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Master's Thesis
Academic Year 2019

Designing a Community of Practice for Career
Development of College Students by Utilizing
Digital Job-Storytelling



Keio University
Graduate School of Media Design

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A Master's Thesis
submitted to Keio University Graduate School of Media Design
in partial fulfillment of the requirements for the degree of
Master of Media Design

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Abstract of Master's Thesis of Academic Year 2019

Designing a Community of Practice for Career Development of College Students by Utilizing Digital Job-Storytelling

Category: Action Research

Summary

In recent years, mismatches between people and careers have become more common in many countries, so solving the mismatches with career education is necessary. This research focuses on designing a new way of career development program for young people to solve the mismatches. The solution is creating a community of practice for career development by utilizing a digital job-storytelling process. It aims to connect three different generations, role models, young people, and children. There are three steps to create the community, (1) Role models tell their career stories to young people, (2) Young people deliver the role model's story to children (3) Children and young people give feedback to role models. This approach is implemented by applying a form of Digital Job-Storytelling Program, Career Learning Activity, and Social Impact Reporting for each action. In this research, young people are the main target group. This action was validated by collaborating with three organizations in Vietnam, Mitani Sangyo Co., Ltd., Department of Vietnam-Institute of Technology in Hutech University and Thiên Bình Orphanage. The experimental result shows this action helps changes in college students' career management competencies and digital Storytelling skills, the community engagement of young people and role models to contribute to the community in the future.

Keywords:

Career Education, Communities of Practice, Digital Storytelling, 360-degree Video

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Chapter 1

Introduction

1.1. Background: Personal Story

When I was 14, I didn't go to school. I have no motivation to learn and spent more time staying at home. However, my attitude toward learning changed when I met my role model who was the owner of a local free school, which is a place for young people who didn't go to school. I was impressed by his works. For example, he changed a 15 years old boy who couldn't speak or smile at all to a talkative and bright person. I thought that "I want to be a kind and smart person like him and help others". Since I went to the free school, I could keep learning and I passed an entrance exam at a local university.

After I entered university, I was worried about my career. I didn't know what I should or want to do in the future. Also, I had a little idea of the real working world. In Japan, the period of job hunting for hiring new graduates is fixed, so everyone starts job hunting at the same time. Companies will receive a huge number of application so they will not be able to check each document. Therefore, they evaluate applicants based on the same criteria. In career fairs, each company explains about themselves to many participants and popular companies are highly competitive. Even though I had attended several job fairs and listened to recruiter's talk, the image of the work was still not clear. Also, I couldn't enjoy the process of gathering information about jobs.

I met my second role model when I went to India during my fourth year of university. She told me that she went through many different careers such as lawyer and founder of a company, and she was managing her school at that time. Also, she enjoyed learning the language of Sanskrit while working. I was impressed by the story and asked her "How did you choose your job? Why can you enjoy learning?". She answered that she chose her work based on her curiosity moreover she could enjoy the learning and working experience. In addition, she took care of her son by homeschooling even though it is different from traditional education.

I thought that I want to be someone like her who can decide their own career based on curiosity instead of following others while enjoying the learning process. Then, the career path that I want to realize in the future is clearer than before. That is why, I refused a job offer from a local company and chose this graduate school just before my graduation to learn how to solve social issues in education to pursue my dream even though it was difficult to pass the exam.

From these experiences, I thought that creating an environment where anyone can see a variety of role models in the world could make their career development more enjoyable and informative. By finding out about role models, people can create a positive self-image based on the insight from the role models and increase their learning motivation for building their career and achieving their career goals.

1.2. Career Development Issue

People, like careers, vary in a number of ways. People vary in their skills and abilities, family situations, life stages and experiences, and cultural backgrounds. People have different preferences for the number of hours they work and for when these hours are; some are “morning” people, while others prefer to work at night. People also diverge in the importance they place on the various kinds of benefits jobs provide: Some people attach highest value to having a challenging or secure job; others focus more on the economic rewards of work. These individual differences produce diversity in what people want, need, and expect from their careers with regard to characteristics such as pay, challenge, and working hours [1].

When people’s careers match their needs, preferences, and abilities, they are likely to be relatively happy and satisfied with their career and lives, and workplaces are apt to function fairly smoothly and effectively. On the other hand, when there is a mismatch, or lack of fit, a variety of difficulties are likely to result for people and their families as well as for employers and society [1].

In recent years, mismatches have become more common in many countries. There are five types of mismatch between people and careers. 1. Skills and qualifications. 2. Geographical or spatial location. 3. Temporality and time preferences (overworking and underworking). 4. Inadequate earnings. 5. Conflicts between work and family lives. In order to conclude that a person and career

are mismatched, we must evaluate the person's skills, needs, and preferences in relation to the requirements or benefits available from the career. Each of these mismatches is problematic for some people and their families. They are also detrimental for many employers and society more generally. All of these parties would benefit if people were able to have careers that met their work-related preferences and needs. These mismatches could be reduced by better sorting of people to their careers carefully [1].

According to OECD's Review of Career Guidance Policies – Australia Country Note stated that many university graduates are underprepared or appear to have little idea of the connection between real-world career and their knowledge [2]. By having a greater availability of information that kinds of careers that exist, will make it easier for people to compare their careers with others and to assess the relative “goodness” of the career for them. Therefore, young people need to understand the real career environment.

However, gathering information through the internet is not enough to understand the real working environment for considering whether the environment is suitable for them or not. It is important to actually visit the working environment and listen to the people who work there [3].

1.3. Research Scope

1.3.1 IN360 Project

In order to solve current career issues, the IN360 project is an effective solution.

IN360 is a project that makes a new way of career education program by using 360-degree video to provide an immersive experience of various working environments for children [4]. The project uses 360-degree video because immersive contents can increase the concentration of the children. Through the process of making and showing the 360-degree videos online, the project aims to create a global community of career guidance. So that children can think about their career globally.

To increase the video contents, the project helps college students design 360-degree videos that tell about role models who are contributing to the society,

and the college students show the video to children with information gaps. This project has expanded its field globally to Indonesia, Japan, and Vietnam so far.

In this project, a trial workshop with four students from Institut Teknologi Bandung (ITB) was conducted to provide the opportunity of making 360 videos from November 26 to November 30, 2018. The theme of the video was “Daily Life in Keio Graduate School of Media Design” and “Japanese Culture”. They shot the video and edited it (Figure 1.1). From the observation through making a 360-degree video process, college students enjoyed exploring outside and did an interview with people who the students met for the first time naturally (Figure 1.2). Therefore, it was seen that the digital storytelling process would be helpful to connect young people and people/environments outside of schools and make the process enjoyable.



Figure 1.1 Trial Workshops with ITB students



Figure 1.2 Video Result of Trial Workshop

1.3.2 Vietnam Project

The research scope is the activities of the Vietnam Project on In360 project which started from 2019 to solve the current career issues. When I conducted a hearing with the CEO of Mitani Sangyo Co., Ltd., the partner company of the IN360 project, he said that he wants college students in Vietnam to know about what kind of person can contribute to society. Currently, there is a gap in the image between college students and recruiters, so he wanted to fill that gap. For example, he said “recruiters want college students to be a person who can take action and respond to the occasion immediately even when they are in trouble. Many students in Vietnam think that it’s enough to just do their assigned task”.

In order to understand the thoughts of college students in Vietnam, I conducted interviews with 15 students of Hutech University, a partner university of the IN360 project, which is located in Ho Chi Minh. In the interview, many of the students answered that they gather information about jobs only through the internet, friends, and teachers. It showed that their real information is almost completed in school. From the result, I found that the issue is caused by less in touch between college students and the community of working people.

As mentioned above, IN 360 project provides opportunities where college students can communicate with working people more deeply by doing the process of making 360-degree videos. Through that process, they can conduct the interview with working people and make the outputs based on the interview as 360-degree videos. Also, from the trial workshop, it was found that an environment where young people can communicate with people outside school naturally could be created through the process. So that to deal with filling the gap of the image between

college students and recruiters, utilizing and enhancing the video-making process as a career education program can be helpful.

From the background above, this research approaches to solve the current career issue by designing a new way of career education by utilizing Digital Job-Storytelling, and validating it in Vietnam. The research question that would be answered: *“How to create Career Education in order to bridge young people and the real working world by utilizing Digital Job-Storytelling?”*.

1.4. Contributions

This research contributes to several features:

- Proposing a new way of career education for college students in order to solve the mismatch between higher education and labor market
- Designing a community for career development where community members support their career with each other

1.5. Thesis Structure

CHAPTER 1 (Introduction): explains the background of the research question, the research scope, contributions, and the structure of this paper. As the background, two topics are described, (1) the author’s personal story that gave insight leading to this research and (2) the current career development issue.

CHAPTER 2 (Literature Review): introduces literature reviews and related works that contribute to answering research questions, and obtains ideas. As the literature reviews, Career Management Competencies and Career Education, the importance of Communities of Practice in learning, and the effectiveness of Digital Job-Storytelling in career development are introduced.

CHAPTER 3 (Research Design): proposes the new career education design that conducted to solve the current career development issue.

CHAPTER 4 (Action): describes the implementation of the design and the results.

CHAPTER 5 (Conclusion): concludes the research and indicates potential development in the future.

Chapter 2

Literature Review

2.1. Career Education and Career Management Competencies

Career education plays an important role in managing students' own careers. Through career education, young people are required to obtain Career Management Competencies.

Careers are constructed through a series of choices that require careful thinking and planning. Assisting college students through career education to make an informed decision about their work options can lead them to make a more optimistic outlook of their life, better sense of purpose, and a greater level of contribution to society [5].

As continual task and role change in the working environment are happening all the time, students are expected to have Career Management Competencies -the abilities required to proactively navigate the working world and successfully manage the career-building process [6]. Australian Blueprint for Career Development proposes the eleven Career Management Competencies, grouped into three areas: Personal Management, Learning and Work Exploration, and Career Management Competencies (Figure 2.1). The development phase III is relevant to college students' age group [7]. Career Management Competencies are important for both the individual and long-term career progression.

Therefore, it is important for young people to increase these Career Management Competencies through career education.

COMPETENCIES PHASE III		COMPETENCIES PHASE III	
AREA A: PERSONAL MANAGEMENT		AREA C: CAREER BUILDING	
1. Build and maintain a positive self-concept	1.3 Develop abilities to maintain a positive self-concept	7. Secure/create and maintain work	7.3 Develop abilities to seek, obtain/create and maintain work
2. Interact positively and effectively with others	2.3 Develop abilities for building positive relationships in life and Work	8. Make career-enhancing decisions	8.3 Engage in career decision making
3. Change and grow throughout life	3.3 Learn to respond to change that affects your wellbeing	9. Maintain balanced life and work roles	9.3 Link lifestyles and life stages to career building
COMPETENCIES PHASE III		COMPETENCIES PHASE III	
AREA B: LEARNING AND WORK EXPLORATION		AREA C: CAREER BUILDING	
4. Participate in lifelong learning supportive of career goals	4.3 Link lifelong learning to the career-building process	10. Understand the changing nature of life and work roles	10.3 Understand and learn to overcome stereotypes in your career building
5. Locate and effectively use career information	5.3 Locate and evaluate a range of career information sources	11. Understand, engage in and manage the career building process	11.3 Take charge of your career-building process
6. Understand the relationship between work, society and the economy	6.3 Understand how societal needs and economic conditions influence the nature and structure of work		

Figure 2.1 Career Management Competencies

2.2. Communities of Practice (CoP)

Participation in “Communities of Practice” is important for the career development of young people being a part of the labor market.

“Community of Practice (CoP)”. is a concept of the way of learning that can be more efficient for developing a career from a book called “Situated Learning”. The definition of CoP is sharing the interests, problems, and enthusiasm of a certain subject, deepening the knowledge and skills of the field through sustainable interaction [8]. Also, they considered learning as increasing the degree of participation in the community rather than mere internalization of knowledge and skills [9].

According to the book, “Situated Learning”, it describes “For example, in most high schools there is a group of students engaged over a substantial period of time in learning physics. What community of practice is in the process of reproduction?”

Possibly the students participate only in the reproduction of the high school itself. But assuming that the practice of physics is also being reproduced in some form, there are vast differences between the ways high school physics students participate in and give meaning to their activity and the way professional physicists do. The actual reproducing community of practice, within which schoolchildren learn about physics, is not the community of physicists but the community of schooled adults. Children are introduced into the latter community (and its humble relation with the former community) during their school years. The reproduction cycles of the physicists' community start much later, possibly only in graduate school" [9]. Therefore, getting involved with the real working community is important in order to learn about the work in the world and think about the relationship with their future career.

Also, the Storytelling of role models become a key to increase the degree of participation in the community. The motivation to become a more central participant in a community of practice can provide a powerful incentive for learning. Students will have a desire to develop skills, such as literacy skills if the people they admire have the same skills. That is, they want to join the "literacy club" and will work towards becoming a member.

Therefore, in order to obtain Career Management Competencies and transfer from a school side to a working world, it's necessary for students to be provided opportunities to hear the Storytelling from role models who can manage their careers and increase their degree of participation in the working world are necessary.

There are three required components for Communities of Practice: *Domain, Community, and Practice* [8].

- *Domain*: A CoP has an identity defined by a shared domain of interest, such as anime geeks, Star Wars fans, and elementary school teachers, it's not just a network of people or club of friends. Membership implies a commitment to the domain.
- *Community*: A necessary component is that members of a specific domain interact and engage in shared activities, help each other, and share information with each other. They build relationships that enable them to learn from each other. In this way, merely sharing the same job does not necessitate a CoP. A static website on hunting in itself is not a community of

practice. There need to be people who interact and learn together in order for a CoP to be formed. Note that members do not necessarily work together daily, however, Wenger points to the example of Impressionist painters who sometimes met in cafes to discuss their painting styles. He indicates that even though these men normally painted alone, these kinds of interactions were essential to making them a CoP.

- *Practice*: A CoP is not just people who have an interest in something, such as sports or agriculture practices. The third requirement for a CoP is that the members are practitioners. They develop a shared repertoire of resources which can include stories, helpful tools, experiences, stories, ways of handling typical problems, etc. This kind of interaction needs to be developed over time. A conversation with a random stranger who happens to be an expert on a subject matter that interests you does not in itself make a CoP. Informal conversations held by people of the same profession, such as office assistants or graduate students, help people share and develop a set of cases and stories that can become a shared repertoire for their practice, whether they realize it or not.

2.3. Digital Storytelling

Digital Storytelling is one of the innovative pedagogical approaches which can be a helpful opportunity for young people to learn about career development and to be in touch with the actual working world.

Burmark states that Digital Storytelling is an effective approach for students to obtain information, put forth new ideas and arrange the information and thus they can understand the subject better [10]. Therefore, the Digital Storytelling process can be helpful for students to learn more deeply about jobs and how to gather career information effectively. According to Ohler, Digital Storytelling helped students to become active participants rather than passive consumers of information [11]. As mentioned at Introduction, the Digital Storytelling process can assist students to be in touch with real working people and working environments. Also, as mentioned above, Storytelling can be a trigger to increase their participation in the community.

In addition, Digital Storytelling can increase 21st-century skills such as students' collaboration and communication skills [12]. It also can create a more engaging and exciting learning environment and increase the learning motivation of students [12].

Because of these advantages of Digital Storytelling, career education can be more efficient for by utilizing the process. In the process, students can proactively obtain the information about real working people and the environment. Also, they can be provided the trigger to participate in the community while learning needed skills for the 21st century. Moreover, the content that students make can be used for sharing the message with other people.

2.4. Related Works

There are some related works, but these have limitations on students' active learning.

- The profession sharing sessions in schools are conducted in many universities. In the sessions, students hear career stories of professions who are considered successful in their fields as part of a class. In the sessions, students cannot visit the real working environment at that time and they have to ask the lecturer if they want to visit. Also, it's passive learning for them because they only sit and listen to the lecturers during the sessions.
- Some companies conduct company tours or meeting sessions with working people several times. It also tends to be passive learning for participants similar to profession sharing sessions. Participants follow the guides and listen to their instructions. Question and answer sessions are held for a certain period of the time.
- Educational programs on television or YouTube like "Professional No Ryugi" in Japan and "Laptop si Unyil" in Indonesia. It is more accessible, but there are no interactions between working people and students, so it's difficult to reach the working community. There is also no career guidance, and audiences cannot see the real environment because it is limited by the camera.

From the research about related works, current efforts to bridge students and the working world be considered that those are limited in terms of creating a learning environment where students can be active and connecting with the working community.

2.5. Summary of the Literature Review

The previous research showed that developing Career Management Competencies through career education helps college students to make an informed decision about their work options and proactively manage their career in a working world.

In order to learn and develop those Career Management Competencies, people need to increase their degree of participation through Communities of Practice. In order to create the community of practice, there are three important components: *Domain, Community, and Practice*. Career Development will be the domain of this research. Community of this research will be explained in later chapter. Practice of this research in which Digital Storytelling will be used because Digital Storytelling could be a helpful tool to create active interactions among community members and share the stories of career development because the current related works have limitations on students' active learning.

To summarize, developing Career Management Competencies can be done by creating a community of practice for career development which is helpful for young people to learn about it by using the the process of Digital Job-Storytelling which can be implemented in the community of practice.

Chapter 3

Research Design

3.1. Concept

This research aims to answer the question: “How to create Career Education to bridge young people and the working world by utilizing Digital Job-Storytelling?”. The literature review showed the importance of a Community of Practice for career development and the effectiveness of Digital Job-Storytelling as a pedagogical approach for learning a real working world. Along with the findings, this chapter explains the design of A Community of Practice for Career Development by utilizing Digital Job-Storytelling.

3.1.1 A Community of Practice for Career Development

A Community of Practice for career development is a community where every generation in the community can be in touch with the real working people and the working environment in the world and interactively support their career with each other.

In this Community of Practice, there are three community members: role models, young people, and children. Children in rural areas were included as members in the Community of Practice because young people will be in a position to tell their career stories to the next generation as role models after a few years. In order to sustain the community, they need to know the importance of delivering the career stories to the next generation and learn how to deliver it. Also, in the Digital Storytelling process for learning, making output and showing it to someone are necessary, and meaningful learning purposes can increase student’s motivation.

Below are the descriptions for each community member and each role in the community (Figure 3.1):

- *Role Models*: They are dedicated to their career that includes dedication to work life and private life. They understand the value and contribution of their careers. Also, they achieved their career despite any conditions. Their role is to tell their career stories to the next generations.
- *Young People*: They are from the first to fourth year of university. They do not have the full knowledge of the real working people and their environment. Their role is to deliver role models' stories to the next generations and proactively manage their own careers as well as to present or offer feedback to other community members.
- *Children*: They live in rural areas where there is a lack of information and role models. Also, they have less motivation to stay in school. Their role is to know jobs around the world and think about their own careers from a global perspective and to present or offer feedback to other community members.



Figure 3.1 A Community of Practice of Career Development

In this research, young people are set as the main target. To complete the role

of young people, they need to learn several skills and mindset. First is Career Management Competencies, which are defined by Australian Blueprint for Career Development. Second is well Digital Storytelling and high motivation for telling the role model's story for the next generation. Also, to create a community, it's important to increase community member's engagement to proactively participate in the activities in the community.

3.2. Action Cycle

The Action Cycle was designed to create this community as (1) role models communicate their career information to young people, (2) young people tell children what they have learned from the role models, and (3) young people and children tell role models what they have learned and changed from them (Figure 3.2). To deliver the stories of role models to young people and children, the process of Digital Job-Storytelling are applied.

Action1. *Role Models tell their story to young people:* It aims to improve college students' career management competencies, Digital Storytelling skills and their motivation for making another video as well as making a 360-degree video that tells the role model's story in order to show it to children.

Action2. *Young people deliver role model's story to children:* It aims to make children think about their career from a global perspective by showing the 360-degree video telling about the role models as well as increasing the motivation of young people to support the career of the next generations.

Action3. *Young People and Children give their feedback to role models:* It aims to increase role models' motivation to tell their career stories for the next generation in the future.

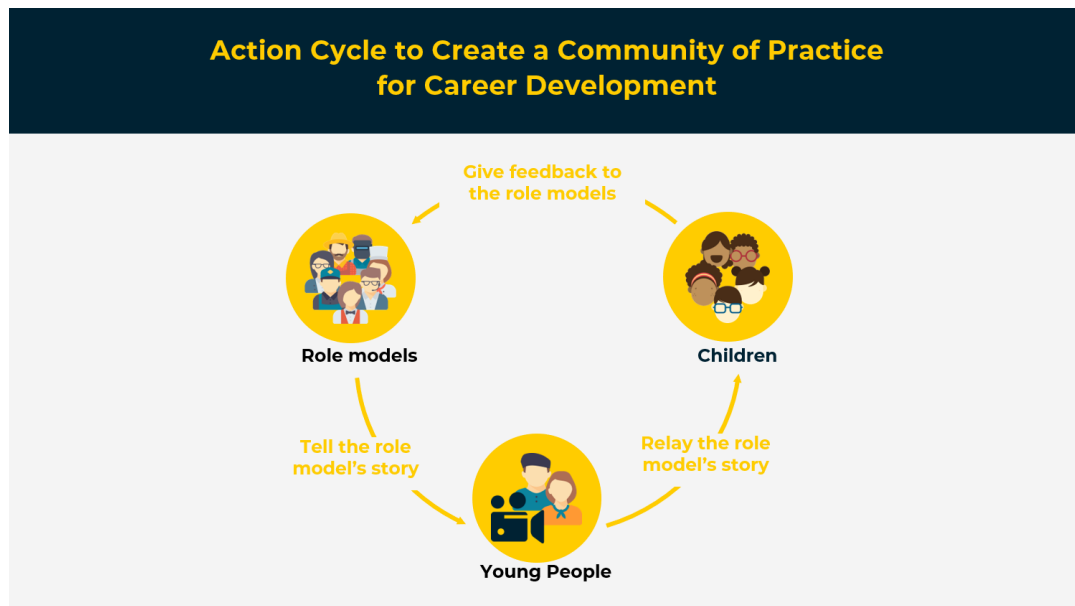


Figure 3.2 Action Cycle to Create a Community of Practice for Career Development

Based on the components for the Community of Practice for career development, I established three elements for every action (Figure 3.3).

- *Purposeful Video Making*: Implements explanation to role models and young people by telling them that the video-making has the purpose of showing it to the next generation in order to support their career development. This represent the “Domain” in the situated learning theory.
- *Collaborative Environment*: By inserting ice breaking and encouraging community members to be collaborative. Role models and young people are asked not to reject other people’s opinions and to be more casual. This represent the “Community” in the situated learning theory.
- *In-depth Interview and Video Making*: By setting the limits of what young people can and should do in the video-making process, and tell them how they can gather information about jobs more deeply through interviews. This represent the “Practice” in the Situated Learning theory.



Figure 3.3 Elements for Every Action

3.2.1 Action 1: Tell Role Model's Story to Young People Using Digital Job-Digital Storytelling Program

To create the action, I approach it by providing the opportunity in the form of Digital Job-Storytelling Program. In the program, young people learn about the actual work environment and career development through the process of interviewing role model's career information, organizing the information into a 360-degree video.

Digital Job-Storytelling Program was designed based on the previous program of IN360 project. In the program, there are four learning objectives. Empathy Building, Story Creation, Video Creation, and Post Production (Figure 3.4) [4]. They learn about these things and make the video in groups. Each part consists of a lecture and practical experience.

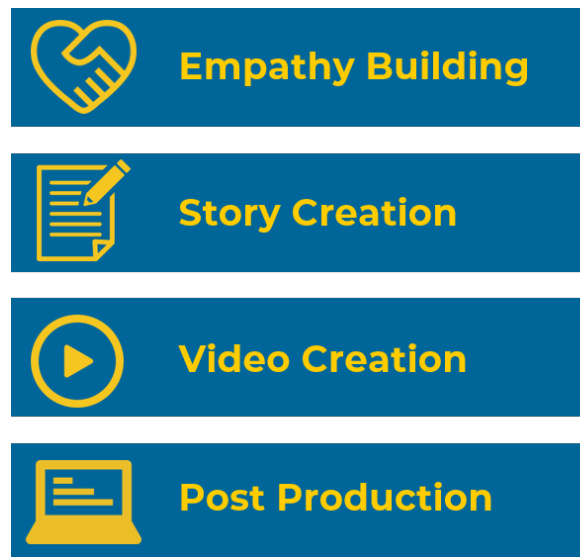


Figure 3.4 Learning Objectives of Digital Job-Storytelling Program

- Empathy Building part: participants make sure about why we make the 360-degree videos. So that they can know the significance of joining the project. Also, they imagine what kind of video they are going to make.
- Story Creation part: they learn the tips on how to make an attractive story for audiences and actually make the story by writing scripts.
- Video Creation part: they learn the tips on how to use the 360-degree camera equipment to shoot the video. Then they actually shoot the video about role models at their working place.
- Post-Production part: they learn the tips on how to edit the 360-degree videos. Then they actually edit the video that they shot in the Video Creation part.

ASSESSMENT METHOD FOR ACTION 1

In Digital Job-Storytelling Program, two topics are validated. First, the effect on the participant's three competencies in three areas (Table 3.1).

Secondly, their skill-set of Digital Storytelling using 360-degree video and their motivation to create another video for the next generation. As the skill-set, I

Table 3.1 Career Management Competencies

Competency (Phase III)	Area
Develop abilities for building positive relationship in life and work	Personal Management
Locate and evaluate a range of career information sources	Learning and Work Exploration
Take charge of your career building process	Career Building

assessed seven knowledge and skills, interview skills, scriptwriting, drawing a storyboard for 360-degree video, 360-degree video camera, 360-degree video shooting, 360-degree video editing, and audio editing.

A questionnaire, interview and observation were used to see the result.

- *Questionnaire*: Pre-Questionnaire and Post-Questionnaire using multiple choices questions which answers predetermined and short essay questions in order to compare the change before and after the program. The details of the questionnaire can be seen in Appendix B.1 and B.2.
- *Interview*: Interviews with the college students after the program in order to find out what participants felt or thought during the program more deeply. The details of the interview can be seen in Appendix B.3.
- *Observation*: observing them during the program and listed what we noticed after the program in order to find out something that the participants didn't realize.

3.2.2 Action 2: Tell Role Model's Story to Children Using Career Learning Activity

To create the action including career guidance for children, I approach it by providing the opportunity in the form of a Career Learning Activity. Young people provide children with activities to learn about career development by using 360-degree videos telling about role model stories. Materials in the activity are translated from English to Vietnamese for the children.

Career Learning Activity was designed based on activities that are proposed by Australian Blueprint for Career Development. The activity aims to raise primary students' personal development, career development, and life-long learning skills. There are three sections for children in this program: "Explore Self", "Explore Working World", and "Me and Community". The activity was enhanced to make it interesting for children by inserting games and hands-on activities. Below are the learning objectives for each topic.

1. *Explore Self*: The learning objectives are (1) identify your positive personal characteristics (skills, interests, personal qualities and strengths) as seen by you and others, (2) Demonstrate positive social skills, such as helping, showing respect and cooperating with others, (3) Express your feelings in an appropriate way, (4) Demonstrate the capacity to ask for help when needed. The detail will be explained in Chapter 4.

2. *Explore Working World*: The learning objectives are (1) find out about the work roles of family members, school personnel and community workers/employers, (2) Identify the contribution of work to one's life, (3) Identify skills, knowledge, and attitudes that you acquired in one setting that can be used in other settings. The main activity in this topic is making self-portrait. The detail will be explained in Chapter 4.

3. *Me and Community*: The learning objectives are (1) Demonstrate cooperation in order to accomplish a task, (2) Demonstrate the ability to work with people from different cultural and language backgrounds, age groups and genders, (3) Identify the impact of one life role (as a friend, a classmate, a relative or member of a community organization) upon other life roles, (4) Contribute both inside and outside the home, (5) Set goals and assess what might interfere with attaining your career goals, (6) Plan for action based on goals and interest. The detail will be explained in Chapter 4.

ASSESSMENT METHOD FOR ACTION 2

In Career Learning Activity, the college students' engagement for contributing

to the community in the future is validated. The framework of Community Engagement Pyramid was referred to as the evaluation method [13] [14]. Community Engagement Pyramid has 6 levels. Below is the mindset of a person that is being engaged in each level.

- *Leading*: Leads others in carrying out the organization's work. Leadership skills are the major factor.
- *Owning*: Fully invested in the mission and success of the organization, a program or campaign. Mission-relevant knowledge and skills are the major factors.
- *Contributing*: Contributes significant time, financial or social capital to the organization. Time and money are the major factors.
- *Endorsing*: Believes in the mission and trusts the organization enough to approve the use of their name to endorse the organization, its programs or a particular campaign. The endorsement may also include a nominal financial contribution. Trust and time are the major factors.
- *Following*: Understands and is interested in the cause and cares somewhat about the organization. Attention is the major factor.
- *Observing*: Interested in the cause and aware of the organization. Awareness is a major factor.

A questionnaire, interview and observation were used to see the result.

- *Questionnaire*: Pre-Questionnaire and Post-Questionnaire using multiple choices questions which answers predetermined and short essay questions in order to compare the change before and after the activity. The details of the questionnaire can be seen in Appendix C.1 and C.2.
- *Interview*: Interviews with the college students after the activity in order to find out what participants felt or thought during the activity more deeply. The details of the questionnaire can be seen in Appendix C.3.

- *Observation*: observing them during the activity and listed what we noticed after the activity in order to find out something that the participants didn't realize.

Figure 3.5 shows the evaluation items corresponding to each level in the pyramid. From questionnaire, interview, observation, I verified whether there was a change in the level of college students who are group facilitators.

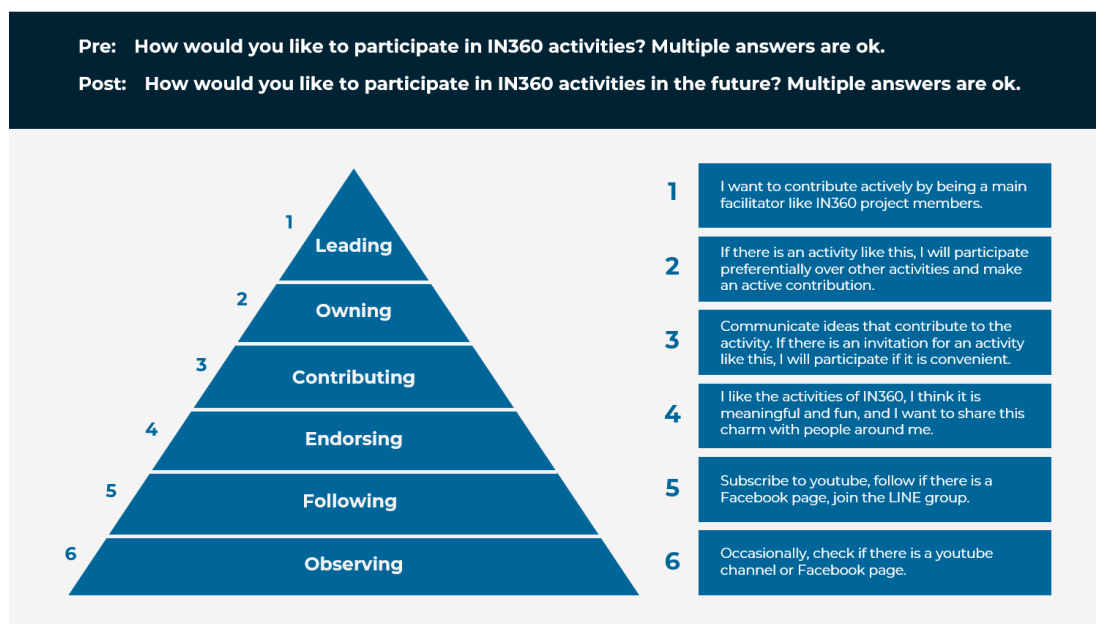


Figure 3.5 Community Engagement Pyramid

Also, in order to improve the activity, an interview with a manager of the orphanage and a reflection session were conducted with main facilitators and group facilitators. The details of the questionnaire can be seen in Appendix C.5 and C.6.

3.2.3 Action 3: Tell The Next Generation's Feedback to Role Models Using Social Impact Reporting

To create the action, I approach it by providing the opportunity in the form of Social Impact Reporting. It reports to the role model about the impacts of young

people and children's reactions and behavioral changes [15].

Social Impact Reporting is a communication strategy used to convey the change created by an organization or activity, and how that change was created. An impact report is not just a description of the stakeholder activities affecting the change because it also should include analysis about how much differences have happened. The Executive Summary is the most critical section of the impact report. It expresses the impact story of activities that are done by the project. The summary should have a specific audience in mind and highlight part of the performance that matters most to them.

ASSESSMENT METHOD FOR ACTION 3

In Social Impact Report, role models' engagement for contributing to the community in the future is validated by conducting interview.

Chapter 4

Action

4.1. Collaborators

In this research, there were three collaborators: a company, a university, and an orphanage to conduct the action cycle.

- *Mitani Sangyo Co., Ltd*: The company introduced role models who are contributing to the company a lot. Mitani Sangyo Co., Ltd is a Japanese company that has branches in Vietnam. They have various businesses in 6 types of industries such as electronics, architecture, and information technology.
- *Hutech University*: The students became participants of the Digital Job-Storytelling Program and facilitators of Career Learning Activity. Hutech University located in Ho Chi Minh. This university collaborates with Mitani Sangyo Co., Ltd a lot. It has a department of Japanese business called Vietnam-Japan Institute of Technology and students learn Japanese in the department and many of them hope to work in Japan in the future.
- *Thiên Bình Orphanage*: The children in the orphanage became participants of Career Learning Activity. Thiên Bình Orphanage located in Dong Nai where it has around 200 children. The children in the orphanage also have their career issues. The manager of the orphanage said that if children in this orphanage cannot increase their learning motivation and get good academic results, they can only get physical work. It will be difficult to live because this kind of job will not provide them enough income. Since their daily life is a round trip between the orphanage and the school and they cannot use the internet, there are no opportunities to meet various people and know more about things outside of the orphanage and school. Also, since they don't have their own parents and there are few adults around them, it's difficult

for them to have their own dream. The children are not good at creating an image from zero, but they can copy other people's ideas. In order to inform them about the world outside of the orphanage and their school, the orphanage has a class where the children can meet a person who graduated from there. They were educated and got a good job.

4.2. Digital Job-Storytelling Program

4.2.1 Implementation

Digital Job-Storytelling Program was conducted in Vietnam by collaborating with Mitani Sangyo Co., Ltd. and Hutech university (Figure 4.1). The duration was for 5 days (Table 4.1). Below is the information about the participants.

- Participants: A total of 19 Hutech University students. Most of them were from Vietnam Japan Institute of Technology which is one of departments of Hutech University. In the department, students learn Japanese business culture and Japanese Language. Therefore, many of them were conversational in Japanese. Some of them also could understand English. Some of them attended only several days among the five-day program. They were gathered by a recruitment post to a social network service with 2,000 Hutech University students. Therefore, They can be said that they already had the property of actively participating in new activities.
- Role Models: three role models who contribute to Mitani Sangyo Co., Ltd a lot. The role models joined the program when the participants shot the 360-degree video at the company.
- Facilitators: three members from IN360 project. Each member took charge of facilitating each group. One of the members became a main facilitator. Another member is an expert on the equipment and dealing with trouble from the equipment. In the program, they used mainly Japanese.

Table 4.1 Digital Job-Storytelling Program

	Date	Duration	Objective	Location
DAY1	March 11, 2019	4 hours	Empathy Building and Story Creation	Hutech University
DAY2	March 12, 2019	3 hours	Story Creation and Video Creation	Hutech University
DAY3	March 13, 2019	3 hours per group	Video Creation	Mitani Sangyo
DAY4	March 14, 2019	3 hours	Post Production	Hutech University
DAY5	March 15, 2019	5 hours	Post Production	Hutech University



Figure 4.1 Digital Job-Storytelling Program

Empathy Building

At first, main facilitators and participants introduced themselves. After that, an ice-breaking was conducted in order for them to be relaxed. After the ice-breaking, main facilitators conducted an explanation of IN360 project. Participants learned the purpose of IN360 project and the approaches for achieving the purpose. In order to understand the difference of job opportunities between countrysides/cities and people with higher education/people without higher education, they listed

out many jobs for each of those situations by themselves on the worksheet. (Figure 4.2). After that, They watched 360-degree videos that IN360 project made and they were informed what the video should include four topics about role models. (1) Introduction (who, where), (2) Working Process/Skills (what), (3) Working Value (why), (4) Career Path (how).

Group: _____

ACTIVITY 1.1: LET' s Categorize!

List out as many jobs as you can in 3 minutes (min. 15 jobs each)

<i>Countryside</i>		<i>Cities</i>	
Jobs without higher/ vocational education	Jobs with higher/ vocational education	Jobs without higher/ vocational education	Jobs with higher/ vocational education
<div style="border: 1px dashed black; width: 80%; margin: auto; height: 40px;"></div>		<div style="border: 1px dashed black; width: 80%; margin: auto; height: 40px;"></div>	

In 2 minutes: List out 1 jobs with higher/vocational education that you want to introduce to kids in rural areas

Figure 4.2 A Worksheet for Categorizing Various Jobs

Story Creation

In the program, they were divided into three groups. At first, they learned how to interview effectively by comparing a good/bad example and actually role-playing the interview. After that, They ideated questions to ask the role models and mapped the questions into the four categories, (1) Introduction, (2) Working Process/Skills, (2) Working Value, and (4) Career Path (Figure 4.3). Then, they learned how to make an interesting storyline and a script. Lastly, they actually

made the storyline and script.

Group: _____

ACTIVITY 2.1: MAPPING YOUR INTERVIEW(35 min)

Introduction	Working Process	Working Value	Career Path

Figure 4.3 A Worksheet for Mapping Questions to Ask Role Models

Video Creation

They made storyboards for making 360-degree videos by using worksheets (Figure 4.4). The storyboard for 360-degree video is in the shape of a circle, which is divided into three parts. This is because when creating the 360-degree video, video creators need to consider all directions. After making the storyboards, They visited the role models and actually conducted an interview based on the questions that they mapped and shoot the video based on the storyboards.

Group: _____

3 spheres STORYBOARD

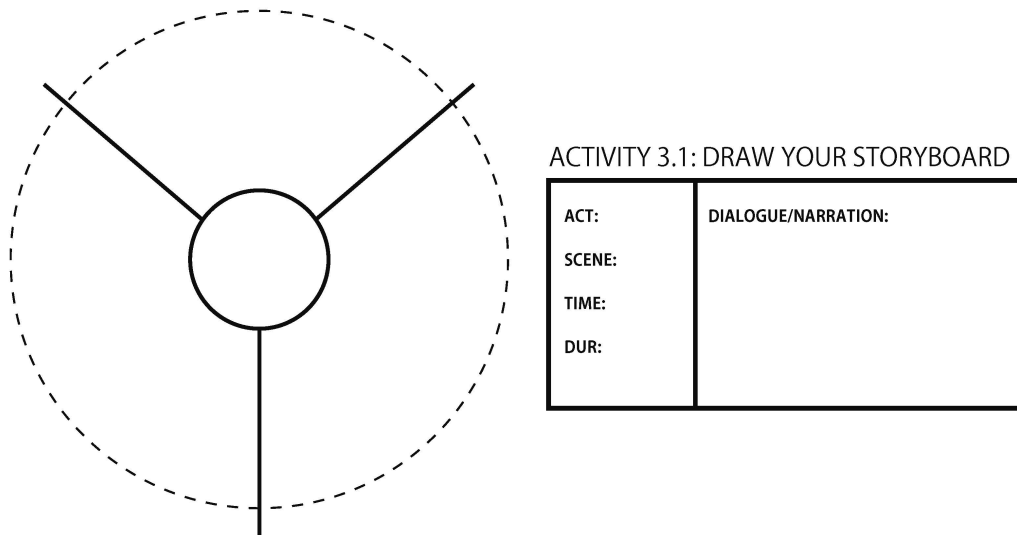


Figure 4.4 A Storyboard for Making 360-degree Videos

Post-Production

they learned tips on how to edit the 360-degree videos. Then they edited the video that they shot in Video Creation part.

As a result, the students made three videos recording of three jobs below. (Figure 4.5, 4.6, and 4.7)

1. Job: Production Assistant Manager (Duration: 4 minutes 36 seconds)

After a greeting, the video showed inside the factory, the role model's working place, while walking with him. Meanwhile, a narration about the factory and role model was put. At the end of the video, it showed an interview with the role model in the cafeteria.



Figure 4.5 Production Assistant Manager

2. Job: Quality Control Department Group Leader (Duration: 5 minutes 07 seconds)

The video started with a greeting in multiple languages. After showing off her working place, she explained about the company briefly. After that, they conducted an interview with the role model. During the interview, looking at the other direction, other students were showing something interesting in the company, such as cup ramen.



Figure 4.6 Quality Control Department Group Leader

3. Job: System Integration Department Manager (Duration: 4 minutes 27 seconds)

They showed around outside the company at first and showed them entering the company office. After that, they conducted an interview with the role model. The company tour and the explanation were also shown between interviews.



Figure 4.7 System Integration Department Manager

EQUIPMENT

Several equipment was used to support the program. The Story Creation Part didn't need any special equipment.

Empathy Building Part

- *Google Cardboard*: Google Cardboard that is used to watch the 360-degree video. By putting a smartphone inside the cardboard, people can watch the 360-degree video.
- *Smartphone/iPhone*: It's used to play the 360-degree video that the IN360 project made so far. Depending on the specifications of smartphones/iPhone, some of them are not available for watching 360-degree videos. the participants needed to confirm it in advance.

- *Earphone*: It's used for listening to the sounds of the 360-degree video. In this program, the participants each used an earphone.

Video Creation Part

- *360-degree Camera*: 360-degree Cameras are capable of capturing a spherical view of the world around people. In this program, each group used one RICOH THETA. In order to use RICOH THETA, the participant needed the application. The application is used for controlling the camera and checking the video. each group was required to install it to their phones.
- *Smartphone/iPhone*: It's required for using the RICOH THETA by installing an application in the phone.
- *Monopod/Tripod*: Monopods are accessories to support a camera. Monopods are more compact and easier to carry than tripods. In this program, each group used one monopod and one tripod.
- *Audio Recorder*: Audio Recorders are digital, handheld devices that is used to record sounds. In this research, the participants used Sony/TASCAM audio recorder or their smartphones.
- *Microphone*: Microphone is connected to the audio recorder to capture the sounds. In this program, each group used one Boom Microphone or their earphones.

Post-Production

- *Premiere Software installer (PC)*: They prepared their own laptops to install Adobe Premiere. Depending on the specifications of laptops, some of them are not available for using Adobe Premiere. the participants needed to confirm the specification and install it in advance.
- *Adobe Premiere*: Adobe Premiere is a software that is used for editing videos. In this program, each group used the trial version. They were informed to install it one day before the program of Post-Production.

4.2.2 Findings

The program enabled relationship between the college students which is related to Personal Management area of Career Management Competencies. From interviews and observation, one female participant who is a student said she could be close with male students better than before. She also said “my communication skills increased through the program. At the program, we had to do a friendly discussion with everyone. When the discussion, we talked a lot of opinions with each other, but we had to choose only one idea. In addition, we must keep good relationships. Therefore, it was necessary to explain my opinion that everyone could understand the good part of it. And I tried to find the good points of everyone’s opinion and put them together to make the most correct opinion”. She joined a group where many students she hadn’t communicated well involved with in order to adjust the number of each group’s members. Moreover, the students were from a different year so they didn’t know each other very well in the beginning. After the program, they became able to hang out with each other better than before.

The college students became more proactive in seeking job which is related to Learning and Work Exploration area. From the questionnaire, the number of students who answered “they will gather information about jobs by interviewing with working people” has risen from two students to eleven students (Figure B.1 and B.3). One participant said about the interview with working people that “when I searched on the Internet, it was told that when foreign people work for a Japanese company, they need to have N1 level of Japanese Language Proficiency. However, when I interviewed the role model, I found out that even level N4 proficiency is fine. I also found that there is less pressure in their work than I expected. Also, it was fun. When I become a new office worker there, it seems easier than I thought because everyone in the company will support me. I thought that even a college student could work there as a member. Our interviewee was doing Quality Control work. Every month she works to write a plan for what the company should do. For me, I thought that work was a bit hard. I like the atmosphere of the company, but I don’t want to do that work.”. Another student said “From the interview, I knew that to understand

both Japanese and Vietnamese and to facilitate communication was important in the job of the interviewee”. As they said, through the interviews, they understood the working environment better than before.

The college students became initiative for their career building activities which is related to Career Building area. From observation, they actually took charge of their careers by initiating some actions on their own. Two participants got a name card from a recruiter of the company during video shooting and applied for an internship, and one student said that he wanted to enter the company to the role model.

The program improved the college students’ Digital Storytelling skills and their motivation to make another video. The college students’ knowledge of Digital Storytelling skill set overall has improved (Figure 4.8 and 4.9). There are 5 choices for the questionnaire, “I have no idea”, “I’ve heard a little bit about it”, “I have knowledge but no practical experience”, “I know, and I have experience”, “I know a lot, I can teach”. The darker color is the higher level of understanding about Digital Storytelling. According to Figure 4.8 and Figure 4.9, there are many darker parts in all items after the program than before. Also, eleven participants were motivated to create another 360-degree video about role models in the future (Figure B.5). Some of the participants said that “I could obtain many new skills through the program”, “I enjoyed when I was doing Digital Storytelling such as story-making, shooting, editing by using 360 camera”, and “I felt motivated to use digital tools to spread a message to society”. In the practice of 360-degree video-making, they needed to consider whole environment to show something interesting from all angles for children. This feature of 360-degree video could be helpful young people to observe and understand the working environment deeply. One participant said that “unlike normal video, when creating 360-degree videos, I needed to be aware of the whole environment. The viewer sees the surroundings, so even if it is an interview scene, I have to think about what to show behind and I tried to show something interesting around”. And she also said that “After the program. I thought that I want to deliver a message using digital tools in the future for the company and the children. Not only the environment inside

the company but the situation that working people play outside or have a picnic. Children know famous jobs like teachers, but they don't know what part of jobs like office workers is interesting. I would like to deliver interesting things about such work to them.". Another participant said "I tried to deliver the experience that how the work in the company is for the children by using 360 space. I think it is necessary for children to make such videos, especially in Vietnam because I think that they have to think about how they can become such a person and prepare for their future career. And I also tried to put something interesting things in the video to make children more interested in it".

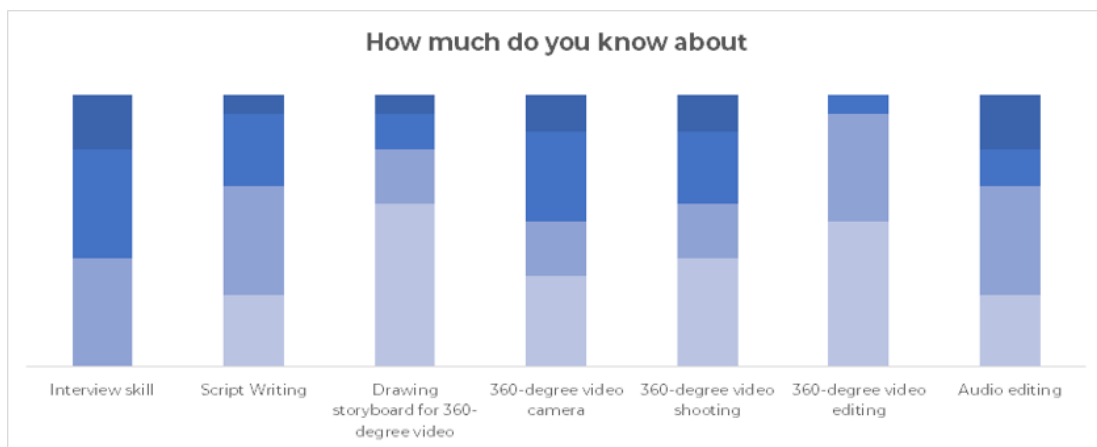


Figure 4.8 Pre-Questionnaire: How much do you know about

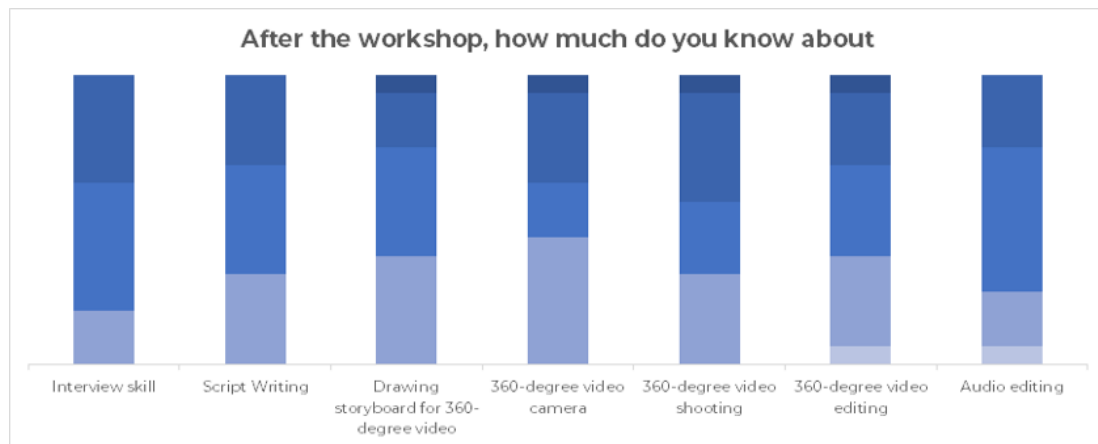


Figure 4.9 Post-Questionnaire: After the workshop, how much do you know about

4.3. Career Learning Activity

4.3.1 Implementation

Career Learning Activity was implemented in Thiên Bình Orphanage in Dong Nai on November 16, 2019 (Table 4.2 and Figure 4.10). In this time, children watched a 360-degree video about a role model who is working for agriculture in Indonesia. The video is translated from Indonesian to Vietnamese. The activity materials was also translated from English to Vietnamese. Below is the information about the participants.

- Participants: eight children in Thiên Bình Orphanage who are from seven to twelve years old.
- Main Facilitators: two members from IN360 project. One of main facilitators was an Indonesian and she was good at speaking English. Another was a author of this research and conversational in English.
- Group Facilitators: three college students from Hutech University and an interpreter provided by Mitani Sangyo. Among the group facilitators, two students have attended Digital Job-Storytelling Program. Another student and the interpreter have not attended any activities of IN360 project. They

were asked to be group facilitators on the day because some students who were planned to be group facilitators suddenly canceled. All of them were conversational in Japanese. Some of them also could understand English. Some of them were gathered by a teacher of VJIT. The teacher invited the students who were proactive to participate in new activities. Some of them were invited by the rest of students.

Table 4.2 Career Learning Activity

Objective	Main Activity	Duration
Explore Self	Ice Breaking Making Self Portrait	35 min
Explore Working World	Watching 360-degree video	45 min
Me and Community	Discussion to solve their community issue Making Career Journal Makigng Daily Activity Chart	75 min



Figure 4.10 Career Learning Activity

Explore Self

In the Explore Self part, the participants were informed the purpose of Career Learning Activity is to learn about “Aspiration/Dream”. Icebreaking was conducted for them to be relaxed and enjoying communicating with other participants and facilitators. As the main activity in the section, they made Self-Portrait to make their positive self-concept while supported by facilitators and presented it to other participants (Figure 4.11).



Figure 4.11 Portraits of the Children in Thiên Bình Orphanage

Explore Working World

In the activity, children watched the 360-degree video that IN360 made and explored the working world outside their daily life. Two children shared one cardboard and watched a different video in turns. After one children watched the video, he/she expressed what they saw to another children. In this time, the theme of the working world is agriculture. They watched the 360-degree video telling about a coffee farmer or a coffee roaster in Indonesia (Figure 4.12 and Figure 4.13).



Figure 4.12 A Quality Control of Coffee



Figure 4.13 A Coffee Roaster

Me and Community

In the activity, children learned a daily environmental issue in their community from group facilitators. After that, they collaborated with other participants as a group and group facilitators to ideate and made a solution that can be done by them as students. Each group made a poster that described the solution and presented it to other groups. Lastly, they set their career goals based on their interests/skills so far, and planed to achieve their goal by making Career Journal and Daily Activity Chart (Figure 4.14 and Figure 4.15).

Age: _____ Gender: _____ Date: / / (YY/MM/DD)

My Career Journal

My name is _____

Things I like...

1. _____
2. _____
3. _____

Things I am good at...

1. _____
2. _____
3. _____

When I get older, I want to be _____

and do _____

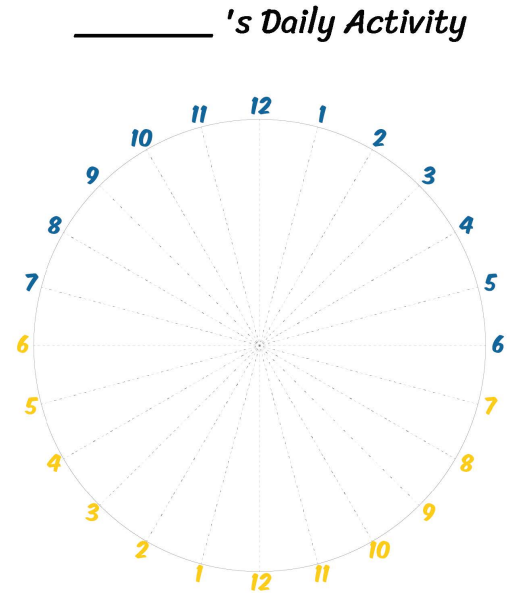


Figure 4.14 Career Journal

Figure 4.15 Daily Activity Chart

In order to emphasize the important points in the activity, the main facilitator used text cards (Figure 4.16). It's used for managing the time and telling the children the purpose of the activity and the theme of each section.

SELF EXPLORATION	DREAM/ ASPIRATION	EXPLORING WORKING WORLD	AGRICULTURE	ME AND MY COMMUNITY
5 MINS	10 MINS	15 MINS	20 MINS	

Figure 4.16 Text Card

EQUIPMENT

Several equipment was used to support the Explore Working World part.

- *Google Cardboard*: As mentioned above, Google Cardboards are headsets to watch the 360-degree video.
- *Smartphone/iPhone*: It's required for watching the 360-degree video that the IN360 project made. Main facilitators and Group facilitators prepared their own phones.
- *Earphones*: It's used for listening to the sounds of the 360-degree video. Main facilitators and Group facilitators prepared their own earphones.

4.3.2 Findings

The questionnaire answered by group facilitators showed positive changes in their engagement for joining IN360 activities. The activity helped them to think that joining the project is meaningful and enjoyable, and the group facilitators had the demand to share or participate in the activities in the future. The details of their answers are below.

Group Facilitator A:

One male student was already graduated from Hutech University and he learned Automatic Control during university. He participated in this activity even though there was no need to be involved in the activity. He also participated in Digital Job-Storytelling Program. In the pre-questionnaire about the community engagement, he answered "If there is an activity like this, I will participate preferentially over other activities and make an active contribution", "I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me", and "Occasionally, check if there is a Youtube channel or Facebook page" (Figure 4.17). In the post-questionnaire, he answered "I want to contribute actively by being a main facilitator like IN360 members", "If there is an activity like this, I will participate preferentially over other activities and make an active contribution", and "Communicate ideas that contribute to the

activity. If there is an invitation for an activity like this, I will participate if it is convenient”, “Subscribe to Youtube, follow if there is a Facebook page, join the LINE group”, and “Occasionally, check if there is a Youtube channel or Facebook page” (Figure 4.18). From the interview with him, he said “I think it is not enough to watch on Youtube and social networks. It is more interesting to participate. I can learn various things through experience. In addition, Career Learning Activity is useful for the community. It enhances the community and society, connect people around you. I would like to see more meaningful activities in Vietnam and I want more students to participate in the program in the future.”

今、IN360の活動に対して、どのように関わっていきたいと思っていますか？複数回答可 (How would you like to participate in IN360 activities? Multiple answers are ok.) *

Silmiさんや私といったメインファシリテーターの立場になって主体的に活動する(I want to contribute actively by being a main facilitator like Silmi san and Rika.)

今回のような活動があれば、他の活動よりも優先的に参加し、積極的に貢献する(if there is an activity like this, I will participate preferentially over other activities and make an active contribution.)

活動に貢献するアイデアを伝える。今回のような活動の誘いがあったとき都合が合えば参加する。(Communicate ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient.)

IN360の活動が好き、意義がある、楽しいと思っていて、この魅力を周りの人にもシェアする。(I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me.)

youtubeをsubscribeする、Facebookページがあればフォローする、LINEグループに入る。(Subscribe to youtube, follow if there is a Facebook page, join the LINE group.)

たまに、youtubeチャンネルやFacebookページがあればチェックする。(Occasionally, check if there is a youtube channel or Facebook page.)

その他:

今後、IN360の活動に対して、どのように関わっていきたいと思っていますか？複数回答可 (How would you like to participate in IN360 activities in the future? Multiple answers are ok.) *

Silmiさんや私といったメインファシリテーターの立場になって主体的に活動する(I want to contribute actively by being a main facilitator like Silmi san and Rika.)

今回のような活動があれば、他の活動よりも優先的に参加し、積極的に貢献する(if there is an activity like this, I will participate preferentially over other activities and make an active contribution.)

活動に貢献するアイデアを伝える。今回のような活動の誘いがあったとき都合が合えば参加する。(Communicate ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient.)

IN360の活動が好き、意義がある、楽しいと思っていて、この魅力を周りの人にもシェアする。(I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me.)

youtubeをsubscribeする、Facebookページがあればフォローする、LINEグループに入る。(Subscribe to youtube, follow if there is a Facebook page, join the LINE group.)

たまに、youtubeチャンネルやFacebookページがあればチェックする。(Occasionally, check if there is a youtube channel or Facebook page.)

何もしない。(I will not do anything)

その他:

Figure 4.17 Pre-Questionnaire (Facilitator A): “How would you like to participate in IN360 activities?”

Figure 4.18 Post-Questionnaire (Facilitator A): “How would you like to participate in IN360 activities?”

Group Facilitator B:

One female student is the fourth grade of Hutech University and she was learning Economic Law. She liked to use SNS and often posted her activities and foods. She also participated in Digital Job-Storytelling Program and posted some photos of the program on Instagram. In the pre-questionnaire about the community engagement, she answered “I want to contribute actively by being a main facilitator like IN360 members”, and “I like the activities of IN360, I think it is meaningful

and fun, and I want to share this charm with people around me” (Figure 4.19). In the post-questionnaire, she answered “I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me”, and “Subscribe to youtube, follow if there is a Facebook page, join the LINE group”, “If there is an invitation for an activity like this, I will participate if it is convenient”, “Subscribe to Youtube, follow if there is a Facebook page, join the LINE group”, and “Occasionally, check if there is a Youtube channel or Facebook page”(Figure 4.20). From the interview with her, she said “Many people use social network services now, so I want to let them know the activity by using them. The feeling of wanting to share the activity became stronger than before.” In this way, she is more motivated to share the project with other people instead of participating the activities.

今、IN360の活動に対して、どのように関わっていきたいと思っていますか？複数回答可（How would you like to participate in IN360 activities? Multiple answers are ok.）*

Silmiさんや私といったメインファシリテーターの立場になって主体的に活動する(I want to contribute actively by being a main facilitator like Silmi san and Rika.)

今回のような活動があれば、他の活動よりも優先的に参加し、積極的に貢献する(if there is an activity like this, I will participate preferentially over other activities and make an active contribution.)

活動に貢献するアイデアを伝える。今回のような活動の誘いがあったとき都合が合えば参加する。(Communicate ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient.)

IN360の活動が好き、意義がある、楽しいと思っていて、この魅力を周りの人にもシェアする。(I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me.)

youtubeをsubscribeする、Facebookページがあればフォローする、LINEグループに入る。(Subscribe to youtube, follow if there is a Facebook page, join the LINE group.)

たまに、youtubeチャンネルやFacebookページがあればチェックする。(Occasionally, check if there is a youtube channel or Facebook page.)

その他:

Figure 4.19 Pre-Questionnaire (Facilitator B): “How would you like to participate in IN360 activities?”

Group Facilitator C:

Another female student was the fourth grade of Hutech University and she was learning Biotechnology. She was already interested in social issues and she wanted to work for making clean water in Vietnam. She didn’t participate in Digital Job-

今後、IN360の活動に対して、どのように関わっていきたいと思っていますか？複数回答可（How would you like to participate in IN360 activities in the future? Multiple answers are ok.）*

Silmiさんや私といったメインファシリテーターの立場になって主体的に活動する(I want to contribute actively by being a main facilitator like Silmi san and Rika.)

今回のような活動があれば、他の活動よりも優先的に参加し、積極的に貢献する(if there is an activity like this, I will participate preferentially over other activities and make an active contribution.)

活動に貢献するアイデアを伝える。今回のような活動の誘いがあったとき都合が合えば参加する。(Communicate ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient.)

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youtubeをsubscribeする、Facebookページがあればフォローする、LINEグループに入る。(Subscribe to youtube, follow if there is a Facebook page, join the LINE group.)

たまに、youtubeチャンネルやFacebookページがあればチェックする。(Occasionally, check if there is a youtube channel or Facebook page.)

何もしない。(I will not do anything)

その他:

Figure 4.20 Post-Questionnaire (Facilitator B): “How would you like to participate in IN360 activities?”

Storytelling Program. In the pre-questionnaire about the motivation of joining IN360 activities, she answered she attended the activity because she was asked to attend (Figure 4.21). She joined on behalf of the student who canceled on the day. In the post-questionnaire, she changed her answers. After the activity, she would like to join the activities of IN360 project because “Participation in the activities is fun and worth challenging!”, “I empathize with the activities and purpose of IN360”, and “it’s important for me to attend the IN360 activities” (Figure 4.22).

<p>この活動に参加してくれた理由は何ですか？複数回答可。(What makes you want to attend this activity? Multiple answers are ok.) *</p> <p><input type="checkbox"/> IN360の活動に参加すると楽しいしやりがいがあるから！ (Participating in IN360 activities is fun and worth challenging!)</p> <p><input type="checkbox"/> IN360の活動の目的と活動に共感しているから (Because I empathize with the activities and purpose of IN360)</p> <p><input type="checkbox"/> IN360の活動で学ぶことが自分にとって必要/重要だと思ったから (Because it's important for me to attend the IN360 activities.)</p> <p><input type="checkbox"/> 参加しないと自分にとって嫌なことが起きるから (If I don't attend, something bad will happen to me.)</p> <p><input checked="" type="checkbox"/> 出席するよう言われたから (Because I was asked to attend.)</p> <p><input type="checkbox"/> 理由なし (I don't have any reason)</p> <p><input type="checkbox"/> その他:</p>	<p>「はい」と答えた人は、なぜ参加したいと思いましたか？当てはまるものにチェックをつけてください。複数回答可。(If you chose "Yes, definitely!", what makes you want to attend this activity? Multiple answers are ok.) *</p> <p><input checked="" type="checkbox"/> IN360の活動に参加すると楽しいしやりがいがあるから！ (Participating in IN360 activities is fun and worth challenging!)</p> <p><input checked="" type="checkbox"/> IN360の活動の目的と活動に共感しているから (Because I empathize with the activities and purpose of IN360)</p> <p><input checked="" type="checkbox"/> IN360の活動で学ぶことが自分にとって必要/重要だと思ったから (Because it's important for me to attend the IN360 activities.)</p> <p><input type="checkbox"/> 参加しないと自分にとって嫌なことが起きるから (If I don't attend, something bad will happen to me.)</p> <p><input type="checkbox"/> 出席するよう言われたから (Because I was asked to attend.)</p> <p><input type="checkbox"/> 理由なし (I don't have any reason)</p> <p><input type="checkbox"/> その他:</p>
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Figure 4.21 Pre-Questionnaire (Facilitator C): What makes you want to attend this activity?

Figure 4.22 Post-Questionnaire (Facilitator C): What makes you want to attend this activity?

Also, In the pre-questionnaire about the community engagement, she answered that she would like to participate in IN360 activities by checking if there is a Youtube channel or Facebook page occasionally (Figure 4.23). In the post-questionnaire, she answered “If there is an activity like this, I will participate preferentially over other activities and make an active contribution”, “I would like to participate the activities by communicating ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient”, and “I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me”, and “I would like to subscribe to Youtube, follow if there is a Facebook page, join the LINE group”(Figure 4.24). From the interview with her, she said that experimentation

is important to learn and fun and more fun than just looking at Social Networking Services. Even if I know the information on the problem well, I will not solve it without experimentation. After participating, I wanted to take action. If there is a chance, I want people around me to act together. I will ask my friends to help me to invite other friends. Just by looking and listening does not solve the problem”.

<p>今、IN360の活動に対して、どのように関わっていきたいと思っていますか？複数回答可（How would you like to participate in IN360 activities? Multiple answers are ok.）*</p> <p><input type="checkbox"/> Silmiさんや私といったメインファシリテーターの立場になって主体的に活動する(I want to contribute actively by being a main facilitator like Silmi san and Rika.)</p> <p><input type="checkbox"/> 今回のような活動があれば、他の活動よりも優先的に参加し、積極的に貢献する(if there is an activity like this, I will participate preferentially over other activities and make an active contribution.)</p> <p><input type="checkbox"/> 活動に貢献するアイデアを伝える。今回のような活動の誘いがあったとき都合が合えば参加する。(Communicate ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient.)</p> <p><input type="checkbox"/> IN360の活動が好き、意義がある、楽しいと思っていて、この魅力を周りの人にもシェアする。(I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me.)</p> <p><input checked="" type="checkbox"/> youtubeをsubscribeする、Facebookページがあればフォローする、LINEグループに入る。(Subscribe to youtube, follow if there is a Facebook page, join the LINE group.)</p> <p><input type="checkbox"/> たまに、youtubeチャンネルやFacebookページがあればチェックする。(Occasionally, check if there is a youtube channel or Facebook page.)</p> <p><input type="checkbox"/> その他:</p>	<p>今後、IN360の活動に対して、どのように関わっていきたいと思っていますか？複数回答可（How would you like to participate in IN360 activities in the future? Multiple answers are ok.）*</p> <p><input type="checkbox"/> Silmiさんや私といったメインファシリテーターの立場になって主体的に活動する(I want to contribute actively by being a main facilitator like Silmi san and Rika.)</p> <p><input checked="" type="checkbox"/> 今回のような活動があれば、他の活動よりも優先的に参加し、積極的に貢献する(if there is an activity like this, I will participate preferentially over other activities and make an active contribution.)</p> <p><input checked="" type="checkbox"/> 活動に貢献するアイデアを伝える。今回のような活動の誘いがあったとき都合が合えば参加する。(Communicate ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient.)</p> <p><input checked="" type="checkbox"/> IN360の活動が好き、意義がある、楽しいと思っていて、この魅力を周りの人にもシェアする。(I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me.)</p> <p><input checked="" type="checkbox"/> youtubeをsubscribeする、Facebookページがあればフォローする、LINEグループに入る。(Subscribe to youtube, follow if there is a Facebook page, join the LINE group.)</p> <p><input type="checkbox"/> たまに、youtubeチャンネルやFacebookページがあればチェックする。(Occasionally, check if there is a youtube channel or Facebook page.)</p> <p><input type="checkbox"/> 何もしない。(I will not do anything)</p> <p><input type="checkbox"/> その他:</p>
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Figure 4.23 Pre-Questionnaire: “How would you like to participate in IN360 activities?”

Figure 4.24 Post-Questionnaire: “How would you like to participate in IN360 activities?”

Feedback from a Manager of the Orphanage

As the feedback from a manager of the orphanage, she said “this activity was meaningful for the children. But this time it was too short. Children are going to forget it soon. If you make the long-term program, you can bring it here again.” She also said “Japanese education is amazing. Vietnamese people are not good at making long-term plans, so I would like you to teach the children the Japanese way.”

Reflection Session with Group Facilitators

In the reflection session, facilitators give their feedback about the activity. They

mainly proposed ideas to improve children's concentration. They said "Managing the children was difficult for us. If you provide the training to facilitate them, it would be better". "Applying more games and fun activities would be better for the children to keep their concentration".

The Result of Career Journal and Daily Activity Chart

After the activity, children write a journal that asked them some questions. (1) What do you like?, (2) What are you good at? and (3) What do you want to be in the future?. For the first question, they answered foods, martial arts, playing soccer, drawing, traveling, manga, book, self-discovering, swimming, watching anime, sleeping, hanging out, and rope jumping. For the second question, they answered drawing, playing soccer, singing, studying, cooking, origami, crafts, planting trees, eating fast, reading books and manga, dancing, rope jumping, martial arts, and helping others. For the third question, they answered a doctor, a soccer player, a painter, a martial arts instructor, and a kindergarten teacher. The details of the journal can be seen in Appendix C.4.

There are some overlapping among the children's answer such as a doctor and a soccer player because some of them copied other's answers. Also, since they set their dreams based on their daily activities and there is not a variety of activities, it was difficult to think about their career from a wide perspective. They watched the video about jobs outside of their daily activity but they seemed that they couldn't understand about the jobs deeply. As the cause, since other children disrupted them and they couldn't concentrate to watch the video, they couldn't understand about the jobs.

However, there was also changes in some of the children's mind. At the end of the activity, one girl wrote on her Career Journal that she liked "self-discovering". It was considered that "Explore Self" part affected her mind. The difference of her attitudes from other children was her concentration. From observation, she always sat quietly and focused on her works. Therefore, in order to deliver the career information to the children, improving their concentration could be helpful.

After writing the journal, the children wrote plans of their daily activity on the Daily Activity Chart worksheet in order to achieve their dream that they wrote on the journal. As the result, most of them didn't write activities to achieve their

goal and they just wrote their usual daily life such as “go to school” and “eat dinner”. As the cause, since writing Daily Activity Chart was very end of the activity, they couldn’t maintain their concentrations for the activity. So that it was difficult to create a new idea of their daily activity.

Therefore, adjusting the time schedule is needed to maintain their concentration. For example, the time per day can be shortened by dividing the activity into two days. Also, as the manager of the orphanage mentioned, the children were not good at creating new ideas from zero. In order to support them to create their idea, providing them hints to plan their daily activity could assist them.

4.4. Social Impact Report

4.4.1 Implementation

I implemented Social Impact Reporting with two people who were in the 360-degree videos on December 11, 2019.

Before reporting the impact, the purpose of the project and activities to achieve the purpose were explained. After that, role models saw Executive Summary about the social impact and they were provided the details of each impact that were created in Digital Job-Storytelling Program and Career Learning Program by an oral explanation (Figure 4.25).

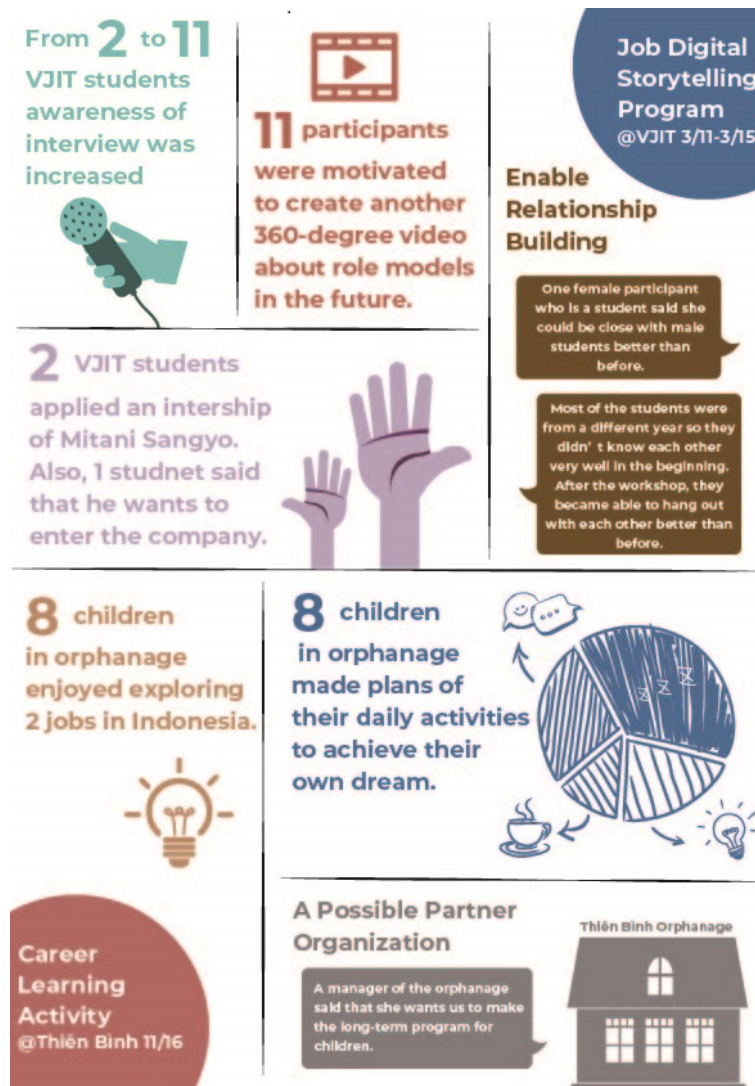


Figure 4.25 Social Impact Reporting

4.4.2 Findings

There was a growing tendency for the role model to become more sympathetic to the significance of the project and to increase the motivation to spread the activities to others. Also, They had the demand to spread the video and activities to a bigger amount of people. One role model showed the motivation to show the video to her children by herself.

Both of them said that “I would like to introduce the project to my friends and let them talk about their careers.” and “I can introduce other companies in Vietnam. So you can collaborate with others”.

Both of them said “The purpose of the project is meaningful for the community but it’s better to reach more children and let them know good points about IN360. Conduct programs in various places.”

One female role model said “in my opinion, this program is very helpful. I showed my video to my children. They just said, “Mom doesn’t seem cute”. I guess they said so because they did not know the value of the project. I could know it today so I will try to show it again and tell the value beforehand”.

In this way, Social Impact Reporting is helpful to deepen the understanding about the value of the activities. However, they also said that “the number of the children/college students seemed a few. Proactively utilizing online platforms could be helpful to reach a bigger number of the target”.

Chapter 5

Conclusion

5.1. Conclusion

In this research, the design of the Community of Practice for career development was performed while utilizing the process of Digital Job-Storytelling in order to answer the research question: *“How to create Career Education in order to bridge young people and the real working world by utilizing Digital Job-Storytelling?”*.

As a result of implementing the design in Vietnam, it helped students to improve their three Career Management Competencies and Digital Storytelling skills. Importantly, in Digital Job-Storytelling Program, students’ awareness of the interview with working people was improved and the opportunities could be a trigger to increase their degree of participation in the working community. In Career Learning Activity, some of the college students learned the importance of experiment rather than looking at the internet. Also, the college students and the role models showed their motivation to contribute to the career development of community members by actually taking action as sharing the project, inviting other people, and participating in the activities in the future.

What every stakeholders said in this research was “this project was meaningful”. After the Career Learning Activity, all of group facilitators and the manger of the orphanage said that it would be helpful for children to create the long-term program. Moreover, after every activities, many of the college students and the children in the orphanage said that they enjoyed the activities. Therefore, I considered that the enjoyable and meaningful activities helped them, especially the college students, to increase the degree of participation in the activities. It means young people communicate with the real working people and the real working environment and support careers of children with knowledge gap more proactively through the process of Digital Job-Storytelling.

5.2. Possible Future Works

Overall

As the future works, making the long-term program for both Digital Job-Storytelling Program and Career Learning Activity is helpful for students and children to keep learning career development. Also, making a system to reach a bigger number of people is needed to expand the project by utilizing online platform.

In order to create a community of practice, more interactions among community members are needed, such as reporting the long-term report on changes in the children's behavior.

Digital Job-Storytelling Program

Digital Job-Storytelling Program was able to develop some competencies in career management, there are other competencies that have not been addressed yet. Improvement and some additional components in the program would be necessary to challenge the rest of the Career Management Competencies. Making guideline of making the video is also needed to make more interesting videos for children. In order to deepen the learning for children into the working world, drawing attention to the parts children need to see is helpful.

Career Learning Activity

Career Learning Activity needs improvement in maintaining children's concentration. For example, training the facilitators on how to manage the children effectively beforehand, including more games such as quiz games into the activities, and adjusting the time schedule could be helpful to improve their concentrations. Also, providing hints could assist them create a new idea.

Social Impact Reporting

Social Impact Reporting can be improved by establishing evaluation items of the social impact and evaluation methods in order to increase the value of the activity that the stakeholders feel. It also can be improved by making a fixed format so that the report can be made in a shorter time and help deepen the role model's understanding about the significance of the activities.

Lastly, I hope that this research is going to contribute to create enjoyable and efficient career education that helps young people to develop their careers in the real working world.

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Appendices

A. Video Channel of IN360 Project

Link to channel: <http://bit.ly/2RTdH6m>

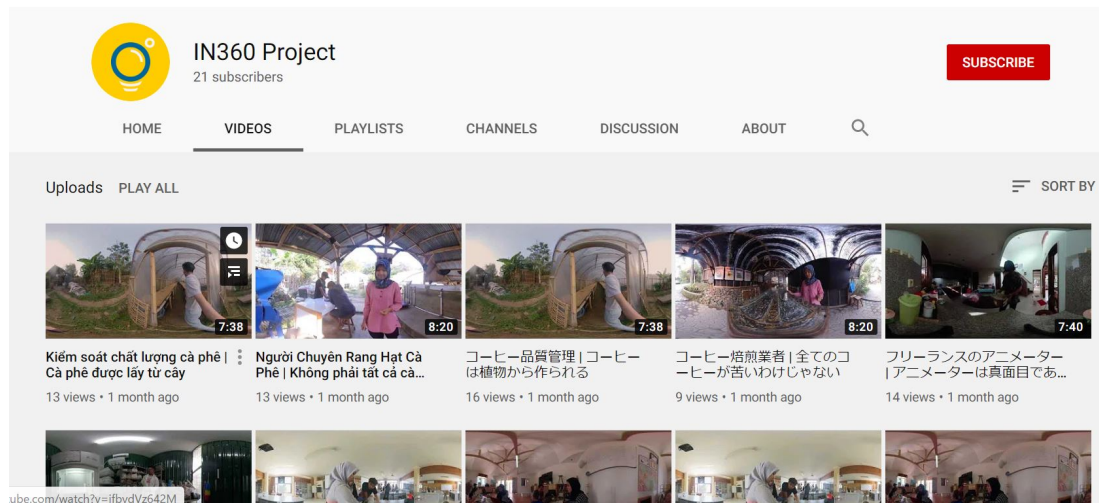


Figure A.1 Video Channel of IN360 Project

B. The Result of Digital Job-Storytelling

B.1 Pre-Questionnaire (Participants)

How do you gather information of occupations for your future career?
 Please choose at least one...
 ていますか？少なくとも一つは選んでください！
 19 件の回答

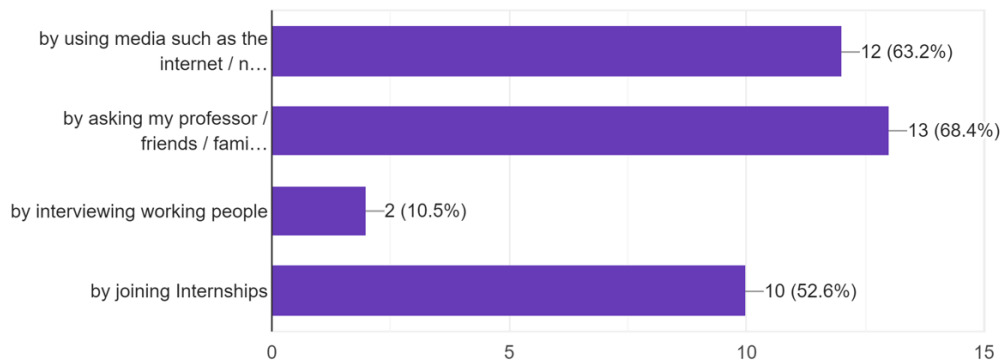


Figure B.1 How do you gather information of occupations for your future career? Please choose at least one.

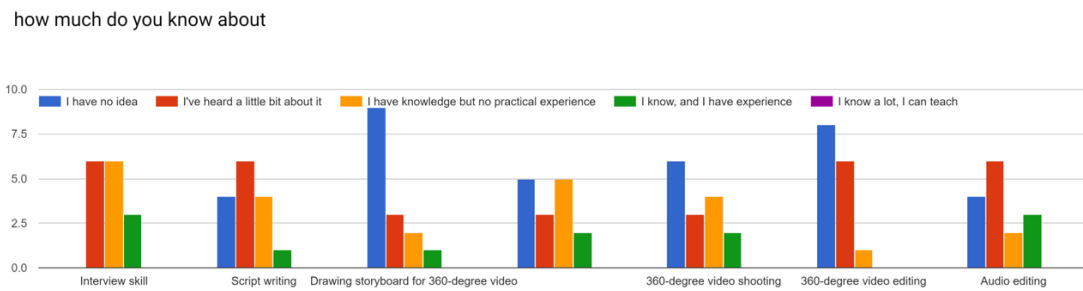


Figure B.2 How much do you know about

B.2 Post-Questionnaire (Participants)

After the workshop, how will you gather information of occupations for your future career? Please choose at least one.

19 件の回答

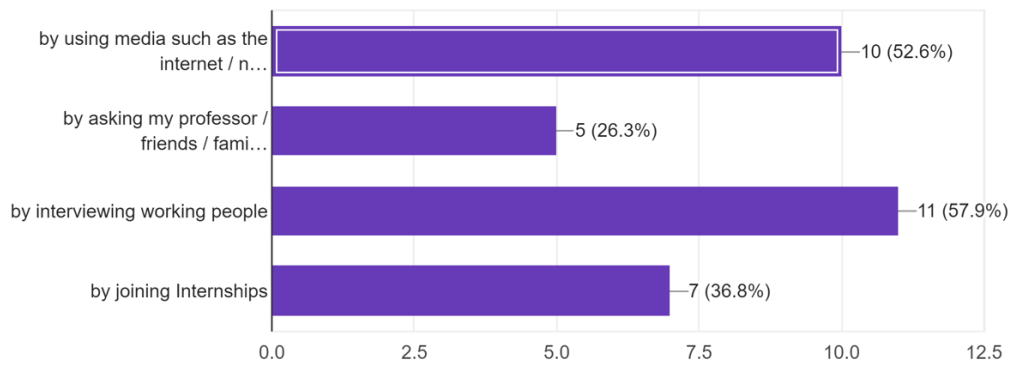


Figure B.3 After the workshop, how will you gather information of occupations for you future career?

After the workshop, how much do you know about

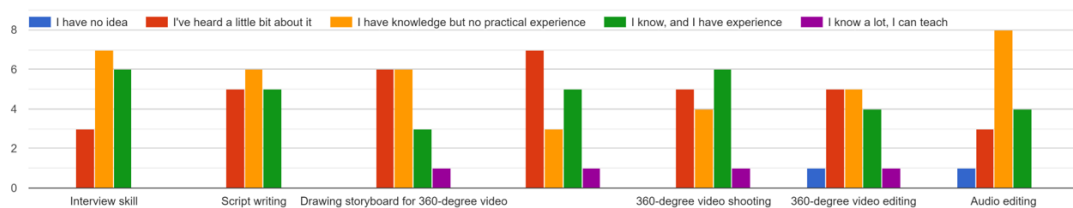


Figure B.4 After the workshop, how much do you know about

Can you create another 360-degree video in the future?

16 件の回答

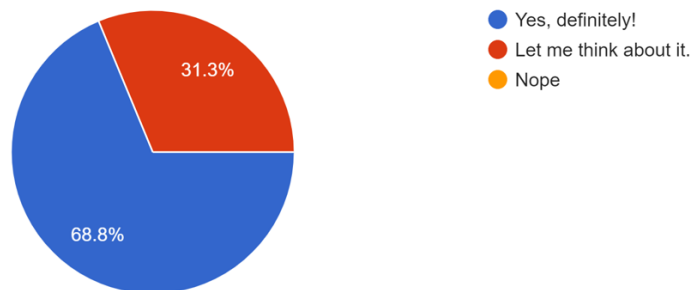


Figure B.5 Can you create another 360-degree video in the future?

B.3 Interview with Participants

Q1: Did you become closer with other participants than before?

1. Student A: I could be close with male students better than before. My communication skills increased through the workshop. At the workshop, we had to do a friendly discussion with everyone. When the discussion, we talked a lot of opinions with each other, but we had to choose only one idea. In addition, we must keep good relationships. Therefore, it was necessary to explain my opinion that everyone could understand the good part of it. And I tried to find the good points of everyone's opinion and put them together to make the most correct opinion.
2. We are already good friends!

Q2: What do you think about interview with working people after the workshop?

1. When I searched on the Internet, it was told that when foreign people work for a Japanese company, they need to have N1 level of Japanese Language Proficiency. However, when I interviewed the role model, I found out that

even level N4 proficiency is fine. I also found that there is less pressure in their work than I expected. Also, it was fun. When I become a new office worker there, it seems easier than I thought because everyone in the company will support me. I thought that even a college student could work there as a member. Our interviewee was doing Quality Control work. Every month she works to write a plan for what the company should do. For me, I thought that work was a bit hard. I like the atmosphere of the company, but I don't want to do that work.

2. From the interview, I knew that to understand both Japanese and Vietnamese and to facilitate communication was important in the job of the interviewee.

Q3: How different was making 360-degree videos instead of normal videos?

1. Unlike normal video when creating 360-degree videos, I needed to be aware of the whole environment. The viewer sees the surroundings, so even if it is an interview scene, I have to think about what to show behind and I tried to show something interesting around. After the workshop. I thought that I want to deliver a message using digital tools in the future for the company and the children. Not only the environment inside the company but the situation that working people play outside or have a picnic. Children know famous jobs like teachers, but they don't know what part of jobs like office workers is interesting . I would like to deliver interesting things about such work to them.
2. I tried to deliver the experience that how the work in the company is for the children by using 360-degree space. I think it is necessary for children to make such videos, especially in Vietnam because I think that they have to think about how they can become such a person and prepare for their future career. And I also tried to put something interesting things in the video to make children more interested in it

C. The Result of Career Learning Activity

C.1 Pre-Questionnaire (Group Facilitators)

Q1: Are there any changes in your activity/thoughts after the previous Job Digital Storytelling Program? What are the changes? Multiple answers are ok.

1. (b) I did interview with working people for my career development.
(c) I want to interview with working people for my career development.
(h) I understand it's important to make another video for children by using digital storytelling skills that I acquired through the previous workshop.
2. (a) I have kept doing the interview with working people after the workshop.
(e) I have kept making another video by using digital storytelling skills that I acquired through the previous workshop.
3. I didn't attend the Digital Job-Storytelling Program.

Q2: What makes you want to attend this activity? Multiple answers are ok.

1. (a) Participating in IN360 activities is fun and worth challenging!
(b) Because I empathize with the activities and purpose of IN360.
2. (a) Participating in IN360 activities is fun and worth challenging!
(b) Because I empathize with the activities and purpose of IN360.
(c) Because it's important for me to attend the IN360 activities.
3. (e) Because I was asked to attend.

Q3: How would you like to participate in IN360 activities? Multiple answers are ok.

1. (b) If there is an activity like this, I will participate preferentially over other activities and make an active contribution.
(d) I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me.
(f) Occasionally, check if there is a Youtube channel or Facebook page.

2. (a) I want to contribute actively by being a main facilitator like IN360 members.
(d) I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me.
3. (e) Subscribe to Youtube, follow if there is a Facebook page, join the LINE group.

C.2 Post-Questionnaire (Group Facilitators)

Q1: Did you enjoy the activity? Scale: 1(Not at all)-7(Yes, definitely!)

1. 6
2. 7
3. 6

Q2: Do you want to attend next activity of IN360?

1. (a) Yes, definitely!
2. (a) Yes, definitely!
3. (a) Yes, definitely!

Q3: If you chose "Yes, definitely!", what makes you want to attend this activity? Multiple answers are ok.

1. (a) Participating in IN360 activities is fun and worth challenging!
(b) Because I empathize with the activities and purpose of IN360.
2. (a) Participating in IN360 activities is fun and worth challenging!
(b) Because I empathize with the activities and purpose of IN360.
3. (a) Participating in IN360 activities is fun and worth challenging!
(b) Because I empathize with the activities and purpose of IN360.
(c) Because it's important for me to attend the IN360 activities.

Q4: How would you like to participate in IN360 activities in the future? Multiple answers are ok.

1. (a) I want to contribute actively by being a main facilitator like IN360 members.
(b) If there is an activity like this, I will participate preferentially over other activities and make an active contribution.
(c) Communicate ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient.
(e) Subscribe to Youtube, follow if there is a Facebook page, join the LINE group.
(f) Occasionally, check if there is a Youtube channel or Facebook page.
2. (d) I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me.
(e)Subscribe to Youtube, follow if there is a Facebook page, join the LINE group.
3. (b) If there is an activity like this, I will participate preferentially over other activities and make an active contribution.
(c) Communicate ideas that contribute to the activity. If there is an invitation for an activity like this, I will participate if it is convenient.
(d) I like the activities of IN360, I think it is meaningful and fun, and I want to share this charm with people around me
(e) Subscribe to Youtube, follow if there is a Facebook page, join the LINE group.

Q5: Do you want to interview with working people to tell the story for children? Scale: 1(Not at all)-7(Yes, definitely!)

1. 6
2. 6
3. 6

Q7: Do you want to create another 360-degree video about profession to be a part of IN360 in the future?

1. 6
2. 6
3. 6

Q8: Do you want to show another 360-degree video about the profession for children to be a part of IN360 in the future?

1. 6
2. 6
3. 7

C.3 Interview

Q1: Why did you choose different options between Pre-Questionnaire (Q3) and Post-Questionnaire (Q4)?

1. I think it is not enough to watch on YouTube and social networks. It is more interesting to participate. I can learn various things through the experience. In addition, Career Learning Workshop is useful for the community. It enhances the community and society, connect people around you. I would like to see more meaningful workshops in Vietnam and I want more students to participate in the program in the future.
2. Many people use social network services now, so I want to let them know the activity by use them. The feeling of wanting to to share about the activity became stronger than before.
3. Even if I know the information of the problem well, I will not solve it without experimentation. After participating, I wanted to take an action. If there is a chance, I want people around me to act together. I will ask my friends to help to invite other friends. Just looking and listening does not solve the problem.

C.4 The Result of Journal

Q:1 Age

1. 8
2. 8
3. 8
4. 10
5. 12
6. 12
7. 8
8. 7

Q:2 Gender

1. male
2. male
3. male
4. male
5. female
6. female
7. female
8. male

Q3: Things I like...

1. playing soccer
swimming
drawing

2. playing soccer
eating plain rice with nothing
traditional martial art
3. martial art
drawing
cooking
4. manga
chicken leg(food)
martial art
5. eat chicken leg(thigh)
drawing
sleeping in weekend, no class
travelling
6. travel abroad
novel
eat/try different food
7. self discover
martial art
reading manga/book
8. eating cake/pie
watch anime/cartoon
rope jumping

Q4: Things I am good at...

1. drawing
cooking
playing soccer
2. playing soccer
studying
smart

3. singing
playing soccer
artial art
4. maths
eat fast
drawing
5. plant tree
reading book/manga
help others (family)
6. drawing
singing and dancing
cooking
7. singing
rope jumping
drawing
8. soccer
drawing
singing

Q5: When I get older, I want to be...

1. soccer player
2. doctor
3. soccer player
4. martial arts instructor
5. kindergarten teacher
6. painter
7. painter

8. doctor

Q6: and do...

1. soccer coach

2. treat patients such as friends, relatives, kids, and help others

3. (None)

4. environmental protection

5. housework

6. do different jobs / works that I like

7. social work to help other people

8. work in a church

C.5 Feedback from A Manager of Thiên Bình Orphanage

- This activity was meaningful for the children. But it was too short this time. Children are going to forget it soon. If you make the long-term program, you can bring it here again.
- If children in this orphanage cannot get good academic results, they can get only physical works. It will be difficult to live because this kind of job doesn't provide them enough income.
- Their daily life is a round trip between the orphanage and school. Moreover, since they cannot use the internet here. So there are no opportunities to meet various people and know about outside of the orphanage and school.
- Since they don't have their own parents, it's difficult for them to have their dream.
- The children are not good at creating an image from zero, but they can copy other's ideas.

- We have a class where the children can meet a person who graduated from here, could be educated and got a good job.
- Japanese education is amazing. Vietnamese people are not good at making long-term plans, so I would like you to teach the children the Japanese way.
- I can tell the children to be quiet and sit down beforehand from the next time.
- Children get bored easily. So it would be better to make the activity more fun by applying games.

C.6 Reflection with Group Facilitators

- The activity was chaotic.
- I don't have experiences of being a facilitator of children. So it was difficult to manage the children. So I think that one facilitator for each child would be better. If you provide us a training program for facilitating, it would also work.
- In the middle of the activity, children were getting bored and they asked us when the activity was going to finish.
- Children seemed to prefer drawing pictures rather than writing sentences.
- The children were shy.
- Other children who were not the participants came into the room and disturbed the participants.
- It would be better to put the details into video contents such as what the step to be the working people is.
- The children of middle school are good at presentations. They made a good structure in the presentation.
- The children didn't have their own idea but they copied others' ideas.

- The children asked me to write the worksheets instead of them.
- It was difficult to make the children calm down.
- It was good to have the presentation because they can have their confidence through the experience.
- It would be better to have more games. ex) quiz games
- It would be better to gather the same ages in each group.
- I changed my way of thinking through the activity. I will make a plan to realize my dream.
- I really enjoyed the activity.
- Through the activity, I thought that it's important to make a long-term plan for my career. I should have prepared more for my career during high school. I started to think about my career option when I had to decide my university at last.
- It would be better to have a quiz game about the video that they watch and give them a goal such as giving rewards if they can answer a certain number of questions correctly.
- I think it was difficult for the children to watch the video about agriculture and think about contributing the society. The theme related to an animal would be more friendly for children.
- It would be better to classify the video by subjects that they learn in their school such as math and science.
- They liked Dragon ball and Doraemon.

C.7 Comments from a teacher of Vietnam-Japan Institute of Technology

- I was very happy to see them working hard in the activity.

- The children in the orphanage were very shy.
- The children have vague images of their dream.
- I want to work for giving children their dreams.
- I want my students to be role models for the children in the future.

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Job Digital Storytelling Program for University Students to Develop Career Management Competencies

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