ATTACHMENT 2. MATERIALS FROM PROJECT IMPLEMENTATION

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1. CONTENTS OF THE IMPLEMENTED TOOLS

1.1. BLOG

1.1.1. General information

Address: ibopo.wordpress.com
Title: IBOPO
Subtitle: Study counseling for Oulu Lyseo IB School students
Theme: Enterprise by StudioPress.

1.1.2. Structure

Pages: Home, Counselling in IB School, FAQ, Guidelines for readers, Useful links
Links in the top menu: Oulu IB school, City of Oulu
Widgets in the side menu: Categories, Tags, Recent Comments, Calendar, Archives

1.1.3. Content of the pages

Home: posts published by the counselor. Posts are shown in chronological order (the latest one comes first).
Counselling in IB School: basic information about counseling in Oulu Lyseo IB school. It contains the contact information of the counselor as well. Content of this page is created by the counselor.
FAQ: most frequently asked questions. When a student has a question, it is recommended to visit this page and check if has already been answered. Content of this page is created by the counselor.
Guidelines for readers: explanations about how to navigate the blog and where to find information. It is recommended to visit this page when the student is not sure where to look for relevant information. Content of this page was created by the project team and can be checked behind this link.
Useful links: useful external links select and published by the counselor.
1.1.4. Side menu

Categories: each post is included in a specific category (e.g. application procedures, Kela). A student can select the category of interest and browse all the posts included in it.

Tags: each post is tagged with different words concerning its topic (e.g. subjects selection). A student can select the tag of interest and browse all the posts that belong to it.

Recent comments: the most recent comments to the blog posts are shown.

Calendar: a calendar with the current month is displayed. The days in bold indicate the days when a new post was published.

Archives: the posts published in the blog are shown by month.

1.2. WEBPAGE

1.2.1. General information

The counselor webpage is a part of the school’s website. This page contains general and static information about counseling provided in the school, contact information of the counselor, and links to the counseling tools. The page does not contain actual counseling materials. It serves as a “starting point” and directs students who are looking for information or help.

1.2.2. Content

What is counseling in the context of Oulu Lyseo IB program? A little introduction created by the counselor telling briefly about counseling.

Counseling tools that are available for students to use: a blog, Doodle, a Facebook page. Here is an image (see Figure 1) created by the project team, that illustrates the counseling tools and briefly describes their functions.
Links to the counseling tools: a blog (in progress), links to the current Doodle polls can be found in the counselor’s blog (coming soon), a Facebook page (coming soon).

Counselor’s contact information, location and working hours.

A direct link to the frequently asked questions (which will be published in a blog).

Blog’s feeds (if possible).

2. AFFORDANCES OF A FACEBOOK PAGE

Since nowadays a majority of people are Facebook members, it makes sense to use Facebook also for counseling purposes. A Facebook page can provide a variety of social, technological and pedagogical affordances in the context of counseling.

2.1. SOCIAL AFFORDANCES

(1) “When attending a lesson in the classroom, students have limited time to interact with the
teacher or with their peers. The limited time and physical classroom often constrain them from interacting with the teacher or their peers. Obviously, the virtual space provided in Facebook enables students to ask question, give feedback, provide additional resources, and seek for help” (Wang et al., 2012: 29). First of all, Facebook is a social networking tool. It simply means that it’s designed in order to support social interactions and community building in a web environment. These features of Facebook are also important in the context of education and counseling. In case of this project, a Facebook page could connect students, teachers, a counselor and Alumni in one community. It would make it easier for students to contact people who can share own experience and give a piece of advice (e.g., Alumni). On the other hand, a Facebook page would be also a good place for students to share some information that they have found. Therefore, a Facebook page could become a virtual platform for a specific community - a place for information sharing and mutual help.

(2) Facebook supports both synchronous and asynchronous communication.

(3) Facebook members can upload their profile pictures and add information about themselves, which brings something personal to a web environment.

2.2. PEDAGOGICAL AFFORDANCES

(1) It is possible to share information in different formats in Facebook (links, videos, pictures, attached documents).

(2) It is possible to collaboratively reflect and discuss ideas (however, comments are not displayed in threads - it looks like all the comments are given to the main post).

(3) By reading the questions and comments by students, a counselor could see what students are worried about, what kind of information they are missing, what particular help they need.

(4) All the posts and comments are stored in chronological order, date and time of each comment being displayed in the page. Therefore, a counselor see how a particular student is progressing if this student leaves several comments or questions during a particular period of time (Wang et al., 2012).
2.3. TECHNOLOGICAL AFFORDANCES

(1) As it was mentioned previously, it is possible to share information in different forms and formats in Facebook.

(2) Facebook members can choose privacy settings, so if someone doesn’t want his or her personal information to be visible for everyone, it is possible to hide it.

(3) Facebook is easy to use with any smartphone or Apple device, so students can reach the Facebook page from any place if there is Internet connection.

(4) Interface of Facebook is user-friendly.

(5) Students, teachers, Alumni and a counselor should “like” the page, and after that, when something new appears in the page, all the updates will be displayed in their personal Facebook news feed.

Facebook page should be promoted and students need to be encouraged to make use of it. A counselor should also take initiative in posting information in the page from time to time (e.g., links to fresh blogposts). Comments and questions posted by students should be answered (or directions about where to find the answer should be given) within a short period of time, so that students get immediate feedback.

3. USING DOODLE POLLS

The suggestion of the project team is that there is a special widget in the counselor’s blog, where links to a couple of polls are given (e.g., if today is a week 22 or 23, there are two polls in the widget - a poll for weeks 22 and 23, a poll for weeks 24 and 25). This way, students will have an opportunity to book a time well beforehand. The counselor will create a new poll and update the links in the widget every other week (i.e., twice a month). Doodle polls are also handy for the counselor because they can be synchronized with different types of calendars (e.g., Outlook calendar).
4. EXAMPLES OF STUDENTS’ QUESTIONS

Examples of specific questions students might have during different phases of self-regulation are given in this table. This table could be useful not only for students who are using the tools, but also for the counselor who is organizing the tools.

<table>
<thead>
<tr>
<th>Phases</th>
<th>Examples of questions students may have</th>
<th>Aim</th>
<th>Counseling tools suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student is trying to understand own abilities and interests</td>
<td>- What would I like to do/ study?</td>
<td>Through these questions a student can understand his or her strengths and weaknesses, and consider different study and career opportunities.</td>
<td>- FAQ page in the blog: A student can check if the same questions were already discussed and answered previously.</td>
</tr>
<tr>
<td></td>
<td>- What am I good at?</td>
<td></td>
<td>- Links in the blog: Links direct students to useful sites where relevant information can be found.</td>
</tr>
<tr>
<td></td>
<td>- What courses are available?</td>
<td></td>
<td>- Facebook page: A student can communicate with other students and Alumni and ask about their experience and opinions.</td>
</tr>
<tr>
<td></td>
<td>- Which study programme/ career opportunity should I consider?</td>
<td></td>
<td>- Doodle: A student can set an appointment with the counselor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Blog: Posts in the blog can help a student find answers to those questions. They can use categories, tags and</td>
</tr>
<tr>
<td>A student is setting goals</td>
<td>- What should I do if I want to become e.g. a teacher?</td>
<td>Once a student has understood what he or she would like to do, it is important to set short-term and long-term goals.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Question</td>
<td>Description</td>
<td>Resources</td>
</tr>
<tr>
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<tr>
<td>A student is planning his or her actions</td>
<td>Is there already some useful/interesting course I could take?</td>
<td>A student is planning what specific actions should be taken in order to achieve the goals. A student is using the information he or she has already gathered, and looking for more specific information.</td>
<td>Blog, Facebook page, Doodle</td>
</tr>
<tr>
<td>A student is monitoring own progress and gets more questions</td>
<td>Am I doing this the correct way? Why am I doing it this way? What are the other things I should consider?</td>
<td>Thinking about own progress can be useful for a student to understand in which way he or she should proceed in order to achieve the goals.</td>
<td>Blog: Some specific post can be useful for students to monitor own progress. Facebook page: Interactions with others can be useful. Doodle</td>
</tr>
<tr>
<td>A student is interacting with others</td>
<td>Who else has done this? Maybe my teacher or counselor could give me a piece of advice?</td>
<td>A student is looking for some practical tips (interaction is happening all the time in counseling).</td>
<td>Facebook page, Doodle</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Is this what I wanted to achieve?</td>
<td>A student is reflecting on own achievements and whether those achievements correspond to the goals.</td>
<td>Doodle</td>
</tr>
</tbody>
</table>
Adaptation

- This was not what I was expecting to achieve. Maybe I should do something differently?

In case the results do not meet student’s expectations, a student can redirect and adapt own actions.

- Doodle

REFERENCES