

# Florida State University

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*Capturing Students' Attention:*

## **Creative Instruction and Resources in a Career Course**

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### **Presentation Materials:**

[http://www.career.fsu.edu/techcenter/NCDA\\_09.html](http://www.career.fsu.edu/techcenter/NCDA_09.html)

### **FSU Tech Center Website:**

<http://career.fsu.edu/techcenter/>

# COMPARISON OF CAREER TEXTS

## 1. Focus

- Comprehensive (college student career planning and employment) vs. specific to a certain area of career development
- Theory(s) used: specific vs. several
- Focus: practical vs. theoretical

## 2. Background

- How long has it been used and which edition is this?
- Number of references
- Information about authors available
- Whether the first author has taught a related course

## 3. Content

- Number of pages
- Photos (color, black and white, none)
- Number of assignments and learning activities
- Are the text and workbook combined?
- Is it broken down by units?
- What do individual chapters include?
- Are websites, CACGs, and published assessments, mentioned or incorporated?

## 4. Cost

- List additional resources (web support, assessments, etc.) and their prices
- Is PowerPoint available to supplement lecture?

**Career Development and Planning: A Comprehensive Approach, 3<sup>rd</sup> edition**  
Authors: Robert C. Reardon, Janet G. Lenz, James P. Sampson, Jr. & Gary W. Peterson

1. Focus

- Comprehensive undergraduate career text that allows students to explore options related to their unique life situation, as the journey of career development involves seeing both the forest and the trees (as the new book cover depicts an ancient forest)
- Intended audience: primarily undergraduate
- Recent studies were integrated to document the effectiveness of this curricular intervention, which utilizes cognitive information processing (CIP) theory as an overall organizational schema to further enhance student's understanding of problem solving and enhance their career decision making self-efficacy
- Other theories integrated include Holland's RIASEC theory as well as an overview of Roe, Parsons, Super, MBTI, among others, although CIP theory is utilized as the primary organizer to promote further understanding of career decision making and problem solving
- Overall, this textbook is designed as a learning tool to be utilized as a lifelong "handbook" for career development and job searching strategies

2. Background

- First published in 2000 and is currently in its 3<sup>rd</sup> edition
- Approximately 300 references
- Briefly mentions experience of the authors, but extensive bibliographic information is not provided
- First author has taught the course more than 45 times and several other authors have taught the course as well

3. Content

- Total of 330 pages with black and white illustrations
- Assignments/Learning Activities included in the appendices
  - Activities/Assignments: 12
  - Tables/Figures: 55
- Text is broken into three parts:
  - Part 1: **Career Concepts and Applications**
  - Part 2: **Social Conditions Affecting Career Development**
  - Part 3: **Implementing a Strategic Career Plan**
- Chapters include: Introduction to Career Planning; Knowing about Myself; Knowing about My Options; Career Decision Making; Thinking about My Career Decision; Career in a Changing World; Working in the New Global Economy; Organizational Culture and Effective Work; Alternative Ways to Work; Career and Family Roles; Launching an Employment Campaign; Written Communications in Job Hunting; Negotiating and Evaluating Job Offers; The First Job and Early Career Moves
- Brief discussion of various assessments, and some activities relating to the SDS, CTI and CACGS included in the appendices

4. Instructional Support & Price

- Cost of Book: \$84.95
- Instructional manual (test bank, PowerPoint slides, more learning activities, career portfolio, CACGS, etc.): currently being revised, and should be available soon

## Careers in Action, 2<sup>nd</sup> edition

Author: John B. Scanlan

### 1. Focus

- Comprehensive: career, planning and job searching strategies
- Intended audience: primarily undergraduate
- Several theories mentioned, theory is not a primary focus (Ginzburg, Holland, Super, and Quaranta)
- Orientation is practical; it refers to theory in the introduction, and most chapters begin with an activity or exercise to engage students

### 2. Background

- First published in 2004 and is currently in its 2<sup>nd</sup> edition
- Total of 44 references
- Information about author available in the preface of the book
- Author has been teaching career courses at Cleveland State University in addition to advising students for over 20 years

### 3. Content

- Total of 282 pages with black and white photos
- Assignments/Learning Activities
  - Activities/Assignments: 15
  - Tables/Figures: 29
- Exercises and Activities are embedded in the text and typically at the beginning of the chapter
- Text is broken into 10 sections
  - Section 1: **Who Are You and What Do You Want?**
  - Section 2: **Keys to Self-Assessment**
  - Section 3: **The College Years**
  - Section 4: **People, Paper, and Pixel Chase**
  - Section 5: **Put Yourself on Paper**
  - Section 6: **Sample Cover Letters and Resumes**
  - Section 7: **Finding People Who Can Help**
  - Section 8: **Job Search Strategies**
  - Section 9: **Interviewing**
  - Section 10: **Career Shock: You're Not in Class Anymore**

### 4. Instructional Support & Price

- Cost of Book: \$46.99
- Instruction Manual: cost available upon adoption

## **Making Career Decisions that Count: A Practical Guide, 3<sup>rd</sup> Edition**

Authors: Darrell Anthony Luzzo, Lisa Ellen Severy

### 1. Focus

- Career planning and decision making
- Intended audience: “undecided” college students or those considering a career change
- Integrates theories of Super, Jung, Holland, Roe, and Bandura throughout the book
- Practical orientation

### 2. Background

- First published in 1997, currently in 3<sup>rd</sup> ed.
- Total of 14 references
- Luzzo is very involved in the field and teaches several college courses. Severy is also involved in the field and periodically teaches career courses.

### 3. Content

- Total of 168 pages with no black and white illustrations
- Assignments/Learning Activities included throughout the text
  - Activities/Assignments: 24
  - Tables/Figures: 0
- Text is broken into nine topics and incorporates the following theories:
  - The Developmental Process of Making Career Decisions (Super)
  - Assessing Your Personality and the Way you Naturally Do Things (Jung)
  - Assessing Your Professional Interests and Skills (Holland)
  - Recognizing the Importance of Your Values
  - Exploring Life Themes
  - Integrating Information about Yourself (Roe)
  - Methods of Career Exploration  
(includes OOQ, O\*Net, OOH, SIGIplus, CHOICES, DISCOVER, Career Information Systems, Informational Interviews, NCDA, Job Shadowing, Part-time and Volunteer work)
  - Identifying and Overcoming Barriers (Bandura)
  - Making the Tentative Career Choice

### 4. Instructional Support and Cost

- Cost of book: \$29.33
- Instructor’s manual (price unavailable)
- PowerPoint slides (price unavailable)
- Various value packs available through Prentice Hall website

**So I got Into College, Now What?**  
Authors: Ellen Nagy & Kristen Lindsay

**1. Focus**

- College transition and career life planning
- Intended audience: high school and undecided college students
- No specific theoretical orientation
- Organized to be practical and fun

**2. Background**

- First published in 2005, in 1<sup>st</sup> ed.
- No references are included in the text
- Author information unavailable

**3. Content**

- Total of 98 pages with black and white illustrations and perforated skills card sorts
- Assignments/Learning Activities
  - 34 brief activates and games to help students gain self and occupations knowledge including Magic Major Formula, Career Survivor, Career Bingo, New Job Mad Lib, Fear Factor, Real Life Budget Sheet
  - Tables/Figures: 3
- Text is broken into four chapters including:
  - Exploring college majors
  - Gaining Self-knowledge Understanding and Organizing Occupations
  - Considering options
  - Making choices
- Integrates 4 main characters and various college decisions with multi-ending situations interwoven throughout the book
- No websites, CACG's mentioned; No published assessments mentioned

**4. Instructional Support and Cost**

- Cost of Book: \$41.60
- No instructor's manual or additional resources available

# Sample Creative Teaching Resources

## **Books and Book Chapters:**

- Baer, J. (1997). *Creative teachers, creative students*. Needham Heights, MA: Allyn & Bacon.
- Conrad, R. M., & Donaldson, J. A. (2004). *Engaging the online learner: Activities and resources for creative instruction*. San Francisco: Jossey-Bass.
- Downing, J. P. (1997). *Creative teaching: Ideas to boost student interest*. Englewood, CO: Teacher Ideas.
- Forsyth, D. R. (2003). Innovating: Using technology creatively in teaching. *The professor's guide to teaching: Psychological principles and practices*. Washington, DC: American Psychological Association.
- Mezeske, R. J., & Mezeske, B. A. (Eds.). (2007). *Beyond tests and quizzes: Creative assessments in the college classroom*. San Francisco: Jossey-Bass.
- Minor, C. W., & Pope, M. (Eds.). (2000). *Experiential activities for teaching career counseling classes and for facilitating career groups: Volume 1*. Columbus, OH: National Career Development Association.
- Minor, C. W., & Pope, M. (Eds.). (2005). *Experiential activities for teaching career counseling classes and for facilitating career groups: Volume 2*. Tulsa, OK: National Career Development Association.
- Osborn, D. S. (2008). *Teaching career development: A primer for instructors and presenters*. Broken Arrow, OK: National Career Development Association.
- Paloff, R. M., & Pratt, K. (2009). *Assessing the online learner: Resources and strategies for faculty*. San Francisco: Jossey-Bass.
- Renzulli, J. S., & Reis, S. M. (2008). *Enriching curriculum for all students* (2nd ed.). Thousand Oaks, CA: Corwin.

## **Articles:**

- Frazier, B. J., & Cheek, W. K. (2005). Fashion industry career matrix: Encouraging students to explore fashion-related careers. *Clothing & Textiles Research Journal*, 23, 375-384.
- Gerler, E. R. (1980). Mental imagery in multimodal career education. *Vocational Guidance Quarterly*, 28, 306-312.
- Hortin, G. A. (1982). Innovative approaches to using media in the classroom. *Educational Technology*, 22, 18-19.
- Horng, J. S., Hong, J. C., ChanLin, L. J., Chang, S. H., & Chu, H. C. (2005). Creative teachers and creative teaching strategies. *International Journal of Consumer Studies*, 29, 352-358.
- Inkson, K. (2009). Metaphor: A new way of thinking about careers. Retrieved on May 13, 2009, from the National Career Development Association Web Site:  
[http://associationdatabase.com/aws/NCDA/pt/sd/news\\_article/5132/\\_self/layout\\_details/false](http://associationdatabase.com/aws/NCDA/pt/sd/news_article/5132/_self/layout_details/false)
- Kaufman, J. C. & Agars, M. D. (2009). Being creative with the predictors and criteria for success. *American Psychologist*, 64, 280-281.

### **Articles** (continued):

- Kiser, J. D. (1996). Travelmates used in career education across the curriculum. *Elementary School Guidance and Counseling, 30*, 259-263.
- Lilly, F. A., & Bramwell-Aejskind, G. (2004). The dynamics of creative teaching. *Journal of Creative Behavior, 38*, 102-124.
- Mayer, R. E. (1989). Cognitive views of creativity: Creative teaching for creative learning. *Contemporary Educational Psychology, 14*, 203-211.
- Maynard, A. M., Maynard, D. C., & Rowe, K. A. (2004). Exposure to the fields of psychology: Evaluation of an introductory psychology project. *Teaching of Psychology, 31*, 37-40.
- Mueller, S. G., & Percy, L. M. (1976). Reaching today's youth. *Journal of Instructional Psychology, 3*, 17-18.
- Pawlovich, W. E. (1979). Vocational awareness through the use of stimulation. *Canadian Counsellor, 13*, 197-205.
- Reeves, G. W., & Reeves, T. G. (1982). Values clarification and career decision making. *Counseling and Values, 26*, 236-240.
- Roark, M. L. (1983). More art in the career counseling classroom. *Vocational Guidance Quarterly, 32*, 116-118.
- Splete, H. H., & Schmidt, J. A. (1976). Career guidance in the elementary school. *Elementary School Guidance & Counseling, 11*, 149-153.
- Zechmeister, E. B., & Helkowski, C. (2001). A career course and fair. *Teaching of Psychology, 28*, 276-278.

### **Educational Journals and Newsletters:**

- *College Teaching*
- *Creative College Teaching Journal*
- *Inventio*
- *Journal of Effective Teaching*
- *Journal on Excellence in College Teaching*

### **Web Sites:**

- **American Counseling Association:** <http://www.aca.org>
- **American Psychological Association:** <http://www.apa.org>
- **Center for Development and Learning:** <http://www.cdl.org/index.php>
- **Creative Teaching Web Site:** <http://www.creativeteachingsite.com>
- **FSU Center for Teaching and Learning:** <http://learningforlife.fsu.edu/ctl/index.cfm>
- **Icebreakers, Fun Games, and Group Activities:** <http://www.icebreakers.ws>
- **National Career Development Association:** <http://www.ncda.org>