

A sequential explanatory methodology for the study of young people's career information literacy and career information behaviours

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Background

- Career decision-making success is dependent on the extent to which one can access, use, evaluate, and extract value from career information.
- Yet little is known about young people's experiences of accessing, evaluating, using, and communicating career information.
- The research design reported in this paper addresses two gaps in knowledge: **career information literacy** and **career information behaviours**.

Research design

- In this research, a **sequential explanatory research design** consisting of two phases – an initial quantitative phase and a consecutive qualitative phase – is utilised.
- **Phase 1:** Secondary data analysis draws upon rich and contextualised practice-based data and informs subsequent data collection (in lieu of primary research) (Vartanian, 2010). Analysis of the questionnaire responses provides insight into information behaviours (Pickard, 2013).
- **Phase 2:** Interviews and diaries tap into accounts of personal experiences and meanings linked to everyday life events (Spowart & Nairn, 2014). Focus groups map the relational, negotiated, and socially situated properties of career information use (Halkier, 2010).

Conclusions

- Sequential explanatory research designs are associated with two main benefits: **knowledge generation and triangulation**. Quantitative data produces general insight into the research problem, whereas qualitative data provides support for previously obtained results (e.g. Ivankova et al, 2006).

Next steps

- **Secondary data analysis** has already been completed, and knowledge of common career information use scenarios and career knowledge domains has been generated.
- Using these insights, a **questionnaire** of young people's career information behaviours and current levels of career information literacy agency will be developed, piloted, and deployed in February 2022.

Research questions

- RQ1. How do young people utilise career information for the purpose of making career decisions about the varied training, education, and work experience opportunities available to them?
- RQ2. Which career information literacy competencies can be developed in young people for optimal career development learning and career decision-making?

First phase

(January-March 2022)

Secondary data analysis

1 data set of career counselling engagements

Questionnaire

Target N = 384 young people at confidence level 95%

Second phase

(March-July 2022)

Interviews and diaries

Young people, N=30

Focus groups

3 x with parents, teachers, career practitioners, and young people

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