

ILLINOIS STATE LIBRARY LITERACY OFFICE USING ONLINE JOB VIDEOS IN WORKPLACE LITERACY

In August 2007, David Rosen posted a challenge to the Workplace Literacy online discussion. If a workplace educator would pose a suggestion about how they could use online videos of actual jobs, he would send them the web site of a library of one-minute job videos. Many people posted ideas and several people shared other web sites. David's summary of the responses is reproduced below. The list begins with the web site he referred to initially. The remainder of the list is the other web sites shared in the discussion. Following the web sites is David's summary of a list of ways to use the listed videos.

WEB SITES WITH JOB VIDEOS

Workforce Learning Link – Jobcasts: <http://tinyurl.com/35j2z7> or at <http://www.njn.net/workforce/webtelevision/jobcast/careerminute/careerminutea.html>
-- offers a free, searchable online video library with hundreds of up-to-date, professionally-made, one-minute video clips about different kinds of jobs such as Food cutters and trimmers, Fabric and Apparel Patternmakers, Mechanical Drafters, Medical Appliance Technicians, Chefs, Administrative Assistant, Retail Buyer, Insurance appraiser and Automotive body repairer.

1) Career videos produced in English and Spanish through a US Department of Labor grant, I believe done by agencies in New Jersey and Ohio. Currently there are some 550 in English with 300 of them in Spanish. They tend to be two to three minutes or so. These are available both on line but also via disc for local installation. Here's the link for the video section of Career OneStop: <http://www.acinet.org/videos.asp?id=27,14&nodeid=27> where folks can explore them.

2) At least some states have them on their career education or labor market education work sites. In Oregon we have the English ones embedded in the Occupation Info Center 'full reports' for various occupations, reachable through our site www.qualityinfo.org then going to Tools on the left margin. The Skill Explorer and Occupation Explorer tools are really interesting, too. Our Spanish page, while good, doesn't have the same tools on it. From both you can reach our Careers publication in Spanish and English.

3) California does a nice job in both English and Spanish. Their WorkSmart website <http://www.worksmart.ca.gov/> has tons of useful and basic information that can stimulate thinking. Another way of accessing information in English is through their Career Zone site: <http://www.cacareerzone.org>

4) We use a similar product called Texas Cares in our Job Readiness and Career Awareness and Development Programs developed through the Texas Workforce Commission's Career Development Resources <http://www.cdr.state.tx.us/shared/cares.asp>, but it wasn't free. The website is a great resource for tools geared to help adult learners reach their employment goals.

5) . One thing new is the Texas Work Prep Learning Management System <http://www.texasworkprep.com/texasworkprep.htm> For those of you familiar with the TWC/CDR paperback publications: Texas Job Hunter's Guide, Succeed at Work, and Your Next Job, these are the abbreviated on-line course version of these texts. These are not only great topics and skills for adults to learn, they are also a great way for them to experience the technologies of on-line learning.

6) PBS LiteracyLink's Workplace Essential Skills (WES) online component at www.pbs.org/literacy has 24 FREE online lessons/activities, each of which includes a video clip supported by its objective, key ideas, and follow up. A text transcript is included. The video clips are documentary footage of people working in a variety of jobs, using basic skills on the job, real-life job interviews, and scripted scenarios of people looking for and starting new jobs. The

Workplace Essential Skills online activities are also designed to help learners develop a strategy for finding a job and succeeding on that job. The Communications and Writing sections have been correlated to the National Work Readiness Credential, available free online at www.ketadultlearning.org John Greenwell, of Louisville, KY's Jefferson County Public Schools, has developed a Customer Service curriculum which uses 17 of the 24 WES modules. Contact John at john.greenwell@jefferson.kyschools.us

7) We use America's Career Infonet at <http://www.acinet.org/acinet/videos.asp?id=27,&nodeid=27> for our ESOL workplace training. These videos are great resources since they actually show workers doing their jobs, as well as providing audio and written text that may be turned on/off. This site also provides much more information on jobs and careers.

WAYS TO USE ONLINE JOB VIDEOS

1. In career exploration classes the instructor would use the students' interest assessments, Kuder or Holland for example, and narrow down some possible jobs from their list to explore using the online videos.
2. Part of our college survival course is career exploration and goal setting. The videos would be a useful resource database for this class to use in compiling their final project.
3. Our intensive English program has a scaffolded series of career readiness and job search classes from low beginning through low advanced levels for immigrant adults. We'd use these video clips as part of the instructional resources for those classes.
4. We are in the process of implementing the WIN/WorkKeys system in our classes. This is a perfect adjunct to add to the career search portion of this system. While WIN is a remediation program and helps supplement the class work, WIN also has a career database in conjunction with O*Net where students can match their skills to the skills needed on the job. This would add an additional layer by letting students view what the job is like.
5. A picture is worth a thousand words and a video brings it to life. I would use these videos to encourage, enhance and expand the career plans of my program participants. Also, I would use the videos to develop discussions about values and beliefs, which are most influential on the choices they make.
6. As an instructor, I'd preview the videos to identify specific words, work tasks, responsibilities, communication, problem solving examples (or any other work skills the class was targeting) and list them. I'd write these skill areas on a flip chart or paper, and ask learners to find specific examples in the video to discuss. As an alternative, I would give clues to specific words, incidents, or things in the environment, to see if they can find them in the video. Basically, these are "viewing guide" ideas that could be followed by discussion or other activities.
7. Instructional strategy idea: Have students work in pairs to watch a video. They create an activity (maybe like one of the ones listed above) for another pair of students to complete.
8. There are probably lots of opportunities (in watching, discussing or writing about the videos) for compare/contrast, sequential order, or similar thinking activities.
9. We serve adults in the TANF systems who are given 24 months to learn enough English and gain enough understanding of American work culture and opportunities to be successful. These job videos could give our adults an authentic look into the world of American work.

10. Our TANF clients participate in small group discussion sessions. At times the topics touch on work, career choices, types of workplaces that match personal needs and preferences, and so on. These videos could provide a simple springboard for such discussions. I also think learners, once they knew these were available, would be interested in "spot checking" on careers and jobs that they are thinking about.

11. Every year I have a job fair, career exploration for ESL students. This would be a great introduction to a job fair and it would also be a great idea for students to choose one clip and expand more on it.

12. One of the insidious side effects of limited literacy is that without words for something you can't imagine that thing. By incorporating these videos with functional context literacy instruction for low-level learners, students can widen their career horizons while learning survival workplace vocabulary. What an incredibly valuable resource this could be not only to workforce education, but also to literacy instruction for recently laid off workers.

13. We are working with a good number of literacy providers who are interested in workforce development, specifically around our curriculum - Preparing for Work. I would like to view the video clips and share the information with the participants who attend our training.

14. I would use the video clips related to customer service jobs only, for the students I counsel from ESOL Customer Service Training to their first English-speaking job. The clips would be helpful to use both in class, as part of instruction, and since they're readily available online, in job counseling appointments in an office environment.

15. I am the Program Coordinator for an Adult Learning Services program in farm country. Many of our students are ESL. The picture is the key to help them learn and understand. This would be most helpful to our students.

16. In our career centers we work with migrant and seasonal farm workers, and exposing them to a variety of longer term/potentially more stable occupations is important in their development.

17. We have developed a nice curriculum for adult literacy teachers and programs called "Integrating Career Awareness in the ABE Classroom" and we are about to start offering training and technical assistance to accompany it. It's primarily for ABE teachers and counselors. Video clips about different jobs would be very helpful if used along with this. Teachers would be delighted and eager to use at least some of them in classrooms. It would make things much more "real" and visual (and audible) when students talk about their employment goals and also what they have done in the past.

18. Many ABE teachers don't themselves know a lot about other occupations, especially if they have always been ABE teachers -- not the occupations that many ABE learners work at, except those who become teachers. So, short videos would be a great way to begin to educate ABE staff about what their students do for a living, or are likely to, and the possibilities for them as they acquire literacy and/or English skills. Of course, the videos would be even more useful for students if shown in class and/or in counseling sessions, when a class is discussing employment goals and dreams, or to accompany a speaker or guest talking about work in a classroom or at a graduation. Also, workplace education teachers often get to know a workplace once they are doing a class there, but that's just a small slice from the spectrum, and they often move from contract to contract and workplace to workplace, so it really helps to know a little more about what students are doing on the job. So, the videos might be a quick way to get a little exposure to a new one -- or several.

19. I would use the more technical type of video clips - I can see a good use for them with low-level learners for example. I could include focusing on key language such as verbs and nouns, together with strong collocations.

20. We are currently in the process of enhancing our VESL curricula, particularly in the food service, healthcare, automotive and construction trades sectors. These video clips would be very useful in helping to introduce these different careers to our students, who may have varying degrees of previous exposure to such fields. We could also use them as instructional material to help teach/identify vocabulary items, appropriate workplace language/behaviors, etc.

21. We provide services for adults who are in ESL and Adult Basic Education classes. Many of these individuals ask about various careers they can pursue. I can see our program using these videos with this population and those who we are also tutoring individually.

22. I would use them in high school reading classes and in GED classes to introduce careers to struggling adolescent and young adult readers as a motivational tool, but also to build authentic vocabulary and other lesson elements around them.

23. We are trying to create a better-integrated system of non-credit college programs that helps job seekers and incumbent workers get access to useful educational, job development, and social services. This includes helping participants use computers (in our instructional sites, at home, in Community Technology Programs at places like public libraries, at the workplace, and in prisoner re-entry facilities) to improve their computer skills, enhance their basic skills, and get access to useful information they need for work-related and other purposes). Having a ready-made, easily accessible, high quality (e.g., up-to-date, accurate, realistic, relevant), and free batch of job profile videos would be very useful for our learners, instructors, and job developers.

24. The videos sound perfect for EL Civics curriculum. In California, we have an EL Civics objective (#32) in which students research careers and career requirements and then give an oral presentation on a career of choice.

25. A searchable online video library would be an asset to our workplace readiness programs. A library of this sort would be an essential addition to our technology program, which will integrate with sections of our career path. There is always a need in this area for students to see an array other than what is limited to what our teaching staff can discover.

26. We've used video simulations millions of times to enable organizations to identify where people have effective workplace behaviors (i.e., those required of different levels of jobs) and to identify where additional development is needed. We also provide print-based simulations - some examples of which appear here; these are designed to be integrated into academic and career programs to help faculty, trainers and others to build the soft skills of future workers.

27. We use America's Career Infonet at <http://www.acinet.org/acinet/videos.asp?id=27,&nodeid=27> for our ESOL workplace training. These videos are great resources since they actually show workers doing their jobs, as well as providing audio and written text that may be turned on/off. This site also provides much more information on jobs and careers. There are multiple ways you might use these videos.

28. I would use the videos with groups of workplace literacy practitioners and providers when I do training around literacy needs analysis and curriculum development - it is really useful for people to see video clips and then ask them "ok, what were the job tasks you saw and what are the literacy tasks in those job tasks and what are the literacy skills needed to undertake those literacy tasks?" This sort of analysis is critical for good workplace literacy practitioners.

29. Here's a numeracy application: It would be interesting to see if the videos show correlation of jobs' demands for basic skills with salaries. Suppose a team of students -- a research team -- looked at all the jobs categorized under one letter, jobs beginning with T for example, which has 29 jobs (including lots of teaching jobs, but also truck driver, tool and die maker, telephone & cable installer, etc.) -- rated each job on a basic skills scale as: high, medium or low, then looked

up salaries for all 29, then averaged the salaries for high, for medium and for low. Maybe there would be a better way of randomly selecting the videos, or maybe selecting 10 would be better than 29. Each team of students could take ten. Then teams could compare results, and draw conclusions. Of course they could also classify jobs in other ways: manufacturing, service, information-related, etc.

30. These would be excellent used both as career research tools, and to introduce discussion regarding how the skills learners are acquiring will be used in the workplace. Seeing the relevance of what one is learning often is a positive motivator.

31. This is a great resource for ABE/ESL classes on computer lab day during a week in which the thematic unit for the week is employment related. In lab, learners could watch one video each and then do a pair/share with various partners to learn what they missed in the other videos. Handouts could offer various amounts of support depending on the level of the class. Learners could have time to choose another video or two based on which partner description had piqued their interest. Maybe groups of learners working together could make a cloze listening activity with one video for another group to try to complete. (And I love the idea of using them to build schema before a visit to a job fair!)

32. Most of my students are restaurant, hospitality (housekeepers, etc.), agriculture workers, factory workers, and construction workers. When I first asked them what they needed to know for work, I only got a few responses. In order to find out what their vocabulary needs are, I now ask them to draw a scene of their workplace, then label things using a picture dictionary & a dictionary (or I give them the word if it isn't in the dictionary). Then I ask them to draw the tools and things that they use to do their job and we name those and the action verbs that match up with the tools. Next, we figure out what sentence frames are the most useful to them on the job site, such as requesting help, or finding tools and materials. Being able to watch a video of a specific job would help both me and the students to zero in on the specific language that they need for their jobs. I would still do the drawing activity, because I like it to be part of a discovery process for the students. The video could be the next step as a listening and watching exercise, guiding us in devising dialogues for them to practice, and helping us to clarify where misunderstandings are occurring.

33. Use them for professional development; have teachers review any two of the videos (in pairs or triads) then challenge each triad to prepare their own video about THEIR job (as adult educators). Share with full group. Discuss! This should provide enlightenment on perspectives as well as valuable practice of what it feels like to have yourself videoed/recorded, what different people learn, how easy (or not) it might be for you to incorporate this into your classroom lesson plans.

34. Use them in classes; ESL, GED or ABE as a lead-in to pairs/triads of student preparing their own one-minute videos about their jobs, past or present. Perhaps this would be a way to involve more workplace supervisors into the learning that their employees are undertaking. Likely leading to adult learners teaching each other -- including the teachers -- new technology skills, shortcuts, and possibilities.

35. For high intermediate ESL students: In pairs at a computer, students watch one of the videos with the sound on. Together write their own dialogue or narrative summary to accompany it. When done, they show the soundless video with their own accompaniment as a SmartBoard presentation to the whole class.

36. We have about 200 immigrants learning language, culture and job search skills that will help them integrate into the US community. The instructors need to use all kinds of free resources available in order to teach the best they can. An e-library with free videos where students can see real job situations and learn the language first-hand would be of extraordinary help to our

instructors. It would also help students get familiar with computers and become more independent of their classroom instruction.

37. Our program would find these videos immensely helpful for Workplace Literacy, English as a Second Language and customized adult learning programs in the area.

38. The "computer literacy" component of our curriculum currently only includes basic word processing skills. If students could get on the class laptop and learn how to navigate the Web in order to view these materials, it would add more substance to our computer instruction while still keeping it work-related.

39. Our program would use the videos as a supplement to building employability skills with ABE/GED, Literacy and ESL students. Videos would be used as to prompt discussion, initiate research, and/or prompt a writing exercise. They would also be used for exploring skills and prerequisites for entering specific job areas.

40. I teach in an English in the Workplace program. I use the Oxford Picture dictionary to talk about different types of occupations. You are offering living, moving people? Great! I would preview the video selection to find appropriate ones for my classes. Then I would preview for content such as vocabulary and grammatical structures. My goal is to help students talk about their current job or to help them develop the vocabulary to move into more desirable jobs.

41. I serve students in a Move Up Program who are unsure of which careers they would like to pursue. I think the videos would give them a chance to explore different careers and then present a compare/contrast for their top 2 or 3 careers.

42. Our Workplace English program is a fee-based program in a non-profit literacy organization. We provide workplace language training to a number of companies in a variety of industries. We create highly customized lessons involving authentic video and audio recordings that we gather during a needs assessment and analysis. We are always looking for professional, high-grade video to incorporate into our lessons. Depending on the content of the clips, we may be able to develop language/ workplace scenarios based on the clips. The videos may also be helpful in marketing and selling workplace language training.

43. The video library might be a useful tool in some of our workforce readiness classes – giving participants some vocabulary to learn and use as they prepare for job interviews. The video clips might also be very useful for some of our workplace ESOL teachers to pull vocabulary for our English learners.

44. Our center is going to spend about 25% of our time with students on workplace literacy this year – in all the classes (ESL I, ESL II, and GED). We can use the videos to supplement some career presentations we have scheduled (EMS, Fire Fighter, Nurse, Hair Stylist, etc) . It will also lead into essay writing for the GED students, and ESL students can orally describe what they view and we can use role-playing to emulate real workplace situations and conversations or interviews, etc.

45. This sounds like such a great resource for both ABE and ESL students! I would use it by showing the videos of specific jobs that interest the students in class when I talk about the workplace. Also, our program offers free classes to city employees, in which this would be an excellent resource. Finally, we could "spread the word" about this resource to our volunteer tutors. Many of our students have work-related goals and this may help achieve them.

46. Our agency provides ESL, Life Skills, Job Search training and placement services to a variety of language/culture groups. As contractor to Department of Human Services our agency has the goal of assisting people in their move from public assistance to employment and self-sufficiency. The video clips could be used in a variety of ways in our program: A Job Developer exploring

various job possibilities with a specific participant could present chosen job topics discussing them as they are viewed. Since our Job Developers are bilingual they could work in the native language of the participant to deal with content understanding. Focusing on the vocabulary of a targeted job could help prepare the participant to actually move to interviewing for employment in that job. To bring more definition to the Master Applications that are prepared with each participant, viewing jobs that are part of the participants' work history would provide a springboard to discuss actual duties performed by the participant. This would compliment the use of the online Dictionary of Occupational Titles.

47. The Beginning ESL classroom instructor could assign viewing of a few specific pre-selected jobs that members of the class have had for follow up group discussion. The Life Skills instructor might assign viewing for discussion of similarities and differences portrayed regarding the world of work in America versus countries of origin.

48. Since participants are required to be engaged in 40 hours of activities, blocks of time could be assigned for viewing various jobs to then bring their ideas to their Job Developer about the pluses and minuses of that work for themselves.

49. I work with practitioners of adult education / workforce readiness programs. These videos would be helpful with groups of practitioners when I do training around literacy needs as it relates specifically to workforce development/readiness. It offers another, perhaps more enjoyable method of delivery of professional development / training for a bunch of very busy people serving a wide audience of adult learners

50. The video library would be helpful to counselors when they help students prepare their education plan. Our adult high school students would benefit much from this feature. They are tasked when they enter the program on choosing a career path. The video library would be most helpful in showing them actual scenes of what those jobs entail.