REPORT

Reviewing the development process of the E-learning for Career Guidance Practitioners (C-Course) and evaluating its pilot run

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1. INTRODUCTION

The project 'E-learning for Career Guidance Practitioners' (C-Course) started in October 2020 under the coordination of the Association for Career Guidance and Career Development in the Czech Republic. The project aimed to develop a flexible, self-paced and freely accessible online course for career guidance practitioners and professionals across Europe. This course is now available online as **Career Guidance in the 21st Century** (https://careerguidancecourse.eu/).

The C-Course is produced in 5 different languages (English, Czech, Slovak, Polish, Norwegian) and it is aimed at:

- career guidance practitioners and professionals involved in the delivery of career guidance and counselling across different sectors (i.e., youth and adult education, public and private employment services);
- educators and training providers (e.g., academic institutions, professional associations, educational institutions); and
- students enrolled in the career guidance and counselling academic programmes.

This paper follows up on the "Guidelines on Online Course Development - From defining the course goals and learning outcomes to designing the course concept" and describes the development of the online course implemented through the Erasmus+ Project N° 2020-1-CZ01-KA204-078378 "E-learning for Career Guidance Practitioners".

The e-learning Career Guidance for the 21st Century developed in the project mentioned above meets the quality standard formulated by the project team at the start of the project as it:

- is well-organised into learning units - modules;
- has clear learning goals, objectives and learning outcomes;
- includes activities that directly support the learning goals and objectives;
- engages the learner through interaction with content, supporting them to explore, discuss and analyse abstract concepts in real-world, relevant contexts;
- offers rich and relevant resources for students; and
- engages the learner in further study and professional development.

Whilst the project was running there was the opportunity for communication between the learner and the tutor after successfully completing the course. Furthermore, it supports peer learning among the learners in an online community of career practitioners already working in the partner countries.

The aim of this report is

- to follow up on the underpinning research and on the "Guidelines on Online Course Development - From defining the course goals and learning outcomes to designing the course concept" starting with the 3d phase (see Figure 1),
- present and summarise the pilot run of the e-learning and its results incl. the feedback given by the first learners,
- reflect the project run by the project team.

2. STORYBOARDING TO THE END OF THE PROCESS

The course was designed and developed based on a seven-phase plan (see Figure 1).

Figure 1. Course Development - Schedule.

1	Curricular decisions / Planning	Four-day meeting (March)
2	Development of the course concept	Two weeks (April)
3	Storyboarding (incl. texts, audio and video production, graphic design, proofreading)	Ten weeks (April, May, June)
4	Course development	Eight weeks (July, August)
5	Testing	Four weeks (September)
6	Revision and finalisation	One week (October)
7	Development of language versions	Eight weeks (November, December)

Storyboarding

The storyboards were created in English and included all the text and scenarios for video content, voiceover for audio content, activities, bonus materials and other resources that are available to the student (see an example in Figure 6). The people involved in this phase were the members of the project team with knowledge and experience in career guidance and counselling in the role of the subject matter experts (SMEs), the instructional designer and the storyboard writer.

Career guidance experts as SMEs worked on the chosen topic under the facilitation of the instructional designer and the storyboard writer. As the final step before the developer took over, all the text was transformed by the storyboard writer into the e-learning form.

The storyboarding phase was very demanding because of its time-consuming nature. Writing a quality text while being concise and understandable was a big challenge for the SMEs. It was necessary to be in regular contact with the storyboard writer in order to discuss the content and ensure that it met the stated requirements. The task of the storyboard writer and instructional designer was to reformulate the emerging text into an e-learning format - to introduce as much interactivity for the learner as possible and to develop everything in such a way that it was technically possible to transform the text into an e-learning format. Therefore, this phase required an open mindset, negotiation skills and a willingness to come to an agreement by all involved.

In the last step of this phase, the English texts were commented on by all SMEs. This proved to be time consuming and meant that the storyboards were not finished by the beginning of July. Consequently, it was necessary for SMEs and the e-learning experts to continue working during the holidays. This resulted in extending this stage of the process by two months.

Course development and testing

The developers played a major role in **course development including the testing phase**. They introduced a wide range of e-learning features that were unfamiliar to many of the SMEs and which increased the usability of the resource. It included a mix of text, videos and multi-media content, links to resources, PDFs and interactive quizzes to verify learning.

We piloted the English version of the course with five people from each partner country who were not participating in the project. These included colleagues and career guidance students.

Revision and finalisation (English version)

The comments we received from participants in the pilot were reviewed and incorporated into the course. Through this process of piloting and revision we were able to finalise the English version of the e-learning storyboard.

The capacity of the project team was freed up and the members of the partner organisations began the process of translating the English storyboard into their language.

At the same time, the webmasters began to work on the website and the learning management system where the online training programme should have been published.

Translation and adaption

At first glance the **development of the language versions** (Czech, Slovak, Polish and Norwegian) looked simple. The members of the partner organisation - SMEs - became translators. At the very beginning we understood that this was not just a standard translation, but also required the application of local knowledge to adapt the e-learning for each given country and target group.

Localisation is a process that includes not only translation, but also takes care to observe the customs and culture of the country and target group that the translation is made for. It acknowledges local concepts, requirements and processes where appropriate. The need to localise versions of the e-learning was something that we had not anticipated and caused further delay in the planned schedule. Thus, the pilot run of the e-learning started differently for each language version.

3. THE PILOT

From April to September, we piloted the course in each of the partner countries.

After the learner makes their user account on the website (https://careerguidancecourse.eu/) they access the e-learning via a learning management system (LMS). The LMS enables them to study and check their learning progress as well. At any time, they can check which modules they´ve already completed, which ones they have not yet and where they should continue with their learning process.

The project team members who were responsible for running the pilot could access the learners´ classbook (key data on each learner, describing their participation). This allowed them to review progress, understand things that were not working and consider how they could be addressed. Until the end of September 2022 project team members were also able to contact participants to support their progress and experience, offer them tutoring and receive their feedback.

The goal of the pilot run was:

- to test the e-learning by 50 learners in each country (a total of 200 students) from the field of career guidance and counselling and implement some of their comments towards the online course and the learning management system. This was mainly about editing the text and its arrangement, as it was no longer possible to change anything on the videos and audios.
- to get the feedback from the first learners on the e-learning and on the possibilities of its future development.
- to enable learners to reflect on their learning process and the opportunities to implement some useful, innovative elements into their practice.

User statistics

In order to measure the success of the course, a set of indicators was listed in the project application for each national version of the course as well as for the English version:

Figure 1. Project indicators.

Indicators for each national version	Indicators for the English version
250 registered users **50** users with all modules completed (incl. questionnaire) **4 000** visitors of the website (course curriculum, video etc.)	**3 000** registered users **1 000** users with all modules completed (incl. questionnaire) **10 000** visitors of the website (course curriculum, video etc.)

According to the project application, each of the 4 national versions of the course (Czech, Slovak, Polish, Norwegian) should have at least 250 registered users and 50 users who completed all the modules by the end of the project period (30 September 2022). In addition, the English version should have at least 3.000 registered users, 1.000 of which should complete all the modules.

On 26 September 2022, all the data were exported from the Learning Management System for each language version. The final numbers of registered users and users who completed all the modules are listed in Figure 2. These numbers differ across language versions. Whereas Polish version of the course reached 1.005 of registered users (out of which 115 completed all the modules), other language versions remained below the threshold of 250 registered users per language version. This, however, can be explained by the difference in the size of the national guidance communities (something which was not taken into consideration when drafting the project indicators) and the numbers are also skewed by the fact that many users (especially from Norway) registered into the English version of the course instead of the Norwegian one.

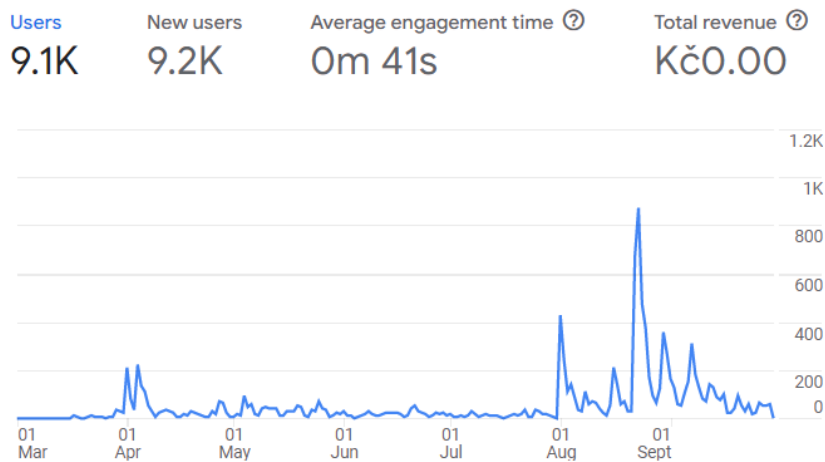Figure 2. Number of registered users and users who completed all the modules.

Language version	Registered users	Learners who completed the e-learning	Completion rate (%)
Czech	243	54	22,2
Slovak	159	34	21,4
Polish	1.005	121	12,0
Norwegian	65	8	12,3
English	1.090	64	5,8
Total	2.562	281	10,7

The project results are satisfactory and demonstrate a high level of initial usage of the programme. A total of 2.562 users registered in either of the language versions of the course, of which 281 completed all the modules in a relatively short period of time (from April 2022 when the English and the Czech version were launched, from June 2022 when the Slovak, Norwegian and Polish version were launched, until September 2022 when the project ended). We anticipate that these numbers will continue to increase as the course is shared more widely.

The website https://careerguidancecourse.eu/ was launched in March 2022 in 5 language versions (Slovak, Czech, Polish, Norwegian, English). As for the traffic on the website, from 1 March 2022 until 30 September 2022 the website registered over 9.100 unique visitors (see Chart 1). The traffic peaked in August and September 2022 which coincides with the multiplier events and promotional campaigns at national level.

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Chart 1. Number of unique visitors of the course website

Users	New users	Average engagement time ⑦	Total revenue ⑦
9.1K	9.2K	0m 41s	Kč0.00

According to the Google Analytics (see Chart 2), the most visited pages were the default Home page in English (13.632 views), Home page in Polish (5.152 views), Home page in Czech (1.881 views), page containing the explainer video (1.102 views) and the Home page in Norwegian (785 views). The Home page in Slovak was viewed 530 times by 240 users.

Chart 2. Overview of the most visited screens on the course website

|	Page title and screen class ▾ ＋	↓ Views	Users	New users	Views per user	Average engagement time
		26,583	9,141	9,210	2.91	0m 41s
		100% of total	100% of total	100% of total	Avg 0%	Avg 0%
1	Career Guidance for the 21st Century | E-learning	13,632	6,051	5,738	2.25	0m 24s
2	Home Polski - Career Guidance for the 21st Century	5,152	2,083	1,959	2.47	0m 33s
3	Kariérové poradenství pro 21. století | E-learning	1,881	724	585	2.60	0m 53s
4	Explainer Video - Career Guidance for the 21st Century	1,102	839	205	1.31	0m 15s
5	Home Norsk - Career Guidance for the 21st Century	785	406	376	1.93	0m 27s
6	About Us - Career Guidance for the 21st Century	754	572	50	1.32	0m 43s
7	Resources - Career Guidance for the 21st Century	599	439	23	1.36	0m 23s
8	Kariérové poradenstvo pre 21. storočie | E-learning	530	240	177	2.21	0m 31s
9	Wideo - Career Guidance for the 21st Century	500	415	3	1.20	0m 14s
10	Baza wiedzy - Career Guidance for the 21st Century	208	163	4	1.28	0m 28s

Most users were located in the United Kingdom, followed by Poland, Czechia, Norway, Australia, Slovakia, United States, Ireland, Sweden and Canada respectively (see Chart 3). When it comes to preferred devices (see Chart 4), the share is spread evenly between a mobile (49,8%) and a desktop computer (49,5%) with only 0,8% sessions started on the tablet.

Chart 3. Numbers of website visitors per country

Country ▾ ✛	↓ Users	New users	Engaged sessions	Engagement rate	Engaged sessions per user	Average engagement time
	9,141 100% of total	9,210 100% of total	8,774 100% of total	61.52% Avg 0%	0.96 Avg 0%	0m 41s Avg 0%
1 United Kingdom	3,304	3,298	2,990	61.6%	0.90	0m 29s
2 Poland	2,193	2,184	2,395	67.12%	1.09	0m 43s
3 Czechia	859	852	1,060	61.95%	1.23	1m 16s
4 Norway	456	452	393	58.74%	0.86	0m 40s
5 Australia	399	399	351	63.93%	0.88	0m 44s
6 Slovakia	267	263	311	59.69%	1.16	0m 57s
7 United States	213	211	71	29.96%	0.33	0m 09s
8 Ireland	166	165	159	65.98%	0.96	1m 01s
9 Sweden	161	160	133	61.01%	0.83	0m 42s
10 Canada	101	101	95	70.37%	0.94	0m 39s

Chart 4. Percentage of sessions by device

Users ▾ by Device category

● MOBILE   ● DESKTOP   ● TABLET
49.8%   49.5%   0.8%
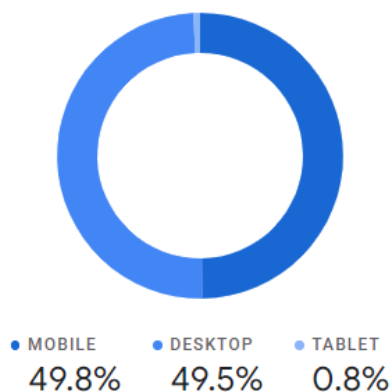
Feedback

Feedback from the participants was collected via online questionnaires both after each module as well as after the finalisation of the complete e-learning (in total five questionnaires). The tutoring interviews with participants were also used as a source of feedback.

Data presented below were obtained on 26 September 2022 in the end of the pilot version of the e-learning.

Learners

Until the end of the project, there were 2.130 entries to one of the four modules. Some learners were participating in more than one module, in total 281 participants underwent the full e-learning. The number of entries vary across the participating countries, more specifically language versions. The variety of numbers may be caused by:

- The size of population as well as the size of the career guidance community itself in respective countries.
- Possibility that some participants may prefer the English version of the e-learning even though the version in their native/local language was available.
- Promotion of the e-learning may vary in different countries, e.g. using channels of the communication, primary and secondary target group, number of people addressed in the campaign, etc. Therefore, results of the dissemination may vary across the participating countries.
- If there are good options for professional development and education for the local career guidance community available, there may be a lower need to participate in this e-learning.

The number of learners participating in various modules and the participation of the learners in all modules both based on the language version is stated in Figure 1.

Figure 1. Number of learners who completed specific modules as well as all modules based on the language version of the e-learning.

	Number of learners who completed the specific module					All modules
	Navigation of the WoW	Professional Enhancement	Career Education	Transforming Role of the CPs	Total no. of completion	
EN	218	134	106	87	545	**64**
CZ	107	81	73	60	321	**54**
NO	18	18	13	10	59	**8**
SK	81	62	45	47	235	**34**
PL	348	260	200	162	970	**121**
Total	**772**	**555**	**437**	**366**	**2.130**	**281**

Even though the intention was to design separate modules that can be studied in any order, the total numbers for all language versions suggest that the order of the learning modules influence the way participants go through it. The number of participants gradually decreased from the module presented as the first (772 learners), second (555 learners) and third (437 learners) to the last one (366 learners). This may suggest that the participants expect connections or links between the modules in the way they are presented or they simply "go with the crowd" and do not specifically choose the order in which the modules are studied.

Another explanation for the high numbers of participants in the module Navigation of the World of Work may be hidden in the professional background of the participants. As most of them stated affiliation to the educational sector (58 % of the learners) and so they may not be so familiar with the world of work or not so confident about their knowledge in this area. Full percentage data regarding the professional area of the learners may be seen in Figure 2.

Figure 2. Professional area of the learners (representation of different sectors based in each language version).

	EN (%)	CZ (%)	NO (%)	PL (%)	SK (%)	Overall (%)
Education sector	65	58	41	80	45	**57,8**
Employment sector	9	14	35	12	35	**21,0**
Non-profit	6	4	4	0	6	**4,0**
Business	2	4	10	1	1	**3,6**
Career Practitioner-freelancer	13	8	3	4	3	**6,2**
Other	5	12	7	3	10	**7,4**

Most of the learners from each language version (EN, CZ, NO, PL, SK) were from the educational sector 57,8 % in average for all languages (resp. 65 %; 58 %; 41 %; 80 % and 45 %.) The second highest number of participants were from the employment sector in CZ (14 %), NO (35 %), PL (12 %) and SK (35 %). In the English version there was the second highest number of participants - freelancers (13 %), followed by participants from the employment sector (9 %).

The professional structure of the participants may be caused:
- by the specifics of the national career guidance system;
- by the means and to whom the e-learning was promoted; and
- by the variations in who is identifying career guidance education as relevant for himself or herself in different local contexts.

Figure 3 presents the number of participants who completed specific modules or all of them and completed the evaluation questionnaires. These questionnaires were used as a source of information to:

- get feedback about the technical settings of the e-learning;
- get feedback about the content of the e-learning;
- correct technical and/or content mistakes if present;
- collect ideas for further developments of the e-learning; and
- collect data about participants' satisfaction (willingness to recommend the e-learning to a friend or a colleague).

Figure 3. Number of learners who completed specific modules as well as all modules based on the language version of the e-learning and also fulfilled the evaluation questionnaire.

	Number of learners who completed questionnaire for the specific modules				Overall questionnaire
	Navigation of the WoW	Professional Enhancement	Career Education	Transforming Role of the CPs	
EN	87	69	51	40	**9**
CZ	69	63	58	50	**20**
NO	5	2	3	3	**0**
SK	40	32	21	27	**7**
PL	215	177	146	123	**28**
Total	**416**	**343**	**279**	**243**	**221**

When comparing data from figure 1 and figure 3, it is clear that not everyone shared their feedback about the module/e-learning. We can guess that those who did not use the opportunity to fulfil the questionnaires did not want to spend time with them and also did not feel the need to share any opinion with the project team. Also, there is a possibility that some of them missed the opportunity to answer the final evaluation as they may lose access to the overall questionnaire (e.g. the information email was identified as spam). While comparing, there is a correspondence between the data in figure 1 and 3 (e.g. regarding number of participants in specific modules; various number of participants using different language versions).

Recommendation

The satisfaction rate may be indicated by the responses to the question "*How likely would you be to recommend to a friend or a colleague*?" Respondents indicated satisfaction/willingness to recommend individual modules separately as well as an entire e-learning. Due to the technical issues during the data collection, feedback for the specific modules provided by Slovak and Polish participants cannot be presented. Luckily, there is some data available from the open question "Why would you / would you not recommend the module…?" as well as from tutoring interviews with Polish and Slovak participants. Moreover, there was no response to the overall questionnaire from the Norwegian participants. The missing data may be caused by technical issues.

The overall satisfaction (willingness to recommend to a friend or a colleague) for those who completed all the modules was 9,07 on the scale 1 (minimum) to 10 (maximum). The highest rates were from the participants who chose the English version of the e-learning (9,3), followed by the Czech version (9,2), the Slovak version (9) and the Polish version (8,8). As stated above, the satisfaction data for the entire e-learning of the Norwegian version are not available. Overall feedback was sent from the English (9), Czech (20), Slovak (4) and Polish (25) speaking participants.

The satisfaction rate/willingness to recommend for the specific modules are stated in figure 4. Unfortunately, as already mentioned data for learners of the Slovak and Polish version were not available due to technical reasons.

Figure 4.: Average willingness to recommend the module to a friend or a colleague and number of respondents to the questionnaire.

	Average willingness to recommend the specific module (number of respondents)				the e-learning (number of respondents)
	Navigation of the Wow	Professional Enhancement	Career Education	Transforming Role of the CPs	
EN	8,32 (38)	8,42 (38)	8,26 (38)	8,37 (38)	9,3 (9)
CZ	8,83 (47)	8,65 (48)	8,77 (48)	8,71 (48)	9,2 (20)
NO	4,33 (3)	5,50 (2)	5,00 (3)	4,67 (3)	0 (0)
SK	0 (0)	0 (0)	0 (0)	0 (0)	9,0 (4)
PL	0 (0)	0 (0)	0 (0)	0 (0)	8,8 (25)
Average	7,16	7,52	7,34	7,25	9,0

As presented in figure 4, the levels of satisfaction for all modules were considerably lower from the participants of the Norwegian version (an average satisfaction 4,88) than from the learners of the English (8,34) and Czech version (8,74). There were also higher differences between the evaluation of the module with the highest and lowest evaluation from the Norwegian speaking participants (1,17) then from the Czech (0,18) and English speaking participants (0,16). We can argue that the reason may be low participation in the evaluation questionnaires from the Norwegian speaking participants. There also may be variations in response style characteristic for different countries/languages/communities (e.g. not/choosing extreme sides of the questionnaire; being less/more sensitive to the nuances of the scale; etc). As a reminder, the presented data also does not contain the opinion of those who completed module/s but did not present their opinion in the questionnaire.

Comments and suggestions

The following part of the report summarises data from the comments, suggestions and recommendations for future developments based on the tutoring interviews. This data is supplemented by the evaluation questionnaires where participants could share why they would / would not recommend the module to the colleague or a friend.

Feedback on the specific modules

There is a summary of the feedback to the specific modules based on the question "*Why would you / would you not recommend the module …* ?" The data are presented below separately for each module.

Navigation of the World of Work
Participants mentioned the following issues.
- Quality data and reliable and accessible resources
- Reflection of trends in the world of work
- Explanation of the key terms and importance of LMI
- Possibility to use the module as a source for clients

Professional Enhancement
Participants mentioned the following issues.
- Very professional insight and reflection regarding professional enhancement including self-care
- Good ideas for reflection and positioning ourselves as career professionals (defining own mission, values, ethics, etc)
- Ideas about personal branding and engaging with social media
- Useful, informative, interactive, engaging

Career Education

Participants mentioned the following issues.

- Simple and clear explanation of career education and career competences
- Interesting presentation of different model of career competencies (model of oxymorons)
- Encouraging reflection of own work and providing inspiration on how to improve it
- Useful information on how to build and assess a career education programme

The Transforming Role of Career Practitioners

Participants mentioned the following issues.

- Opening new horizons, provoking
- Connecting practice with theory and research
- Good informational support regarding online career guidance
- Supporting self-reflection and reflection of careers in the wider world

Feedback on the overall e-learning

The overall received feedback may be categorised into three main areas: technical issues and recommendations, content issues and recommendations.

Technical issues and recommendations

There was positive feedback regarding the visuals of the e-learning ("beautiful layout") and combination of the entertaining activities and enjoyable combination of videos, texts and pictures, considered as interactive, user friendly.

Also, there were several suggestions for improvement:

- Possibility to download the full module as pdf.
- Possibility to copy list of sources.
- Adding short information about the modules and its creators in the intro.

Further comments were related to the specific issues of the learning that need to be changed (e.g. not working links; missing pdfs; or errors caused by the technical issues). If possible, changes and corrections were already adopted in the e-learning.

Content issues and recommendations

There were several comments and remarks regarding the content of the training:

- The content was described as a **bit general** by some participants. That may be caused by the need to balance various expectations of the career guidance practitioners' community. Moreover, there seems to be demand for more detailed elaboration of some topics.
- As mentioned in the previous point, the **relevance** of the content may not be the same for all participants based on their professional background, specialisation and experiences.
- There is a need for further **localisation** of the content, e.g. more local sources or local data, local career counsellors as narrators. Also, some activities or exercises were not

considered as familiar or usual in some countries. Moreover, there may be some misinterpretation caused by the translation into the national languages.

- Some participants would appreciate more **practical** content such as worksheets and exercises for clients.
- Some comments mentioned minor issues such as spelling mistakes, missing explanation of the abbreviations, etc.
- For some learners the content was too long.
- Some participants were mentioning specifics that need some changes: overlapping text in feedback and the question, missing details in some pdfs.

Furthermore, there were mentioned several further areas that can be elaborated in the **future development** of the e-learning:

- **Basic career guidance and counselling.** This e-learning was primarily designed as a tool for continuing professional development. However, some participants were keen to have more resources for those starting in the field or those who want to refresh on the basics such as careers and career decision-making, how to conduct an interview, group interaction and dynamics and career guidance theories.
- **Practical tools and materials** for pupils, students, clients (worksheets, exercises, case studies practical inspirations, and videos.).
- Specifics of work with various **target groups** (people with disabilities, children, people in the situations described as a "crisis").
- Focus on the **career practitioner's development** (e.g. Self-presentation, public speaking).
- **New directions in career guidance** - trying out new approaches, future of professions, games and new elements.

- **Joint solutions**. One learner was missing the possibility to **share learning experience** with someone else during the learning process or needing **final testing** after modules, to check if the module was understood well. There was also a suggestion to use **gamification** in the e-learning or make it available in **mobile app**.

All of these remarks may be considered as needing both new technical as well as content solutions.

Feedback conclusions

Feedback received through the questionnaires and tutoring interviews provided very relevant information to the project team and possibly for other educators of career practitioners. Some comments immediately contributed to the improvement of the e-learning. Some are very relevant when thinking about the possible future developments of the e-learning, both regarding the content and technical solutions.

The process of evaluation is also helping in supporting reflection on the work by those who were participating at the development of the training. Feedback from users offers challenges to original ideas and conceptions and opens up opportunities for new thinking.

The data received in the evaluation present a partial picture about the career guidance profession in Europe, more specifically in the Czech Republic, Norway, Poland and Slovakia. How do we see ourselves as career guidance practitioners? What are our educational needs? What are the main challenges of our profession? What meaning do we see in our professional practice? Thinking about these issues and sharing our viewpoints on them may contribute not only to the further development of this e-learning or any other educational opportunities for career practitioners, but also may support the development of quality in our practice.

Therefore, in the name of the project team, we would like to thank all learners who were willing to share their opinions, comments and suggestions in joint action for the supporting quality of the career guidance profession in Europe.

4. REFLECTIONS

At the final project meeting of the Career Guidance for the 21st Century Course, we ran a session to reflect on the challenges and successes of the project, to consider what would advise another team who were just starting out on a new project and to reflect on what other projects are needed in this area.

The project faced a very substantial early challenge in the form of the pandemic. While we came up with a range of creative online solutions to move the project on, this undoubtedly made the project more difficult, at least initially. However, there were also a range of other areas where, with hindsight, we could have run the project differently.

What we wished we had known and done

The project's core aim was to produce an e-learning course for careers professionals. SantiaX provided us with a methodology for doing this which worked very effectively. However, perhaps due to the pandemic, we feel that we rushed into content creation too quickly and that we could have organised the earlier stage of the project differently.

Key changes that we would make if we were to do the project again:

- Organise the project over a longer time frame to allow for more reflection and feedback.
- Devote more time to the project preparation in order to get the team members for the project ownership.
- Starting by looking at a range of models of similar e-learning projects to get a clearer understanding of what we are producing.
- Providing more support and feedback during the storyboarding phase. This may have also been an opportunity to undertake more cross-country working and to develop greater coherence across the whole resource.
- Pilot a small section of each of the courses before writing the whole thing. This could have provided another opportunity for cross-project feedback and improved the overall coherence.
- Be willing to give up text in favour of interactivity. The key challenge while developing e-learning is to create an online learning environment where students do not need to rely on face-to-face contact to learn new knowledge and develop their skills. Therefore, there is a need to focus on interactivity more in order to replace live discussions and reflection.

How could the e-learning be developed?

We are very positive about what we have created. All of our trialling has suggested that users find the course very helpful. However, if we were able to source further funding it would be possible to develop the course further in a second phase.

Key developments could include:

- The creation of new introductory modules aimed at users who are just entering the field e.g. a module discussing definitions and key concepts and another module looking at the basics of career counselling.
- Providing more depth in each of the existing modules. Many of them raise a range of key issues that cannot be fully addressed within the existing framework. Providing more detailed sub-modules that users could drill down into could enhance the course further.
- Increasing the number of examples and case studies. Practitioners are very keen to have practical examples showing them how the ideas in the course can be implemented. If some of these could be produced as video case studies it would offer a lot of possibilities for learning.
- Further development of a resource bank or e-library of key resources and publication. Ideally translated into the four languages.
- Considering how the existing course and any new developments could be leveraged more effectively to create reusable learning objects that practitioners and trainers could use more flexibly in their practice. Part of this is giving more thought to the possibilities of this kind of resource for blended learning as well as fully online learning.

What other projects are needed?

Through the project we have engaged deeply with contemporary issues around career and career guidance. This has suggested a range of themes which could form the basis for further modules in this project, or which perhaps deserve a more detailed development project on their own.

These issues include:

- **Green guidance.** How career guidance should respond to the climate crisis. There has been some interesting work on this in Denmark, but the implications for practitioners remain unclear.
- **Geronto guidance.** How career guidance can support the older worker and the successful transition from the labour market.
- **Gender sensitive guidance and norm criticism.** How guidance can address stereotypes, support gender equality and other social justice issues. This could perhaps build on work in Sweden where the idea of norm criticism is well established.
- **Guidance for migrants and marginalised communities.** How guidance can support the social and economic integration of new and marginalised groups.
- **Monitoring, supervision and peer learning.** How can feedback and observation be most effectively used to support career guidance practitioners to enhance the quality of their practice.