intention is that the entire career program is reviewed, redesigned, and formalized with adult learning needs in mind, and that this will help engage more students. I will explore this proposed change using an Adult Education framework, in particular looking at the theory of andragogy,
and using the literature around adult learning, online learning, and curriculum design for understanding.

The landscape of education is changing, and expectations driven by the acceleration of resources online are high. Educators need to be cognizant of this and adjust their instructional methods accordingly to meet the needs of the student population they serve. What is needed is a fresh look at the resources used by the Careers Office to ensure they are meeting the needs of the adult learners, and to see how their needs can be supported through adding online and electronic resources to the current program of presentations and face-to-face consultations.

**Theories of Adult Education**

There are many theories of adult learning in the literature, each one providing insight on how to best support adult learners. Many of the theories state that there are differences in the way adults learn compared to children (Houle, 1961; Knowles, 1968; Tough, 1971; Knowles, 1980; Knowles, 1984). Some researchers, for example Cercone (2008) and Kuhne (2015), have looked to the literature and theories of adult learning, and have devised ‘Characteristics of Adult Learners’ based on the information contained in these theories. In this section, I specifically address Knowles’s theory of andragogy and sources that describe the characteristics of adult learners (e.g., Cercone, 2008; Kuhne, 2015).

**Andragogy**

Knowles’ (1968) theory of andragogy was published in the late 60s, and outlined the differences in the assumptions about adult learners compared to the assumptions made about child learners. Andragogy is grounded in the humanistic learning theory
(Merriam & Caffarella, 1999), and is based mostly on humanistic philosophy where the “individual is central, internally motivated and self-directed” (Merriam & Bierema, 2014, p. 56). The distinctive qualities of the humanistic approach reflect the sentiments of the Career Services office, where staff aim to tie all of the pieces together so that the students see themselves through the lens of “the professional” they have been working towards becoming; with input from the students all the way through. In subsequent and later papers Knowles (1968; 1980; 1984), devised a list of 6 assumptions about adult learners, which include:

1. Adults are generally more self-directed;
2. Adults come with rich experience, which should be acknowledged;
3. The readiness of an adult to learn is related to the development tasks of their social roles;
4. Adults prefer to learn material that is going to be immediately useful in their lives;
5. Adults tend to be more intrinsically motivated;
6. Adults need to know the reason why they are learning something.

What this means for adult educators is that there are differences in the way that children and adults learn, which will have implications for the way that programs for adults are designed. While pedagogy relies more on mastery of content (like learning your alphabet and phonetics to be able to read), andragogy involves more about the process of learning, and creating the right climate with adult students to involve them in their own learning (Merriam & Bierema, 2014).

Andragogy certainly has its critics, and it is not a perfect theory of adult education; in fact, it is no longer regarded as a theory, rather a conceptual framework.
(Knowles, 1984; Merriam & Bierema, 2014). The biggest question about andragogy is whether the assumptions made about how adults learn are clearly different from the assumptions about the way children learn, or if there is overlap between the two groups of learners. Despite these concerns, it remains the “go-to” theory or framework for educators who teach adults (Merriam & Bierema, 2014). The literature notes that some educators subscribe to a “Knowlesean” view of adult learning, and plan and deliver content using adult learner characteristics. In this situation they create an educational experience that is respectful, cooperative, and self-directed (Strawbridge, 1994). This seems to fit with the conceptual framework definition of andragogy, with people seeing where their group of learners fit, and adapting their instruction to meet the needs of their learners. In some ways, it might be a bit of a moving target depending on the group of learners. However, it is best practice for instructors to assess the needs of the group of learners they have at the time, and to adjust their teaching to meet those needs.

In response to the concern over the robustness of andragogy as a theory, a group of researchers from Louisiana State University and the University of Phoenix have been developing an instrument to measure andragogy, specifically andragogical principles and process design elements (Holton, Wilson, & Bates, 2009). They comment that much of the downfall of andragogy in people’s favour over the years has been a lack of a measurement instrument. They have reported positive results from their research, and their future work includes refining and strengthening the instrument.

Since Knowles published his work, many other people have brought forward their thoughts on the characteristics of adult learners, and have brought in other theories to compensate for the criticisms of Andragogy. This so-called “Knowlesean” view of adult
learning incorporates principles of andragogy along with self-directed learning and collaboration with the students in class. I will look at the writings of two such scholars here, Gary Kuhne (2015) and Kathleen Cercone (2008), and their characteristics of adult learners.

**Kuhne’s Characteristics of Adult Learners**

Kuhne’s list of the characteristics of adult learners is rooted in many of the core theories of adult education, other research studies and publications (Fuller & Kuhne, 2008; Quigley, Allan & Kuhne, 1997), and his own experience as a Professor of Adult Education (G. Kuhne, personal communication, July 28, 2015). The characteristics are provided on the Penn State University Adult Education course online, and they include (Kuhne, 2015):

1. Adults generally desire to take more control over their learning than youth;
2. Adults draw upon their experiences as a resource in their learning effort more than youth;
3. Adults tend to be more motivated in learning situations than youth;
4. Adults are more pragmatic in learning than youth;
5. In contrast to youth, the learner role is secondary for adults;
6. Adults must fit their learning into life’s margins;
7. Many adults lack confidence in their learning;
8. Adults are more resistant to change than youth;
9. Adults are more diverse than youth;
10. Adults must compensate for aging in learning.
From this list we can see some characteristics that reflect the work of Knowles, and reflect a “Knowlesean” view of adult education.

**Cercone’s Characteristics of Adult Learners**

Cercone based her characteristics of adult learners around the theories of andragogy, experiential learning, self-directed learning, and transformative learning theory. She identified the characteristics of adult learners based on these learning theories, and provided recommendations for individuals who are designing online courses to consider when designing content for adults. The characteristics that she lists are:

1. Adults may have some limitations and these should be considered in the design of the online environment;

2. Learning styles need to be considered;

3. Adults need to be actively involved in the learning process;

4. Adults need scaffolding to be provided by the instructor. Scaffolding should promote self-reliance, and it should allow learners to perform activities they were unable to perform without this support;

5. Adults have a pre-existing learning history and will need support to work in the new learner-centred paradigm;

6. Adults need the instructor acting as a facilitator;

7. Adults need consideration of their prior experience. The instructor should acknowledge this prior experience. Adults need to connect new knowledge to past events;
8. Adults need to see the link between what they are learning and how it will apply to their lives. They want to apply immediately their knew knowledge. They are problem-centred;

9. Adults need to feel that learning focuses on issues that directly concern them and want to know what they are going to learn, how the learning will be conducted, and why it is important. The course should be learner-centred vs. teacher-centred;

10. Adults need to test their learning as they go along, rather than receive background theory;

11. Adult learning requires a climate that is collaborative, respectful, mutual, and informal;

12. Adults need to self reflect on the learning process and be given support for transformational learning;

13. Adults need dialogue and social interaction must be provided. They need to collaborate with other students.

Again, the parallels with andragogy are there, meshed with self-directed learning, experiential learning and transformational learning.

**Convergences within Adult Learning Characteristics**

Because there are limitations with the conceptual framework of andragogy, a person creating a course for adult learners might do well to consider information from additional sources when identifying the characteristics of their learners, and the strategies that might help in instructional design. What is clear from the three authors is not that there are clear distinctions between how adults and children learn, with completely different strategies and considerations that need to be made, but rather, that there is a
difference in the degree to which the characteristics are expressed in each group. These characteristics could therefore be viewed as a continuum of learning. As Knowles continued to refine his theory, he had a mind shift in his definition of andragogy, taking the title of his first book, “Andragogy vs Pedagogy”, and changing it to, “From Pedagogy to Andragogy”, and expressing it as a continuum (Knowles, 1980). Therefore, a learner could be at different points on the continuum depending on the subject or the context of the learning.

Regardless of whether a characteristic is solely attributable to an adult learner, or any learner for that matter, the characteristic is still an important consideration, and can help to create a framework for improvements. The characteristics described by Knowles, Kuhne and Cercone have been combined here, and represent a synthesis of the common characteristics of adult learners:

1. Adults take more control over their learning and are self-directed;
2. Adults need consideration of their experience which is a rich resource for learning;
3. Adults are more intrinsically motivated in learning situations;
4. Adults are more pragmatic and need to see the link between what they are learning and the application;
5. Adults are more problem-centred than subject-centred and need to see the reason for learning something and an opportunity for immediate application of that learning;
6. The learner role is secondary for adults & they must fit their learning into life’s margins;
7. Many adults lack confidence in their learning and require a collaborative, structured environment;

8. Adults are more resistant to change and will require assistance to work in a learner-centred program;

9. Adults are more diverse, and different learning styles need to be considered;

10. Adults must compensate for age, and they may have some limitations;

11. Adults need to test their learning as they go along;

12. Adults need to self-reflect on the learning process;

13. Adults need dialogue and social interaction must be provided.

It would now be beneficial to look at how the literature surrounding online learning supports these characteristics and can provide strategies for addressing the needs of adult learners in the context of the Career Services presentations and other resources.

**Ways to Support Adult Learners**

In light of the characteristics listed above, what does the literature suggest in terms of strategies and programs that will enable adult’s needs to be considered and contribute to their success? As adults take more control over their learning, are more prone to self-direction, and require that their individual needs be addressed, the literature suggests that institutes of higher education provide students with the chance to personalize their learning. In the 2015 Horizon Report (Johnson, Adams, Becker, Estrada, & Freeman, 2015), which outlines emerging technologies likely to have an impact on learning and teaching, the authors point to personalized learning as being an important consideration in the next three to five years, but one that is also a challenge.
Personalized learning allows students to choose the pace and the strategies that they use in the advancement of their learning. The challenge lies with the difficulty in encouraging teaching professionals to change their mindset and embrace the technology that will make personalized learning a reality. Given the obvious advances and the increased utilization of technology in our daily lives, it seems poignant to investigate how technological solutions could be used to support our adult learners. Research tells us that face-to-face interactions are very important, and will continue to be important, and this is something that is planned into the services we offer (Merriam & Bierema, 2014). However, what is also clear is that one-way communication, as seen in the large lecture presentations that are offered to students, is not always an effective learning tool (Friedman & Friedman, 2013). Effective learning happens when many people communicate with each other. Students can learn from each other as much as they can learn from us. According to Wlodkowski (1999), expertise, empathy, enthusiasm, and clarity are characteristics of an effective teacher. It would be important to ensure that these requirements are addressed whether the instruction is taking place in a classroom or lecture hall, or online. The Career Services office needs to provide the learning situations that allow communication and effective instruction to happen. This seems to be an area of weakness in the current programming that highlight the needs of our adult learners not being met. Perhaps technology could provide the answers.

**Online Learning**

In this ever changing and fast-paced world, there has been an explosion of information available on the Internet, and with more of us having access to the web our expectation that we should be able to do anything online is increasing. This is changing
the future of education, and steering higher education institutes towards offering more in the way of online learning opportunities. Recent statistics show “online enrollment growth rate during the nine-year period from 2002-2011 is 18.3% as compared to just over 2% growth in overall higher education student population” (Allen & Seaman, 2011, as cited in Merriam & Bierema, 2014, p. 193). This statistic represents a significant growth in the popularity of online learning, and a real shift away from the bricks and mortar of the institution. Online learning “overcomes the barriers of time and place” and students are ready for the shift in all aspects of their educational journey (Olesen-Tracey, 2010, p. 37).

There has been a large increase in the number of institutions offering MOOCs (Massive Online Open Courses) that are set to change the future of higher education (Friedman & Friedman, 2013). Students are able to take online courses for free, at a time and pace that suits them, and are often able to access resources and contributors that would normally be out of their reach. For instance, world-renowned academics in their field often teach the courses, for example a MOOC at Stanford taught by robotics expert Sebastian Thrun. His work and instruction now has a wider reach than before. This is becoming the norm for students and is expected by them, with the number of students taking all forms of online courses increasing each year (Friedman & Friedman, 2013).

In the 2015 Horizon Report (Johnson et al., 2015), the authors pointed to one of the long-term trends in higher education being a flexible learning environment, including opportunities for self-directed learning, which can be achieved by blending online and onsite learning opportunities (p. 22). Providing a blended learning environment allows
students to feel part of a community, while also providing students with the chance to study at a time and place that fits with their lives.

In 2015, the CBC published an article detailing a one-of-a-kind, flagship program for the University of Calgary, where students were able to take their Bachelor of Education (BEd) courses online. This move was to allow students from rural communities, who would otherwise not be able to attend the University of Calgary or one of their satellite campuses because of their distance from campus or other commitments they may have, to complete their BEd degree (Lee, 2015). This is an idea that some adult learners may have only dreamed about a year ago; yet, it further supports the shift to more online forums.

**Potential Downfalls in Online Learning**

The research supports the notion that demand is present for online learning (Cercone, 2008; Johnson et al., 2015). However other literature suggests that much of the online courses offered by educational institutions are not meeting the needs of the learners, nor facilitating deeper learning, as they are “embedded in traditional content delivery models” (Wang & Torrisi-Steele, 2015, p. 18), and use technology that improves the administrative efficiency of the course for the instructors, not the learning experience for the students. It is also important to remember that learning should be “technology assisted, not technology based” (Merriam & Bierema, 2014, p. 208), further highlighting the need to ensure a meaningful learning experience for students, and not technology for technology’s sake.

There is a deeper issue and a challenge here; although technology is advancing rapidly, and software and apps that can be used in educational contexts, with real
educational benefits, are being designed daily, changes in teaching methods and strategies lag significantly behind this advance in technology. This is a sentiment echoed by Merriam and Bierema (2014) who noted that although demand for online learning is high, and technologies are relatively easy and cheap to construct, the effectiveness of online learning may be low as teaching methods cannot be changed as quickly and cheaply. An explanation for this reluctance to change is that a change in teaching methods would need a change in the ideologies of the instructor, of which these teaching methods are often widely accepted cultural norms, and may require transformative learning and increased digital literacy on behalf of the instructor (Wang & Torrisi-Steele, 2015; Johnson et al., 2015). This is unlikely to happen quickly, and would require support and training for the instructor and the students to be successful, which is not always readily available (Lane, 2013). Additionally, instructors are often incredibly busy and become fatigued at the constant state of flux in the Learning Management Systems used by educational institutions.

Thus we are left with a frustrating conundrum; we have a potential golden opportunity to use online and electronic resources to our students’ advantage, but the technology changes so quickly that it is leaving us behind. It would be important to assess how online resources can be used effectively to support the learning and development of the student, in addition to the face-to-face learning that already occurs. As adults are increasingly seeking online learning opportunities (Cercone, 2008; Johnson et al., 2015), it makes sense that it should be viewed through an adult education lens. Additionally, it would be important to note that any use of technology or methods to reach adult learners would not be static, and should keep up with the technological advances.
How Online Learning Can Support Adult Learners

In the following section, I will reflect upon the 13 common characteristics of adult learners listed above and on how adding online learning to the already established face-to-face learning can support these characteristics. As some characteristics fit into related categories, they have been discussed together.

Adults take more control over their learning and are self-directed; and adults are more intrinsically motivated in learning situations. As a career advisor, I observed that the best outcome after working with students is when they become competent and comfortable to continue to work on their own, with little input from me. Some students require one appointment and are off on their way, others need more guidance and reassurance to figure out how to reach their goals. Grow (1996) proffered a Staged Self-Directed Learning (SSDL) model, in which students can approach the advisors at various stages of self-direction. It is the educator’s job to match the level of support they offer with the stage that the student is at. For some, this will be minimal support and the educator will act as a consultant, and for others the support will be greater and the educator will act as an authority.

Students could be encouraged to be more self-directed in their career search, or may already be intrinsically motivated to seek out resources themselves. As an office, we could provide increased sources of information online to allow students to explore issues in more depth at their own pace and discretion, which could then open up the door to further discoveries of their own. Potentially, this could cause a sense of achievement and pride in students and further their self-determination and self-directedness. Examples of online resources that could be suggested to the students could include: (a) private
Facebook groups about teaching in Ontario (many groups already exist); (b) personal blogs; and, (c) TED Talks. This would also support a suggestion from the Horizon Report (2015), i.e., the increasing importance of a combination of formal and informal learning opportunities for students. The result could be enhanced student engagement by allowing students to follow their own interests and paths, and “many experts believe that a blending of formal and informal methods of teaching and learning can create a higher education environment that fosters experimentation, curiosity, and above all, creativity” (Johnson et al., 2015, p. 22).

A second strategy could be the use of a flipped classroom. I have had the good fortune to hear a peer talk about the flipped-classroom model throughout my MEd (Caryn, class discussion, July 2015). In a flipped classroom, the instructor provides students with the lecture and content-driven delivery online, which students can review in their own time, and reserves classroom time for application of that information. This essentially reverses the traditional model of education, which would involve content delivery in class time, and application of knowledge in homework tasks (Merriam & Bierema, 2014). Upon hearing about this method, it sounded like an intriguing strategy, one that could be implemented in Career Services presentations, in particular a presentation on building a resume and writing a cover letter for a teaching position. A flipped classroom model would see Career Services staff providing the students with information on resumes and cover letters before the presentation online; students would review the information and then attend the presentation. Time in the presentation could be spent applying that information, perhaps constructing a resume with the students and answering any questions they may have, as opposed to spending an hour telling them
how to construct the resume and cover letter, as they will have already gleaned this information from the online resources. This of course relies on the students’ being self-directed and reviewing the information before the presentation, but it also has the added bonus of humanizing the classroom, as the instructor can then spend 100% of class time in discourse with students and applying the knowledge, instead of trying to convey the content (Khan, 2011). The location of the presentation should be reconsidered to allow for discussions. Currently many presentations are held in a lecture hall, which does not allow for easy discussions. A smaller classroom environment would be more conducive.

**Adults need consideration of their experience.** As adults, our life experiences are what makes us who we are. If life experiences are ignored, an adult learner may think they are not being valued as an individual (Merriam & Bierema, 2014). It can be a challenging task to uncover the experiences of students in a presentation, when there could be upwards of 400 students in the auditorium. If you were to engage in conversation about their experience, you would likely only be able to talk to a handful of students. This is where online resources could help, and a discussion board could provide the answer. There are websites that allow the instructor to set up an online discussion board ahead of a presentation, such as Padlet (padlet.com), and to share the link to the board with the students. Before and throughout the presentation, students can use the board to pose questions and also to share their experiences around a certain topic or event. As there are usually two members of the Career Services staff giving the presentation, one person could monitor the board, and interject with answers to questions or share the experiences that students have provided. In addition to the Career Services staff seeing the experiences on the discussion board, and sharing some of them with the
whole group verbally, other students can also see the comments on the discussion board. This could also be a good venue for students to ask questions once the presentation has finished and they have had some time to digest the information given, and it could be set up to close a week after the event.

**Adults are more pragmatic and need to see the link between what they are learning and the application; and adults are more problem-centred than subject-centred and need to see the reason for learning something and an opportunity for immediate application of that learning.** These aspects have already been addressed in the programming currently in place. We work with students in large groups and individually on their resumes and cover letters, and students come to us for help when they are applying to specific positions. As the documents they are producing with the office are for actual teaching positions they wish to apply for, this represents a real situation, and an immediate use of their knowledge, and addresses the need adults have for the immediate use of a skill, and seeing the link between what is being learnt and the application. This is not an aspect that can, or needs to be improved through the use of technology.

**The learner role is secondary for adults and must fit into life’s margins; and adults must compensate for age, and they may have some limitations.** Compared with younger students attending compulsory schooling, adult learners usually have more responsibilities. Some adult learners are pursuing their education whilst holding down a part time or full time job and looking after a family and a house. Therefore, an instructor should recognize the many conflicting responsibilities that a student may have, and understand that education may not be the top of their priority list. As the sessions that
Career Services provide are not compulsory sessions, they could reasonably be the sessions that an adult student may choose not to attend, in order to use their time to complete an assignment, so that it does not impact on their other responsibilities. In that respect, it would be important for the Career Services office to look at many ways to convey the important information that is necessary for students to know.

One such way may be to record our presentations so that they are available for students to revisit, or for those who could not attend. Although this has the potential to create less attendance at the presentations, it is important that the services offered by the Career Services office are delivered to the students, which may mean more “attendance” online. There are many websites that will allow you to capture your computer screen and audio as you are presenting to an audience (e.g. Screencast-O-Matic.com). It shows the slide deck of the presenter and records one’s voice, which can then be uploaded to an internal website and accessed by the students. Students could view the presentation when they have the time, and pause and rewind it as many times as necessary. In this way we are not excluding anyone, and more students could hear the message of the Career Service office.

What this really comes down to is personalizing learning for all students. They are able to access the information in a variety of forms to suit their needs at that particular time. As Robinson (2011) says, “Education is personal, or it is nothing” (p. 251). Personalizing a student’s education should be seen as an investment, not a cost. Robinson sees technology as a solution to the difficult task of personalizing learning experiences.
Many adults lack confidence in their learning and require a collaborative, structured environment; and adults need dialogue and social interaction must be provided. Research has shown that interaction when learning is important, whether that is participant to participant interaction, interaction between the participant and the instructor, or interaction between the participant and the content (Yates, 2014). Moving to online education challenges the instructor to better meet the needs of students who they don’t often, or may never see. In creating the interactions that are so crucial for learning, technology now bears some of that responsibility (Ladell-Thomas, 2012), so it is important to evaluate the merits of different resources to ensure they provide a meaningful learning experience for the students.

Yates (2014) and her team found that in their webinar series, participants reported experiencing less peer-to-peer interaction than in the traditional full day, onsite workshops they have attended in the past. However, despite this, the participants still reported high levels of learning had occurred; how can this be explained? Yates discussed Anderson’s theory of equivalency (Anderson, 2003, as cited in Yates, 2014), which posits, “as long as participants can engage fully with either the tutor or the content of the sessions, learning is not dependent on peer-to-peer interaction” (p. 256). This is reassuring, and it would be entirely possible and relatively easy to ensure a level of connectivity with students online, which would allow students to connect to the content or to a Career Advisor. Our students also have a large opportunity for interaction in the onsite classes they attend as part of their BEd degree; therefore, this may be less of an issue in this particular case.

Chen, Jang, and Chen (2015) suggested the use of wikis and collaborative
learning. A wiki is a website that allows editing of its content and structure by many people. This is something that could be implemented, meaning that all members of the learning community could be involved in the collaborative contribution and editing of information for the benefit of all members of the community. This could also offer the chance for learners to be self-reflective, and to test their understanding of concepts. In the Career Services context, this could allow students to collaboratively edit a sample resume and cover letter, or to build a document containing information they have picked up in their job search. For example, a student may have heard that a school board requires a certain qualification to be considered for a position with them. This information could be added to a document that would function as a source of information for all students interested in that board. Many platforms allow for collaborative learning to occur, including Google Documents, which has a function to allow multiple contributors and editors of a document (e.g. a resume, cover letter, school board information sheet), social media (Facebook and Pinterest), and online discussion boards (padlet.com).

For the Career Services presentations and services provided by the office, there are other ways through which a sense of community and dialogue could be achieved. One of those ways could be to set up an online community of practice, which is a space online for people to chat and share experiences and knowledge about a particular subject, in this case the subject would be applying for teaching positions. This could take the form of a closed Facebook group, that requires you to request permission to join, and that you are unable to view until your membership has been approved. This differs from a regular Facebook page and other social media as they are intended for members of a particular group to share experiences and/or “expertise around a particular topic or skill, and they
use the virtual space to engage in collaborative learning and activities around the shared interest” (Merriam & Bierema, 2014, p. 198). As Careless (2015) stated, “social media are undeniably a rich site of learning in contemporary society – free, unlimited access to global discourse and knowledge” (p. 51). Many learners are comfortable using social media; thus, it would mean fewer people would have to learn a new program or skill. Social media (for example, Facebook, Pinterest, YouTube) embodies five characteristics according to Friedman and Friedman (2013): communication, collaboration, community, creativity, and convergence. It encourages people to share their ideas, but also invites others to interact, comment and further develop ideas. With the right guidelines to ensure the positive and professional nature of comments, these kinds of platforms can be rich gold mines in terms of online interactions and community building.

As the combined characteristics of adult learners show, some adult learners will feel less confident in their abilities and in their learning. It seems as though social media and other online media could be a good solution, as they offer a sense of safety and distance from the people you are communicating with, and may reduce the feelings of getting something wrong, or that you have nothing to contribute. It also gives people more time to think about their answers, and time to phrase them correctly. As Johnson and Wilcox (2007) described, social media can be a great equalizer, leveling the playing field. It can, however, lead to feelings of isolation too (Palloff & Pratt, 2007). It is important to remember that we are responsible for providing the opportunities for students to learn. As all learners are different and have different needs, we should not rely solely on social media to provide the opportunity for collaboration and community building, but should additionally plan for face-to-face interaction to allow collaboration.
Adults are more resistant to change and will require assistance to work in a learner-centred program. The way that most educational systems are set up is based on an old educational model designed to fit the needs of the industrial revolution and is based on standards, with the teacher being the holder of the knowledge (Robinson, 2006; Cercione, 2008). This system favours a ‘push’ approach to communication and information acquisition, with the teacher talking at the students, and fulfilling the role of the ‘sage on the stage’. However, using online and student-centred learning approaches can shift the dynamic to a ‘two-way, push and pull’ between the teacher and the students (Brown, 2000). Because our students may be more familiar with the teacher driven model from their own school experience, they may require support when being asked to shift to a more student-centred and collaborative teaching approach. By focusing on technology solutions that the students are more familiar with, such as social media (as mentioned above), and learning management systems they are using in other classes, such as Desire to Learn (D2L), one could hope to minimize the change that students experience, and support their transition to a more self-directed approach.

Adults are more diverse and have different learning styles. It is important to remember that not only do adult students have life circumstances that may make accessing information from Career Services difficult, but also the way the information is presented could have an impact on the student, particularly if it is not in a format that suits the learning style favoured by them. By following the suggestions for new initiatives discussed in this paper, it is envisaged that Career Services will need to present the crucial information to students in many different ways, which will enable students to find
the way that fits their needs. One of these ways will be by using online and electronic resources.

**Adults need to test their learning as they go along; and adults need to self-reflect on the learning process.** The way that the course will be structured will provide opportunities for learners to apply their knowledge to tasks. An ideal way to do this is by using authentic performance tasks (Cercone, 2008; Wiggins & McTighe, 2011). This could be the production of a document that they will use in their job search, for example a resume, cover letter, and job search strategy, or at the very least a prototype of one. By using the online space to store or revisit the information they will need, it will allow students to apply this knowledge at their own pace and on their own time. Mentioned earlier, but equally important here is the use of online discussion boards or closed Facebook groups to allow reflection on teacher predetermined topics or student-led discussion topics. Students could also be encouraged to keep reflective journals or to blog about their experiences (Friedman & Friedman, 2013). This serves two purposes: to allow a learner to reflect on their learning process; and second, to allow the reader to learn about other people’s experiences to further their own learning.

**Curriculum Design**

As the Career Services office is situated within a Faculty of Education, and one of the areas of expertise within the office is advising students about the content of their resumes and cover letters, staff are quite familiar with the terminology and current best practices in the field of education. Just as teachers in the K-12 system model the behavior they expect of their students, Career Services staff aim to model best practice in their own work, so that the Teacher Candidates can utilize the skills in their schools. For that
reason, I have chosen to use a Backwards Design approach to curriculum design. Backwards Design requires instructors to first; identify the desired results of the unit, second; identify the skills and information students will require to achieve the desired results, and third; plan learning experiences that lead to the acquisition of the skills and information required to achieve the desired results. This particular way of planning leaves the detailed lesson plans until the end of the process, when the skills and content required have been identified. At that stage, one can plan the activities that will lead to this learning (Ornstein & Hunkins, 2013). The specific framework I will be using is called Understanding by Design (UbD), and is based on the principles of backwards design.

**Understanding By Design**

UbD is a framework for curriculum design devised by Wiggins and McTighe (2011). It is based upon the notion that to be able to effectively plan a curriculum, one needs to be aware of the end goal, or performance task, that it is expected students will complete. UbD aims to reduce the amount of short-term acquisition and simple recall instruction that many students experience, and strives for a deeper understanding and transfer of learning. The way that the authors believe this will happen is by deliberate planning for understanding.

As Wiggins and McTighe argued, their framework is supported by research in cognitive psychology and neurology. They have found that it is better to allow students to explore concepts in more depth, and to allow mastery of content, rather than to focus on breadth of knowledge. They also recognized that many assessment tasks assess recently taught knowledge, and don’t require an authentic performance, which would give students the chance to use their knowledge and skills in the right context. Wiggins and
McTighe (2011) stated that, “the best remembered information is learned through multiple and varied exposures followed by authentic use of the knowledge” (p. 6). This certainly fits with the research that has been discussed earlier around adult learning and online learning, where it has been said that we need to provide our adult learners with multiple ways to access the information, not just for understanding, but also to suit their needs and learning styles. Wiggins and McTighe (2011) viewed the primary goal of education as the transfer of learning, and to achieve that: “We don’t start with content; we start with what students are expected to be able to do with that content. What would the real use of the content look like? What should students ultimately be able to say and do with content if they “get it”? (p. 7). This fits incredibly well with the current program of services in the Career Services Office. All of the products that students come away with after their workshops or individual sessions with Career Services are working documents in their job search, which could be argued to be extremely authentic.

**Summary**

This literature review is a first step to enhancing the services offered to students by the Career Services Office in the Faculty of Education. The suggestions above are intended to complement the extensive program already offered by the office to the students, and lead us into the new programming that will follow. I believe the office should continue to offer one-to-one consultations with students, something which is always very well received and appreciated by the students. As Merriam and Bierema (2014) stated, “group-level guidance is less effective than one-on-one feedback and coaching with individual learners” (p. 199). I know the importance of maintaining the one-on-one, face-to-face service, but also acknowledge the need to expand the options for
learners. It would also not be possible to offer one-on-one feedback to all learners in the
program. Based on the suggestions above, what Career Services should focus on now is
how to incorporate online and electronic resources into the existing program.

In my opinion, and based on the evidence from this review, it is in the best
interest of the students to develop a hybrid model of Career Services education,
combining online learning components, classroom teaching, and individual consultations
(Friedman & Friedman, 2013), which would offer a flexible learning environment for
students. These changes should be rooted in adult education theoretical frameworks, and
in particular should keep in mind and address the characteristics of adult learners, to
ensure the resource or method of teaching supports their needs. As Gokool-Ramdoo
(2008) pointed out, much of the research around online learning is conducted without
much reference to theoretical frameworks of adult learning. Researchers often claim this
is because advances in technology have happened too quickly to keep up. With a
relatively small program to review and change, I don’t see this as being an issue here.

Finally, I believe that the hybrid model combining online and in-person
instruction and resources can support our adult learners so long as the curriculum is
planned with the end goals understood and in view, and that the instructional techniques
selected allow students to achieve those goals. This can be realized by using the UbD
framework when designing the Career Services curriculum.

The success of these suggested changes depends on the confidence of the
individuals administering it, and should be supported by the training and support of staff
who are not comfortable with newer technology and changes to the programming.

Coincidently, one can access a free, open-access course online that is intended to teach
instructors how to use online learning systems to their full potential. This training goes beyond demonstrating the features of the programs to focus on how learning and student development can be supported in this new way of teaching (Lane, 2013). There are also many options at the Local University for staff training and support that should be explored and utilized.
Chapter 3: Designing the Unit

In this chapter, I will describe the Understanding by Design (UbD) process that is being used to modify the Career program offered to BEd, DipEd and graduate students at the Local University. Also, I will indicate how online learning will be integrated to support our adult learners, and I will discuss the lens applied to the program when making decisions about the curriculum design.

Curriculum Approach

It is important to carefully consider the approach one takes to curriculum design to ensure that it matches with one’s basic core beliefs about people and education (Ornstein & Hunkins, 2013). Reflecting upon my values as I approach the Career program redesign, I realized that they are rooted in the humanistic approach. Ornstein and Hunkins (2013) noted that the humanistic approach considers the whole person (child) and focuses on real-life situations and experiences. There is a focus on independent learning, small group learning, and students having input into the planning and content of the curriculum. The distinctive qualities of the humanistic approach reflect the sentiments shared among the staff in the Career Services office as we aim to connect all of the pieces together for students to see themselves as the professionals they have been working towards; therefore, we value input from the students in this process. Below, I offer a brief look at the philosophical, psychological, historical, social foundations for this approach.

Philosophical Foundation

The Career Services office maintains a distinct perspective rooted in progressive philosophy, close to a humanistic curriculum approach. Some of the fundamentals of a humanistic approach that resemble those of the Career Services office include the
importance of: fostering meaningful relationships between the student and the ‘teacher’; helping students to cope with their feelings, needs, and problems; facilitating the self-actualization of a student; and, caring for others (Ornstein & Hunkins, 2013). Our office perspective is based on the foundation and importance of building relationships with all the parties we work with. Without spending valuable time getting to know a student, for example, it is impossible to provide them with meaningful advice about their resume.

**Psychological Foundation**

There are connections with my approach to curriculum redesign and a phenomenological psychology, in addition to a humanistic psychology. In particular, the work of Rogers and Freiberg (1994) on nondirective and therapeutic learning echoes the feelings in the Career Services office. The important focus of our work is on the building of authentic and meaningful relationships between the student and the instructor. We believe that the value placed on the relationship aspect will enable individuals to grow, in a similar way that improving cognitive function does. With this method, students are in the driving seat, and the teacher is providing the resources for the student to use as needed. Students take a self-directed learning approach to their development. By making the resources available as an option for students, we do not prescribe a series of mandated sessions, but allow the students to take control of and to be responsible for their own behaviour.

**Historical Foundation**

Kilpatrick and Collings noted that activities that are “related and developmental in nature … should lead to [one] another” (as cited in Ornstein & Hunkins, 2013, p. 78). As such, the Career Services office agrees that the learning should be around real-life
experiences, and the office attempts to build up the students’ repertoire of skills based on the real life situation they are entering into.

**Social Foundation**

As we attend to the students’ desire to find employment, I see our curriculum as dealing with a certain stage of human development, as identified by Robert Havighust (as cited in Ornstein & Hunkins, 2013, p. 129). In particular, two stages in adolescence that seem particularly poignant are: achieving emotional independence from parents and other adults; and, preparing for a career. Our hope is that with the tools we provide for the students, they can take control of their own career searches and will not have to depend on us in the future.

**Other Theoretical Foundations**

As an individual with an interest in Adult Education, I understand that my curriculum will also be influenced by the works of Malcolm Knowles and his theory of andragogy (Knowles, 1968; Knowles, 1980; Knowles, 1984), characteristics of adult learners (Cercone, 2008; Kuhne, 2015) and online learning options (Johnson et al., 2015; Olesen-Tracey, 2010).

**The Curriculum Design Process Using UbD**

Understanding by Design (UbD) was initially a challenging process. Because I presently deliver the Career Services programming to Faculty of Education students, my efforts seem to be more of a formalization of the process, i.e., seeing if what I believe aligns with how I am delivering the content, and extending the content to meet our adult learners needs, by being more accessible through online options. However, being familiar with the content it was difficult for me to define some of the aspects and to further break
them down into aims, goals, and objectives. However, by using some of the UbD templates (Wiggins & McTighe, 2011), I began to discern the parts that I needed to address.

**The Understanding by Design Templates**

The templates provided in the UbD resource are designed to assist teachers and curriculum designers in planning units and curriculum content that lead to deeper understanding, rather than just simple knowledge acquisition. The UbD resource is arranged in modules that guide educators through the design process, from simple starting points to the more complex elements. The authors explain that the guide can be followed in the order that it is written, or entered at any stage in the process, depending on one’s experience of curriculum design or confidence with the goals of a curriculum. It may also be beneficial to review a module later in the process to refine your product. It is not a linear process for everyone. The modules include:

1. The big ideas of UbD
2. The UbD templates
3. Starting points
4. Developing the initial unit sketch
5. Different types of learning goals
6. Essential questions and understandings
7. Determining evidence of understanding and developing assessment tasks
8. Learning for understanding
Each module is explained, contains useful examples from exemplar curriculum documents, and provides accompanying worksheets to allow you to apply the information to the curriculum you are working on.

The UbD guide explains that there are three stages in the design process, and these include: Stage 1, Identifying Desired Results; Stage 2, Determine Assessment Evidence; and Stage 3, Plan Learning Experiences and Instruction. The important feature is that each of the stages is in alignment with the other. In other words, the content and understanding that is presented in Stage 1 must be what is assessed in Stage 2 and taught in Stage 3 (Wiggins & McTighe, 2011).

Below, I detail the curriculum developmental process through figures that are categorized by the module that they are from in the UbD process, using templates from the UbD guide. For example, if a template is numbered D.2., it is the second template from Module D in UbD. There are many templates in each module, and each of them is designed to help an educator reach the same end, but in a different way. It is therefore not necessary to complete all of the templates, but to use the ones that make the most sense to the situation one is working in.

**Initial Unit Sketch**

I decided to begin with an initial unit sketch to map out the proposed direction of my unit, which can be seen in figure D.2 in appendix 1. This approach allowed me to begin to see how the three stages might link together. From this initial outline, I was then able to begin to think about unit goals and more detailed ideas about the desired results.
The Big Ideas

I arrived at the big ideas by completing figure F.6 in the UbD templates, provided in appendix 1. I completed two copies of this template; the first looking at the big ideas in resume and cover letter writing, and the second looking at the big ideas in interview preparation. I was happy to discover that three big ideas came from each of these figures, and they were the same three. Namely, these were: professionalism; teacher identity; and organization. I found this process satisfactory for my design, as it meant that they would be revisited and integrated throughout the curriculum unit. I found that the big ideas fit well with what the Career Services staff already impart to the students in their interactions.

Goals

Based on the content that I have delivered before, I had a clear idea of what the goals for this unit should be. However, I had no experience with coding goals. Therefore, after deciding upon the goals, I used figure E.7 (appendix 1) in the UbD templates to assign codes (transfer (T), meaning (M), knowledge (K), and skills (S)) to the stage 1 goals. It was important to analyze the goals in this way to ensure that the curriculum unit was driving students towards higher order thinking skills, with the hope that once they completed the unit they would be able to navigate their career search without having to rely on the Career Services staff.

Clarifying transfer goals. I decided to complete figure E.10 (appendix 1) in order to make sure that the transfer goals that were created reflected important, real life goals for our students; they have to address real life challenges. This process is basic for this unit, as most of the students who are going through the program would like to be able
to apply for a teaching job. This figure also allowed me to check that my performance tasks would assess the intended goals.

**Clarifying meaning goals.** Similarly, figure E.12 (appendix 1) allowed me to clarify the meaning goals for my curriculum unit. This really made the detail obvious, and teased out some of the finer points of understanding that students require. For example, it was not enough for the students to know how to structure a resume and a cover letter, moreover they needed to be able to adapt the resume for different positions and decide how to convey important information about themselves to the reader.

**Performance Tasks**

Having established the goals and aligned the performance tasks with the goals, it was important for me to ensure that the tasks were worded appropriately, and they were measuring and revealing transfer of understanding. To do this, I used figure G.5 (appendix 1) and ensured that the performance tasks and the other assessment opportunities used words that would demonstrate understanding.

**Detailed Three Stage Unit Plan**

Moving from the initial, basic three-stage unit plan, I then incorporated the information generated from the forms described above and put that into a more detailed three-stage plan (chapter 4, table 1). Looking to stage three, I constructed an outline of the activities that could allow the realization of each of the learning goals. I used a Learning Objectives and Teaching Strategies tool developed by Gateways to Opportunity, a professional development organization in Illinois (2015), to frame my learning activities and to allow for progression through the stages of acquisition, meaning making, and transfer, or from lower order thinking to higher order thinking skills.
The Final Unit Plan

From this more extensive three-stage plan, I then constructed my curriculum unit, pulling information from the planning process, considering my curriculum and philosophical foundations, and reflecting on the influences of adult education. This document can be seen later in chapter 3.

The aim for this curriculum was to plan for understanding. The curriculum unit was set up according to the following guidelines by Wiggins and McTighe (2011):

What, then, is the role of a teacher when transfer’s the goal? A teacher must function like a coach who trains, watches, and offers feedback on performance…learner needs many models and opportunities to try to perform – to apply the learning in new and varied situations. The coach, having modeled different approaches, primarily observes student performance attempts and provides timely and ongoing feedback and advice – while also prompting the performer to reflect on what worked well and what didn’t and why. Of course, the ultimate goal of transfer is to make the coach barely needed. (p. 103)

This perspective perfectly embodies the philosophy of the Career Services office; we indicate to our students that this is also our aim: that “we will not be needed”! The way that I have structured the learning events should realize this goal, by providing our students with many opportunities to try out their new knowledge, skills, and understanding, and to develop them further by formative and summative assessment pieces, along with chances for peer and self-assessment. In other words, it has been designed for understanding.
The Outline of the Revised Curriculum

Education Career Services at the Faculty of Education looks to build meaningful relationships with the students we work with, aims for self-actualization, and hopes to help the students cope with their feelings, needs, and problems. The unit is constructed with a consideration of the needs of adults in education. For this reason, you will see some objectives being addressed in many ways to allow students to select the method, time, and place for them to acquire knowledge and make meaning of the information and performance opportunities we are providing them with. We understand that adults (in particular) have many conflicting responsibilities, and may have to be very careful with their time planning. This unit and its content are entirely optional, with students deciding which parts they would like to attend and in what order (in some cases). The order demonstrated in the lesson outline is the ideal order that the student would follow to allow for knowledge and skills to be built upon; yet, there is room for flexibility. Furthermore, this curriculum is designed vertically, with the concepts and ideas being introduced here building upon the learning students will have participated in when they were in high school. This curriculum situates the examples in a more specific context.

Design Dimensions

Scope. In this curriculum unit, the Career Services office is aiming to build upon students’ prior knowledge about applying for teaching jobs, and will cover building a resume, building a cover letter, applying for a teaching job, and preparing for an interview. Each of these topics will be broken down into smaller lessons, the details of which can be found in chapter 4.
**Sequence.** We strive to move forward with students’ understanding of the job search and acknowledge that people are coming from all directions (from their undergraduate degree or from a different career) and bring many experiences with them. For that reason and because of time constraints, we sequence our curriculum chronologically. One of the considerations outlined by Knowles (2011) in relation to adult learners is the need for them to know why they need to learn something and that they can use this lesson immediately. Each of the topics we offer to the students coincides with the time that they will need to implement this information.

**Continuity.** There will be ideas and skills that are revisited throughout the course of the unit. The big ideas that permeate the unit are: 1) teacher identity; 2) professionalism; and, 3) organization. Students will also be given many opportunities to write their documents, or parts of their documents and receive feedback, to share information about themselves as teachers and receive feedback. We see this course as a place where students can try out their skills and prepare for high stakes events in a controlled and receptive environment.

**Integration.** Our aim is that all of the experiences that the students engage in when in the program can be seen to come together when they are applying for positions. Many of the students have the intention to become a teacher, which is why they chose to obtain their BEd, and this is the final step in that process. We draw upon and discuss aspects of learning from their practicum placements and their classes. Whenever possible, we aim to make those connections.
The Career Services Curriculum Document

Aim

1. To acquire the fundamental skills and competencies to obtain a teaching job.

Goals and Objectives

2. G1. Students will understand how to write a resume.
   1. O1.1. Students will be able to describe the features of an achievement based resume;
   2. O1.2. Students will be able to design and construct an organized resume;
   3. O1.3. Students will be able to infer what information will be important to include for the reader.

3. G2. Students will understand how to write a cover letter.
   1. O2.1. Students will be able to describe the structure of a cover letter;
   2. O2.2. Students will be able to design and construct a cover letter.

4. G3. Students will know when and where jobs are advertised.
   1. O3.1. Students will be able to recall and investigate where teaching jobs are advertised;
   2. O3.2. Students will be able to create a job search strategy.

5. G4. Students will understand how to prepare for an interview.
   1. O4.1. Students will be able to recall common interview question topics;
   2. O4.2. Students will be able to construct answers to interview questions.

6. G5. Students will understand the importance of professionalism.
   1. O5.1. Students will be able to demonstrate and judge professionalism in their written documents and in oral communication.
Content and Experiences

Resume and cover letter writing (4-5 hours). Students will be provided with opportunities to learn more about writing a resume and cover letter for a teaching position, and they will have a chance to try out that new knowledge with support from the Career Services staff. The content and experiences include:

1. Students can view examples of “good” and “bad” resumes and discuss their thoughts in groups;
2. Students can view examples of achievement-based resumes and discuss in groups why they think this method fits for the purpose;
3. Students can engage in a think pair share activity about why they wanted to be a teacher;
4. Students can begin to construct their resume using a scaffold;
5. Students can discuss in groups how their resume would change depending on different job scenarios;
6. Students can view examples of different cover letters;
7. Students could be asked to write flash cards to assist people in writing a cover letter;
8. Students can begin to construct their cover letter using a scaffold;
9. Students can write a resume and cover letter for a position they are interested in and receive feedback from a Career Advisor or retired school administrator about it;
10. Students can peer and self-assess their documents based on criteria from Career Services.
The job search (2.5 hours). Students will be provided with opportunities to learn more about searching for teaching jobs, and they will have a chance to try out that new knowledge with support from the Career Services staff. The content and experiences include:

1. With guidance, students can investigate where teaching positions are advertised (based on their individual goals) and when they are advertised;
2. Students can discuss this in groups and produce a general job search guide for their group;
3. Using a scaffold, students can construct a personal career strategy to assist them in their job search;
4. Students can discuss their plan with a Career Advisor in an individual meeting and receive feedback;
5. Students could write a reflection about their feelings about their job search.

Interview preparation (3 hours). Students will be provided with opportunities to learn more about interviews for teaching positions from outside experts, and they will have a chance to try out that new knowledge with support from the Career Services staff. The content and experiences include:

1. Students can hear from the experts (panel of local school board administrators) about what they are looking for in their teachers;
2. Students can build this information into their job strategy document;
3. Students can view or participate in a simulated interview with the administrators;
4. Students can try out and hone their interview skills in a mock interview with a Career Advisor;
5. Students could prepare their own list of criteria to judge their performance.

Assessment

**Formative assessment.** Students will show that they really understand the content of the course by evidence of the following performance tasks and activities:

1. Job Search Strategy. This will demonstrate their understanding of where and when teaching jobs are advertised. They will show that their thinking is organized and that they are able to plan their steps in advance and at the correct times.

   Students will use a scaffold to complete this task and will present it at a Career Advising appointment;

2. Resume and Cover Letter. Students can demonstrate their understanding of a resume and cover letter by constructing both documents for a position they have seen advertised and would like to apply for (or a position they are hoping to apply for when it opens);

3. Mock Interview Experience. Students can attend a mock interview session with a Career Advisor to demonstrate their understanding. The interview will be structured around the teaching divisions and/or subjects that the student will be teaching, and within the correct context (school board OT, International School, etc.);

4. Quizzes at the end of presentations, workshops, and online module;

5. Informal questioning by Career Advisors during presentations, workshops, and individual consultations;

6. Ability to assist peers and to transfer learning.
**Self-assessment and reflection.** Students will continuously engage in reflection and self-assessment by:

1. Assessing their resume and cover letter against an established criteria and revising if necessary;
2. Students should consider their job search strategy a fluid document throughout the course, and should adapt it as they learn more about who they are as a teacher and what their goals are;
3. Students will reflect on their thoughts about their job search to allow them to identify any potential problem areas that can be improved or further investigated;
4. Students will design their own self-assessment criteria for their interview performance, and can use this after a practice interview session to evaluate their performance and understand how to move forward.

**Evaluative Criteria**

The following criteria will be used in each assessment to evaluate attainment. It would also be provided to the students in a rubric in language that was useful to the students so that they can ensure they are on the right track:

1. The content is organized in a way that the reader/listener can understand;
2. The student is communicating their ideas about teaching and learning;
3. The format and structure is appropriate for the purpose and audience;
4. The student is using professional language and behavior;
5. The content is structured with a particular position in mind;
6. The student remembers to talk about their students and not just about themselves.
Summary

This chapter details the direction that the Career Services curriculum will take. I have identified the goals, aims and objectives that are important to the Careers Services office, and for the students at the Faculty. By being aware of the intended objectives, one can design a performance task to measure these objectives to verify that meaningful learning has occurred. The templates from UbD assist a curriculum designer with aligning the aims, goals and objectives for a unit with the content and experiences offered, to provide an environment for understanding to occur. With this curriculum outline, in the subsequent chapter I will be able to develop the resources to be used by the Career Services staff for delivering the content to BEd students at the Local University.
Chapter 4: Unit Structure, Content and Resources

In this chapter, I will outline a suggested unit plan for the Career Services Office and present examples of the content and resources that could be provided for learners to achieve the goals that are listed in the unit plan. The resources and strategies will build upon the current services and seek to attend to the needs of the adult learners.

The program consists of four different lessons, each covering a specific area of the job search in teaching. The lesson titles include: who we are; the job search; resumes and cover letters; and, the interview. Presentations will be given in person to the students, and then the resources will be housed on a website for students to access any time after the presentation has been given, along with supplementary information to support their job search.

I begin with an overview of the program in the form of a unit plan, which was assembled using the Understanding by Design (UbD) templates as discussed in chapter 3. This unit can be seen in table 1. Subsequently, the supporting website is reviewed along with each individual lesson.

The unit plan allows an individual in the role of Career Advisor with the responsibility of delivering a career curriculum to BEd students to see what the end goals of the unit are and a means of delivering that information. It can also be used to ensure that the content that is planned for delivery provides the opportunities for students to meet these goals and outcomes, in the form of self-assessment criteria for the instructor. This plan was produced from the UbD templates discussed in Chapter 3.
## Unit Plan

*Table 1: Career Education for Teachers Unit Plan (UbD Template)*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Career Education for Teachers</th>
<th>Level</th>
<th>Bachelor of Education Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Frame</td>
<td>Over the course of 1 year</td>
<td>Designed by</td>
<td>P. Goodspeed</td>
</tr>
</tbody>
</table>

### The Big Ideas

For this unit, the big ideas that will be revisited throughout the sessions and in performance tasks are:

- Professionalism
- Self as a Teacher
- Organization

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>Transfer</th>
</tr>
</thead>
</table>
| Students will understand how to write a resume (T)                              | *Students will be able to independently use their learning to:*
|                                                                                | • Construct a resume and cover letter for a specific teaching position                                                                 |
|                                                                                | • Apply for teaching positions                                                                                                           |
|                                                                                | • Interview for teaching positions                                                                                                        |
| Students will understand how to write a cover letter (T)                        | Meanings                                                                                                                                 |
| Students will know when and where jobs are advertised (K)                      | *Students will understand:*
|                                                                                | • The purpose of a resume and cover letter, and the need for it to be organized                                                         |
|                                                                                | • That a cover letter and resume must talk about their teaching                                                                       |
|                                                                                | • That a resume and cover letter must be tailored for the position                                                                     |
|                                                                                | • The importance of an interview and how to prepare for it                                                                            |
|                                                                                | • Where jobs are advertised and when to apply                                                                                           |
| Students will understand how to prepare for an interview (K, S)                 | *Students will keep considering these essential questions:*                                                                            |
|                                                                                | • How can I find and apply for my dream job?                                                                                             |
|                                                                                | • How can I show an employer I am right for this job?                                                                                   |
|                                                                                | • Who am I as a teacher?                                                                                                                 |
|                                                                                | • What impression am I creating?                                                                                                         |
| Students will understand the importance of professionalism (M)                 | *Students will be skilled at:*                                                                                                         |
|                                                                                | • Writing a clear and well-structured resume and cover letter that is both professional and organized                                   |

### Acquisition

*Students will know:*

- The purpose of a resume and cover letter is to explain who they are as a teacher and why they are a good fit for the position

*Students will be skilled at:*

- Writing a clear and well-structured resume and cover letter that is both professional and organized
| How to structure a resume and a cover letter so that it is easy for the reader to navigate and understand |
| How to remain professional in documents and in person |
| That jobs are advertised in certain places and at certain times of the year |
| That interviewing is a skill that requires practice and preparation |
| What services are available to them in the Faculty and at Queen’s to prepare for their job search |
| Answering questions in an interview situation with clarity, structure, and substance |
| Searching for and applying for teaching positions in the correct places |
| Seeking feedback from the people and services available to them |
| Promoting or selling themselves as an employable educator |

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**Stage 2 – Evidence**

**Performance Tasks**

*Students will show that they really understand by evidence of:*

- **Job Search Strategy** – students will be expected to come to an individual appointment with a Career Advisor with a completed job search strategy. This will demonstrate evidence of an understanding of where the positions they are interested in are advertised, when they typically advertise, and anything important that is happening in that school board/school that they should be aware of. This will allow for a more focused and informed conversation to ensue. The student will be provided with a scaffolded form to complete, which will provide a guide about what to think about, and what information to research.

- **Resume and Cover Letter** – students will put together a resume and cover letter for a position they have seen advertised and would like to apply for (or a position they are hoping to apply for when it opens). Students will bring the resume and cover letter in hard copy format to an appointment with a Career Advisor for a discussion and feedback.

  *Mock Interview Experience* – students will attend a mock interview session with a Career Advisor. The interview will be structured around the teaching divisions and/or subjects that the student will be teaching, and within the correct context (school board OT, International School, etc.).

**Other Evidence**

*Students will show they have achieved Stage 1 goals by:*

- Quizzes at the end of each presentation – intended as a formative assessment tool (will not be recorded by instructors)
- Informal questioning by Career Advisors during individual appointments
- Formative quiz at the end of an online resume and cover letter module
- Ability to assist peers in resume and cover letter brown bag sessions/writing retreat
Self-Assessment and Reflection

**Students will engage in continuous reflection by:**

- Edit and critique their resume and cover letter against guidelines/check list provided by Career Services
- Self-assess their readiness for an interview against guidelines/check list provided by Career Services
- Question their tone and professionalism in written and oral communications
- Journal their mock interview experience, and reflect upon what they felt comfortable with and where they need to focus their efforts to improve

Evaluative Criteria

**What criteria will be used in each assessment to evaluate attainment of the desired results?**

- Organized for the reader/listener
- Communicating ideas about their teaching
- Appropriate structure
- Professional language
- Written/spoken with a position in mind
- Talks about students
- Appropriate and realistic strategy

Stage 3 – Learning Plan

**Student success at transfer, meaning, and acquisition depends upon…**

**Resume and cover letter writing (4-5 hours)**

- Students can view examples of “good” and “bad” resumes and discuss their thoughts in groups
- Students can view examples of achievement-based resumes and discuss in groups why they think this method fits for the purpose
- Students can engage in a think pair share activity about why they wanted to be a teacher
- Students can begin to construct their resume using a scaffold
- Students can discuss in groups how their resume would change depending on different jobs
- Students can view examples of different cover letters
- Students could be asked to write flash cards to assist people in writing a cover letter
- Students can begin to construct their cover letter using a scaffold
- Students can write a resume and cover letter for a position they are interested in and receive feedback from a Career Advisor or retired school administrator about it
- Students can peer and self-assess their documents based on criteria from Career Services. This can be achieved through an online D2L module, through classroom instruction, individual appointments, Brown Bag lunches, and a writing retreat.

**The job search (2.5 hours)**

- With guidance, students can investigate where teaching positions are advertised (based on their individual goals) and when they are advertised
- Students can discuss this in groups and produce a general job search guide for their group
- Using a scaffold, students can construct a personal career strategy
- Students can discuss their plan with a Career Advisor in an individual meeting for feedback
- Students could write a reflection about their feelings about their job search

**Interview preparation (3 hours)**

- Students can hear from the experts (panel of local school board administrators) about what they are looking for in their teachers
- Students can build this information into their job strategy document
Students can view or participate in a simulated interview with the administrators
Students can try out and hone their interview skills in a mock interview with a Career Advisor
Students could prepare their own list of criteria to judge their performance

The Supporting Website

The content of the in-person presentations will be archived on a Careers website to allow students to access the information online once the presentation has been given. The Prezi presentations will be available along with a transcript of the comments. A visual of the website that I have designed for this purpose is shown in figure 1. It has not been published yet, so a link to view is not currently available. From each of the lesson sections, a link to the specific presentation and supporting documents for that topic is provided. I will take a look at each lesson in turn, and highlight where changes have been made to support adult learners.

The website has been created using a free web publishing software called Weebly. It has been used as an example of what could be done to support the learners. It is hoped that if this proposal is well received, the suggestions and resources might be incorporated into the Local University intranet, or as a course in the learning management system that is currently being used by the institution.

Lesson 1: Who We Are

The aim of this lesson is to introduce the students to the services offered by the Career Services office. Anecdotal student feedback has told the office that not all of the students are aware of the services they have access to, or what events are hosted throughout the year. It is hoped that by providing information face-to-face and online more students will be reached. A visual representation of lesson 1 as it appears on the website is provided in figure 2.
WHAT WE DO FOR YOU

Our office offers in-person consultations and group presentations that are for all IBES students at Queen's University. The resources on this page are designed to supplement the in-person time, and to allow you to reflect upon or revisit the content at a later date. We also understand that your first two or four terms are busy ones, and that you might not make it to all of our sessions. Not to worry! Once the session has been given, we will share the presentation and the resources on this very page!

LESSON 1 - WHO WE ARE
Find out about the services we offer and an outline of our exciting events! More

LESSON 2 - THE JOB SEARCH
Let us take the stress out of your job search - we have done the ground work! More

LESSON 3 - RESUME & COVER LETTER
Write a resume and cover letter for the teaching market! More

LESSON 4 - INTERVIEW SKILLS
Find out how to prepare for an interview and what you might be asked! More

LINKS TO LEARN MORE
Explore the resources we have gathered for you to allow you to take control of your career search! More

COLLABORATIVE MAKESPACE
Work with others to share ideas and answer questions! More

RECRUITMENT EVENTS

OVERSEAS RECRUITMENT FAIR

ANNUAL CAREER FAIR

Studying overseas can be a rewarding personal and professional experience. It is a great opportunity to enhance your professional skills and gain a new perspective of yourself.

The Annual Career Fair is an opportunity to gather information about applying for positions with Ontario district school boards, and with other domestic and international

Figure 1. A visual of the Career Services website.
Figure 2. A visual of the Career Services website, lesson 1.

Presentation

This lesson begins with a Prezi presentation delivered to the students, and provides an overview of the services the office will provide for them over the course of their time at the Faculty of Education. This can be seen in figure 3.

Figure 3. An overview of the ‘who we are” presentation.
Online Resources

The presentation is a recent addition to the Career Services program, however the content has been modified based on the literature around adult learning and online learning to include more features, which will be discussed. The presentation will be made available on the website for students to review once it has been delivered in person. This will allow students to revisit the content, or view it for the first time if they were unable to attend the session. The intention of this is to support the adult learners who have other responsibilities, giving them the opportunity to use the presentation time to attend to other business, and to review the information at a time that suits them.

Building relationships with students in large group presentations has been identified as an area of weakness. Adults require consideration of their experience to enable them to be successful (Cercone, 2008; Knowles, 1968; Merriam & Bierema, 2014). The first lesson presentation is given to half of the cohort of BEd students at a time. Potentially, this may constitute as many as 250 students in each session. It can be difficult to enter into a meaningful dialogue with students when there are so many of them in one room. To allow the student voice to be heard during the session, an online discussion board can be utilized (such as padlet.com). There, the students can pose questions throughout the presentation, and share their experiences as they relate to the topics being discussed. A member of the Career Services team can monitor the board throughout the presentation, answer questions when there is a natural break in the discussion, share comments made by students, and clear up any misconceptions. This board can also be made available after the session for a specific amount of time for students to continue to make comments, for the students who are reviewing the
information online only to participate, and for Career Services staff to monitor and provide feedback or guidance. This will be made available on the website under lesson 1.

A second feature of this presentation is the use of gaming at the end. There is a short online quiz to review the information that was presented. This has the aim of further engaging the large audience with the presenters, each other and the content. The online quiz is hosted through Kahoot (kahoot.it) and allows students to participate at no cost using their own devices. It gives real-time feedback to students about their progress and the progress of those around them, has a social aspect to it as they are competing against each other, and is a quick and fun end to the presentation. The Career Services office aims to model good practice for the Bachelor of Education students. By implementing these online solutions, it is hoped that the students may consider implementing them in their classrooms, too.

**Lesson 2: The Job Search**

The aim of this lesson is to introduce students to the teaching job search, to provide an insight into the current job market, and to guide them where to look and how to apply. A visual representation of lesson 2 as it appears on the website is provided in figure 4.

**Presentation**

This Prezi presentation is delivered to small groups in a classroom setting to allow for group work and more of a dialogue between the students and the Career Services staff. It will be run several times over lunch periods to allow all students to attend, if they wish, and will use a manageable-size-audience format. Students will be required to sign
up ahead of time on an event management system to ensure audience numbers are manageable. An overview can be seen in figure 5.

![Image](image1.png)

**Figure 4.** A visual of the Career Services website, lesson 2.

![Image](image2.png)

**Figure 5.** An overview of the job search presentation.
The presentation will be made available to the students on the website after the in-person sessions. It will feature the discussion board (padlet.com) and the online quiz at the end (kahoot.it), as the previous presentation did to allow for more relationship building, sharing of experiences, and engagement.

**Job Search Tools**

During the presentation, students will be engaged in a group activity to list their collective job search tips for their graduating class. There will be a chance for each group to share their findings at the end of the class. Afterwards, the tips will be collected, collated, and published on the website on the Collaborative Makerspace page. During each session, this process will be repeated with each group of students, and the results added to the existing bank of tips online. The cohort of students can access this all year, and can review the results of this collective work whenever needed. If a student was unable to attend the presentation, he or she can review the presentation online and then contribute to this bank of knowledge by adding his or her own thoughts to the pool.

After the session, armed with their knowledge of the job search from the presentation and from each other, the students can put together their own job search strategy using a scaffolded form provided online. This will give them direction in their teaching job search, will remind them of the tasks they need to complete, and will provide them with a timeline for completion. A copy of the scaffolded job search strategy can be found in appendix 2. This is a personal document for each student; however, students can receive feedback on their strategy when they make an appointment with a Career Advisor. It will also be the basis for discussions around job applications and resume and cover letters during individual consultations with Career Advisors.
Online Resources

The webpage for lesson 2 (figure 4) will provide a chance for students to reflect upon their job search when they are involved in submitting applications and attending interviews. There will be a blog space available for students to post reflections and to receive feedback from their peers and Career Advisors as necessary. It also gives students a chance to share their experiences, which helps to validate their sense of self, while also helping share information with their fellow students. Students could post anonymously or publically; whichever they feel more comfortable with. This opportunity addresses one of the characteristics of adult learners; the need to reflect on the learning process.

Lesson 3: Resume and Cover Letter

The aim of this lesson is to equip students with the knowledge and tools to construct a resume and cover letter for a teaching position. They should understand the

Figure 6. A visual of the Career Services website, lesson 3
structures that work the best for these documents and their purpose, and what should be contained in them once they have completed this lesson. A visual representation of lesson 3 as it appears on the website is provided in figure 6.

**Presentation**

This presentation, shown in figure 7, will be provided online, using a flipped classroom model. With this model, students will be provided with information about resumes and cover letters online in the form of a presentation with audio speaker notes, which they will be able to view at a time suitable for them. This addresses three of the characteristics of adult learners; need to take more control of learning and are self-directed; more intrinsically motivated in learning situations; and learner role is secondary for adults and must fit into life’s margins (Cercone, 2008; Knowles, 1968; Kuhne, 2015).

*Figure 7. An overview of the resume and cover letter presentation.*
Originally, this information would have been provided in a large group presentation, but it left little time for applying the knowledge or answering questions about individual circumstances.

Strength for this approach comes from the different deadlines for individual applications depending on the school board or school one is applying to. As a result of this, each student will require information about constructing his or her resume and cover letter at different times in the school year. The office usually conducts a large group presentation on resume and cover letters in November, as this is the last time the students are at the faculty before they may be required to submit a resume for a teaching position in January. However, not all students are thinking about their job search at that time and therefore do not attend the presentation, or do attend but do not need to construct a resume and cover letter until February or March, at which point they may have forgotten the information from the presentation. One of the characteristics of adult learners is the need to see the link between what they are learning and the application of it, and ideally the application of that learning should be immediate. This strategy of using the flipped classroom model allows the student to take control and to access the information when it makes sense in their job search, and then to take advantage of applying that information immediately.

**Class Sessions**

In an attempt to provide as many opportunities as possible for the adult learners to access the Career Services resources, once the students have reviewed the presentation online, there will be multiple sessions provided to solidify and apply the information they have acquired. To begin, there will be classroom sessions run over the lunch periods.
These brown bag lunch series will be structured by the Career Services staff and function as a space to allow students to critique resumes and cover letters provided by the Career Services staff and to begin to work on their own resumes using a scaffolded template provided by the staff or using their own template.

There will be writing retreats organized by the Career Services office, where students can attend and receive feedback and guidance from a Career Services staff member or their peers. The office will provide success criteria for the resume and cover letter that the students are able to view, and can use to provide feedback to a peer or to self-assess their work. A copy of the success criteria is provided in appendix 3. Once the students have their documents in a draft form, they can book an individual consultation to meet with a Career Advisor who will provide formative feedback and suggestions for improvements. This feedback could also be conducted at a distance via Skype, or through the use of screen and audio capture software (screencast-o-matic.com). This tool could capture the Career Advisor editing the document and providing audio comments to the student about what they are editing and why, and providing feedback. This method could be useful for the learners, as it is sometimes difficult to understand the meaning behind written word, or the tone with which it is said can be misunderstood. Using such software could work well if a student is out of town for their practicum placement, and requires feedback on their work, upon graduation, or if they are working abroad and there is a time difference.

The class sessions are designed to attend to other characteristics of adult learners, such as the need for a collaborative, structured environment, and the need for dialogue and social interaction.
Online Resources

In addition to the online resources mentioned already for lesson 3, there will be other supplementary online resources for students. Plans are in progress to create a series of mini-videos of recent graduates who are in teaching positions, offering their advice and information about how they secured employment as a teacher. Plans are also in progress to have a series of mini-videos of principals giving their advice on the resume and cover letter. There will be a selection of TED talks that relate to resume and cover letter writing; for instance, Regina Hartley’s (2015) TED talk on ‘Why the best hire might not have the perfect resume’. Facebook pages will be shared with the students to provide a sense of community and collaboration, which are essential pieces for adults.

Lesson 4: Interview Skills

The aim of this lesson is to provide students with an insight into the interview process for teaching positions, and to allow them to practice their interview skills. A visual representation of lesson 3 as it appears on the website is provided in figure 8.

Figure 8. A visual of the Career Services website, lesson 4.
Workshop

Students gather in the large lecture hall, with a separate session for Primary-Junior Teacher Candidates, and Intermediate-Senior Teacher Candidates. There is a panel of principals and vice-principals from the local school boards from the elementary schools or high schools, depending on the audience on that day. The administrators share their experiences as interviewers, and give the students practical advice about the things they should be aware of and the ways to prepare for interviews. They are available to answer questions from the students about the interview process, and to discuss the most common themes for interview questions. Finally, they provide an opportunity for a student to volunteer to come to the front of the lecture hall to be asked an interview question by the panel, to have the chance to answer, and then to receive immediate feedback from the principals. There are five interview questions, and for each question they ask a different student to come down to the front of the lecture hall. The student then answers the question, addressing the principals as if they were in an interview situation, and receives feedback about his or her performance. This is a well-established workshop that is always well received.

Once students have attended this session, they can update their job search strategy document to reflect information they gleaned from the principals or their peers, and can book an appointment with a member of the Career Services office for a mock interview.

Consultations

Students will be offered a chance to book an appointment with a Career Services staff member to engage in a mock interview. The students will come to the session with their job strategy document, so that the staff member can assess their area of interest, and
focus the interview questions to meet their needs. Students will be coached on their performances and will be guided to form strong answers to common interview questions.

**Online Resources**

Plans are in progress to have school principals provide information about interviews for teaching positions in a series of short videos. There will also be short videos produced of teachers and recent graduates who have been through the interview process, giving their insight to the students. Additionally, students will be offered the chance to book an online interview preparation consultation with a member of Career Services, intended to prepare them for a Skype interview, and will explore some of the nuances of interviewing online. This could be facilitated through Skype for an authentic experience.

**Summary**

The unit plan in the first part of this chapter is designed to highlight the goals of the Career Services curriculum, which would remain fairly constant over time, providing the nature of the job search remains the same. The subsequent information contained in the lesson breakdowns is intended to provide insight as to how these goals can be achieved, and will change as teaching methods evolve and the available technology continues to advance and diversify. What remains clear is that the traditional values of the Career Services office can remain the same with this approach, but that the needs of adult learners are better met by providing more opportunities for the learners to access the information.
Chapter 5: Implementation and Reflection

In this chapter, I will outline my thoughts on the steps I will need to consider when implementing and evaluating the Career Services curriculum at the Local University. I have also included my reflections on curriculum design, adult education, online learning, and graduate work.

Curriculum Implementation and Evaluation

An essential part of curriculum design is frequent and honest evaluation of the product to ensure the “worth and merit of the curriculum’s content and experiences” (Ornstein & Hunkins, 2013, p. 242). Those involved in designing and implementing curriculum want to ensure that the learning objectives have been met and, of equal importance, that the learners have a positive attitude following the changes (Gagné, Wager, Golas, & Keller, 2005). As everyone has a different idea of what evaluation means, it is important to outline the recommended evaluative steps here, so that it is clear how I recommend the program be evaluated in the long run.

Approach to Evaluation

When designing this curriculum, much of the influence on the design came from the humanistic approach to curriculum. Similarly, the influence on evaluation methods comes from a humanistic model; specifically Eisner’s (1998) Connoisseurship Model.

Humanistic models. A humanistic approach to curriculum design acknowledges that there is not one type of student or teacher, and that “actual learning is messy” (Ornstein & Hunkins, 2013, p. 258). Because of this, the authors argued that quantitative evaluation of a curriculum does not address the details of the situations being encountered and evaluated; but a more holistic, and humanistic approach can. A scientific
evaluation might seek to find out what students have learned but a humanistic evaluation seeks to discover the value of the knowledge learned.

**Connoisseurship Model.** This model is described by Eisner (1998) as a way to personally appreciate the qualities in objects, situations, or events, and it is intended to provide a rich picture of the educational experience as a result of the curriculum. Because it is made up of qualitative practices, in this context the two Career Services staff may observe each other and the students in the classroom, collect student feedback, and review the instructional methods used. This, I envision needs to be a continuous process.

**The Career Curriculum as Designed**

At this stage of curriculum design, I would like to see if the final product and the anticipated impact of the curriculum align with the initial foundations discussed in chapter 3. As the curriculum unit has not been implemented yet, it is not possible to begin to evaluate its actual impact at this stage. The foundations of this curriculum were largely influenced by humanism, which focuses on real-life situations and experiences, fostering meaningful relationships, facilitating self-actualization, being non-directive, and encouraging self-directed learning. A historical influence is that of Kilpatrick and Collings who suggest, “one activity should lead to another” (Ornstein & Hunkins, 2013 p. 78). Furthermore, Knowles’ theory of andragogy (1968; 1980; 1984) and the work of Kuhne (2015) and Cercone (2008), and online learning (Johnson et al., 2015; Olesen-Tracey, 2010) were also cited as curriculum influences.

The curriculum intentions are to allow students to experience authentic performance tasks, including writing a resume and a cover letter for a position, provide opportunities for individual consultations, provide students with the skills necessary to
take control of their job search, and allow students to decide when they would complete sessions or activities. The curriculum is structured in a way that helps each experience build upon the previous. The anticipated impact of the curriculum, e.g., that students would be able to take control of their job search and career development once they had graduated, also aligns with the foundations of humanism – that of self-actualization and self-direction. Using the humanistic model of evaluation with its focus on the value of the knowledge learned, successful curriculum implementation then will need to take into consideration if the value of the knowledge learned is high. This refers to whether students’ job search skills in their teaching career are well developed. The skills and competencies are going to allow future educators to navigate the job search successfully, which is a valuable asset.

**Considering the stakeholders.** It is my opinion that the major stakeholders in this curriculum include: the students and the administration at the Faculty, the schools and their students where the teacher candidates will eventually work, and the Career Services staff. Each group would see a different value in the curriculum; students finding support, authentic and relevant experiences, and information; administration seeing the students as being more prepared for work and having a better student experience; and the schools and their students seeing well-prepared and confident teachers.

However, potential issues may arise. If a stakeholder has a different foundational expectation or views the curriculum through a different lens than the one through which it was designed, then the value of the curriculum could be evaluated differently. It is extremely important to consider the stakeholders when evaluating a curriculum, as the results could be deemed irrelevant by stakeholders if their opinions are not taken into
account (Ornstein & Hunkins, 2013). I have tried to consider all stakeholders when planning for the evaluation of the curriculum. Yet, one potential issue I see with any evaluation is that some students may have a very different view of education and curriculum design. The humanistic approach advocates for self-direction, self-assessment, self-actualization, and puts much of the power in the students’ hands; it is not prescriptive. If a student has a more traditional view, perhaps a more perennialist view of education and curriculum design manifested in their expectations for the instructor to be the knowledge keeper and to walk them through each step, and not for the student to gain independence and self-directed learning skills, then the student could view this curriculum as weak, or not supportive enough for their needs. However, this is where the Staged-Self Directed Learning model (Grow, 1996) may be useful. It involves the educator matching the level of support they offer with the stage of self-direction that the student is at. This model could mitigate any potential issue from this viewpoint.

**Challenges to implementation.** In order to be able to resolve or monitor any potential issues with curriculum implementation, it is important to consider them proactively as curriculum is being designed. One of the biggest concerns I have wrestled with throughout this process is that the curriculum offered by Career Services at the Local University is entirely optional to the students; they must decide if they wish to participate or attend, and how often they wish to do so. As a result of this flexible structure, it may be difficult to administer many of the assessment tasks in the course, especially the formative assessment tasks. One way to resolve this could be to make more of the tasks reflective or self-assessed by including a rubric that would allow students to complete those tasks at their own pace and not rely on the Career Services staff. There
are opportunities built into the course for self and peer-assessment, but I could also address this, if needed, by making the tasks more self-directed and assessed.

Furthermore, as the sequence of the curriculum is chronologically designed to mirror the job search process, and as students can choose if they attend or not, they may not actually experience the curriculum in the intended order. They may enter into the process part-way through, and ask questions about the content that was covered in an earlier session. As an optional course, I’m not sure that this can be entirely avoided. Potentially, there could be a prerequisite set in place for students before attending particular sessions. For example, to register for a workshop, students may have to show that they have reviewed the previous workshop online, or answer a short quiz to demonstrate the competency levels.

If I were to identify the students who would benefit the most from this curriculum, it would be those teacher candidates who require assistance applying for teaching positions and who are able to commit to the full course as designed.

**Benefits of implementation.** The change that I think will make the biggest impact on the student experience is the availability of information online. By being flexible with the mode by which the students access information, it is hoped that more of the students will be reached by the office and engaged in the services. This approach allows students to be more self-directed and fits in with their busy schedule and personal lives.

The office historically has developed its own mandate and repertoire of services that are offered to students, but in the past it has not been formalized in written form or planned out with specific goals and outcomes in mind. By planning out a curriculum for
the Career Services office, I have been able to retain the values held by the office, i.e., providing a personal, face-to-face interaction with students, but also expand to include the group of students who may prefer a different way of learning. This work will enable the office to create a document that highlights the outcomes of the services and put a clear plan of how those outcomes can be achieved and measured. This document can be passed to whomever is working in the office, especially as staff come and go, and will serve as a guide to the Career Services staff about the programming in the office. In the long term, this means that knowledge will be retained in the office and not lost with the change of staff.

**Reflections**

As an adult learner myself, I think it is also important to reflect upon what I have learned in the process of writing this project and throughout my time in the Master of Education program. Reflection helps one to process information and past experiences and to look for ways to improve in the future.

**Reflecting on Curriculum Design**

I am very pleased that I found the opportunity to create a curriculum document. Firstly, my hope is that the document and suggested method of delivery will benefit the adult learners I work with. But secondly, it has given me a new perspective on curriculum design and the process of learning. As a teacher in the UK, I was using curriculum documents on a daily basis, but they had been created by publishing companies and purchased by schools. Although I was cognizant of the learning outcomes, and what the students needed to know for their standardized tests, I did not question whether the quiz that the publishing company provided accurately assessed the outcomes for the unit, nor
tested my students understanding, or simply their recall of information. This realization is something that I have reflected upon and pondered throughout this process, and I believe that I now understand the big picture when it comes to providing the best learning environment for my students. Not only is it my responsibility to guarantee that my students have what they need to learn, but I also have the responsibility of ensuring that the content and experiences that I provide for them are organized in a way that allows for understanding and authentic experiences. I now feel in a better to position to make this happen.

**Reflecting on Adult Education**

I confess that I hadn’t given much thought to the way adults learned or to the method of instruction best suited to adults before I took an adult education course during my Master of Education (MEd) program. Even during my Bachelor of Science and Bachelor of Education programs, it did not occur to me that theories of adult education existed. As a K-12 classroom teacher, much of the reasoning behind the pedagogy that I developed was based around engaging and enthusing children to learn in a system they were forced to be a part of. The instruction I experienced in my undergraduate education was very much within a cognitivist approach, where the learning was quite traditional and teacher-centred. Thinking back, I believe I was guilty of a naïve notion that because adults had often chosen to be a part of the education system, they would already be motivated to learn and be more committed to their studies as a result. I now see that adult education can encompass many learning venues and learning opportunities, from graduate degree, mandatory job training, or a home improvement class at Home Depot.
Just as children in the K-12 system learn in different ways, it makes complete sense that adults also do so in different ways.

In my current position, I am responsible for providing career advice and workshops to BEd students. Before completing an adult education course during my MEd program and completing this project, I would try to make the interactive presentations to engage students by using an activity like ‘think-pair-share’, which is something I would usually use with school-aged children. In my mind, I thought it was important to model some of the behaviours we expect our teacher candidates to do in their classrooms, which is why I chose to include an activity like this in the presentation. Reflecting back, I don’t necessarily think this was a negative experience, but it seems that I was compensating for a lack of understanding of the ways in which adults would like to be instructed. Now that I have had the chance to explore the theory of adult education and am familiar with some of the characteristics of adult learners, I hope to be able to carry that knowledge forward to positively impact the future adult students I work with.

**Reflecting on Online Learning**

Initially, I thought that this would be an easy point to address, as I had found many different online options that I was excited to explore and incorporate into the Career Education program. However, once I started to delve into this subject, I became faced with an overwhelming number of technological solutions at hand to address the issues one may face in education. I then had to look into which solutions best address the needs of the students and enhance their learning experience. The temptation was to be very creative, and to work with some of the free software and apps that are available. However, this can get complicated, and can also require a lot of training for the
instructors who will be using it. What I have learned is that it is often best to keep things simple. One issue that I observed within the existing Career Services curriculum was related to the fact that not all of the options allowed for the sharing of experience, because the presentations had too many students in them. Also, they didn’t make allowance for students having other competing responsibilities, thus not being able to attend the sessions. I opted to find ways to allow students to review the presentation on their own time by providing the presentation online after the in-person session. To allow for the sharing of experience, smaller class sessions, online discussion boards, and Facebook groups could be provided as a venue for students to engage with their peers. Each of these solutions is very easy to set up, and requires minimal training or anxiety for Career Services staff, as they are already familiar with many of these electronic resources.

**Reflecting on Graduate Work**

I presently find myself at an interesting juncture of my life and career. My professional life before moving to Canada was that of a middle and high school chemistry and biology teacher in the UK, while currently I work with Bachelor of Education students. Although I have worked with different age groups of students, my role has been that of the educator. Coupled with that, I have now experienced the other side of the desk as an MEd student, experiencing the same emotions and anxieties as some of my students or teacher candidates have and do experience. I have seen all of these experiences come together to an invaluable learning moment.

Looking back at Knowles (1968; 1980; 1984), Kuhne (2015) and Cercone (2008), I see assumptions and characteristics of adult learners that align with the experience I
have had during my degree. In particular, I have found that the experience that each and every graduate student brings to the table is valued and desired by instructors and peers. It has been a joy to listen to the experience of others and to see us come to common understandings, all despite being from educational, law, medical, business, and many other backgrounds. I have also seen how my experiences have shaped the path of my degree, from the courses I have selected, to the direction my assignments have taken. Because of the instructors’ flexibility of the context of an assignment, I have been allowed to share my experiences throughout, fulfilling one of the needs of an adult learner. As a result of the flexibility in assignments that instructors afforded, I was able to connect many of the assignments to my professional work. This gave me an immediate use for the knowledge and practical strategies I was gaining, which is another of the characteristics of adult learner needs.

It is interesting that one of the characteristics of adult learners I chose to address in my Career Services program document was that adults often have competing responsibilities in their lives, and that education is often not on the top of the list of priorities. It is interesting because this is something that I struggled with immensely during my Masters program. Having a child who was two years old when I started my program, working full time, and often being the only parent at home while my husband worked away for long periods of time, I often wondered how I could make it all work. I found I needed to spend whole days hidden away, when I was given the time, to get all my work done. After about a year, I finally found my rhythm. I accepted that I might not be able to read every sentence of an article, and that I could not edit a paper three or four times. I made it my priority to spend time with my family, to take care of their needs, and
to then find devoted time for my school work. It was a challenge, but it had the immediate effect of removing the guilt I had felt in the first year. It was OK that I didn’t spend all my time on my course work, because I was taking care of my top priority.

Finally, I have been able to maintain a momentum in this degree that has pulled me through. I have completed at least one course each semester, including over the summer, and it has helped me to push through to the end. As a part-time student, I think it would have been easy to want to have a break to allow other things to take over, but I think this could also have led to reluctance to resume work. It was hard at the time, but as I write these final few sentences, I know it was worth it.
References


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Figure D.2
Simple Stages Template

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**Stage 1—Desired Results**
What should students learn as a result of this unit?
- How to construct a resume and cover letter for the teaching job search
- Students will be confident about who they are as a teacher, and able to communicate that in written and oral formats
- How to find jobs, including where and when they are advertised, and how to apply
- How to prepare for a teaching interview
- Students will understand the importance of professionalism in their documents and in person
- Students will understand the importance of organization

**Stage 2—Evidence**
What evidence will show that students have met the Stage 1 goals?
- Students constructing a resume and cover letter that are organized, professional, written for a position and talk about their teaching
- Students will construct a job search strategy
- Perform well on a mock interview, fulfilling certain per-determined criteria

**Stage 3—Learning Plan**
What key learning events will help students reach the goals and be successful on the assessments?
- Attend workshops on constructing a resume and cover letter, resume brown bag lunc hes, complete an online resume module, and attend an individual resume and cover letter consultation
- Attend an interview workshop/panel discussion with School Board principals, attend an individual mock interview with a Career Services staff member
- Attend a workshop on the teaching job search, attend an individual consultation about job search strategy with a Career Services staff member
- Be provided with numerous peer and self-assessment exercises

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Figure F.6
Brainstorming Big Ideas

Topic: Resume and Cover Letter

1 or 2 big ideas

- What about this topic do I want students to really understand?
- What unifying theme or idea helps learners make sense of all the diverse content and activities?
- Given all I will teach, what one idea should they come away having learned?
- What are one or two most important issues or questions to explore in the topic?
- What concepts do students need in order to make sense of the content?
- What about this topic is very important—yet difficult to understand?
- Professionalism
- Self as a teacher
- Organized

Your answers represent possible "big ideas" for the topic.
Figure F.6
Brainstorming Big Ideas

Topic: ____________________________

What about this topic do I want students to really understand?

What unifying theme or idea helps learners make sense of all the diverse content and activities?

What concepts do students need in order to make sense of the content?

Given all I will teach, what one idea should they come away having learned?

What about this topic is very important—yet difficult to understand?

What are one or two most important issues or questions to explore in the topic?

1 or 2 big ideas

Professionalism
Self as a teacher
Organized

Your answers represent possible “big ideas” for the topic.
**Figure E.7**

**Coding Stage 1 Goals**

List and code your Stage 1 goals according to the following key.

- **T** - Genuine, long-term accomplishments that we want students to achieve autonomously (i.e., transfer goals)
- **M** - Important ideas that we want students to come to understand by drawing inferences; the meanings that we want students to make
- **K** - Knowledge of facts, definitions, and basic concepts that students will acquire (i.e., declarative knowledge goals)
- **S** - Discrete skills that students will learn to do (i.e., procedural knowledge goals)

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<td>T</td>
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<td>K</td>
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<td>K &amp; S</td>
<td>Students will understand how to prepare for an interview</td>
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<tr>
<td>M</td>
<td>Students will understand the importance of professionalism</td>
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Figure E.10
Clarifying Transfer Goals

Purpose: To clarify the long-term transfer goals for your unit topic.

Directions: Consider the following questions. Your answers represent possible transfer goals for focusing teaching and learning on long-term outcomes.

Your Unit Topic: Careers in Teaching

- What complex task, requiring this and other skills, do I want learners to be able to accomplish?
  - Write a resume and cover letter for a teaching job they would like to apply for
  - Search for and apply for positions they are interested in
  - Prepare for an interview

Given all I will "teach," what performance should learners be able to accomplish fluently and independently?

They should be able to talk about their teaching and write about their teaching, so that they can perform in an interview and can prepare their documents well. They need to be able to alter what they write about and what they talk about depending on the position they are applying to. They should be confident about their abilities, be organized, and be professional.

- What are the most important real-world challenges requiring the skill(s)?
  - Applying for a teaching position - employment and independence
  - Standing out or competing in a tough job market in Canada

What is the point of learning these skills? What do these skills enable learners to eventually do?

To confidently apply for initial teaching positions and to then continue to advance their career

- What complex challenges do learners have trouble tackling on their own, without prompting or scaffolding?
  - Writing a well organized resume
  - Talking about their teaching
  - Structuring answers to interview questions
  - When and where to look for jobs

What kinds of tasks, reflecting standards, should students be able to do on their own?

Once they have completed the course, they should be able to apply for teaching positions, to build their own resume and cover letter, and perform well in an interview

1–2 key transfer goals

1. To be able to write a resume and cover letter
2. To be able to apply for teaching positions
3. To be able to perform in an interview
Figure E.12
Clarifying Meaning Goals

Directions: Fill in the blanks to clarify the meaning goals for your unit. We’ve provided space for two goals; repeat for however many meaning-making goals you have.

Goal 1
It's not enough for students to know—
How to structure a resume and cover letter.

They also have to be able to explain in their own words
Why it is structured that way, how to adapt it for different positions, why they need to talk about their teaching pedagogy and philosophy, and why they should be professional and organized.

And they have to be able to infer on their own, as much as possible
What the reader wants to know about them and how to change this for each position so that you are providing the correct information. How to ‘sell’ themselves.

Goal 2
It’s not enough for students to know—
What might happen in an interview.

They also have to be able to explain in their own words
What they have to offer the school or school board, what they have to offer the students, how their experiences fit with the skills they are looking for or the ethos of the school / school board. How to structure a response to an interview question.

And they have to be able to infer on their own, as much as possible
What to include in their answers, including what experiences to draw upon to support a statement.
Figure E.12
Clarifying Meaning Goals

Directions: Fill in the blanks to clarify the meaning goals for your unit. We’ve provided space for two goals; repeat for however many meaning-making goals you have.

Goal 1
It’s not enough for students to know—
Where and when jobs are advertised.

They also have to be able to explain in their own words
The protocol for the specific school or school board, what documents are necessary to apply for a position, how to plan their time so that they can meet deadlines for job applications.

And they have to be able to infer on their own, as much as possible
What they need to be able to apply, what might the board find interesting about them. How to keep on top of when positions are advertised. Which boards or schools they are interested in and keeping up with their hiring.

Goal 2
It’s not enough for students to know—

They also have to be able to explain in their own words

And they have to be able to infer on their own, as much as possible
Figure G.5
Performance Verbs Related to the Six Facets of Understanding

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1. Job Search Strategy – This will demonstrate their understanding of where and when teaching jobs are advertised. They will show that their thinking is organized and that they are able to plan their steps in advance and at the correct times as the build a job search strategy. Students will use a scaffold to complete this task and will present it at a Career Advising appointment.

2. Resume and Cover Letter - Students can demonstrate their understanding of a resume and cover letter by constructing both documents for a position they have seen advertised and would like to apply for (or a position they are hoping to apply for when it opens).

3. Mock Interview Experience - Students can attend a mock interview session with a Career Advisor to demonstrate their understanding. The interview will be structured around the teaching courses and/or subjects that the student will be teaching, and within the correct context (school board OT, International School, etc.) and will consist of a role-play scenario.

Formative assessment. Students will show that they have achieved the goals and objectives by evidence of the following:
- Quizzes at the end of presentations, workshops, and online modules
- Informal questioning by Career Advisors during presentations, workshops, and individual consultations
- Ability to assist peers and transfer learning
- Self-assessment and reflection. Students will continuously engage in reflection and self-assessment by:
  - Comparing their resume and cover letter against an established criteria and revising if necessary
  - Students should consider their job search strategy a fluid document throughout the course, and should adapt it as they learn more about who they are as a teacher and what their goals are
  - Students will reflect (self-assess) on their thoughts about their job search to allow them to identify any potential problem areas that can be improved or further investigated
  - Students will design their own self-assessment criteria for their interview performance, and can use this helpful as a practice interview session to evaluate their performance and understand how to move forward.

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Appendix 2

Job Search Strategy

Use the space below to make notes about a job opportunity you are interested in. As you learn more about it, add this information. Use it to help you write your resume and cover letter, to apply for positions, and to prepare for an interview with them. Bring it to your Career Services appointment for feedback. Use the priority status on the right to make sure you never miss a deadline!

<table>
<thead>
<tr>
<th>School or School Board of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where they advertise</td>
</tr>
<tr>
<td>When do they expect to post positions?</td>
</tr>
<tr>
<td>Do they require any unique documents of qualifications (such as AQs and ABQs)?</td>
</tr>
<tr>
<td>Do you know anything about the interview process?</td>
</tr>
<tr>
<td>Why do you want to work for them?</td>
</tr>
<tr>
<td>Profile set up on Apply to Education / Make a Future / School (Board) website and credit paid (if applicable):</td>
</tr>
<tr>
<td>Date Applied:</td>
</tr>
<tr>
<td>Response / Date of Interview:</td>
</tr>
</tbody>
</table>
Appendix 3

Writing Your Resume

If you are self-assessing your own resume or helping out a peer with their resume, there are certain things you will want to look for in a good resume. Below you will find the success criteria for a teaching resume. Use it to help you assess and improve your resume, or that of a peer.

- The resume is organized in a clear and thoughtful way
- It is easy to find information about what you / the teacher has studied and is able to teach
- Information about what you / the teacher has experience teaching is clear
- In the teaching experiences, you / the teacher has spoken about*:
  - Subjects / units taught
  - Planning lessons based on curriculum documents
  - How units have been designed, e.g. backwards design
  - The types of assessment used in the lessons, e.g. assessment for, as and of learning
  - The accommodations and modifications made for students with an IEP
  - Differentiated instruction
  - Use of IT in lessons
  - Literacy and numeracy (if applicable)
  - Classroom management
  - Other responsibilities outside of the classroom, e.g. lunch duty, staff meetings
  *N.B. Not intended as an exhaustive list, more of a prompt

- You / the teacher has used professional language and terminology (perhaps board specific language)
- The resume is written with a teaching position in mind (i.e. it is written to convey suitability for a teaching position)
- You / the teacher has spoken about students, not just about what you / they have done

Use this space to make notes about improvements to your / a peer’s resume: