Florida State University

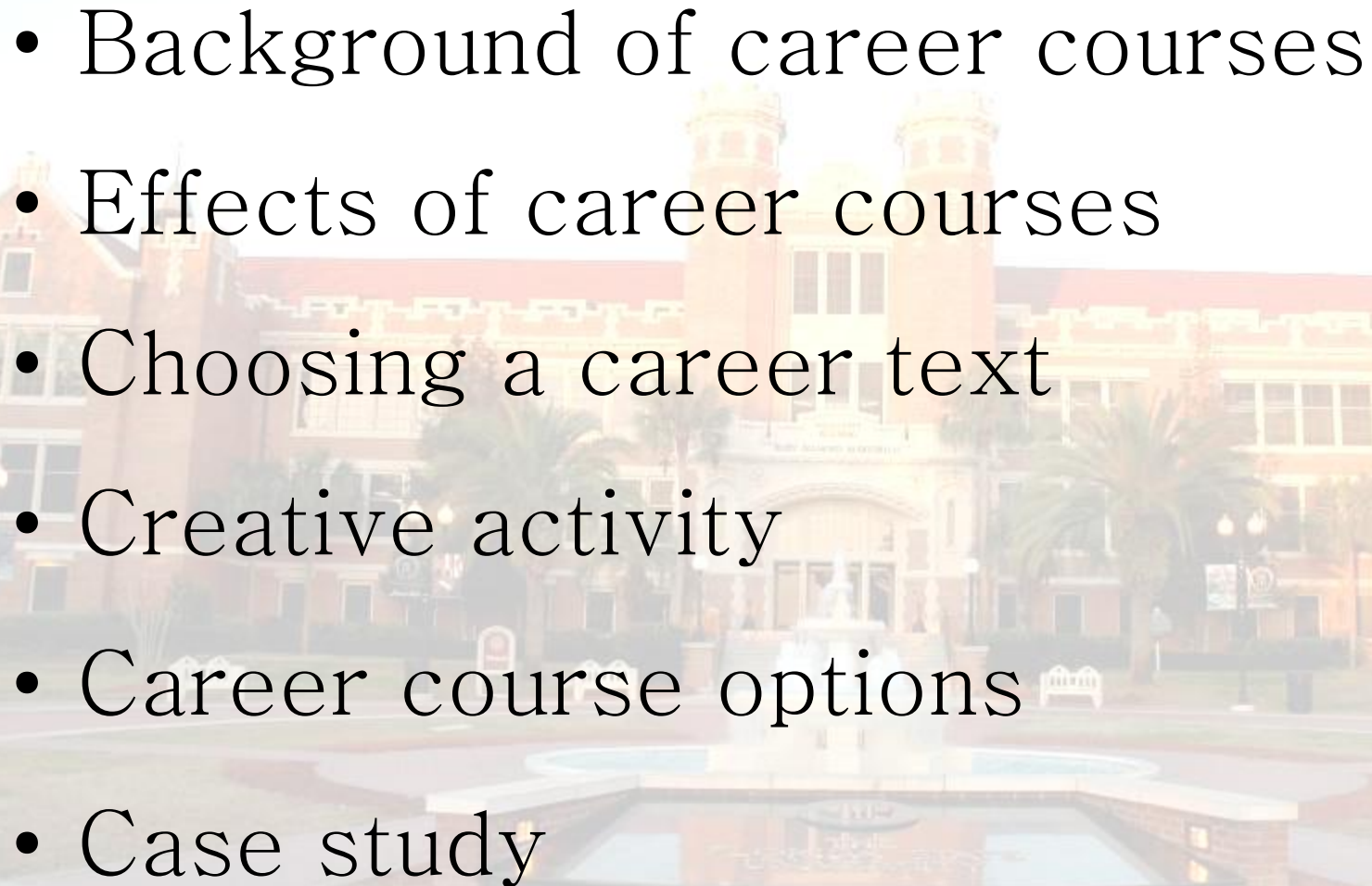*Capturing Students' Attention:*

Creative Instruction and Resources in a Career Course

V. Casey Dozier, Ed.S., M.S.
Susie Musch, Ed.S., M.S.

Overview

- Background of career courses

- Effects of career courses

- Choosing a career text

- Creative activity

- Career course options

- Case study

Background of Career Courses

Background of Career Courses

- Gain in popularity
- Reduction of published research studies
  - 1976–1989 – 31
  - 1990–1999 – 11
  - 2000–2005 – 6

- Examination of 47 studies
  - Classes were more effective than most interventions

Folsom et al., 2005; Whiston et al., 1998

Budget cuts   class size

The New Global Economy

Retirement **"The dual agenda"**

Employment security

Academic Advising   GPA cutoffs

Immigration   SOCIAL SECURITY

Overtime   Housing Markets

COBRA   Telecommuting

Health Care   Retention rates

Affirmative Action   "baby boomers"

Effects of Career Courses

Effects of Career Courses

Effective career courses provide

- Opportunity to clarify goals in writing
- Individualized interpretations & feedback
- Information about risks & rewards of career fields & occupations
- Study of models/mentors who exhibit effective career behavior
- Assistance in developing support networks

(Brown & Krane, 2000)

Effects of Career Courses

Outputs:

Skills, knowledge, and attitudes acquired by participants as the result of an intervention

Outcomes:
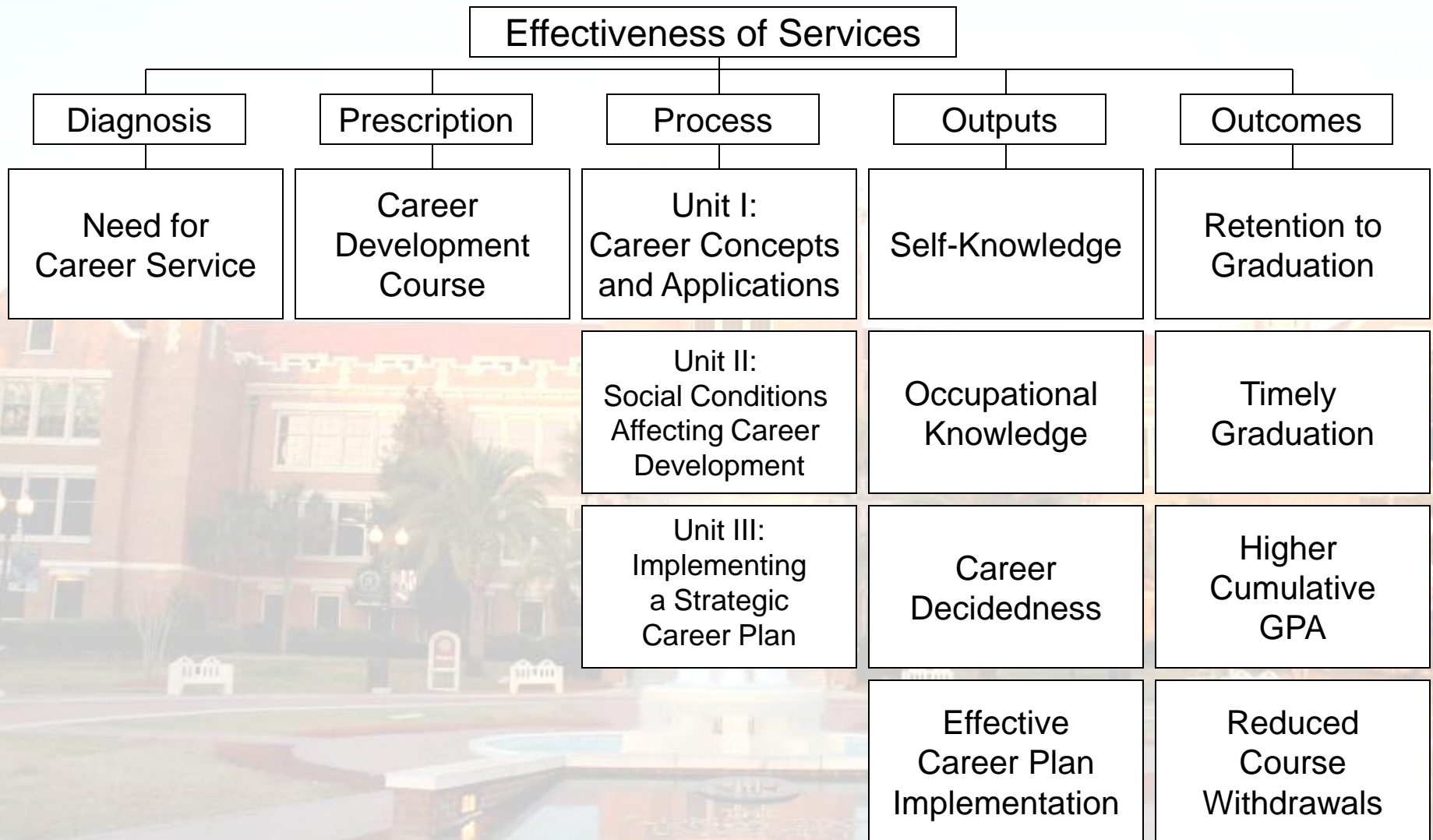
Resultant effects occurring at some later point in time

(Peterson & Burck, 1982)

Effects of Career Courses

- Objective
  - …

- Subjective
  - …

- Both
  - …

Outputs Leading to Outcomes

Effectiveness of Services				
Diagnosis	**Prescription**	**Process**	**Outputs**	**Outcomes**
Need for Career Service	Career Development Course	Unit I: Career Concepts and Applications	Self-Knowledge	Retention to Graduation
		Unit II: Social Conditions Affecting Career Development	Occupational Knowledge	Timely Graduation
		Unit III: Implementing a Strategic Career Plan	Career Decidedness	Higher Cumulative GPA
			Effective Career Plan Implementation	Reduced Course Withdrawals

(Reardon & Folsom, 2001; Peterson & Burck, 1982)

Effects of Career Courses

Factors to measure

- Client satisfaction
- Improved career decision making skills
- External indicators
  - # of jobs generated
  - # of successful transitions
- Longitudinal studies
- Process variables
  - # of clients served including demographic variables
  - # of assessments provided

(Magnusson et al., 2005)

Choosing a Career Text: Inspiring Creativity
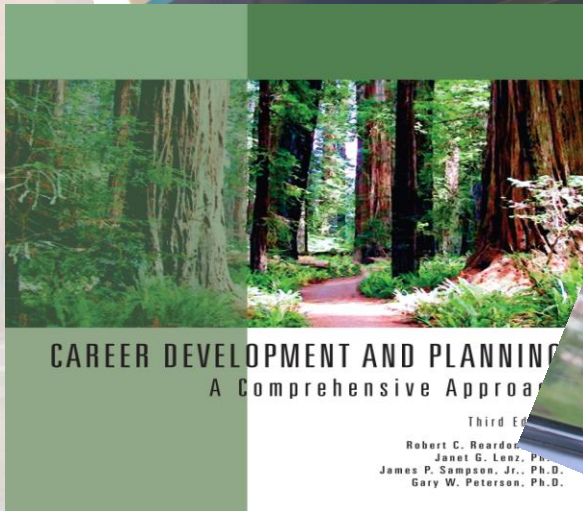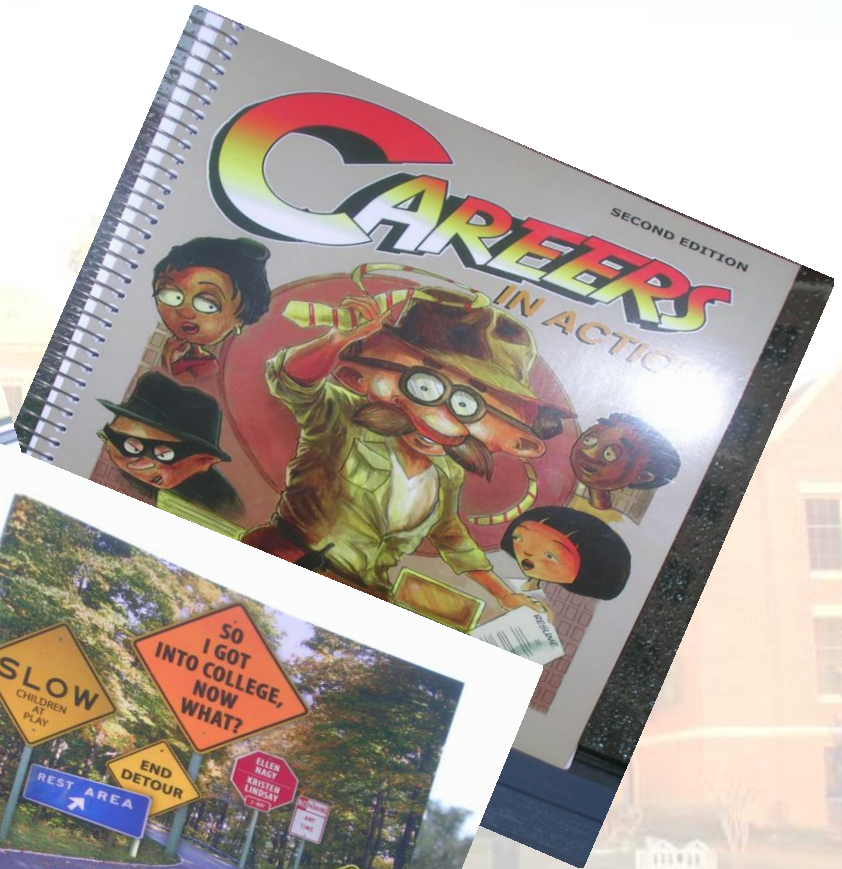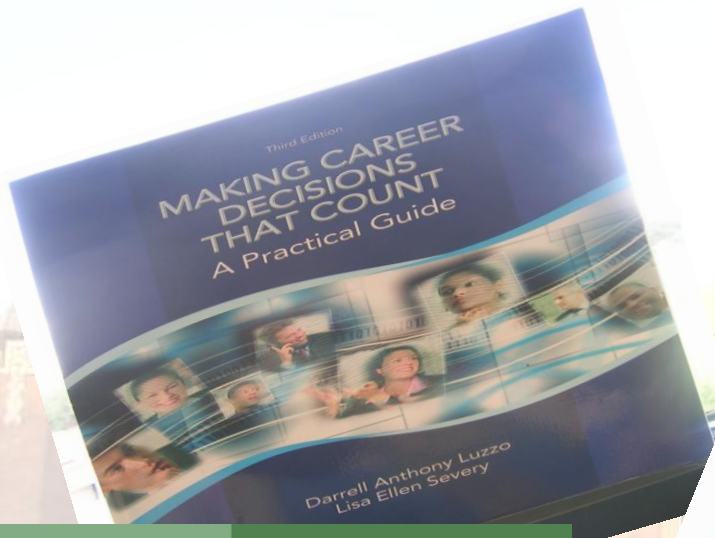
Custom Publishing

Inspiring Creativity

Custom Publishing

Price
- Number printed
- Permissions cleared
- Color
- Cover
- Page count

Time
- 2- 3 ½ months

Creative Activity

Write the 1ˢᵗ letter in each box
(i.e., R for Realistic)

Creative Activity

Locate your 2nd letter and introduce yourself

Introductions:
- Name
- Position
- Teaching experience
- Something about you, related to your letter

Move to your left or right, if no one is at your letter

Brainstorming Activity

Your ideas?

Brainstorming Activity

- Discussion topics
  - Reiterate teaching experience
  - Examples of **creative teaching**
- Examples may include
  - Activities & assignments
  - Teaching methods & topics
  - Assessments
- Designate a "scribe"

Brainstorming Results

- …

Career Course Options

Career Course Options

- Credit vs. no credit

- 1st year vs. upper division

- Elective vs. required course

- Registration open vs. deadline

- Career counseling staff vs. faculty

- Distance vs. face-to-face

- Text vs. no text
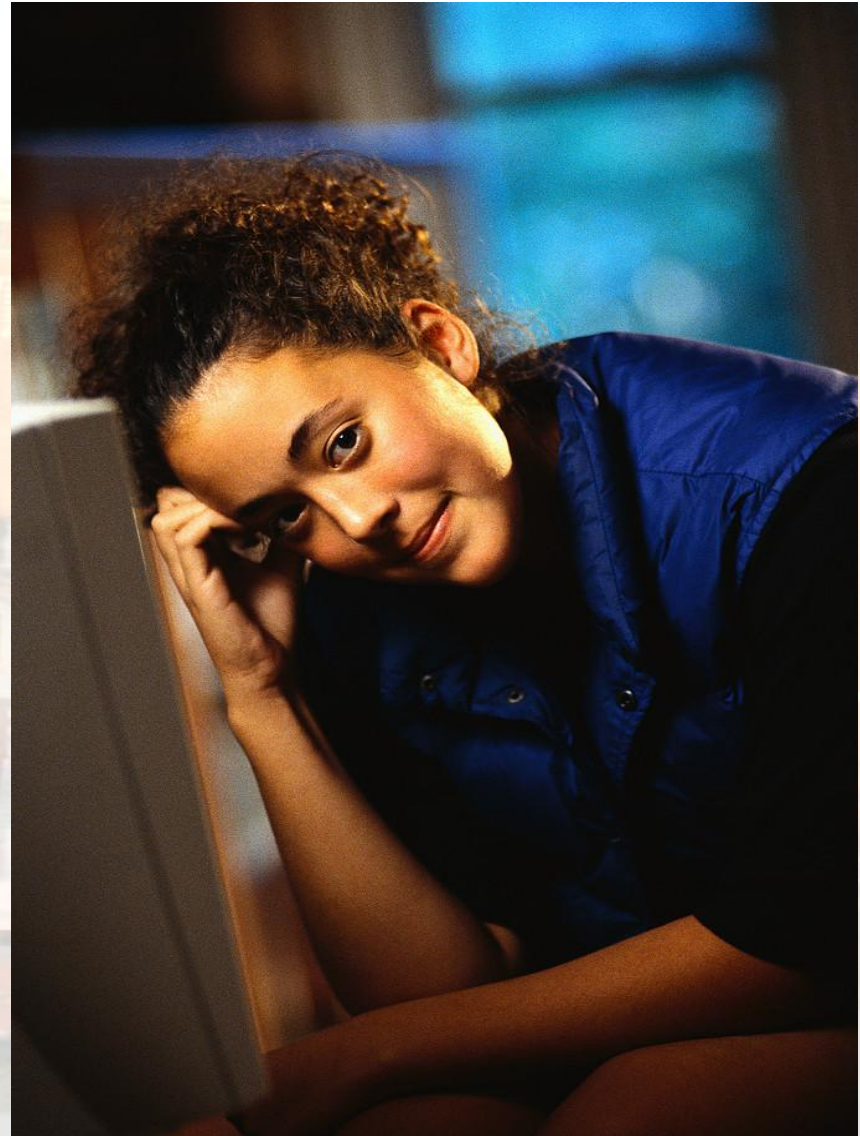
(Folsom et al, 2005)

Career Course Options

- Structured vs. open-ended format

- Career planning vs. job search focus

- Stand-alone vs. fully integrated format

- Population specific vs. nonspecific

Case Study

Students' Perspectives

Why are you taking this class?

Demographics

- Gender
  - 51% female
  - 49% male

- Ethnicity
  - 71% Caucasian
  - 21% African-American
  - .7% American-Indian
  - 5.5% Hispanic-American
  - 1.4% Other
  - 0% Asian-American

- Age
  - Range: 18-36
  - Mean: 21.81
  - SD: 2.767

- Class
  - 4.8% Freshmen
  - 16.6% Sophomores
  - 15.9% Juniors
  - 62.1% Seniors

- Disability
  - .02% total
  - 3 students/class

- Athletes
  - .08% total
  - 12 students/class

(January 2007)

Students' Perspectives

What do you think about the way the class is designed?

Instructional Design

- 12 sections/yr (28-30 students/class)
- Variable credit
- Elective course
- Instructor-student ratio = 1:7-10
- Team-taught instruction model
  - Small groups, individual conferences
- Career Center as course lab
- Comprehensive in scope
- Theory

Students' Perspectives

What did you think about the assignments?

Activities

- Values auction
- Scavenger hunt
- Holland Party Game
- Portfolio assignment
- Information interviews

- Employer panels
- CASVE cycle paper
- Organizational culture simulation
- Reframe negative thoughts

FSU course materials:
http://career.fsu.edu/courses/sds3340/

Students' Perspectives

What did you get out of this class?

Course Benefits

- Quizzes
- Papers
- Career Thoughts Inventory
- Instructor conferences
- Anonymous instructor evaluations
- Class discussions or exercises

Contact Information

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Susie Musch, *em06d@fsu.edu*

Presentation materials:
http://www.career.fsu.edu/techcenter/NCDA_09.html

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