



Critical Ingredients of Career Interventions: Signposts Toward a Pedagogy of Career Education.

Michael Healy, *La Trobe University*

From a series of meta-analytic studies into the effectiveness of career interventions, five critical ingredients -- written exercises and workbooks, individualised interpretations and feedback, labour market information, modelling by competent others, and support from social networks - were identified as having the greatest impact on career development outcomes, particularly in combination with each other (Brown et al. 2003; Brown & Ryan Krane, 2000). Researchers, then and since, have pointed out the great complexity and diversity of career development interventions and called for more specific research into the content and delivery of career interventions to gain a more robust and nuanced understanding of why and how well particular methods work (Brown et al. 2003, Brown & Roche, 2016; Reardon & Fiore, 2014; Whiston & Rahardja, 2008). However, where the five critical ingredients have been adopted as best practice in career intervention design and delivery, it has been as a kind of cursory checklist and without evidence of critical attention to the great diversity of potential pedagogical approaches potentially accommodated by them. Substantive discussions about pedagogical theories and associated methods of teaching, learning, and assessment are as yet largely absent from career education literature.

In this presentation I will argue that the five critical ingredients are indeed useful signposts toward best pedagogical practice in career education, but also that more attention needs to be paid to their design, delivery, and evaluation. After a brief literature review of the five critical ingredients, I will discuss each of the five critical ingredients in turn and propose particular pedagogical theories or teaching and assessment methods that could inform each. In doing so, I will propose an agenda of practice and research which critically integrates career development theory with pedagogical theory in the pursuit of excellence and innovation in career education practice.