

DIGI.JOB.ID

Unit 1 – Introduction

Information for trainers

DIGI.JOB.ID.
Digital Job Identities



Editorial information:

This collection of training material has been developed by the ERASMUS+ project partnership digi.job.id, digijobid.eu, coordinated by BFI OÖ.

BFI OÖ has been responsible for developing editing this unit.

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Information for trainers

Introduction

Applying for a job changed massively in the past years. The internet and social media have contributed to offering numerous new ways of presenting oneself successfully in job application processes.

Chances to distinguish oneself through fresh and innovative ideas using social media are high for those who familiarize themselves with new presentation techniques for job seekers.

DIGI.JOB.ID helps young people at the end of their vocational education and training to reflect their own strengths and skills, to use social media professionally taking into account their potential opportunities and threats, and to present themselves professionally.

This unit is an introduction to more elaborately developed content in units 2 - 6. It aims to help young people at the brink of entering the labour market to get accustomed to different ways to find employment.

Please note: You need internet access for all participants for the whole training.

More information on the project can be found here:

www.digijobid.eu

The unit focuses on the following Learning Outcomes (LOs)

Upon completing the unit, students should be able to:

LO 1

recognise the need of characterizing and describing personal strengths and job related skills for a self-branding process, a digital job application process and a digital CV.

LO 2

realise that job recruitment takes place in the internet and on social media platforms

LO 3

realise that entering information into the internet could be a hazard

LO 4

realise that professional appearance is important for job application processes

LO 5

comprehend that there are special communication rules in social media.

LO 6

have the inspiration to create an individual, digital CV for digital self-presentation and self-branding processes.

Training Setting

Use the powerpoint presentation provided for introducing the unit to your students. It provides and overview of all topics covered and an outlook to all the other units.

The different topics covered in the unit (represented by learning outcomes mentioned above) are introduced in a classroom setting. The worksheets and resources provided can be used in self-directed settings but introduction and feedback by trainers / teachers is strongly suggested

The learning material provided might exceed the suggested 10 learning hours especially when there are longer discussions or the students have not a lot of prior knowledge. It is strongly advised to take what you seem fit and also deepen the topics with the help of the other units of DIGI.JOB.ID.

Learning Outcome 1

Learners recognise the need of characterizing and describing personal strengths and job related skills for a self-branding process, a digital job application process and a digital CV.

To reach these outcomes the following topics are introduced and discussed using the worksheets provided:

Aims & Topics

- Learners start a personal strengths and skills reflection process to realise some of their own skills and strengths
- Learners should realise that it is necessary to cross-check self-assessment with assessment by others to get a more realistic view on their skills and competences.
- Learners should realized that a good individualized application and CV are needed to get an interview.

Methods:

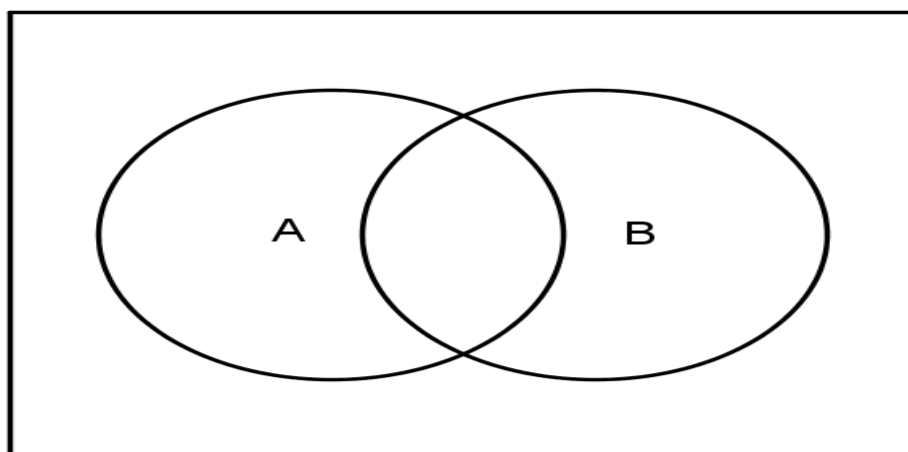
- Internet research
- Comparisons
- Questionnaire

Duration:

2 hours

Additional exercise

Learners can put the results of the self-assessment (A) and assessment by others (B) inside graphs like below.
Skills mentioned in both exercises are put in the intersection.



Material to use:

Learning Outcome 2

Learners realise that job recruitment takes place in the internet and on social media platforms.

To reach this outcome the following topics are introduced and discussed using the worksheets provided:

Topics and aims:

- Learners get an overview about recruiting tools and platforms in the internet.
- Learners should realise which platforms and social media offer the best possibilities for self-branding.
- Learners should realise that any information posted can be easily found and can have negative consequences.

Methods:

- Internet research
- Comparisons
- Questionnaire

Duration:

1 hour

Material to use:

Use the worksheets provided. Tasks 4, 5 and 6 refer to this learning outcome.

You can also use the resources provided. 2 infographs refer to this learning outcome

Learning Outcome 3

Learners realise that entering information into the internet could be a hazard

To reach this outcome the following topics are introduced and discussed using the worksheets provided:

Topics and aims:

- Learners should realise that the internet has a memory.
- Learners should realise that recruiters research applicants using the internet.

Methods:

- Partner discussion
- Video
- Reading

Duration:

1 hour

Additional task in classroom settings

Hand out a list to your students with the following data:

- Name
- Age
- Place
- Telephone Number
- Height
- Weight
- Favourite Film
- Favourite Band
- Favourite Task
- Pet name of boyfriend / girlfriend
- Picture of boyfriend / girlfriend
- E-mail address
- Companies I worked for

Talk about which of this information should be:

- Open for friends
- Open for everybody
- Open for oneself only

Material to use:

Use the worksheets provided. Tasks 7 and 8 refer to this learning outcome.

You can also use the resources provided. 2 videos refer to this learning outcome

Learning Outcome 4

Learners comprehend that there are special communication rules in social media.

To reach this outcome the following topics are introduced and discussed using the worksheets provided:

Topics and aims:

- Learners should realise that social media can have different targets (private / professional / both).
- Learners should realise that there are basic rules for social media communication.

Methods:

- Developing a message / post
- Internet research

Duration:

90 minutes

Material to use:

Use the worksheets provided. Tasks 9 and 10 refer to this learning outcome.

Learning Outcome 5

Learners realise that professional appearance is important for job application processes.

To reach this outcome the following topics are introduced and discussed using the worksheets provided:

Topics and aims:

- Learners should realise that basic photo and video rules must be adhered to to create professional material.
- Learners should realise that editing tools are necessary to improve pictures and videos.

Methods:

- Video creation
- Internet research
- Reading

Duration:

- 90 minutes

Material to use:

Use the worksheets provided. Tasks 11 and 12 refer to this learning outcome. You can also use the resources provided. 1 video refers to this learning outcome

Learning outcome 6

Learners have the inspiration to create an individual, digital CV for digital self-presentation and self-branding processes.

To reach this outcome the following topics are introduced and discussed using the worksheets provided:

Topics and aims:

- Learners find the perfect angle for the creation of their own CV.
- Learners know about the possibility of putting the CV in a social network.

Methods:

- Comparisons
- Internet research

Duration:

1 hour

Material to use:

Use the worksheets provided. Tasks 13 and 14 refer to this learning outcome. You can also use the resources provided. 2 links refer to this learning outcome



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