QUEEN'S UNIVERSITY: CAREER SERVICES

E-Learning and Website Project Plan

Method of Practice

OBJECTIVES

1. To optimize information sharing so that students (and those who support them) can maximize their learning.

2. To integrate all elements of Career Services in an online environment (MyCareer MAP, MyCareer SERVICES, MyCareer ACCOUNT/ LOGIN) and facilitate easy transition between them.

3. To increase work flow efficiency for adding, changing, removing material
   - one Career Services staff is the "point person" to drive the project, determine staff responsible for updating each page, and liaise with ORBIS
   - ORBIS builds an "updating" system/process for staff to add information directly on the website
   - consistent formatting known to all staff
   - all staff contribute to their own sections and to NEWS & IDEAS

SECTIONS

Section 1 STYLE GUIDE

Section 2 NEWS & IDEAS

Section 3 FAQs (Questions Answered)

Section 4 VIDEOS (Includes Career Services YouTube)

Section 5 DISCUSSION GROUPS (Under consideration)

Section 6 TAKE A LOOK (Includes books, articles, links)

Section 7 TIPSHEETS

Section 8 SITE INDEX & SEARCH

Section 9 CAREER SNAPSHOTS

Section 10 TRY THIS (formerly known as engagement activities)

Section 11 EVENTS & WORKSHOPS CALENDAR

Section 12 E-HELP

Section 13 BLOGS (Decision: we do not host blogs, but link to them)

Section 14 ASSESSMENT

SECTION topics

Section 1 STYLE GUIDE

    1.1 Spelling
    1.2 Terminology
    1.3 Punctuation
    1.4 Graphics

Section 2 NEWS & IDEAS

    2.1 NEWS & IDEAS basics
    2.2 Update process of sections
    2.3 Creating entries for emails and memos
    2.4 Suggestions of sources for NEWS & IDEAS

Section 3 FAQs (Questions Answered)

    3.1 Sanitizing questions and answers for privacy of students
    3.2 Tag by main section topics > anchors
    3.3 Master list, authors, updating and vetting excel spreadsheet to track
    3.4 Organization: in modules, on web .. see keying to QA

    Note: Staff who receive individual emailed questions from students—answer, copy
    paste into Q&A, notify student to look there; track all questions.

Section 4 VIDEOS

    4.1 Master list & selection
    4.2 Production
    4.3 Permissions

Section 5 DISCUSSION GROUPS (Under consideration)

Section 6 TAKE A LOOK (Includes books, articles, links)

    6.1 Master list
    6.2 Selection policy & disclaimer
    6.3 Promotion and visibility
    6.4 Verification and updating

Section 7 TIPSHEETS

    7.1 Index
    7.2 Style guide

Section 8 SITE INDEX & SEARCH

    8.1 Master list of topics/keywords
    8.2 Open search run by Google

Section 9 CAREER SNAPSHOTS

9.1 Index (Master list)
9.2 A profile template ... see Erin's excel document
9.3 Permissions (already existed or not need because linked...se Erin's document re media)

Section 10 TRY THIS (formerly known as engagement activities)

10.1 Index (Master list)
10.2 Range of possibilities

Section 11 EVENTS CALENDAR

11.1 Index (Master list)
11.2 Policy...our events; events by others (finding; responding) – no retyping
11.3 Presentation on our site

Section 12 E-HELP

12.1 Who asks & how
12.2 Who responds & how
12.3 Where answers go & how

Section 13 BLOGS

Decision: we do not host blogs. Instead, we link to ones that are recommended by users. Blogs are replaced by News & Ideas section with entries from staff and other stakeholders who want to share tips and resources

The following is background information developed when as we went through the process of considering blogs.

13.1 Blogger job description
13.2 Mechanics: Instructions to bloggers
13.3 Guidelines for blog posts
13.4 Blog basics
13.5 Tips to developing a following
13.6 Ethics, disclaimers & permissions

Section 14 ASSESSMENT

Section 1   STYLE GUIIDE

1.1 Spelling

Queen's style: British spelling

- Resume—no accents
- Online—one word, no hyphen
- Counselling—two "ll"

MyCareer: all one word with the M and the C capitalized

- for particular sections, add the separate word in upper case with a space between the words

  eg MyCareer MAP, MyCareer SERVICES, MyCareer LOGIN

Work Study: two words, each one capitalized, a space between them

1.2 Terminology

Inclusive (respectful of diversity)

Current and professional

Consistent phrasing for key references in various parts of the site

Examples

- "All job postings" or "Recruiting" instead of "On Campus Recruiting"
- "MyCareer" instead of "ORBIS"
- "Career Education" unit or "Career Education & Counselling" unit rather than "Career Counselling" unit
- Person first: "a student with a disability" rather than "a disabled student"
- "After graduation" jobs, not "permanent" jobs
- Eligibility statement for a program would have the same wording on the employer, faculty & staff, and student parts of the site

1.3 Punctuation

Minimal use of colons; none in titles

When using dashes in sentences to illustrate or isolate a key point, use "em" dash—two hyphens immediately after a word then continue typing next word.

Consistency in punctuation at the end of bulleted lists—preferable no commas or periods

No (or minimal) use of exclamation marks

1.4 Graphics

Use template devised by ORBIS

Minimal use of italics, generally only for emphasis of a *cautionary note*

Minimal bolding

Minimal underlining using border underline method (use small square icon on toolbar), *not* U shortcut

Lists with bullets that are dots—no fancy arrow, dashes or icons

Hyperlinks are light blue font

Section 2   NEWS & IDEAS

2.1 News & Ideas Basics

Content
- both are integrated into one display centre on home page and on each section splash page
- includes announcements, articles, tips, resources and suggestions that would be of potential interest to all Queen's students
- entry and display template is designed to ensure consistency in format
- tagged to MyCareer MAP sections
- archived by tagged topic (or by date?)
- ORBIS limitation: To be featured on the home page, can only select "all pages." If select only a particular page, the item appears only there.

Eligibility & Accountability
- all Career Services staff members have permission to post directly but "Newsmaster" reviews, edits, accepts/declines and posts submissions from people who are not CS staff
- log in required using recognized Queen's login
- contributor's name visible with website posting, on MyCareer individual account, internally to staff on printable report

Submissions: contributors
- invitation from Share an Idea on every page of website
- from Career Services staff (including Newsmaster), students, Queen's community – name auto-entered from login account
- if posted by Newsmaster for non-CS staff: enter name of the person who submitted the item
- visible in consistent format on website that include the name of the contributor and the related information source

Display date
- visible on website and tracked on printable report
- for immediate posting OR for release on a later date
- capacity for creating advance log of items to appear on particular release date

Assessment
- counted to show activity (# participants, # ideas)
- could also include feedback icon ("thumbs up/down", "star" rating system)

Additional: Facebook & Events calendars

- link to CS Facebook, Twitter (*who manages these?)*
- students can add iCal event feeds to their Google calendars, phones, or other devices
- students can rate events/workshops using a five-star rating system, which is visible to all students – this is an example of both "peer wisdom" and community-building
- events calendar also list other upcoming dates and topics

Eg: This workshop also held on these days…
Eg. Other topics include…

Video & Audio

- events videotaped and highlights added to the website both on content pages and on the front page
- institute process for permissions for recording and using material on website
- process for letting newsmaster know about possible people/events to feature in modules? And then having newsmaster follow-up?

2.2 UPDATE Process

- log in using recognized Queen's login
- fill in template [that's designed to ensure consistency in format]
- submit (depending on eligibility to post, the system routes it to direct posting or to Newsmaster for review)
- populate frequently and regularly to maintain reader interest

ORBIS has designed a system based on the following (see chart below)

Content
- title and subtitle (created by contributor to deliver key point(s) that students would get from article
- concise synopsis (determine length that would be visible and once that's exceeded, the phrase "read more" appears. When the reader clicks that, the full article opens)
- full story by source with link(s) to source's site
- and/or full story by source with link to pdf that we make ensuring a source credit and date
- tagged to: display section name(s)

Submitted by
- CS Staff: (name of staff)
- non-CS staff: (name of contributor) authorized by Newsmaster

Display date
- select immediate posting (today's date appears) or delayed posting (select from calendar)

Example: Adding News & Ideas

From the Whig Standard, June 7, 2010

Queen's University student Xiren Wang finished in second place in a nationwide online competition to find Canada's Most Inspiring Young Leader.

Wang, 21, a classically trained pianist who performed works by Chopin and Beethoven at a benefit concert for Haiti in Paris last week, has been involved with many projects using music therapy with orphans and special needs children in disadvantaged regions around the world.
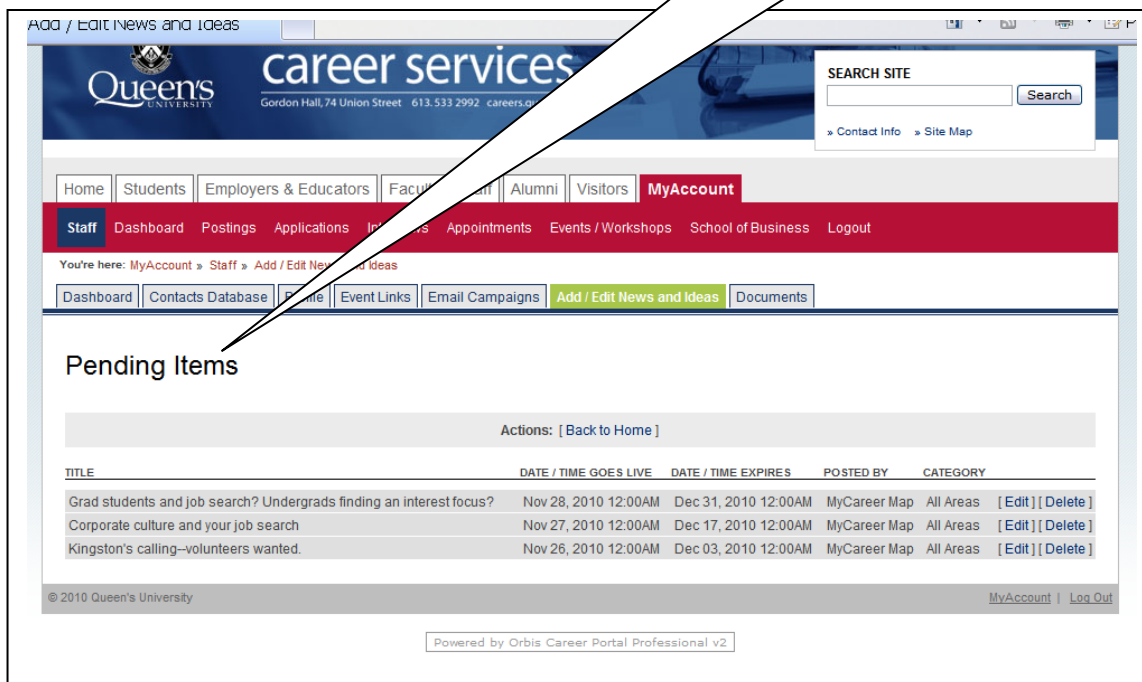
She's organizing a benefit concert -- at which she'll perform -- in Haiti for the Hearts Together for Haiti Kay Nou project. (Kay Nou means "Our House" in Haitian Creole). The Canadian charity helps young girls who are at risk of becoming child slaves because of the earthquake in Haiti in January.

The competition's sponsor, Mike and Ike candy, will donate the second-place prize of $1,500 to Hearts Together for Haiti.

"I am inspired by the people I work with -- not only my peers, but especially the disadvantaged children we reach out to," she said in a release. "The challenges they face make the (problems of) privileged societies seem miniscule. Their resilience motivates me, their happiness, hope and dreams inspire me."

Wang, who was among 10 finalists from an original group of more than 70 nominees, received 63,077 online vo...

Description and dates can be entered in advance. Poster has authority to "approve" OR put in "pending" status so that the "newsmaster" can confirm and approve later.

Sample sources that staff could gather

Source	Link	Description
Whig Standard	http://www.thewhig.com/ArticleDisplay.aspx?archive=true&e=2920815	When Ying Lee moved to Kingston in 1998, she didn't expect to stay long. She was entering a Masters program in English Literature at Queen's University and thought that in a year or two, she'd be gone. A dozen years and two degrees later, she's still here, though no longer as a student.
Globe & Mail	http://www.theglobeandmail.com/report-on-business/managing/morning-manager/ten-must-ask-job-interview-questions/article1855882/	
Globe & Mail	http://www.theglobeandmail.com/report-on-business/managing/top-employers/	
Globe & Mail	http://www.theglobeandmail.com/report-on-business/target-your-goals-for-growth-in-the-new-year/article1853608/	
Globe & Mail	http://www.theglobeandmail.com/report-on-business/managing/on-the-job/setting-career-goals-the-gender-factor/article1851263/	
Globe & Mail	http://www.theglobeandmail.com/report-on-business/business-weekend/holidays-a-good-time-for-students-to-plot-job-strategy/article1842868/	
Globe & Mail	http://www.theglobeandmail.com/report-on-business/managing/on-the-job/the-ins-and-outs-of-internships/article1838019/page3/	
Globe & Mail	http://www.theglobeandmail.com/report-on-business/managing/morning-manager/three-myths-about-students-and-the-net/article1856591/	
Maclean's	http://www2.macleans.ca/2010/11/08/generation-spend/	Gen Y spending/saving
Stickk.com	http://www.stickk.com/	Goal setting
Mind Tools	http://www.mindtools.com/page6.html	Goal setting and allied career skills
Dieticians Canada	http://www.dietitians.ca/Career.aspx	includes video, webinars and podcasts, online learning and conferences

j
TEMPLATE for entry process

Title	Making music and making a difference around the world
Subtitle	finding Canada's Most Inspiring Young Leader.
Synopsis	**Synopsis:** Queen's University student Xiren Wang finished in second place in a nationwide online competition to find Canada's Most Inspiring Young Leader. Wang, 21, a classically trained pianist who performed works by Chopin Beethoven at a benefit concert for Haiti in Paris last week, has been involved with many projects using music therapy with orphans and special needs children in disadvantaged regions around the world....***read more***
Source link	http://www.thewhig.com/ArticleDisplay.aspx?e=2610999
Source pdf	Yes _____ or not available
Contributor	___Career Services Staff? Name_____ Appears as Michele Lee, Career Services

Contributor	___Not Career Services Staff?
	Queen's Student: Name_____ Program_____ Year_____
	Queen's Faculty/Staff: Name_____ Department _____
	Queen's Alum: Name_____ Program_____Year_____
	Registered Employer/Educator: Name_____ Company_____
	Appear as
	   Hernades Falone, Comm '12 *authorized by Newsmaster*
	   Melody Monte, Dept of Kinesiology *authorized by Newsmaster*
	   Jason Sawhurst, TD Bank *authorized by Newsmaster*
	   Renata Gupta, Religious Studies, 2002 *authorized by Newsmaster*

Tags	What to do with a degree in…music?...in global development? Career Snapshots
	Start with YOU
	Determine Direction
	Search & Network
	Resumes & Interviews – includes cover letters, CVs statements
	Offers & Decisions
	Education – includes Undergrad, Grad school, Law, Meds, Teaching…
	Internships
	Jobs
	Volunteering
	Extracurriculars
	Routes & Schedules – First year, Mid-degree, final year, Graduate students, International Students, Going Global
	What to do with a degree in...? from degree list
	Career Snapshots (Name_____Program_____ Year_____
Display date	___Immediate: Today's date inserted automatically
	___Delay until: Pick from calendar to insert

Submit	System permissions set to automatically recognize:
	      - CS staff, therefore post item directly
	      - Non-CS staff, therefore send to newsmaster for review

1 – 2 line summary that poster makes up OR   lead quote from article

How it appears on our website

NEWS & IDEAS

Title in bold, followed by subtitle in smaller font italics attempts to convey several main points of article: music, leadership competition, world issues

Making music and making a difference around the world–*finding Canada's Most Inspiring Young Leader.*

Queen's University student Xiren Wang finished in second place in a nationwide online competition to find Canada's Most Inspiring Young Leader.

Synopsis with more details and Queen's connection

Wang, 21, a classically trained pianist who performed works by Chopin and Beethoven at a benefit concert for Haiti in Paris last week, has been involved with many projects using music therapy with orphans and special needs children in disadvantaged regions around the world....***read more***

…opens to full article OR follow link to source

Full story at source:
http://www.thewhig.com/ArticleDisplay.aspx?e=2610999

When this goes off the source's list, the article is no longer available

Tags: Career Snapshots, What to do with a degree in…music?...in global development?

2.3 Creating a NEWS item from emails and memos

Efficiencies: By writing web entries from existing memos or emails that we receive, we can
- increase distribution of information to students, faculty and staff with relatively little effort
- have a central place to house information so we know where to find it
- increase professional development for all staff

Steps

Step 1: Take a memo, subdivide it, and add a title

Step 2: Check for spelling, terms, style

Step 3: Have another staff look at it

Step 4: Tag it—add keywords that will help with usability

Step 5: Date it, sign it

Step 6: Post

Examples: Here are several blog/news entries created from a recent conference follow-up memo Debbie sent to everyone by email March 4, 2010. She included several items that she wanted staff to know about and pass along to students.

An efficient way to do accomplish both objectives is to create individual news items for the website. All staff would be encouraged to review the New & Ideas section daily.

Also, when someone posts an item (or more) and want to ensure staff see it, they can send an alert email to all staff. Suggestion—no repetition of the material in the email; simply a subject line that reads "News alert: topic"

Example #1

Internationally-trained engineers seeking employment in Canada

There is a neat service for Internationally trained engineering professionals called Cape www.capeinfo.ca. This service was interesting to me as I have had a number or graduate students come to me for advice over the years for their partner who is an engineer and is seeking employment in Canada. The on-line service matches engineers from any country by their background, skills, education etc with current job openings in Canada and it is all in real time. By the way they showed us the actual engineering jobs available on Monday in Canada and by far the most openings were in the Civil Engineering field. I am going to try to register myself and have a better look at the site.

Keywords: graduate students, international students, engineering, spouse, online, Civil engineering, Canadian

Example #2

Hidden gem for grad students

Something I found interesting at the _____ conference from talking to many newcomers to Canada (whose partners are currently at Queen's) was that none of them knew our service existed. I realize that our main focus is on assisting students, however, I am wondering if we could promote ourselves a bit better to Grad Studies and let them know that partners of students can stop by and use the Information Area. Perhaps we could talk about this on Tuesday at our meeting. I can talk to Colette in Grad Studies about this if we feel it is appropriate.

Keywords: immigrants, graduate students, career information area

Example #3

Hard skills, soft skills—a newcomer's dilemma

At the _____ conference this week, we received lots of interesting information about the difficulties that newcomers face when trying to find employment in Canada. One of the things that was mentioned several times was the fact that people are admitted to Canada based on their technical skills and educational background. A statistic that was given was that most newcomers' technical skills would be about 90% of their overall job related skills. Then when they actually attempt to find employment they don't possess the critical soft skills that Canadian employers are looking for and unfortunately most of the time Canadian employers are looking for about 50% technical skills and 50 % soft skills (some of you might debate these numbers but that is what they gave us).   That presentation gave a pretty interesting perspective on the difficulties of newcomers finding employment here.

Keywords: employment, immigrants, Canadian, job search, technical skills

Example #4

Summer Jobs in Kingston—artful and a-plenty

The Keys Summer Job Fair that I attended was another great event with over 700 students in attendance. There appear to be lots of summer jobs out there and a lot of students looking.

One thing that was interesting is that two organizations specifically mentioned to me they are looking for music, drama, and artistic students. Both Fort Henry and Extend a Family look for that type of background on resumes. I am going to send this information to the Undergrad Assistants in those departments and see if they will include it in their newsletter and correspondence to students.

Also I talked to three downtown retail outlets and they all indicated that despite the construction there will be a lot retail hiring this summer at downtown stores.   St. Lawrence Cruise lines also plans to hire a large number of students and students are paid better than average salaries. They give a full week of training before the season starts and that training includes Smart Serve so students don't need to have that to apply.

I am sure you all know this, but the City of Kingston has 175 jobs and the deadline is March 12th to apply.

Keywords: summer job fair, Kingston jobs, music, drama, arts, retail, construction, tourism

 Example #5

Electrifying job growth meets eco-volunteering

This morning I attend the KEYS Green Careers speakers series and I will put the names and contact information from that event in the appropriate Career Files.   I know you are all aware of this but 3 different people who spoke mentioned the fact that the trades in Canada are going to be experiencing a critical shortage so to encourage any young person interested to pursue an apprenticeship.   Electricians were the ones that they really emphasized this morning. Two of the contacts have backgrounds in Developmental Studies and are quite happy to talk to any of our students interested in this field.

 I also learned that the Y has a eco-internship 3 month program and there is currently an intern at the Kingston Sustainability Centre through that Y program. There are also lots of volunteer positions available at that Centre.

Keywords: green careers, contacts, career files, trades, apprenticeships, global development studies, networking, eco-internship, volunteering, sustainability

2.4 Suggestions of sources for NEWS & IDEAS

All sections on MyCareer Map
http://careers.queensu.ca
Introduce a different point regularly each week or weekday, perhaps as a question or a tip or a link of the day. Pre-populate to mesh with peak period issues.

Academica Group
www.academicagroup.ca
Canada's leading source of market intelligence and full cycle marketing services for higher education. The site describes pioneering market research, branding, recruitment and web technology services for colleges and universities, and ongoing policy research for national and provincial government and education agencies.

CACEE
http://www.cacee.com/
The Canadian Association of Career Educators and Employers (CACEE) is a national non-profit partnership of employer recruiters and career services professionals. Our mission is to provide authoritative information, advice, professional development opportunities and other services to employers, career services professionals, and students. Online Career Options magazine (especially for students)
http://www.cacee.com/_Library/docs/15714_CACEE_CO_Mag_Sept_2010_EN_FINAL_web.pdf

CAFCE
http://www.cafce.ca/
CAFCE is the voice for post-secondary Co-operative Education in Canada and its mission is to foster and advance post-secondary Co-operative Education in Canada. Ic ludes internship programs.

CAREER PRO NEWS Weekly
http://careerpronews.bridges.com/
Published on the web every week to connect career professionals to today's opportunities. Highlights labour market information, studies, facts and trends, headlines, conferences.

CBC
http://www.cbc.ca/podcasting/
National news source featuring current topics, events and documentaries that can illuminate career direction and point to opportunities. Especially useful, the list of podcast many of which are themed by occupational area. Eg Black Coat, White Art (health).

The Chronicle of Higher Education, Global Edition
http://chronicle.com/section/Global-Jobs/434/
A weekly newsletter, WorldWise blog and a job database

Contact Point
http://contactpoint.ca
ContactPoint is a practitioner-driven, Canadian website dedicated to providing multi-sectoral career development practitioners and counsellors with resources, learning and networking opportunities. To get the most out the ContactPoint community, register with us. Registration is free, simple and we respect your contact information. That said, much of our content can be viewed by unregistered visitors.

Employment Resource Centre and the Job Finding Club
http://www.marchofdimes.ca/
Newsletter 'Ready, Set, Search'
Ontario March of Dimes, Kingston, ON

Events calendar and E-Queen's bulletins
e-Queen's bulletin <enews@queensu.ca>
Example: Student-organized conference wins human rights award
The annual Queen's conference brings together experts who share their perspectives on the interconnection between health and human rights.

GradSource
http://gradsource.com/
Articles on the graduate student experience including trends and job search (Adventures in Interviewing, A Hire Power, A Fine Line) as well as databases searchable by programs and geographic regions.

GlobeCampus
http://www.globecampus.ca/in-the-news/
Trends in undergraduate and graduate education in Canada with a blog on higher education.

Globe & Mail
National newspaper that has sections on business, trends, managing and career issues.
http://www.theglobeandmail.com/report-on-business/

Graduate Junction
http://www.graduatejunction.net/
An international peer support network. Includes special sections on careers and research profiles; monthly newsletter available.

GradShare
www.gradshare.com
An online community in which graduate students help each on a wide range of topics in the graduate experience including work-life balance and job search.

KEYS (Kingston)
http://www.keys.ca/index.cfm?page=immigrant
KEYS offers a variety of services for employment opportunities and tools for finding work in the

Monday Morning Motivator |CareerJoy by Alan Kearns
http://www.CareerJoy.comAn affinity partner with Queen's for Alumni career help. Provides a Monday column that often points to free webinars.

NEADS
http://www.neads.ca/en/
The National Educational Association of Disabled Students is a consumer organization, with a mandate to encourage the self-empowerment of post-secondary students with disabilities. NEADS advocates for increased accessibility at all levels so that disabled students may gain equal access to college or university education, which is their right. The Association provides information on services and programs for students with disabilities nationwide, publishes a regular newsletter, and conducts research on issues of importance to its members. Members include disabled students, educators, organizations and professional service providers.

Postgraduate Toolbox
http://www.postgraduatetoolbox.net/site/index
Postgraduate Toolbox brings together a huge wealth of resources available to support postgraduates from all subject areas, whether undertaking a Masters or PhD.

Working in Canada
www.workingincanada.ca
Canadian government website has information for the challenges of finding a job. Could look for time-sensitive material or program specific information to assist students. Perhaps an RSS feed?

Section 3 FAQs (Questions Answered)

3.1 Master list, taxonomy and keywords

Originally from Workshop Questions and individual staff collection

Hundreds of questions raised by students, compiled over two years.

All are tagged by topic.

I:\shared\Workshop Resources\Workshops\Feedback, Workshops - file name Student Feedback

3.2 Adding FAQs

Process for routing questions to staff and process for linking answers back to student who asked question and to relevant module?

Process for adding new workshop question to FAQs database?

Rated by students (liked/didn't like, or star system). Top tips appear on News & Ideas? Or in a separate section if traffic warrants.

Topic list by MAP section

Topic … with individual related question listed below

Section 4   VIDEOS

4.1 Selection

Current, Canadian, unbiased, non-commercial no product endorsement, youth market, professional but not stuffy, 2-4 minute max

Video should illustrate a point or raise a question or prompt discussion about a topic in MyCareer MAP

Note the source and how a link to it on our site will open other material for the viewer.

4.2 Production

Short segments, subdivide topics, students featured

Events videotaped and highlights added to the website both on content pages and on the front page

Process for letting webmaster know about possible people/events to feature in modules? And then having webmaster follow-up?

> *Example*: Here's a description of the process and format for writing the script and creating the video. The sample is written in the style of an FAQ.
>
> Q: How do I write a Video FAQ for Career Services?
>
> Further question details: I'm a 3rd year Peer Career Educator and I was wondering how to record an FAQ for the website.
>
> Answer Summary: You check your list for similar questions. If none exist, you add it to your list. Then, you write a brief summary answer. This will help you focus when you do the video recording. Then, you do the recording.
>
> Store it on the FAQ folder on the desktop and give it a file-name that matches the question number (for example, Q3.mp4).
>
> Supporting documentation: Any examples you refer to will be posted below the video for students to refer to while you talk. Give them the same naming scheme as the video (ie: Q3_example1.doc) and save them into the same directory on the desktop of the computer.

4.3 Permissions

Process for permissions for recording and using material on website
  - From all recognizable people
  - From all sources: note credits requirements
  - See Permissions section 9

Section 5   DISCUSSION GROUPS (under consideration)

Initial thoughts
> Archive all discussions
> Have them up long term
> Moderator to vet comments
> Keep discussion going; live responses in real time
> Topics geared to peak periods in the year (see peak periods chart)

5.1 Value of discussion groups

Research shows that follow-up after in-person activities (workshops or appointments) which include peer interaction positively influences both the student's attitude about the in-person activity and the completion rate of voluntary post-event assigned tasks (Green 2008). In this way, these activities will not only serve students who never come into our centre, but will complement ongoing career counseling efforts.

Career websites such as SFU's co-op program have shown success at getting students to participate in online activities if it addresses an individual goal such as landing a certain position or getting advice on a certain kind of application. To that end, we are setting up two kinds of participation spaces on the website available to Queen's students using the institution's single-sign-on:

- Discussion forums

  o Weekly topics advertised on front page, the draw being employers or recruiters who will spend an hour or two answering questions posted throughout the week.
  o Moderated post-hoc by counselling staff, as needed
  o Restricted to Queen's students – this allows a level of comfort during the discussion to express confusion or questions about how to frame things to employers or educators, for example, without it showing up on a Google search!
  o Workshop follow-up groups, where a counsellor in charge of a particular workshop topic answers questions and gives feedback to students who attended the workshop

  Process for contacting employers and tracking who will answer questions?

  Process for counsellors' moderating?

- "Organic groups"
  o Allowing students to organize themselves into discussion groups around a certain topic, ie: jobs in the film industry, applying to the Public Service, interview debriefing or advice-sharing. Seeded by peer career educators and work study staff.
  o Moderated post-hoc by counselling staff, as needed

  Process for contacting employers and tracking who will answer questions?

  Process for counsellors' moderating?

References
Green, Marybeth. "An Exploration of Online Environments Supporting Follow-Up to Face-to-Face Professional Development." Jl. of Technology and Teacher Education, 2008: 283-306.

Maher, Elaine. "Towards a Pedagogically Sound Research Framework for eLearning in Higher Education." Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications. Chesepeake, VA: E. Pearson & P. Bohman (Eds.), 2006. 1708-1715.

5.2 Guidelines for setting up and moderating online discussion forums
(from webct@abdn.ac.uk)

This document is aimed at teaching staff wishing to use online discussion forums for coursework. If you are using a forum as a basic FAQ resource or for general course information only, such comprehensive guidelines will not be necessary. The following guidelines do not include technical instructions, which are available in a separate document at: http://www.abdn.ac.uk/webct/documentation.hti If required, a member of the Centre for Learning & Teaching can meet with you to help plan and structure your discussion forums and advise on documentation for students.

Preparing the environment

Much of the success of managing online discussion lies in the preparation. This should include clear and logical structuring of the environment and the management of expectations, roles and responsibilities.

Plan for the work that will take place in the forum/s, considering the following:
- Will the work take the form of tutorials, moderated class discussion or debate, paired or group tasks, a mixture of these? Your role as tutor/facilitator will be different in each case.
- How much time will you allow for each tutorial, discussion or task? For a class or group communicating asynchronously and working only at a distance, for example, one week is not very long.
- What level is the course? Learner skills and confidence will have a bearing on the type of online discussion tasks employed.
- Is participation assessed? If assessed, what criteria will you use? If not, how will you encourage everyone to participate?

If you would like to discuss any of these issues contact us on webct@abdn.ac.uk, extn 3765.

Provide instructions and guidance:
- Clear instructions for any tasks and, if appropriate, definition of roles for individuals within groups.
- An outline of your role as tutor in forums (eg as tutor in tutorials, facilitator in class discussion): what can your students expect and what will be the level and frequency of your contribution?
- Technical Instructions on using the Discussion tool – http://www.abdn.ac.uk/webct/documentation.hti

- Netiquette Guidelines (communicating appropriately online) – guidelines from Napier University: http://www.napier.ac.uk/webct/staff/documents/netiquette_guidelines.pdf
- Instructions on where to go for help -
  - Technical help: (Help Desk 01224 273636, email helpdesk@abdn.ac.uk)
  - Administrative help (course secretary)
  - Coursework issues (course tutor)

The more generic materials above could be placed on a Help or Information page accessible from the Home page of your course. Any task-specific instructions may be more suitably embedded within the course content. If you would like to discuss any of these issues contact us on webct@abdn.ac.uk, extn 3765.

Create the discussion forums
See Discussion Area Management **link for instructions. Decide how many forums you will need. You should include the following:
- Welcome or Induction forum: a welcome session enables students to become acquainted with the software and with each other, without having to worry yet about the coursework. It also helps them to overcome any fears about posting a first message.
- Social Area: this prevents social communication from cluttering up the coursework areas
- General Information: course administration and organisation messages
- Coursework forum/s: you can set up forums on a time-based or topic basis, and/or have separate forums for groups of students.

Post starter messages
Post initial messages in each of the forums to introduce the sessions, set the tone and outline what is expected. In the Welcome or Induction forum, post a Welcome to the Course message to introduce yourself and the course, and invite students to post messages about their own expectations. You could also include an induction activity. For a list of induction activities see ***link

Send out login instructions
At least two weeks prior to your Welcome session, email all students clear instructions for logging on and taking part. If students will be accessing your site from home, provide a link to: "Using WebCT off-campus: common problems and solutions" at the following URL.: http://www.abdn.ac.uk/webct/factsheets/webctoffampushelp.htm This will give them a chance to check that they can log in and change settings on their home computer if necessary.

5.3 Managing and moderating the discussion

Welcome or Induction Sessions
There are three ways you could run the Welcome session:
- Face to face. If the students are on campus at the start of their course, you can deliver the welcome session in a computer lab. This way the students are able to use the software and experience sending messages with the advantage of having someone on hand to ask about technical issues.

- At a distance, synchronously (with everyone logged on at the same time). This is a good way of breaking the ice at a distance as responses are immediate. However it can be very difficult to find a time when all students can take part.
- At a distance, asynchronously (classic online discussion style, reading and leaving messages). It is important to respond to messages as soon as possible to build confidence.

    Tips for hosting an online Welcome session
    - Adopt a friendly style and use your messages to set the tone for the coming course.
    - Make it easy for students to participate by posting messages that invite responses
    - Respond to all first messages if possible
    - Respond to messages as promptly as possible: if the session is asynchronous and running over the course of a week, try to log on a few times a day.
    - At the end of the Welcome session post a final message wrapping it up, including a brief instruction as to how the students should now proceed, and, for example, which discussion area they should use for the first section of coursework.

Coursework forums
How you operate the forums, and your role, will depend on the type of coursework taking place.

Tutorials
For a 'traditional' online tutorial, your messages should reflect your role as the tutor. Use your messages to bring out ideas. Summarise regularly and encourage participation. As you would be 'driving' the discussion, you should log on and post messages regularly. However it is not necessary, nor particularly effective, to post a reply to every contribution. You can reply to two or more contributions at once by summarising or inviting further comment on issues raised. Your messages should be non-authoritative in tone, and should be mainly open-ended to encourage discussion. For more detailed guidelines on moderating online tutorials, see The Role of the Online Instructor/Facilitator Zane L. Berge at http://www.emoderators.com/moderators/teach_online.html

Student-led discussions, debates and role plays
In student-led discussion and debate there is no traditional tutor role. However, to be effective the discussion stills need some direction and this task can be allocated to students. You can appoint a student as a summariser, for example, to help draw ideas together and provide a focus. For a debate you would have two or more students representing the opposing views, with another acting as 'chair' or moderator. Your role would be mostly as an observer, posting occasional questions or voicing opinions. There are several examples of student-led discussion in Harasim – Teaching by computer conferencing http://cit.jmu.edu/cit/training/resources/Harasim.pdf

Group or paired tasks
You might choose not to contribute messages during an ongoing group or paired task, but instead post comments and feedback on the end products (documents, presentations etc). Another option is to moderate an online class seminar on the work produced by all groups.

Links
Berge Collins
http://www.emoderators.com/moderators/teach_online.html
The Role of the Online Instructor/Facilitator Zane L. Berge

Project Models
http://www.abdn.ac.uk/models/

Morten Flate Paulsen, NKI College of Computer Science, Oslo, Norway
Moderating Educational Computer Conferences
http://www.nettskolen.com/forskning/20/moderating.html

Section 6   TAKE A LOOK (Includes books, articles, links)

6.1 Selection and master list

Links and articles recommended by all staff and other users

Books determined by Career Information Coordinator and other staff; updated as new picks come in

Related to topics on MyCareer MAP

6.2 Selection Policy & Disclaimer

Links from other sites on our website should be credible, professional, free (or modest fee that is disclosed)

Disclaimer: Career Service does not profit from websites linked to it; we encourage users to exercise sound judgment before purchasing a product or service or disclosing information.

6.3 Promotion and visibility

New items added to News & Ideas regularly by staff or other users)

Books highlighted in Q&A on Career Information Area

New items added to Master list excel sheet for related MAP sections

Master list checked regularly to verify links

6.4 Verification and updating

Newsmaster (or delegate) checks master list to ensure all links are working

Section 7   TIPSHEETS

7.1 Index (Master list)

Appears in MAP resources section

Divided by MAP topics

Printable pdf on signature CS stationary

7.2 Style guide (See template)

Section 8 SITE INDEX & SEARCH

8.1 Open search run by Google

The more users go to a page, the more likely Career Services will show up on a google search near the top of responses

8.2 Master list of topics/keywords

Offer users who learn by "recognition" rather than "recall" to walk their way through the e-learning process.

Section 9 CAREER SNAPSHOTS

9.1 Index (Master list)

Created by Erin McGeachie, summer 2010
Searchable by Name, degree, current position

Update with information from the following

Source
Queen's Alumni Review
Queen's Journal
Queen's onQ
Queen's Our Stories, Career Services, 1999
Globe & Mail
Kingston Whig Standard
CBC
other

9.2 Career profile and testimonial template
—getting comments and stories from students, alumni, employers, event participants, guest panelists

- Try to access information related to the following topics through personal interviews with individuals from a wide range of work areas.
- Encourage each person to support their thoughts with examples, stories and revelations that give evidence of these points.
- In the end, the reader/listener should get a sense of each speaker's individual journey, yet should also be able to detect similarities in the steps and process central to their own career development.
- Note: Send this to the participants in advance so they have time to clarify their thoughts and prepare succinct responses

Your Career Snapshot—*a guide*

Name
Queen's degree & year
Current field of work & position

When describing your career snapshot to students, you might want to reflect on some or all of the following topics including examples, stories and revelations that give evidence of these points. In the end, the reader should get a sense of your individual journey, yet should also be able to detect similarities in the steps and process central to all career development.

1. The development and change of defining characteristics like:

- Interests/Passions that have propelled you
- Skills ...from education and experience (paid and unpaid)
- Values & Needs that have affected your career decisions

2. Significant influences or turning points (in or out of the classroom, in paid work, unpaid work, in career, family…)

3. Fun and frustrations in current/past work situations

4. Addressing change: How you track it, prepare for it, embrace it

5. Advice that you want to share

9.3 Permissions

See sample form developed in 2005 for all materials.

PUBLICATION PERMISSION

I give my permission to Career Services, Queen's University, to use and/or publish my attached [check name of document]:

___ Resume
___ Cover Letter
___ Personal Statement
___ Curriculum Vitae
___ Quotation
___ Question

in presentations, publications and electronic media including the world wide web. I understand that any proceeds will go to Career Services to cover publication costs and to support other projects undertaken by the department.

PERMISSION DETAILS

Last name (typed or printed):

First name (typed or printed):

Student #:

Discipline, Year:

Email:

Limited Permission: A checkmark in this box   indicates that I give my permission to as above, but request that the information appear with my discipline and year (e.g. Politics '05) and that my name and contact information be withheld from public view.

Date:

Signature:

Please complete and return to:
Publication Permissions, Career Services, Queen's University, Kingston, ON K7L 3N6

SUBMISSION DETAILS (for office use only)

Date of original submission to Career Services:

Method of submission: __ email   __ letter   __ telephone   __in person

Received by (staff name):

10.1 Index (Master list) see website

10.2 Range of possibilities

a) Active learning—In each "lesson," we are focusing on creating active learning tools that use the strengths of the web such as interactive planning activities

- Polls, self-evaluations, "next steps" and suggestions of related content situate the student within the subject matter
- Self-assessment quizzes for pre- or post- activity assessment focus the student on the objectives they should achieve. Properly designed quizzes before an article or activity tells the student what to look for or focus on; quizzes afterwards cement concepts just learned. In both cases, feedback on their answers is essential and makes 'next step' suggestions meaningful and useful to the student.
- Soliciting "student wisdom" – asking students to submit resources or links they found helpful with respect to a particular subject, and asking them to engage in discussions (see below).

b) Case-based learning

Case-studies, extremely effective at conveying a message and illustrating a point, will be used throughout the learning modules. Our student focus groups specifically requested these, as well.

c) A mix of presentation styles: video, audio, or text with photo

Standard web e-learning activities
- tracked by us to demonstrate levels of user activity
V = Visual learning   A = Auditory learning   T = Tactile learning

Polls (T, V)	Shows general preference amongst readers, fosters sense of community	**Time:** Short time commitment **Feedback to learner:** A visual representation of other people's attitudes
Quizes (T,V) - multiple choice, multiple answers, with different feedback possible for each choice	Gives feedback on correct/incorrect knowledge	**Time:** varying commitment for each one, depending upon whether the quiz is a few questions throughout or all at the end **Feedback to learner**: • confirmation of answers (eg Yes/No/Maybe; T/F;

		multiple choice) • Explanation ("you answered this way; see here for more about this…") • Follow-up: "Need some help with this? Print out your results and bring them to a workshop on [whatever]…" (Not saved by each student because it's about the experience - and it's not for credit.) **Caveats:** Wrong answers, even if counteracted, still get remembered
Drag and drop from one column of information to another (T, V) • can use words, pictures, or both (V) • Either classifying items or selecting the correct ones out of a list of correct/incorrect items o eg: Look at this resume and pick out the action verbs from the list below	Allows students to visualize choices or attitudes	**Time:** 3 – 5 minutes **Feedback to learner:** • gives immediate visual feedback on correct/incorrect knowledge or on priority levels • Can give text feedback explanations / "Nope, [this] doesn't fit and [here's why]; also see here for more about [this]…"
Matching exercises (V, T) • dragging answers into the correct empty spaces (T) • can use words, pictures, or both (V) • also, fill-in-the-blanks (T)	Allows students to prioritize & visualize choices or attitudes	**Time:** 3 – 5 minutes **Feedback to learner:** gives immediate visual feedback on correct/incorrect knowledge or on priority levels.
Crossword, jumble (V, T)	Reinforces knowledge	**Time:** 5 – 10 minutes **Feedback to learner:** Correct answers

Timelines (V, T) • Words, pictures, or both	Allows students to visualize choices/actions and see the "bigger picture"	**Time:** 15 –20 minutes **Feedback to learner:** Building a timeline has no "correct" answer but should help student to frame a question or goal.
Sorting things into one or more categories (V, T)	Illustrates groups of priorities, uncovers assumptions	**Time:** 3 –5 minutes **Feedback to learner:** "You find [this] more important – for more information, visit [this resource].
Meters (single or multiple) (V, T)	Illustrates groups of priorities	**Time:** 3 –5 minutes **Feedback to learner:** "You find [this] more important – for more information, visit [this resource].
Forums	Allows sharing of knowledge and discussion	**Time:** varied **Feedback to learner:** (if the forum is used) the idea that they are not alone, that their issues and problems are common; some starting points provided. **Caveat:** Moderation required, staff time; community presence
Hover-tips (placing your mouse over something displays a box with information in it) (V,T)	Reinforces knowledge (requires action to display the answer)	**Time:** 5 seconds? **Feedback to learner:** Further information available at [resource]; action = reward
Video (V, A)	Visual/auditory learning	**Time:** 30 seconds – 1 hour; varying
Audio (A)	Auditory learning	**Time:** 30 seconds – 1 hour; varying
Drawing with an on-line canvas, creating live graphs and	Tactile learning, illustrates groups of	**Time:** 5 - 10 minutes

charts (V, T)	priorities or reinforces knowledge	**Feedback to learner:** The ability to visualize choices in a new way.
Games and tools (V, T, A) • "Carmen Sandiego" –type games: a character uncovers information to move to the next level • "Zelda"-type games: click-through a scene, opening doors and cupboards, making characters talk • Tools for organization or visualization of processes or pieces	Reinforces knowledge or provides knowledge in novel ways	**Time:** **Caveat:** takes lots of development time

Section 11   EVENTS CALENDAR

Main objective: To have students refer regularly to our events & workshop line-up. They might even want to add iCal event feeds to their Google calendars, phones, or other devices.

Additional: Create awareness in employers' and educators' minds of opportunities to connect with students and alumni.

11.1 Index (Master list)

11.2 Policy? What links from other sites on our website

11.3 Presentation on our site

11.4 Process for posting

Students can rate workshops using a five-star rating system, which is visible to all students – this is an example of both "peer wisdom" and community-building
Events are organized by subject and content, and displayed on relevant pages throughout the site
Eg: the upcoming Resume and Cover Letter workshop appears on any pages that discuss resumes
Events list other upcoming dates
Ie: This workshop also held on these days…

Section 12   E-HELP

Over to Chris & Paul for procedure

Capacity for collecting and tracking them so that:

- answers can efficiently be turned into FAQs to help inform more students and to serve as PD for staff
- be able to see patterns of student engagement/reliance on this method of service and address its effectiveness
- could assess and demonstrate allocation of staff resources
- eventually, use this to generate discussion forums

12.1 Who asks & how

Any currently registered Queen's student (how about alumni?)

Submits in the E-Help section via the question box.

Readers are alerted to

12.2 Who responds & how

E-help co-ordinator (or an expert that they delegate)

Respond positively with a succinct suggestion and references to further information on the website or other service.

If the material is missing from the website but is essential to answering the question, include the new information in a relevant section of the website and add it to the "Take a Look" list. Consider highlighting it as a NEWS & IDEAS item.

12.3 Where answers go & how

Hopefully, answers can be sanitized to keep the essence of the question intact, protect privacy and allow for others to benefits from the answer to the question when it's posted on the FAQ page.

If it's an in-depth question, it could go up as a case study.

See Permissions section 9

From allexperts.com

Options:

○ Answer this question.

○ Email this question to me so I can consider this further.

○ Send the questioner a <You're welcome> note, if it contains only "thank you" message.

Auto Rejections:

Click on one of these, to send an instant rejection email and remove the question from your pending queue. Use these options so the questioner can't rate your answer.

○ Explain to the questioner why you can't answer this question.

◉ Sorry, this is outside my expertise.

○ This is a duplicate question. I've answered it before.

○ I don't understand the question / There is no question here.

○ This is a rude or non-serious question.

○ This is one followup too many.

○ This question is too long and involved for me to help with.

○ I believe this is a homework question.

○ Send this question to the Question Pool.

Decision: we do not host blogs. Instead, we link to ones that are recommended by users.

Blogs are replaced by News & Ideas section with entries from staff and other stakeholders who want to share tips and resources

The following sections (2.1 – 2.6) are background information only. This material was developed when as we went through the process of considering blogs.

Inherent Questions:

- What factors determine usability of blogs we link to?
- Where on website?
- How to create a master list?
- When and who updates and vets list?
- Process for keywords?
- How to see author?

Suggestions on blogging from http://ugacareercenter.wordpress.com/who-are-we/

13.1 Blogger job description
13.2 Mechanics: Instructions to bloggers
13.3 Guidelines for blog posts
13.4 Blog basics
13.5 Tips to developing a following
13.6 Ethics, disclaimers & permissions

13.1 Blogger job description

http://amillionmemos.blogspot.com/2007/08/professional-blogger-job-description.html

SUMMARY:

Develop and maintain a blog on the Career Services website. Research and write articles in a conversational style, which engages readers about topics related to career, job, and degree choices. Use on-line and off-line social networking techniques for collaboration with people inside and outside the organization.

Readers will follow you through the process of exploring you career options, and applying that knowledge to what you're doing day-to-day – studying, reading, listening, and deciding.

DUTIES AND RESPONSIBILITIES:

1. Perform continuous updates to blog, at least twice a week.
2. Respond promptly to blog comments and email
3. Research, write/edit the occasional article or feature
4. Act as liaison between blog readers and Career Services

5. Interface collaboratively with web design team to insure cohesiveness between blog and web site.

JOB REQUIREMENTS:

Possess engaging conversational writing skills and a unique point of view. You should be computer and definitely Internet/search engine savvy to perform online research. Having a personal blog is a huge plus.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:

Technical

- Solid understanding of all sections related to the anatomy of a blog
- Knowledge and understanding of current editing, authoring tools, and related blog technologies.
- Ability to use computerized word processing, blogging and internet software.
- Knowledge and understanding of internet operations and functionality

Writing

- Proofreading and editing skills.
- Ability to create, compose, and edit written materials.
- Ability to write simply with a conversational style
- Writing should be informative, but not verbose

Social Networking

- Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies in a diverse community
- Present professional, but friendly posture with blogosphere colleagues and throughout the Internet
- Act as ambassador and liaison for company with the Internet community
- Develop collaborative partnerships on-line and off-line.

13.2 Mechanics: Instructions to bloggers

Just to introduce myself, I'm the webmaster for Career Services

Your account:
I have set up a blogging account for you on our website.

How to post
Click here to view the screencast step-by-step: http://screenr.com/MZd

To log in

Go to the bottom of any page on the http://careers.queensu.ca site. In the footer is a little "Login" link - click there (don't use the "Login to myCareer" at the top of the page, that's for our job-posting system).

To post
On front page, below the giant picture, an "Add a blog post" quick-link will now appear. Or, on each page that has a blue sidebar you'll see a box with your name in it - you can post from there, too, and you can also add stuff to your account profile like a photo (that would be great, but isn't mandatory!) Your blog will show up like so:

- http://careers.queensu.ca/blogs/renee-stephen
- http://careers.queensu.ca/blogs/andrea-s
- http://careers.queensu.ca/blogs/mike-zee … etc

Images
If you can, upload a photo with your posts, using the "File Attachment" box. Copy the full URL filename under the image after you upload it, and then use the "Image" button in the editor to place it (watch the screencast for details).

As an educational institution we can do "fair use" of photos you find on the Internet - that means you have to give credit to the original author/creator (just put it at the bottom of the entry, "Photo by… found at …") Many things on Flickr or Wikipedia are "Creative Commons" licensed and can also be used if you give an attribution to the author at the bottom of your post.

Links and Videos
URLs get automatically linked, if you paste in their address. If you want to embed a video, right click on the link and select "Unlink." Then the system will know to embed it automatically.

Tone
The tone of the posts is absolutely up to you – casual is good. We don't moderate posts.

Please see our official "method of practice," which includes a sample post and some more tips.

13.3 Guidelines for blog posts

In order to ensure blogs posted on or linked to the Career Services website are in line with Career Services' resources and strategic goals, you are encouraged to follow the below guideline before proceeding.

Major Messages of Career Services
Career Services is in the process of assembling a "method of practice" document which will help staff communicate the visions and ideals of Career Services, when interacting with the public. A post shouldn't contradict these main messages; ideally, the content will contain one of more of these messages, in either an explicit or underlying way.

Examples of messages include:
- Students taking responsibility for their career development and job search;
- Emphasis on skills rather than degree;
- Emphasis on pursuing opportunities and work, rather than specific jobs.

Accuracy, Fact-checking, and Peer Review
If a blog post could be controversial (for instance, a comment about the ethics of working for an oil company) or contains a promotion for a particular aspect of what Career Services does, take the time to run the post by the affected unit manager before posting so that they can determine whether or not there are resources in place to handle the potential feedback or increase in demand for service.

Ethics and Blog Posts full description at http://www.cyberjournalist.net/news/000215.php
- Be Honest and Fair
- Minimize Harm
- Be Accountable

Disclosure policy
...example derived from answering questions at disclosurepolicy.org

This disclosure policy is valid from xxxxxxxxxxxx:

This blog is a personal blog written and edited by me. For questions about this blog, please contact xxxxxxxxxxxxxxxxxxxxxxxxxxx

This blog does not accept any form of advertising, sponsorship, or paid insertions. I write for my own purposes. However, I may be influenced by background, occupation, spirituality, political affiliation or experience.

The owner of this blog will never receive compensation in any way from this blog.

The owner of this blog is not compensated to provide opinion on products, services, websites and various other topics. The views and opinions expressed on this blog are purely the blog owners. If I claim or appear to be an expert on a certain topic or product or service area, I will only endorse products or services that I believe, based on my expertise, are worthy of such endorsement. Any product claim, statistic, quote or other representation about a product or service should be verified with the manufacturer or provider.

This blog does not contain any content which might present a conflict of interest.

To get your own policy, go to http://www.disclosurepolicy.org

Page ▼   Safety ▼   Tools ▼

Generate Policy   **Bloggers**   **Advertisers**   **Readers**   **Usage**

Forums

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DisclosurePolicy.org

Generate Your Own Disclosure Policy Now
Generate Policy ⬇

What is disclosure?

The act of making something obvious. Disclosing (divulging or explaining), the purpose and interests of a blogger in his/her published posts: written, audio or video.

Why is it important in blogging?

Because advertisers are offering bloggers payment or gifts to create content about specific products or services, the blogger's interest in the product or service may be in part the financial gain. Whether the blogger would have included content in his/her blog about the product or service without gift or payment, the fact is the blogger is receiving payment for certain content.

Why disclose?

By disclosing the purpose of a blog, bloggers are letting readers know more about the information they'll be reviewing. Bloggers retain the freedom to write original content, as well as select which advertisers they will represent in exchange for gifts or money. Any ethical concerns will remain where they've always been - on the individual level. Because it is a blogger's freedom to select which topics will bring them payment, he/she remains responsible for his/her own reputation.

Disclosure | Contact us | Privacy Policy

DisclosurePolicy.org was created and funded by IZEA. Anyone interested in collaborating on blogosphere transparency is encouraged to contact us.

http://disclosurepolicy.org/generator/generate_policy

Google

File Edit View Favorites Tools Help

Favorites | Tourism Toronto -... | Tourism Toronto -... | Insights (2) | Insights | How to Bookmark ... | Online Mind Mappi... | Online Mind Mappi...

Blog | DisclosurePolicy.... ×

Page ▾ Safety ▾ Tools ▾

Generate Policy **Bloggers** **Advertisers** **Readers** **Usage**

Forums

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DisclosurePolicy.org

Step 1 of 6: Type of blog

What kind of blog do you have? Do you want to provide contact details?
Fill in the options below and click 'Continue' to move on.

(Note: We won't store the information you enter anywhere, ever.)

Generate Your Own Disclosure Policy Now
Generate Policy ⬇

◉ This blog is a personal blog written and edited by me.

○ This blog is a collaborative blog written by a group of individuals.

○ This blog is a sponsored blog created or supported by a company, organization or group
   of organizations.

For questions about this blog, please contact jane.good@queensu.ca

e.g "Joe Bloggs (Joe At Bloggs Dot com)"

continue »

Disclosure | Contact us | Privacy Policy

DisclosurePolicy.org was created and funded by IZEA. Anyone interested in collaborating on blogosphere transparency is encouraged to contact us.

Internet   100%

start | Inbox - Mic... | My C.V. - M... | ckresume.d... | Blog Metho... | DisclosureP... | I:\shared\S...   8:29 AM

http://disclosurepolicy.org/generator/generate_policy

Google

File Edit View Favorites Tools Help

Favorites | Tourism Toronto -... | Tourism Toronto -... | Insights (2) | Insights | How to Bookmark ... | Online Mind Mappi... | Online Mind Mappi...

Blog | DisclosurePolicy.... | Page ▾ Safety ▾ Tools ▾

Generate Policy   Bloggers   Advertisers   Readers   Usage

Forums

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Step 2 of 6: Compensation

Many blogs accept some form of compensation, whether it be cash, free lunches, products and so on. What about yours?
Fill in the options below and click 'Continue' to move on.

⊙ This blog does not accept any form of advertising, sponsorship, or paid insertions. We write for our own purposes. However, we may be influenced by our background, occupation, religion, political affiliation or experience.

○ This blog does not accept any form of cash advertising, sponsorship, or paid topic insertions. However, we will and do accept and keep free products, services, travel, event tickets, and other forms of compensation from companies and organizations.

○ This blog accepts forms of cash advertising, sponsorship, paid insertions or other forms of compensation.

back »   **continue »**

DisclosurePolicy.org

Generate Your Own Disclosure Policy Now
Generate Policy

Disclosure | Contact us | Privacy Policy

DisclosurePolicy.org was created and funded by IZEA. Anyone interested in collaborating on blogosphere transparency is encouraged to contact us.

http://disclosurepolicy.org/generator/generate_policy#

Internet   100%

start   Inbox - Mic...   My C.V. - M...   ckresume.d...   Blog Metho...   DisclosureP...   I:\shared\S...   8:29 AM

Generate Policy   Bloggers   Advertisers   Readers   Usage

Forums

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Disclosure Policy.org

Step 3 of 6: Advertising & content

All writers are influenced by something, but some blogs are directly influenced through advertising and payment. Where does yours stand?
Fill in the options below and click 'Continue' to move on.

Generate Your Own Disclosure Policy Now
Generate Policy

○ The owner(s) of this blog will never receive compensation in any way from this blog.

○ The compensation received will never influence the content, topics or posts made in this blog. All advertising is in the form of advertisements generated by a third party ad network. Those advertisements will be identified as paid advertisements.

○ This blog abides by word of mouth marketing standards. We believe in honesty of relationship, opinion and identity. The compensation received may influence the advertising content, topics or posts made in this blog. That content, advertising space or post will be clearly identified as paid or sponsored content.

○ The compensation received may influence the advertising content, topics or posts made in this blog. That content, advertising space or post may not always be identified as paid or sponsored content.

back »   continue »

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Favorites | Tourism Toronto -... | Tourism Toronto -... | Insights (2) | Insights | How to Bookmark ... | Online Mind Mappi... | Online Mind Mappi...

Blog | DisclosurePolicy.... ×

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Step 4 of 6: Compensation

Is your opinion on your blog influenced by compensation?
Fill in the options below and click 'Continue' to move on.

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◉ The owner(s) of this blog is not compensated to provide opinion on products, services, websites and various other topics. The views and opinions expressed on this blog are purely the blog owners. If we claim or appear to be experts on a certain topic or product or service area, we will only endorse products or services that we believe, based on our expertise, are worthy of such endorsement. Any product claim, statistic, quote or other representation about a product or service should be verified with the manufacturer or provider.

○ The owner(s) of this blog is compensated to provide opinion on products, services, websites and various other topics. Even though the owner(s) of this blog receives compensation for our posts or advertisements, we always give our honest opinions, findings, beliefs, or experiences on those topics or products. The views and opinions expressed on this blog are purely the bloggers' own. Any product claim, statistic, quote or other representation about a product or service should be verified with the manufacturer, provider or party in question.

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Step 5 of 6: Conflicts of interest

Is your blog influenced by any affiliations you have? If it is, your readers should know about them.
Fill in the options below and click 'Continue' to move on.

○   This blog does not contain any content which might present a conflict of interest.

◉   This blog does contain content which might present a conflict of interest. This content will
    always be identified.

○   This blog does contain content which might present a conflict of interest. This content may
    not always be identified.

○   The owner(s) of this blog would like to disclose the following existing relationships. These
    are companies, organizations or individuals that may have a significant impact on the
    content of this blog.

We are employed by or consult with:

We serve on the following corporate or non profit boards:

We are active in a political party which influences our blog:

We blog about people to whom we are related. The most
interesting such people are:

We have a financial interest in the following that are relevant to
our blogging:

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Step 6 of 6: Your policy

You're done! Based on the answers you gave, your disclosure policy has been generated and is below.

The next step is simply to cut and paste this into a page on your blog.
This generator is designed to provide you with a structure for creating a disclosure policy. Feel free to add, modify and delete text to serve your own purposes. Join the boards and help us shape the future of this tool.

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This policy is valid from 03 March 2010

This blog is a personal blog written and edited by me. For questions about this blog, please contact jane.good@queensu.ca.

This blog does not accept any form of advertising, sponsorship, or paid insertions. We write for our own purposes. However, we may be influenced by our background, occupation, religion, political affiliation or experience.

The owner(s) of this blog will never receive compensation in any way from this blog.

The owner(s) of this blog is not compensated to provide opinion on products, services, websites and various other topics. The views and opinions expressed on this blog are purely the blog owners. If we claim or appear to be experts

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13.4 Blog basics

A blog (short for "web log") is a way to share experiences and ideas with an internet audience.

Blogs can be formal or informal, but the best 'blogs have a unique voice
- They're more personal than a news release
- They're not just about getting out information, they're about having a conversation with the reader.
- They engage people
- They them think about something they might not have thought about before
- They potentially get feedback from the reader, too.

Because this is an organization 'blog, the content should be in line with current Career Services practices and resources. Specifically, don't highlight services that can't meet an increase in demand due to being publicized – conversely, if you can work in something about our underused services, so much the better.

Bloggers are encouraged to:
- Highlight resources in the Career Information Area;
- Deemphasize career counseling appointments;
- Direct students to up-to-date information and current resources.

Seth Godin, internet blogging guru, writes that to make a great blog post, you should generally have:
- An appropriate illustration*,
- A useful topic, easily broadened to be useful to a large number of readers,
- Simple language with no useless jargon,
- Not too long,
- Focusing on something that people have previously taken for granted,
- That initially creates emotional resistance,
- Then causes a light bulb to go off and finally,
- Causes the reader to look at the world differently all day long.

(from Seth Godin.com)

What makes a great blog?

Blogs are entirely first person; you're writing as yourself. The best posts are short, hovering around 250-300 words.

They should have:
- one topic per post
- a snappy headline
- links to interesting resources
- a visual aid
- a definite opinion

Posts can also be short interviews, lists of neat things and experiences, or even just sharing a post or article written by somebody else that you found enlightening. They can be negative, as long as they are transformative: "I liked this, but not that, because…")

Always try to include a visual, too, as long as it is something we have the rights to publish (please contact webmaster if unsure.)

It isn't a news release, a promotional pamphlet, a facebook or myspace page, or what shoes we bought on the weekend (unless they're for an interview…). But it isn't rah-rah cheerleading about the workplace or our service, either.

It should be a bit reflective and personal -- not all of the posts have to be about work or career per se; they're more about your experience as somebody who is in tune with the subject matter.

In our case, this means anything that can relate to:
- the university experience
- decisions and choices
- neat stuff that might help somebody or give somebody some insight about themselves or their lives as well as their careers.

For instance, a great topic for a 'blog post could be a link to this video along with a few sentences about what you thought of it. It's not directly related to what we do, but it's insightful and eye-opening with respect to our lives and ourselves.

For example…
This post tends towards the corporate, but it's an example of a fairly straightforward, newsy post:

Are we depressed?

In a staff meeting the other day, someone mentioned that they're getting a lot of questions about the depression that Canada seems to have entered along with the rest of the world. It's no secret that unemployment is up, and that's got to mean something for grads getting their first job. After all, competition gets tighter when there are fewer spots for everyone.
So what does that mean for students coming out of a degree with no corporate work experience, into a tougher hiring climate than existed even a few years ago?

The answer surprised me – for Queen's grads, it seems, it doesn't mean that much. What Career Services has found, throughout the various downturns over the past fifteen years, is that the major changes we see in this kind of economy are changes in hiring patterns, rather than hiring numbers. Companies tend to put off their decisions until later, but they still hire. They just tend to take more time before they hire to have a look at what projects they're running, who is retiring, and what the next fiscal year looks like. Then, once they figure out what they need, they'll rush to snap up the grads. So while some companies might not be on campus in October hiring for positions in May, they'll still be here in March.

Again, this is actually more closely related to the workplace than is necessary. A blog isn't a press release, but a reflection or an opinion. As Seth Godin recommends, though, the post above is about a topic that creates emotional resistance – we don't want to hear that things are going to be hard. This causes the reader to look at things differently: everybody assumes that's what a recession means for them, but maybe they're wrong! The post illustrates a trend that the reader didn't know about, and – as an added bonus – it contains a bit of information about the priorities that employers have when they hire grads, something that the reader might not have thought about before.

13.5 Tips to developing a following

1.   Blog regularly, even if they're smaller posts about something you read, something you noticed, a few interesting links, etc. It's habit-forming and you'll find that it's easier than saving it all up. Shorter posts are also easier on readers!
2.   Posts don't necessarily have to be about your internship or school experiences (some will, of course, for those of you who are doing this for credit :) They could be about how your experiences are new or different compared to being in school, or even just compared to what you thought they'd be, etc.
3.   Advice, tips or anecdotes about thinks you didn't expect or didn't think about until an "ah-hah!" happened … those are blogging gold.

Section 14   ASSESSMENT

We have no way of assessing student performance or of compelling feedback, nor do we have the staff time to mark assignments or spend time giving feedback. So the website has not only to offer relevant information and activities, but it must do so without the typical eLearning facilitated environment [where professors or assistants provide motivation or act as 'ice-breakers' to encourage student participation in activities (Maher 2006)]. This makes eLearning assessment rubrics difficult to apply.

To encourage student participation, the site content must be seen as relevant, up-to-date, and interesting. To that end, we are implementing a mix of pedagogical approaches on the website and are interlinking sections to attract viewers' attention and invite them to spend time on topics they might not yet have considered.

To assess student satisfaction, we are considering online feedback opportunities like:
- rating systems or yeah/nay responses to particular items
- invitations to share an idea on every page
- opportunity to ask a question or request e-help
- email contact information for newsmaster

To get in-depth feedback, we utilize focus groups:
- In August 2010, a student group assessed and commented on the architecture and visual appeal of the site. (see report)
- In winter 2010-11, focus groups are planned to review the site after implementation.

To assess traffic, we'll review reports generated from ORBIS data including
- site traffic daily, weekly, monthly
- top page visits
- number of students saving information to MyCareer: job applications, Steering Wheel
- questions submitted: total number; by topic
- share an idea totals
- traffic by other users

To get open-ended and/or specific feedback, we can send follow-up questionnaires to students who have used our services. For this, we'll rely on the advice of assessment specialist in our department (Jennifer Massey) and tech experts (ORBIS).