

Running Head: INSTRUCTIONAL DESIGN

Instructional Design: Career Exploration Unit

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Career Exploration Unit Rationale

The United States education system must continually evaluate our educational practices to make sure we are meeting the needs of twenty-first century learners. Not only are today's students digital natives, but we are living in an increasingly global community. The United States education system is not doing enough to prepare all of our students for success. For example, about half of the students who enter college do not earn a four-year college degree within five years (Rosenbaum, 2003). In addition, a significant number of college students take remedial courses in college because they do not have the necessary academic foundations. In Ohio, about 39% of college freshmen take a remedial math or English course (Ohio Board of Regents, 2010). It is clear that something needs to be changed in order to ensure that college-bound students are prepared for the academic and social challenges of college. It is also clear that this change needs to happen in order for young adults to graduate with lifelong learning skills that allow them to compete in the global environment.

Research demonstrates that student success may be enhanced when students are given the resources and opportunities to explore career development in high school (Lappan, Bradley, & Kosciulek, 2003). The online career exploration unit is designed with an eighth grade audience in mind and is designed to be used as part of a nine-week career exploration course. The lessons build on each other as they challenge students to understand real world costs, apply reality checks to career interests, analyze a career to dig deeper in the exploration, evaluate career possibilities, and create a future of possibilities by building a strong foundation now. With contextual learning in mind, the career exploration course is specifically designed to help students understand the connection between their current education and their success in the future. Most importantly, the goal of the career exploration course is to support students as they

build a strong educational foundation in order to become productive, independent citizens who contribute to society. The career exploration course is also designed to encourage students to gain interest and excitement in their future.

The instructional design model that was used for the career exploration unit is the basic lesson planning model (Chiagrelott, 2006). Though Chiagrelott refers to this particular lesson planning model as basic, the model itself is not basic. In fact, it provides a strong foundational structure that encourages a contextualized learning environment for the online career exploration unit. This model provides a helpful context for the mostly online unit because it provides the initial big concepts and content direction for students. The specific lesson objectives are then actively explored by students during the lesson activities. Students conclude each lesson by collaboratively engaging in discussion about what they learned, which allows for ongoing evaluation to determine if students have achieved the lesson objectives. All of the lessons also include a number of online resources and these are listed in the lesson plans.

The basic lesson planning model is adaptable to meet the needs of all students in different contexts (Chiagrelott, 2006). Therefore, the online career exploration unit is also adaptable and will change as the preassessment, ongoing assessment, and postassessment data is evaluated to inform best teaching practices. In addition, the unit's online environment not only provides a setting for students to engage in collaborative learning in a context that they are comfortable with, but it also provides the most up-to-date career recourses in our ever-changing global context. The contextual nature of the career exploration unit helps students gain relevant knowledge about career possibilities and plan the specific, personal steps necessary to successfully achieve career goals from the students' context.

Career Exploration Unit Outcomes

Lesson 1: Reality Check

- Students will identify how much money they need in a month to support their ideal lifestyle. (comprehension)
- Students will discover at least 3 careers that they could go into to support this lifestyle. (comprehension)
- Students will evaluate some of the pros and cons about the identified career fields. (evaluate)
- Students will start to develop career awareness. (comprehension)
- Students will analyze the relationship between educational achievement, career choices, and establishing a satisfactory lifestyle. (analyze)

Lesson 2: Career Cluster Inventory

- Students will identify three career clusters that match their interests. (comprehension)
- Students will evaluate their career cluster results. (evaluate)
- Students will increase their knowledge of related career clusters. (comprehension)
- Students will acquire career information and awareness. (comprehension)

Lesson 3: Examine a Career

- Students will identify key characteristics of a particular career. (comprehension)
- Students will demonstrate and share what is needed to enter a particular career field. (application)
- Students will evaluate their possible level of satisfaction in the identified career. (evaluate)
- Students will increase their knowledge of personal interests and aptitudes and identify related career clusters. (comprehension)
- Students will define the education and training opportunities needed to achieve career goals. (comprehension)

Lesson 4: Career Interview

- Students will demonstrate professional interviewing skills. (application)
- Students will evaluate the knowledge gained through the interview. (evaluate)
- Students will evaluate their level of interest in the interviewee's career field. (evaluate)
- The students will expand awareness of career choices through a career interview. (comprehension)
- The students will define the education and training opportunities needed to achieve career goals, which includes a high school academic plan. (application)
- The students will identify ways that the changing workplace requires lifelong learning and upgrading of skills. (comprehension)

Lesson 5: Keeping Your Options Open

- Students will explain why it is important to keep their career options open. (comprehension)

- The students will increase their knowledge of personal interests and aptitudes and identify related career clusters. (comprehension)
- The students will acquire career information and awareness. (comprehension)

Note: Most lesson objectives relate to understand/comprehend on Bloom's taxonomy, but some do also encourage application, evaluation or analysis.

Preassessment

Preassessments are a vital part of contextual curriculum because they provide helpful insight into students' present schema and interests. Educators should use preassessments to make sure their curriculum is relevant and reaches students where they are presently at. In addition, preassessments allow students to feel invested in the learning process because educators can directly gear the learning experiences to address students' questions and connect with students' interest. The preassessment tool used in the career exploration unit is not only designed to measure students' knowledge of careers, but it also is a helpful measure of student interest. The last question on the career exploration preassessment is an important contextual learning question because the career exploration course will be most successful if students' learning styles are incorporated into the curriculum. Lastly, the five career exploration lessons included in this unit are designed to continually develop as the students' interests, knowledge, and overall contexts are taken into consideration.

Career Exploration: Preassessment Survey

1. Name three careers that you are interested in:

- a. _____
- b. _____
- c. _____

2. Why are these careers interesting to you?

3. What steps should you take to prepare for these future career possibilities?

4. What questions do you have about high school, college, and/or career planning?

5. What is the easiest way for you to learn new things?

Unit Lesson Plans

Course Contextual Overview:

Today's students are digital natives and this unit is designed to invite students into a collaborative learning environment online. All of the lessons are hosted on the Schoology website with the goal to encourage class discussion on the various career exploration topics. Within the "Five Digital Lessons: EDTL" course, students have access to five assignments, five discussions, a listing of all of the files and links used in the lessons, and a page that welcomes students to the course.

At this time the only printed handouts for this unit are the preassessment survey, postassessment survey, and content related postassessment. Though the assessments are included in the instructional design paper, sample lesson documents are included in the details for each lesson on the cmap and specific student instructions can be found by logging into the Schoology website.

Lesson 1: Reality Check for Career Exploration grade 8

Timeframe: 30 minutes – 1 hour

I. Content:

1. The students will start to develop career awareness (OSCA guideline A).
2. The students will analyze the relationship between educational achievement, career choices, and establishing a satisfactory lifestyle (OSCA guideline C).

II. Lesson Objectives:

1. Students will identify how much money they need in a month to support their ideal lifestyle. (comprehension)
2. Students will discover at least 3 careers that they could go into to support this lifestyle. (comprehension)
3. Students will evaluate some of the pros and cons about the identified career fields. (comprehension)

III. Lesson Procedures:

1. To get to the first online lesson:
 - a. Students will login to the Schoology website (preferably with Google Chrome). Note: You can view this from a student perspective by going to <https://www.schoology.com/home.php> and using my created student email: jnafzig@bgsu.edu and password: edtl
 - b. Students will click on courses to open up the course Five Digital Lessons: EDTL.
 - c. Students will open up the assignments link and click on Career Lesson 1: Reality Check.
 - d. This process is similar for lessons 1 – 5.

2. Students will first notice (and click on) the assignment entitled, “Before Starting the Career Lessons: Check This Introduction Out First.” This is an overview video on how to navigate Schoology (using the Screencast product Jing).
3. After checking out the introduction video, students will read the lesson overview for Career Lesson 1, which encourages the students to explore their ideal lifestyle and the careers that can support this particular lifestyle. This overview also provides a grading rubric for lesson 1. A Voki is also provided that reads the lesson overview to the students (this is best viewed using Google Chrome).
4. The students will then view the example Reality Check and login to OCIS. Note: You can get into OCIS from a student perspective by following the login steps in Schoology. I created the username and password for this BGSU assignment.
5. Once students have completed the Reality Check and placed their results in the dropbox, they will go to the discussion section on Schoology and comment (give each other feedback) on the following questions:
 - a. *How much money do you need in a month to support your ideal lifestyle?*
 - b. *What are at least 3 careers that you could go into to support this lifestyle?*
 - c. *What are some of the pros and cons about the above careers?*
 - d. **Note: The above questions are the key questions (big ideas) of the lesson.**

IV. Assessment:

1. Reality Check Documentation = 10 points
2. Thoughtful Contribution in the Discussion Board = 15 points
3. Note: Lesson 1 = 25 points out of 140 points total for the unit

V. Technology/Material:

- Schoology
- Ohio Career Information System
- Voki
- VoiceThread
- Screencast (Jing)

Lesson 2: Career Cluster Inventory for Career Exploration grade 8

Timeframe: 2 hours

I. Content:

1. The students will increase their knowledge of related career clusters (OSCA guideline A).
2. The students will acquire career information and awareness (OSCA guideline B).

II. Lesson Objectives:

1. Students will identify three career clusters that match their interests. (comprehension)

2. Students will evaluate their career cluster results. (comprehension)

III. Lesson Procedures:

1. To get to the second online lesson:
 - a. Students will login to the Schoology website. Note: You can view this from a student perspective by going to <https://www.schoology.com/home.php> and using my created student email: jnafzig@bgsu.edu and password: edtl
 - b. Students will click on courses to open up the course Five Digital Lessons: EDTL.
 - c. Students will open up the assignments link and click on Career Lesson 2: Career Cluster Inventory.
 - d. This process is similar for lessons 1 – 5.
2. Students will read the lesson overview for Career Lesson 2, which helps students discover some possible career options for their future by having them examine their likes and dislikes. This overview also provides a grading rubric for the lesson.
3. The students will then view the example Career Cluster Inventory and login to OCIS. Note: You can get into OCIS from a student perspective by following the login steps in Schoology. I created the username and password for this BGSU assignment.
4. Once students have completed the inventory and placed their results in the dropbox, they will go to the discussion section on Schoology and comment (give each other feedback) on the following questions:
 - a. *What are the 3 career clusters that you clicked on?*
 - b. *What surprised you about your Career Cluster results?*
 - c. **Note: The above questions are the key questions (big ideas) of the lesson.**

IV. Assessment:

1. Career Cluster Inventory Results = 10 points
2. Thoughtful Contribution in the Discussion Board = 15 points
3. Note: Lesson 2 = 25 points out of 140 points total for the unit

V. Technology/Material:

- Schoology
- Ohio Career Information System
- Voki
- VoiceThread (optional)

Lesson 3: Examine a Career for Career Exploration grade 8

Timeframe: 2 - 3 hours

I. Content:

1. The students will increase their knowledge of personal interests and aptitudes and identify related career clusters (OSCA guideline A).
2. The students will define the education and training opportunities needed to achieve career goals (OSCA guideline B).

II. Lesson Objectives:

1. Students will identify key characteristics of a particular career. (comprehension)
2. Students will demonstrate and share what is needed to enter a particular career field. (application)
3. Students will evaluate their possible level of satisfaction in the identified career. (comprehension)

III. Lesson Procedures:

1. To get to the third online lesson:
 - a. Students will login to the Schoology website. Note: You can view this from a student perspective by going to <https://www.schoology.com/home.php> and using my created student email: jnafzig@bgsu.edu and password: edtl
 - b. Students will click on courses to open up the course Five Digital Lessons: EDTL.
 - c. Students will open up the assignments link and click on Career Lesson 3: Examine a Career.
 - d. This process is similar for lessons 1 – 5.
2. Students will read the lesson overview for Career Lesson 3, which explains that it is important to examine career choices to help students discover what career possibilities are the most interesting options for their future. In addition to a sample Wordle document included in the assignment description, a number of resource links are included for the students to use as they research the occupation of their choice. This overview also provides a grading rubric for the lesson.
3. Students will pick an occupation that interests them, conduct research on this career (resource links are provided), and then create a Wordle document that includes information about the career they examined.
4. Once students have completed the Career Wordle and placed their results in the dropbox, they will go to the discussion section on Schoology and comment (give each other feedback) on the following questions:
 - a. *What career did you examine?*
 - b. *What aspects of this occupation sound appealing to you? Which ones don't?*
 - c. *Do you think you could be happy working in this career? Why or why not?*
 - d. **Note: The above questions are the key questions (big ideas) of the lesson.**

IV. Assessment:

1. Wordle (with all 9 criteria) = 15 points
2. Reference List (Word document) = 5 points

3. Thoughtful Contribution in the Discussion Board = 15 points
4. Note: Lesson 3 = 35 points out of 140 points total for the unit

V. Technology/Material:

- Schoology
- Ohio Career Information System
- Voki
- Wordle
- Website: Occupational Outlook Handbook
- Web videos: Career Aisle
- VoiceThread (optional)

Lesson 4: Career Interview for Career Exploration grade 8

Timeframe: 4 hours

I. Content:

1. The students will expand awareness of career choices through a career interview (OSCA guideline A).
2. The students will define the education and training opportunities needed to achieve career goals (OSCA guideline B).
3. The students will identify ways that the changing workplace requires lifelong learning and upgrading of skills (OSCA guideline B).

II. Lesson Objectives:

1. Students will demonstrate professional interviewing skills. (application)
2. Students will analyze the knowledge gained through the interview. (comprehension)
3. Students will evaluate their level of interest in the interviewee's career field. (comprehension)

III. Lesson Procedures:

1. To get to the fourth online lesson:
 - a. Students will login to the Schoology website. Note: You can view this from a student perspective by going to <https://www.schoology.com/home.php> and using my created student email: jnafzig@bgsu.edu and password: edtl
 - b. Students will click on courses to open up the course Five Digital Lessons: EDTL.
 - c. Students will open up the assignments link and click on Career Lesson 4: Career Interview.
 - d. This process is similar for lessons 1 – 5.
2. Students will read the lesson overview for Career Lesson 4, which challenges the students to interview someone who is employed in a career that they are interested in. In addition to a sample video interview included in the assignment description, a link to Vimeo is

listed for students who would like to upload a video interview to that source. This overview also provides a grading rubric for the lesson.

3. Students will interview an individual in a career that interests them and create a video interview or written report about this experience.
4. Once students have completed the video interview/written report and placed their results in the dropbox, they will go to the discussion section on Schoology and comment (give each other feedback) on the following questions:
 - a. *Who did you interview and what is their occupation?*
 - b. *What was the most interesting thing that you learned from the interview?*
 - c. *Does this sound like a career you might consider? Why or why not?*
 - d. **Note: The above questions are the key questions (big ideas) of the lesson.**

IV. Assessment:

1. Completed Video or Written Report = 20 points
2. Thank you letter = 5 points
3. Thoughtful Contribution in the Discussion Board = 5 points
4. Note: Lesson 4 = 30 points out of 140 points total for the unit

V. Technology/Material:

- Schoology
- Ohio Career Information System
- Voki
- Skype, Vimeo, and YouTube (optional)
- VoiceThread (optional)

Lesson 5: Keeping Your Options Open for Career Exploration grade 8

Timeframe: 2 hours

I. Content:

1. The students will increase their knowledge of personal interests and aptitudes and identify related career clusters (OSCA guideline A).
2. The students will acquire career information and awareness (OSCA guideline B).

II. Lesson Objectives:

1. Students will explain why it is important to keep their career options open.
(comprehension)

III. Lesson Procedures:

1. To get to the fifth online lesson:
 - a. Students will login to the Schoology website. Note: You can view this from a student perspective by going to <https://www.schoology.com/home.php> and using my created student email: jnafzig@bgsu.edu and password: edtl
 - b. Students will click on courses to open up the course Five Digital Lessons: EDTL.
 - c. Students will open up the assignments link and click on Career Lesson 5: Keeping Your Options Open.
 - d. This process is similar for lessons 1 – 5.
2. Students will read the lesson overview for Career Lesson 5, which encourages students to keep their options open because their experiences during high school will impact their interests and help them improve their skills. This overview also provides a grading rubric for the lesson.
3. The students will then view the example IDEAS assessment and login to OCIS. Note: You can get into OCIS from a student perspective by following the login steps in Schoology. I created the username and password for this BGSU assignment.
4. Once students have completed the assessment and placed their results in the dropbox, they will go to the discussion section on Schoology and comment (give each other feedback) on the following question via VoiceThread:
 - a. *Why is it important to keep your career options open?*
 - b. **Note: The above question is the key question (big idea) of the lesson.**
 - c. Note: you can login to my student created VoiceThread account to view this by using the email jnafzig@bgsu.edu and password: jnedtl

IV. Assessment:

1. IDEAS Results = 10 points
2. Thoughtful Contribution in the Discussion Board = 15 points
3. Note: Lesson 5 = 25 points out of 140 points total for the unit

V. Technology/Material:

- Schoology
- Ohio Career Information System
- Voki
- VoiceThread

Unit Timeline:

Students should be able to complete the five lessons in this unit within a three and a half week period. Student directed exploration of various career options is encouraged, so it may take students longer to complete a particular lesson because they are investigating careers that are interesting to them. I have not included internal deadlines in Schoology for the purposes of EDTL, but plan to include deadlines for specific lessons when I use them with the 8th grade

career class. However, I will also encourage students to contact me if it is difficult (or too rushed) for them to complete the lessons within the timeframe I have established.

The first lesson (reality check) can be completed in 30 minutes to 1 hour, depending on how long students decide to investigate the career options at various economic levels. The second lesson (career cluster inventory) can be completed in well under 2 hours. Students will have no problem completing the first two lessons within a week. The third lesson (examine a career) will take students 2 – 3 hours to research and create a Wordle document. Students should have the third lesson completed by the end of the second week. During the third week, the fourth lesson (career interview) should take students no more than 4 hours to complete the interview and paper/video summary. The fifth lesson (keeping your options open) will take students 2 hours to complete and engage in class discussion. Students should be able to complete all of the assignments by the end of a three and a half week period.

Postassessment

Postassessments provide valuable data for educators to measure student learning and evaluate the strengths and weaknesses of academic curriculum. The results of postassessments should be used to inform best practices in education and also future learning experiences that are geared to improve student achievement. In the career exploration unit, the postassessment consists of a survey and a content driven assessment. The postassessment survey provides a way to measure any changes in career awareness that occurred during the course. The content related postassessment provides feedback on specific content area learning. In addition to the postassessments that occur at the end of the career exploration unit, student learning is measured throughout the career exploration unit. For example, discussion questions are used at the end of each lesson to encourage collaborative learning and student comprehension. Postassessments are a fundamental part of contextual learning because students must be met where they are at. The data that postassessments provide measurable information about what students have learned. If students are not learning specific content the curriculum must be adjusted to reach all students.

Postassessment Survey

1. Name three careers that you are interested in now:

a. _____

b. _____

c. _____

2. Why are these careers interesting to you?

3. Look back at how you answered question 3 in the pre assessment. What career preparation steps would you add now that you have finished the career exploration course?

4. Look back at your response for question 4 in the pre assessment. Which of your questions were answered?

5. What questions do you currently have about high school, college, and/or career planning?

Career Exploration Postassessment

1. Think back to the Reality Check. What are three of the monthly expenses you will have when you live on your own? _____

2. Fill in the blanks to make this statement true:
When your education _____ your salary generally _____ too.

3. Why did we take time to explore your interests and skills in the career exploration class?

4. Name at least five specific steps that you can take now to prepare for success in the future: _____

5. **Bonus:** What is the difference between the following degrees: high school diploma, certificate program, associate's degree, bachelor's degree, and master's degree?

Resources

1. <https://www.schoology.com/home.php>
2. <http://ocis.ode.state.oh.us/timeout.aspx>
3. <http://www.bls.gov/OCO/>
4. <http://knowitall.scetv.org/careerraise/index.cfm>
5. <http://www.wordle.net/>
6. <http://vimeo.com/>
7. <http://www.youtube.com/watch?v=6HDuEmuBjms&feature=youtu.be>
8. <http://voicethread.com>
9. <http://www.skype.com/intl/en-us/features/allfeatures/skype-to-skype-calls/>
10. <http://www.voki.com/>
11. <http://screencast.com/t/6yVIDhwPRX0>

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