Chapter 2
Applying in a digital world of work

Annex 7 – Outline of a workshop on video CV making

Session 1 - 1h 50 minutes in class (45 min + 10 min break + 45 min + 10 min for closure)

The teacher divides the class into working groups, applying the PBL approach. (10 min).

The teacher gives them 30 minutes to look for info on Video CV and soft skills, especially on self-awareness. Then, the teacher adopts the **cooperative learning methodology** and invites the students to sit in a circle to start a conversation based on their findings with the three roles being filled:

Three students fill the following roles: 1) the scribe takes notes on the debate so that all the other students can be fully engaged in the conversation; 2) the map designer monitors who is speaking and when and draws the conversation's evolution; 3) the moderator makes sure that the conversation does not stay on one topic for too long or move too quickly, and that everybody talks. Through deep conversation and understanding the students learn from each other and become "stronger together". This methodology transmits community values as the final goal is common and will be achieved if each of the members successfully performs its tasks.

The teacher steps back and does a little bit of guiding with questions and guidelines while the students talk to each other (three roles). The objective of the conversation is for the students to learn about new professional trends and video CV speaking but also to reflect on the importance of being self-aware to be able to apply to a job and make an effective video CV. (40 minutes)

Finally, the salient points of the class are repeated, and the teacher also speaks about the importance of **self-awareness** and other skills to make a video CV. Then explains the **Personal SWOT analysis** and hands in a copy to each student, who are asked to fill it in at home to reflect on themselves and trigger their self-awareness. The students also receive the recap of the class on Video CV and other links and materials that they must study at home.

Session 2 - 1h 50 minutes in class

First the teacher invites someone to speak about their own SWOT analysis (10 min), then she/he presents students with the challenge "prepare a video CV to apply to your job posting". The teacher divides the class in **working groups**, applying the PBL approach. Each group works on a job posting and reflects on the profile of both the job posting and of the person for whom they will make the video CV who can be imaginary, a sort of sum of all the group's members' characteristics. They can also make a personal SWOT analysis specifically for this "imaginary" person, which could be useful to make the video application. Besides this, each group self-manages itself to decide how to go ahead with the challenge. It is up to the students to ask questions, research, collaborate, give each other feedback, and figure out the best way to make their video CVs. Different teams, different approaches, and solutions to the same quest. The class ends with an introduction to the topic Elevator Pitch and provides some materials.

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Session 3 - few hours, homework in teams

Homework: preparation of the Video CV. Each group works on the development of its video CV and, when it is finished, on the elevator pitch each of them will recite in class when they will present their video CV to the rest of the class.

Session 4 - 1h 50m in class

The project teams present their final works to the rest of the class and comment. At last, adopting the **cooperative learning methodology**, the content of the whole workshop as well as the acquired new awareness is discussed.

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