

DIGI.JOB.ID

Handbook for Teachers

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.

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Introduction

DIGI.JOB.ID. Project Presentation

The aim of the project is to provide **VET learners, apprentices and graduates** with methods and tools to **promote and present their professional skills through the Internet and social media**, like for example Facebook, LinkedIn, YouTube.

DIGI.JOB.ID. help learners develop a **digital professional identity** for job application processes. It focuses mainly on two issues: capacity to recognise, self-assess and fully exploit skills and competences acquired at school or in other non-formal/informal contexts (i.e. internships, apprenticeships etc.); and capacity to use professionally the social media to look for a job.

The project is being developed by a consortium of six **European partners** with expertise in the VET field:

- BFI OOE (AT)
- AKLUB (CZ)
- CEPS PROJECTES SOCIALS (ES)
- ENAIIP VENETO (IT)
- OZARA (SI)
- NWRC (UK)
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Purpose of This Handbook

DIGI.JOB.ID. has developed six training units:

- **Unit 1:** Introduction to get in touch with all the topics and contents
- **Unit 2:** Recognising & validating your own skills/competences
- **Unit 3:** Online reputation & self-branding, Job platforms, Do's and Don'ts online
- **Unit 4:** Presentation tools for the presentation of own products or skills
- **Unit 5:** Social Media Communication for designing a good self-branding strategy
- **Unit 6:** Digital online CV for self-branding

Each training unit is made up of:

- a description of the expected learning outcomes
- teaching resources for the teacher to prepare the lessons
- learning resources for the learners (texts, slides, worksheets, assessment sheets, links etc..)
- practical exercises to be carried out in classroom or autonomously

Purpose of this handbook is to give a **general overview of the contents of the training units** developed by the project. Furthermore, it provides teachers with **suggestions on how to use these resources in classroom or autonomously**. There are also indications concerning tools or equipment needed to carry out successfully the

training. All resources developed in this project have as reference the qualification level 3 of EQF.

In addition to the resources provided in each training unit, trainers could use additional digital tools available in the country of belonging, like examples of successful stories using best digital practices, information about proper use of the network and of personal/professional digital identity, and references to other interesting sources of information.

A concise description of the contents of each training unit will be presented in the following chapters.

UNIT 1 – Introduction to DIGI.JOB.ID.

What Is This Unit For?

The introduction unit provides a general overview of all content that is addressed in the other units. It is intended to help the participating young learners to familiarize themselves with the different topics and to give them the opportunity to apply some of their thoughts and skills in related tasks.

Expected Learning Outcomes:

- 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 (LO1)
- realise that job recruitment takes place in the internet and on social media platforms (LO2)
- realise that entering information into the internet could be a hazard (LO3)
- comprehend that there are special communication rules in social media (LO4)
- realise that professional appearance is important for job application processes (LO5)
- have the inspiration to create an individual, digital CV for digital self-presentation and self-branding processes (LO6)

Contents and Methodological Hints

Structure of the Training Unit	
LO1 Skills (2h)	Recognize the importance of knowledge about individual abilities, skills and strengths using self-reflection and assessment by others (USE WORKSHEETS: Applying for a job, Personal Strengths 1 & 2).
LO2 Job Recruitment (2h)	Overview of social media and their possibilities for application processes including a small research about information of oneself in the internet (WORKSHEETS: Application and Social Media 1, 2 & 3)
LO3 Behaviour & Dangers (1h)	Appropriate behaviour in the Internet and social media, identification of dangers including a short film on YouTube (WORKSHEETS: Information & Internet 1 & 2)
LO4 Communication Rules (1 h)	Creating positive, professional messages on the right channels/in appropriate groups (WORKSHEETS: Communication Rules & Communication in groups)

LO5 Professional appearance (2 h)	Information for students about the basics of photo and video production for job applications including a small research about programmes for image editing (WORKSHEETS: Professional appearance 1 & 2)
LO6 Digital CV (2 h).	Structuring criteria for a professional CV, Elaboration of a possible CV for own job search (WORKSHEETS: The CV & The individual CV).

Teaching Context	
Learning context	Classroom group work in presence of a trainer
What the teacher does	Explain and talk about all topics of digi.job.id training course so students can get an overview of the units
What the students do	Find personal strengths, find appropriate job platforms, distinguish between different social media platforms, research about your own person and colleagues or friends, learn rules about behaviour in the internet and social media, learn about communication rules, create an own CV.
Needed equipment	Every student needs a computer workstation and an Internet connection.

Teaching Resources	
<i>Information booklet for trainers</i>	<u>Unit 1 - InfoBooklet.doc</u> It gives teachers information about the contents of the lesson and it explains how to plan the teaching.
<i>Unit 1- Introduction</i>	Unit 1 - Presentation.ppt It gives pupils information about the main subject of the lessons and contents
<i>Worksheet LO1 – LO6</i>	<u>Unit 1- Worksheet Package.doc</u> Overview about all upcoming topics and various exercises
<i>Resources</i>	<u>Unit 1 - Resources.doc</u> Overview about user numbers in different social media channels, YouTube links about Internet safety, YouTube link about professional attitude, links for creating infographics

UNIT 2 - Recognizing and Validating Your Own skills/competences

What Is This Unit For?

This training unit is a good introduction point for getting started with self-branding. The latter is possible when a person is aware and confident about their strengths in terms of recognizing and validating the personal skills and competencies already acquired. This unit serves as an introduction to reflecting personal strengths to be able to continue with further activities in terms of developing a digital professional identity for job application processes. The self-assessment process is therefore an entrance into knowing how to conduct with further steps into creating an online professional profile and CV.

Expected learning outcomes:

- know what people need to successfully perform in their current job/potential job and make their own competence check process, according to ESCO and EQF classifications/terminology (LO1)
- talk about their own competences, strengths and weaknesses with their teachers/colleagues and connect knowledge with their education, previous experiences, practical work and everyday life (LO2)
- focus on good and successful work techniques and social skills they use/used in part of their daily work (LO3)
- decide which work based techniques they should include in the application and self-branding process (LO4)
- discuss about their character traits, values, opinions, beliefs, competences, knowledge, skills, qualifications, characteristics of learning, needs, wishes, goals, interests with teachers and other learners (LO5)

Contents and Methodological Hints

Structure of the Training Unit	
LO1 Competence check process (1h)	Definition and awareness of personal skills with support (INFORMATION TRAINERS: EXERCISE 1, 2 WORKSHEET STUDENTS: MY PAST, BASIC COMPETENCIES).
LO2 Sharing competence and connecting knowledge (1h)	Exchanging experience with others, recognition of personal strengths (INFORMATION TRAINERS: EXERCISE 7, WORKSHEET STUDENTS: MY PRESENT).
LO3 Practical experience (2h)	Validating the already acquired knowledge to find a personal starting point for job-application and self-presentation (INFORMATION TRAINERS: EXERCISE 6)

LO4 Combining work techniques and self-branding (1h)	Positioning oneself in terms of upgrading self-awareness (INFORMATION TRAINERS: EXERCISE 3, 4, 5).
LO5 Sharing the self-assessment process with others (2h)	Concretization of self-awareness through description of personal accomplishments, introduction and finding a person (idol) to whom one can relate to (WORKSHEET STUDENTS: MY ACCOMPLISHMENTS, INTRODUCING YOURSELF, MY IDOL).

Teaching Context	
Learning context	Class group in presence of a trainer with individual work and guided open discussion.
What the teacher does	Explains: Importance of self-assessment process and its contribution to better self-awareness as a path to further work related activities (online cv, presentation in general).
What the students do	Assessing personal skills/competencies/practical experience to get a clear overview of all the strengths and knowledge already acquired to make better career choices, improve personal presentation, to have more confidence.
Needed equipment	A computer is not necessary in the part of self-assessment but is welcome in terms of discussion and upgrading the first unit as a reflection process & comparison on all the possibilities that social media offers (internet) in relation to personal strengths.

Teaching Resources	
<i>Information booklet for trainers</i>	Unit 2 - information trainers.doc Appendix 1 - match your interests to occupation.doc Appendix 2 – competencies and skills.doc It gives teachers directions on how to gradually build up the personal awareness and recognizing one owns personal strengths.
<i>Recognizing & validating your own skills and competencies</i>	Unit 2 power point students.ppt It gives pupils information about the main subject of the lessons and contents
<i>Worksheet LO1 – LO5</i>	Unit 2 – worksheets.doc Worksheets for improving self-assessment that can be combined with exercises in Unit 2 - information trainers.doc
<i>Resources</i>	U2 Resources.doc Gathered information on contemporary practices and findings in the field of competencies and youth employability.

UNIT 3 - Online Reputation and Self-branding

What Is This Unit For?

This training unit is useful for those people who want to promote self-branding on the Internet through social media, by adequately handling their digital identity and paying attention to the risks connected to the use of a public digital identity through social networks.

Expected learning outcomes:

- be aware of self-branding and on-line image and reputation (LO1)
- assess on-line image and reputation (LO2)
- remove negative information from the Internet (LO3)

Contents and Methodological Hints

Structure of the Training Unit	
LO1 Self-branding (1h)	Definition of concepts like “Self-branding” and “Online image” with the support of a specialized glossary (WORKSHEET LO1 GLOSSARY).
LO2 Assessing on-line image (4h)	Research and analysis of online personal digital image with a checklist of bad/good criteria (WORKSHEET LO2 MAPPING).
LO3 Removing information (2h)	How to remove improper data and information about themselves from the Network (WORKSHEET LO3 DELETE DATA).

Teaching Context	
Learning context	Class group in presence of a trainer (situation A) Single user who individually goes in an interactive on-line path (situation B)
What the teacher does	Explain: importance of self-branding; how to analyse and map online personal images; privacy policy and procedures to remove personal data from the Internet.
What the students do	Research and analyse personal image branding of classmates, friends or other persons. Change profiles and manage personal online contents (how to safely share personal information).

Needed equipment	Every student needs a computer workstation and an Internet connection.
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Teaching Resources	
<i>Information booklet for trainers</i>	<u>U3_01 InfoBooklet v03.doc</u> It gives teachers information about the contents of the lesson and it explains how to plan the teaching.
<i>On line reputation & self-branding</i>	<u>U3_02 UnitPresentation v03.ppt</u> It gives pupils information about the main subject of the lessons and their contents
<i>Worksheet LO1</i>	<u>U3_03 Worksheet1 Glossary v02.doc</u> Glossary of terms as support for the lesson <i>LO1 Self-branding</i> .
<i>Worksheet LO2</i>	<u>U3_03 Worksheet2 Mapping v03.doc</u> Instructions and grids for mapping and analysing online personal image
<i>Worksheet LO3</i>	<u>U3_03 Worksheet3 DeleteData v03.doc</u> Information regarding privacy policy and protection of personal data and reputation. Instructions on how to remove negative personal information from social media.
<i>Resources</i>	<u>U3_04 Resources v03.doc</u> Best practices of online marketing, netiquette and useful links. The teacher presents the successful story through the associated links.
<i>Assessment sheet</i>	<u>U3_05 Assessment v02.doc</u> 6 open questions

UNIT 4 – Social Media Communication

What Is This Unit For?

Social media widely expands your potential network. Instead of only having your friends and family to reach out to as contacts, social media allows you to see the friends and family of all of your connections. You can see who they are, where they work and how you know them. Social media also allows you to make a more personal connection with a potential employer who may not recruit on campus or be near your current location. By following them on social media and interacting with them, you are able to get their attention in a way that you wouldn't previously be able to.

The aim of the Social Media Communication unit is to give an insight of which different uses of social media can be implemented by the learners to design a good digital self-branding strategy.

After the Unit 4 the learners will be able to identify which social media platforms are more used by talent recruiters and companies. In addition, learners will choose the two more suitable social media platforms for their professional sectors and how to use it, so it's very important to identify which social media platform fits better with your target and how to use it in a correct way.

This training will help the learners to design a good digital self-branding strategy by:

1. Identifying the most important social media channels used by recruiters/companies (LO1).
2. Recognizing which social media channel suits better with the learners targets (LO2).
3. Tips & Tricks about the most important social media platforms. (LO3).

The activities are held alternately in group activities and individual activities. The result of the activities will be commented in the classroom. The trainer will have the aim to furnish theoretical bases.

Contents and Methodological Hints

Structure of the Training Unit	
LO1 Identifying the most important social media channels. (2h)	Identify how the recruiters, your target, uses the social media to adapt our implementations, so the first part of training we will learn: <ul style="list-style-type: none">• How to analyse the social media in a professional way• Identify the most commonly used social media channels by recruiters/companies. Worksheet LO1 in Unit 4 Digijob Worksheet.doc
LO2 Recognizing the correct social media channels.	In this session we will learn to identify which social media platform fits better with specific recruiters /companies. The teacher presents, with support of slides (Unit 4 PowerPoint

(2.5h)	students.ppt), the key information of the most important social media platforms where the students can learn the key applications. Worksheet LO2 in Unit 4 Digijob Worksheet.doc
LO3 - Tips & Tricks about the most important social media platforms. (3.5h)	This part of training consists in knowing some tips & tricks for Facebook and Twitter usage. On this part will focus on social media platforms to feature a professional profile. Facebook and Twitter are the most used social media, so it's easy to think that to have a good developed professional profile is fundamental. The trainer will present different tips & tricks to use Facebook and Twitter correctly using the ppt file (Unit 4 powerpoint students.ppt). Worksheet LO3 in Unit 4 Digijob Worksheet.doc

Teaching Context	
Learning context	Class group in presence of a trainer (situation A)
What the teacher does	Explain: how to identify the most important social media channels; how to identify the social media channel that fits better with specific recruiters/companies; Tips & tricks about Facebook and Twitter.
What the students do	Research a list of companies where they would like to work, analyse how these companies use social media and manage their profiles in Facebook and Twitter.
Needed equipment	Every student needs a computer workstation and an Internet connection.

Teaching Resources	
<i>Information booklet for trainers</i>	Unit 4 InfoBooklet.docx It gives teachers information about the contents of the lesson and it explains how to plan the teaching.
<i>Social Media Communication</i>	Unit 4 powerpoint students.pptx It gives pupils information about the main subject of the lessons and contents
<i>Worksheet LO1, LO2 & LO3</i>	Unit 4 Digijob Worksheet .doc.docx <i>List of exercises to do in class.</i>
<i>Resources</i>	Unit 4 Resources.docx List of different resources

UNIT 5 – Presentation Tools

What Is This Unit For?

The aim of this unit is to give a practical overview into the field of the main digital presentation tools that can be used to present yourself, your skills and knowledge to potential employers. After finishing this unit, the learners will know a number of presentation tools and their advantages. They will be able to choose the adequate presentation tools for the presentation of own products or skills.

The presentation tools unit will enable the learners to prepare a personal profile on career-oriented social networks (e.g. LinkedIn). Each learner will prepare a basic profile with a profile photo, convincing headline, background picture and perfect summary.

Expected learning outcomes:

- set up a personal profile on a career-oriented social network (e.g. LinkedIn) (LO1)
- know the main presentation tools that can be used to present themselves, their skills and knowledge to potential employers (LO2)
- prepare basic sections of the profile (the headline, customized URL, the profile photo, the background image) (LO3)
- prepare a perfect summary and add it to the profile (LO4)
- add other presentation tools to the profile (e.g. videos, photos, presentations, links, documents) (LO5)

Contents and Methodological Hints

Structure of the Training Unit	
Unit introduction (25 min)	Unit introduction, expectations of the participants. (Use presentation named UNIT 5 Powerpoint students - Presentation tools).
LO2 The main digital presentation tools (70 min)	The main digital presentation tools that you can use to present yourself, your skills and knowledge to potential employers. (presentation UNIT 5 - The main digital presentation tools).
LO1 The main tool - personal profile (80 min)	The main tool - the personal profile on career-oriented social network (e.g. LinkedIn or XING). (presentation UNIT 5 - The main tool - personal profile).
LO3, LO4 LinkedIn personal profile - basic components (85 min)	LinkedIn personal profile including basic components (LinkedIn Headline, personalized URL, profile photo, background image and perfect summary). (presentation UNIT 5 - LinkedIn personal profile including basic components).
LO5 How to add other	How to add other presentation tools like videos, photos, presentations, documents, links, infographics. (presentation UNIT 5 -

presentation tools (80 min)	How to use other presentation tools).
Unit conclusion (60 min)	The conclusion of the Unit 5. (presentation UNIT 5 - Conclusion).

Teaching Context	
Learning context	Classroom group work in presence of a trainer.
What the teacher does	Help students to achieve the aim and outcomes of the unit 5.
What the students do	Set up own profile on a career-oriented social network. Get to know the main presentation tools that can be used to present themselves, the skills and knowledge to potential employers. Prepare basic sections of the profile (the headline, customized URL, the profile photo, the background image). Prepare perfect summary and add it to the profile. Add other presentation tools on the profile (e.g. videos, photos, presentations, links, some documents).
Needed equipment	Every student needs a computer workstation and an Internet connection. The teacher needs a projector and Internet connection.

Teaching Resources	
<i>Information booklet for trainers</i>	UNIT 5 - Information trainers.doc It gives teachers information about the content of the unit and it explains how to plan the teaching.
<i>First presentation for learners</i>	UNIT 5 - PowerPoint students - Presentation tools.pptx It gives learners information about the main subject of the unit and the content.
<i>Collection of educational tools</i>	<u>Folder named Presentations and files for learners and trainers</u> The collection includes 9 tools - the presentations and text and infographic documents that should be used by trainer during the teaching the unit 5.
<i>Resources</i>	UNIT 5 Resources.docx List of the teaching videos and video tutorials that are used within the Unit 5.
<i>Assessment sheet</i>	UNIT 5 - assessment sheet.docx

UNIT 6 – Digital Online CV

What Is This Unit For?

This training unit is useful for those people who want to develop the confidence and knowledge to create their own online CV. The unit will introduce people to different websites that enable him/her to use, that will showcase themselves online including details such as employment history and academic achievements. Tips on the types of information that should be included in the CV will be demonstrated along with methods on how to maintain one's online reputation.

Expected learning outcomes:

- recognise the most effective online tools and social media products that can be used to present their own strengths to potential employers (LO1)
- know how to develop a professional CV using an online CV tool (LO2)
- know the details that are necessary to use and include in their own professional profiles and the appropriate language to be used (LO3)
- develop an online resource that can be used in job seeking (LO4)

Contents and Methodological Hints

Structure of the Training Unit	
LO1 Appropriate online tools (1h)	Find out about different online tools and their key features. Identify most appropriate online CV for the chosen career.
LO2 Presenting online effectively (2h)	Review online CV's using a range of examples. Identify effective and non-effective digital CV's. Identify key features.
LO3 Appropriate language (2h)	Explore and define key terms that best represent themselves in online CVs. Develop a glossary of effective words that can be used appropriately in relation to chosen profession.
LO4 Develop an online CV (3h)	Develop their own CV online that can be used in appropriate websites, showcasing strengths

Teaching Context	
Learning context	Class group in presence of a trainer (situation A) Single user who individually goes in an interactive on-line path (situation B)

What the teacher does	Explain and demonstrate: types of websites that enable the development of an online CV; types of appropriate content to be used to showcase strengths; effective language to be used, appropriate to the profession of choice.
What the students do	Find out about the types of websites that are available to showcase strengths of the person effectively; explore and review sample online CV's, noting what is effective and non-effective; develop awareness of the language used and the methods that can be used to effectively present themselves online.
Equipment needed	Every student needs a computer workstation and an Internet connection.

Teaching Resources	
<i>Information booklet for trainers</i>	<u>U6_01 Info Booklet.doc</u> It gives teachers information about the contents of the lesson and it explains how to plan the teaching.
<i>Digital Online CV</i>	<u>U6_02 Unit Presentation.ppt</u> It gives pupils information about the main subject of the lessons and contents
<i>Worksheet LO1</i>	<u>U6_03 Worksheet1.doc</u> Information regarding online digital CV websites
<i>Worksheet LO2</i>	<u>U6_03 Worksheet2.doc</u> Case examples with questions – exploring sample online CV profiles and websites
<i>Worksheet LO3</i>	<u>U6_03 Worksheet3.doc</u> Glossary of key words that can best present characteristics and strengths
<i>Worksheet LO4</i>	<u>U6_03 Worksheet4.doc</u> Complete traditional paper-based CV
<i>Resources</i>	<u>U6_04 Resources.doc</u> Useful links to effective and recommended LinkedIn profile sites; and recommended reading list.
<i>Assessment sheet</i>	<u>U6_05 Assessment.doc</u> Screen print of own online CV completed with web link



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