THE PROJECT PLAN

Last updated 20.03.2013

Name of the project

The name of the project is “Stay informed”. It reflects the main aim of the project, and it is addressed to the target group. The context where the implementation of the project will take place is the counseling system in the Oulu Lyseo IB school, and the counseling provided to the IB Diploma students in particular. IB Diploma students do not have a compulsory course in counseling, unlike National Finnish Program students, and, therefore, the counselor has to find other solutions for delivering necessary information to IB Diploma students. Thus, the project aims at establishing alternative sources of information, which IB Diploma students could use to obtain needed information and orientation before (e.g., application process), during (e.g., choice of courses), and after (career orientation, education abroad) their studies at Oulu Lyseo IB school. The aim of the project is, therefore, to help students stay informed about those aspects all the time.

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Background of the project

As mentioned before, the project deals with the Oulu Lyseo IB school. Besides of the Finnish National Program, the school offers also an IB (International Baccalaureate) Diploma Program for students of 16-19 years old. IB Diploma Program includes three study years, the first one being preparatory.

Students of the National Finnish Program have a compulsory course in counseling, where the school counselor gives them all the necessary information and orientation. With the help of this course, students get advising on, e.g. how to plan their studies, choose courses, prepare for the final exams. Students also get help in future planning - they are made aware of possibilities in university, and get information about career planning. Of course, it is also possible for them to make personal appointments with the counselor if they want to discuss specific issues.

Students of the IB Diploma Program do not have such a compulsory course. The counselor provides
optional lessons, but they are not structured into a course. Since those lessons are not compulsory, many students skip them. Also it happens due to the fact that usually the counselor can place those optional lessons only those days which are available after all the teachers already scheduled their lessons. For that reason, usually the counselor has a chance to give an optional lesson on Friday afternoon, when most students will rather go home than stay at school. Therefore, counseling for IB Diploma students is mainly provided in the form of personal appointments.

It becomes clear that the counseling system for IB Diploma students can be improved. Since there is no course designed specifically for this purpose, other ways should be found. In this project technological solutions for providing information to IB Diploma students will be suggested. The counseling system can become more efficient and immediate, and involving several technological tools can contribute to the solution of the problem.

A number of theoretical concepts from educational theories that are related to the project can be mentioned. The main educational theory in this context is the theory of self-regulated learning (SRL).

All the four main phases of self-regulated learning by Pintrich (2000) can be related to the project. Goal-setting, as the first phase, is strongly dependent on student’s knowledge of the context and opportunities. Knowing what kind of possibilities they have for future studies and career, students can consciously set goals for a long study period. Monitoring, the second phase, occurs when students evaluate their success during studies. For example, student’s plans for future can change completely (if he or she starts thinking of a completely different career than before), or student’s understanding of some particular career can also get changed or updated - these factors will require some changes in student’s current study pattern. Controlling, the third phase, takes place when students actually adjust their efforts to study when they see that the current way of studying is not efficient, or when they understand that their goals have (partly) changed. Here the notion of adaptive help-seeking can be also mentioned: when a student can not find the way to coordinate his or her studies self, he or she is likely to seek for advice from the counselor. Help-seeking will be adaptive in this case if a student thinks about what are the right and good questions to ask from the counselor in order to coordinate his or her studies efficiently. Reflection and making attributions, the last phase of self-regulated learning according to Pintrich, is also very important. Students need to reflect on their own success and failure in order to make the right choice when thinking of future studying and career orientation. It is usually a hard choice, and an objective view from the outside, e.g., the counselor’s advice, can give a better picture of student’s achievements and particular abilities.
There are different approaches to the SRL theory. Researches have discussed different points of view and formulated several models. Even though each of them gives a focus on different aspects of the framework, there are many shared assumptions and features. Pintrich (2000) identifies four basic characteristics of SRL that are shared among the different models:

1. Learners have an active and constructive role during the learning process;
2. In theory all learners can monitor, control and regulate their cognition, motivation, behaviour and environment;
3. There are criteria and standards against which learners can compare own progress and establish if changes are needed or not;
4. The self-regulatory activities are mediators between personal and contextual characteristics and actual achievement and performance (Pintrich, 2000: 452).

The theory of collaborative learning can also be discussed in this context. Collaborative learning can be defined as “group meaning making”. In this case it is possible to think that all students of the IB Diploma program, Alumni, teachers and the counselor, are a group. Within this group, the members have different roles. For example, teachers and counselor are students’ guides, and Alumni could also take this role partly in some particular contexts. Therefore, as members of this big group, they can provide help to each other and orientate each other.

Dillenbourg, Baker, Blaye & O’Malley (1996) discuss three approaches for collaborative learning: the socio-constructivist, the socio-cultural and shared cognition approaches. In the context of the project collaboration between the students might be seem not that explicit at first. According to the definition given by Dillenbourg (1999) collaborative learning is a situation in which two or more people learn or try to learn something together (Dillenbourg, 1999:1), but, as it seems clear in the context of the project, the individuals involved in interactions (students, counselor, Alumni and teachers) more than attempt to learn something together, they give each other support, exchange information and experience and clarify ideas. The concept of learning in this context can also be extended to seeking for reliable information and help.

Among the approaches mentioned above (Dillenbourg, Baker, Blaye & O’Malley, 1996) the one most related to the project is the social-cultural approach. In fact, it focuses on the relation between social interaction and cognitive change. The mechanism can be explained as a sort of loop where inner and social speech are involved. Individuals use the inner speech to talk to themselves, while the social speech is used to interact with others. The starting point will see the individual with an own view of the problem or context, the interaction with others will allow the individual to change his own understanding creating a new level of internal perception. The distance between the actual
developmental level and the potential developmental level through interaction is called Zone of Proximal Development.

Considering the context of the project, the students seeking for help and exchanging experiences will contribute to each other’s perception of the problem (which will not necessarily mean only problem, but also discussions, questions, advices, etc).

To explain more into detail the kinds of collaboration considered during the project, a graphic representation is given (see Figure 1). The individuals involved in the interactions are 4 (the counselor, the students, the Alumni and the teachers) as the technological tools that are planned to be implemented in the counseling system (the static webpage, the blog, the doodle and the Facebook page). Each of these tools involve interaction at some level. The static webpage and the blog, in which students can be seen as merely consumers of information, in reality involve a basic level of communication where the counselor delivers some useful information. These information will be perceived and elaborated by the students that will possibly put actions in motions. In specific about the blog, students could also leave comments, so to broach a real conversation that will take their understanding of the topic further (as the idea of socio-cultural approach explains). The kind of interaction that both webpage and blog allows, are useful to enhance counseling system because it simulates at some level a similar interaction happening in the classroom between the counselor and students, where useful material and sources are delivered and discussion is possible. It is important to mention that these tools cannot substitute a course or the interaction with the counselor, but they can become a handy resource. Furthermore they can enhance students’ self-regulation as well as their sense of responsibility. In fact, through the information delivered, students are in charge of action, whether they need to seek for more information or advice.

Anyway among the different tools considered, the one that is strongly meant to enhance collaboration and communication is the Facebook page. In this implementation four are the users involved (counselor, students, alumni and teachers) and the sense of collaboration (and also collaborative learning) is that they will exchange more information, experiences and advices. Other than the counselor and the students, alumni and teachers with their experience can bring valuable content to the discussions as well. Through interactions with the different users the students will perceive the topic from different views and they will be able to elaborate it further (based on the socio-cultural approach) and contribute to relevant discussions. Other than this feature, a social media as Facebook can also support the emotional aspect, making the user feel part of a small community. In brief it is possible to state that collaboration and specifically in this case, discussions, allow students to produce knowledge, foster understanding and also self-regulate following actions.
Aims and objectives of the project

The **main aim** of the project is to *improve the counseling system* in the Oulun Lyseo IB school, for IB Diploma students in particular. The main goal can be specified in the following objectives:

1. Make counseling more *accessible* for IB Diploma students by means of technological tools;
2. *Systematize existing guidelines* for IB Diploma students and provide them in such a way that it reduces the workload of the counselor;
3. Optimize *time management* also for students by providing them alternative channels for obtaining information;
4. Enhance *collaboration* between students and Alumni.

A *theoretical background* is provided as guideline for the solutions. In fact SRL theory supports strongly the goals of the project and reinforces the student-center approach. Through an easy and organized accessibility to information provided with technology, students will have autonomy of seeking for what they need and it will also help them to manage their time better and interact with teachers, counselor and especially with Alumni to find advice when in doubt.
Besides, the **step-by-step goals** for the project “in action” and the course assignments can be specified:

1. Get familiar with the contents of the project;
2. Collect preliminary ideas into the idea paper;
3. Meet and discuss them with the client;
4. Present the progress to the teacher and classmates via Pecha Kucha presentation;
5. Provide a detailed plan to be presented to the client;
6. Consider solutions the client feels comfortable with;
7. Implement the solutions;
8. Test them and ask feedback from students and counselor;
9. Create a poster and a digital story;
10. Work on reports.

Also it is important to mention team’s **social goals**:

1. Create and maintain good atmosphere within the team and share responsibilities equally;
2. Create and maintain good and trustful atmosphere with the client;
3. Provide good contribution and be engaged in the project;
4. Find satisfactory solutions for the client and students.

**Target group of the project**

The target group of the project is Oulun Lyseo IB Diploma program students. The project aims at improving counseling for the target group.

**Implementation and timetable of the project**

The detailed project schedule with deadlines of this project is available in a Google spreadsheet ([https://docs.google.com/spreadsheet/ccc?key=0ArqmgksufIZMdEh6bl9QZU9lWklKeGo5ZENRNJueVh5OZV5JWpS#gid=0](https://docs.google.com/spreadsheet/ccc?key=0ArqmgksufIZMdEh6bl9QZU9lWklKeGo5ZENRNJueVh5OZV5JWpS#gid=0)). The schedule is a subject of changes as the team proceed.

In the table below the phases of the team’s work, as well as contents of each phase, can be seen. Since the project has been planned and implemented in the context of a university course, both
course progress and project progress are reflected in the table.

<table>
<thead>
<tr>
<th>PHASES</th>
<th>GOALS &amp; SUBGOALS</th>
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<tbody>
<tr>
<td><strong>JANUARY: STARTING</strong></td>
<td><strong>PROJECT PROGRESS</strong></td>
</tr>
<tr>
<td>During this phase the team began working on the project.</td>
<td>1. Getting familiar with details of the project (18.01.13); 2. Meeting the client for the first time, obtaining more information about the counseling system and discussing the preliminary ideas (29.01.13).</td>
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<tr>
<td><strong>COURSE PROGRESS</strong></td>
<td>1. Working on the first idea paper (18-25.01.13); 2. Creating the Pecha Kucha presentation telling about the process and future ideas (28-31.01.13).</td>
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<tr>
<td><strong>FEBRUARY-MARCH: PLANNING</strong></td>
<td><strong>PROJECT PROCESS</strong></td>
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<tr>
<td>During the planning phase the project team keep in contact with the client as much as possible and take in consideration all the possible useful solutions. The planning phase is characterized by sub-actions aimed at delivering a satisfactory and detailed project plan.</td>
<td>1. Writing a first version of the Project Plan (01-14.02.13); 2. Meeting the client for the second time and deciding on particular solutions to proceed with (14.03.13); 3. Writing the final version of the Project Plan (15.02-20.03.13).</td>
</tr>
<tr>
<td><strong>COURSE PROCESS</strong></td>
<td>1. Meeting with Experts of Theoretical Background and Technology to gather more useful ideas for the project (12-15.02.13); 2. Reading the articles which provide theoretical background supporting the ideas.</td>
</tr>
<tr>
<td><strong>MARCH-APRIL: IMPLEMENTATION</strong></td>
<td><strong>PROJECT PROGRESS</strong></td>
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<tr>
<td>During this phase the project</td>
<td>1. Thinking of the information needed in the static website and organizing it in an efficient and appealing way;</td>
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The team will implement the planned solutions, when needed providing accounts and creating the actual virtual spaces where the support for school counseling will take place.

2. Thinking about whether and how it is possible to provide “directions” for students in the web-site or the blog in order to help them understand their needs and problems they are willing to solve;

3. Designing and creating the blog (name will be provided by the client): publishing several “trial” posts (information will be provided by the client), categorizing and tagging them, designing use of widgets, designing the “About counseling” page in the blog, designing the FAQ category in the blog;

4. Designing the Facebook page (waiting for approval from the client);

5. Integrating Doodle polls (waiting for approval from the client);

6. Finding useful external links (optional);

7. Connecting and systemizing the created sources;


### APRIL-MAY: EVALUATION

**PROJECT PROGRESS**

1. Testing the created environment;
2. Gathering feedback from students and counselor;
3. Comparing with the system used previously.

### MAY: REPORTS AND OUTCOMES

**PROJECT PROGRESS**


**COURSE PROGRESS**

1. *Poster;*
2. *Digital story.*

The biggest *challenge* for the team is to suggest relevant methods that will help students get the counseling they need in a *structured* and *organized* way without loading them and the counselor with extra work, and helping optimize everybody’s time management. Students may need information of
different kinds. For example, someone may be looking for information about application procedures to a particular faculty, while someone else might be only choosing the faculty he or she would like to study in. Therefore, the targets of those needs are also different. We should remember that different technological tools we are going to use should address different targets, and should not “overlap” in the information provided. Each of them must have a specific purpose (e.g., a blog is for providing updates and information on FAQ, a Facebook page is for discussions and connection to Alumni, Doodle polls are for booking the time). Even within a blog there should be different categories, that are easy for students to navigate and find exactly the information they are looking for. We will take in consideration the usability of the tools we are going to suggest and try to keep them to a minimum, so that the counselor and students do not need to create additional accounts. In addition, the tools used for counseling should be appealing and easy to use for students, in such a way that students will prefer at first looking up the information themselves rather than asking the same questions directly from the counselor.

**Resources of the project**

In order to provide a strong theoretical background and explanation to the solutions, the project team are going to make use of theoretical material in the spheres of self-regulated and collaborative learning. The team have also consulted experts in the spheres of technology and self-regulated learning.

Consulting an expert of **self-regulated learning** theory made clear how individuals can self-regulate their learning not only in educational contexts, but they can plan, act and reflect in any aspects of life and benefit from it. The expert provided links to theoretical material which were used to support the solutions. For example Zimmerman and Kitsantas (2006) affirm that even the acquisition of motor skills (in specific - dart throwing) is supported by the cyclical model of self-regulation that considers forethought phase, performance phase and self-reflection phase. Zimmermann (2002) defines self-regulation as a a process that transforms mental abilities into academic skills and this oneof the reasons why this theoretical framework is considered in the context of this project. In fact, in order to orient their studies and career, students should be aware of their strenghts, limitations and goals, monitor and reflect on their behaviour in order to adapt them when necessary. Three elements are involved in SRL and are fundamental when it comes to the counseling context: **self-awareness**, **self-motivation** and **behavioural skills**. Expecially the self-awareness is crucial when it comes to direct own decisions in both school and career orientations.
The main goals of the project involve considering appropriate technological tools to support and improve the counseling for IB students. According to Zimmerman (2005), linking the forethought, performance and self-reflection phases should happen in such a way that learners see positive cognitive, motivational and behavioural consequences of their efforts and hence develop feelings of competence and control (Zimmerman, 2005: 270). When creating the virtual learning environment for counseling purposes, the project team keep in mind these three SRL phases and their main features.

In the table below these phases applied to the context of the project are considered, and some examples of the questions students can ask themselves as they proceed are provided. In fact, even though there is constant support from the counselor, the IB students do not have formal course on counseling and mainly they are the only ones in charge of their actions. This is the reason why a student-centered solution is suggested. Students search for information and direct their behaviour; they will contact the counselor when needed and when they feel so.

<table>
<thead>
<tr>
<th>SRL PHASES</th>
<th>Elements of the phases</th>
<th>In the counseling context</th>
<th>Useful example of questions</th>
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<tbody>
<tr>
<td>Forethought phase</td>
<td>1. Task understanding</td>
<td>1. The context does not give real tasks, but the task understanding concept can be enlarged and interpreted slightly differently. In fact students need to understand themselves, their strengths and limits, as well as the different opportunities available for their study and career choices</td>
<td>1. What am I good at? What I would like to do/study? What courses are available?</td>
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<td></td>
<td>2. Goal settings</td>
<td>2. Once the student is aware of what he or she wants and can achieve, he or she sets goals to reach. They can be →</td>
<td>2. → To become e.g. a teacher, what are the sub-goals I should set?</td>
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<td></td>
<td>3. Planning</td>
<td>3. The students plan how to reach their goals</td>
<td>3. Is there already some useful/interesting course I could take? What should I do to achieve my goals?</td>
</tr>
<tr>
<td>Performance phase</td>
<td>1. Monitoring</td>
<td>1. The student keeps the attention and is aware of his actions. He monitors his performance</td>
<td>1. Am I doing this the correct way?</td>
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<td></td>
<td>2. Generating questions</td>
<td>2. The student understands and can redirect actions. As showed in this table, solution is based on generating questions</td>
<td>2. What other questions I should consider?</td>
</tr>
<tr>
<td></td>
<td>3. Self-explanation</td>
<td>3. Give explanation why the student acted in a certain way</td>
<td>3. Why am I doing it this way?</td>
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<td></td>
<td>4. Elaboration</td>
<td>4. Take the performance further and consider other factors not considered so far</td>
<td>4. If I do not do this course, can I do it later? When?</td>
</tr>
<tr>
<td></td>
<td>5. Collaboration</td>
<td>5. Students can also interact with each other, with Alumni, teachers and counselor creating a multi-dimensional collaboration</td>
<td>5. Maybe my French teacher can give me some advice. I will try asking some Alumni about their opinion.</td>
</tr>
<tr>
<td>Self-reflection phase</td>
<td>1. Self-evaluation</td>
<td>1. Students reflect on what they have achieved and if it meets their goals’ standards</td>
<td>1. Is this what I was trying to achieve?</td>
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<td></td>
<td>2. Adaptation</td>
<td>2. In case the results do not meet own expectations, students can redirect and adapt their actions. Depending on what went wrong the student will go back to previous phases of regulation</td>
<td>2. This was not quite what I was looking for. Maybe I should do something different.</td>
</tr>
</tbody>
</table>

In order to meet the students’ and counselor’s needs flexible solutions have to be delivered by the project team. Looking at the problem, the project team consider four main performance strategies: **Self-monitoring, help-seeking, information seeking** and **self-evaluation** (Zumbrunn, Tadlock & Roberts, 2011).

Based on these strategies, possible tools to incorporate in solutions are suggested by the team. Also,
consulting an expert in technology gave several new ideas and perspectives on how the counseling system can be improved with the use of social networks and collaboration with Alumni.

Here are the technological tools that were discussed with the client and so far seem the most relevant solution of the problem:

**Website**

The IB Diploma programme website does not yet include a page dedicated to the school counseling, but this page is going to be created by the school’s administrator of the site. The information provided in the page and the structure of the page are not yet designed. What the project team are planning to do is suggest the information that can be provided in the student counselor page, and design the possible outlook of the page. The links to other sources that can be provided in the page are going to be suggested also, and how the blog’s feeds can be placed in the page in an appealing way. It is important to think carefully about the content and outlook of this page, as it is the most “official” and static source, that can serve as a “starting point” for students who are looking for counselor’s help. In fact, if a student is looking for information about counseling, most probably the first thing that he or she is going to do is check the official page in the school site. This page will contain the basic information about counseling and the content information of the counselor, together with links to the blog, doodle and the facebook group.

**Blog**

A blog is considered by the project team as a relevant solution for both the counselor and the students. Fist of all, it is very easy and intuitive to use, the counselor can update and delete information as well as post useful links. She can change widgets as she prefers and needs, so to deliver to the students a solid and up to date platform to consult. She has total control of the content she thinks is useful and relevant. A blog is also easy to follow for students, as they can add the feeds to their own blog or in google reader, or set the options to receive e-mails with the updates. This tool will be used specifically to deliver information that will change over time (e.g. application procedures), and which is, therefore, a bit more complicated for the counselor to provide in the website and monitor that it is still relevant. One more benefit of the blog in this case is that the counselor can tag posts and categorize them easily. This will help students to navigate in the blog and find what they are looking for easily. One of the important categories that is going to be created in the blog is the FAQ category. Wordpress is being considered by the project team as a platform for the
**Facebook Page**

As mentioned before, *collaboration* is considered an important resource in the context of the project. In fact one key concept of this project is that the students are not alone, they can ask for information and help when they are not sure of something or they need advice and clarification. The collaboration can happen not only between the counselor and students, but also among students and together with Alumni. In fact with their experience they can advice, suggest and give information to younger students.

*Facebook* is the most wildly used social media and students will not need to create a different account. In theory everyone is already there, there is only need to create a page for the specific purpose of exchange experiences and advices. Whether the Facebook page will be created or not is still to be considered by the client.

In case the Facebook page is created, the project team need to provide solutions about who the administrator of the page will be (it could be, for example, someone of Alumni and the counselor), and how the interactions among the members will be scaffolded.

**Doodle**

The technological solutions have the aim to support and improve counseling system, but in any case, face to face meetings with the counselor remain necessary and important. This is why Doodle can be a useful tool to arrange meetings faster and easier.

So far this is a minor element of the solution that also still needs to be considered by the client. Doodle is a software that makes scheduling appointments and meeting easier than exchanging e-mails and keeping paper-and-pen schedules.

These 4 tools are part of the suggestions for improving IB counseling in line with the theoretical framework of self-regulation and collaboration.

This description is followed by a graphic guideline (see Figure 2) that can help understand the purpose of the technological tools suggested step by step during the coinvolgment of the student in
the counseling that will help also regulation of action. At the starting point students have doubts and questions about some topic (e.g. courses to take, certain application procedures, etc.). Through the website he or she can decide the next action according of his needs and feeling, he can set an appointment with the counselor through Doodle, can check from specific updated information in the blog, or interact with other students, Alumni and teachers. During this self-regulated process the counselor will be always available for clarifications.

TALKING SPECIFICALLY ABOUT THE ACTUAL **RESOURCES**, the project team make use of scientific literature to understand further and implement self-regulation to the project. That literature is going to constitute the theoretical backbone of the suggested solutions. The technology resources needed are mainly computers/laptops and the Internet. More in specific the team are working on Google Drive with documents and a schedule spreadsheet, so all the members of the group are able to contribute to the final products to deliver. The team makes use of own team’s Facebook group for discussions, announcements and to keep the communication between the members always alive (and also to keep an updated “to do list” to keep focused on the things to do) and, finally, the team are going to use Skype for arranging conference meetings when face to face meetings are not possible. Furthermore the team are keeping constant contact with the client through e-mails. Other important resources are the experts for both theoretical and technological aspects, and also feedback from
other groups and teacher, useful to direct the teams’ work in the right direction.

Speaking about the time management, the team are expecting the planned 120 hours to be enough for work.

Funding of the project is not discussed here since this issue is not relevant in the context of this particular project.

**Expected results of the project**

In line with the name of the project, the team expect to provide and integrate technological tools to enhance *interaction* among students, Alumni, teachers, and counselor, *exchange* of information and orientation among them, *availability* of answers on FAQ which reduces workload of the counselor who currently provides the same answers to different students at different time, as well as *book* an appointment for counseling. Dillenbourg (1999) clarifies that a photographer uses different lenses for photographing a flower or a mountain, also the students of Oulun Lyseo IB School especially those of an IB (International Baccalaureate) Diploma Program need multiple channels for staying informed, reason why the project team is planning to provide and integrate different tools to them.

The expected results is the design and actual integration of a counseling platform, including several technological tools interlinked among themselves, in such a way that students are able to use it for the designed purposes efficiently.

**Monitoring and evaluation of the project**

After the planning and implementation phase the project team are going to provide a testing period, when a number of students together with the counselor will try the created environment out. The team will monitor the impressions from both sides and evaluate if the solutions are relevant and actually help the students. One way to evaluate the effectiveness of the created counseling “platform” would be to have a *questionnaire for students*, and *interview with the counselor*.

However, it should be kept in mind that certain difficulties during the evaluation phase may arise due to the time restrictions (the final reporting has to be provided in May). The counseling platform,
although already designed and accessible for students, will not contain so much information and discussions yet; therefore, a better insight about the general level of success of the project will be possible to be obtained later in the future. Nevertheless, in May, the project team will try to analyze the information obtained from students and the counselor in order to see the first impressions and attitudes towards the technological solutions provided.

**Reporting the results**

*MidProject report* will be delivered by the project team in April 2013 in order to provide information about the current progress of the project.

The final results of the project will be provided in May 2013. A part of the final report can be presented as a comparison between the former system of counseling and counseling with the support of the technological tools suggested by the project team. Knowing students’ and counselor’s opinions will help the project team draw a draft (in form of a list or report) of pros and cons of both situations, and see if the counseling system has been improved, what exactly has been improved, and how. The final report will also include information about project outputs as compared to the original project goals, and preliminary assessment of sustainability.

Final reports will be provided in the form of *Poster* and *Digital Story*.

**References**


