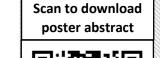


# A sequential explanatory methodology for the study of young people's career information literacy and career information behaviours

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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 <u>sequential explanatory research design</u> 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

#### References

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