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Text of abstract of your dissertation: Below

Abstract

The current study sought to assess the use of technology enhanced learning (TEL) to increase career adaptability and reduce career anxiety. It also sought to examine the success of the TEL and its overall impact on participants. Good communication skills, career awareness and flexibility are all examples of good career adaptability (Brown et al., 2006). Poor career adaptability not only impacts negatively on career choices but is also linked to higher levels of career anxiety (Brown & Lent, 2004). Intervention programs to increase career adaptability indicated good outcomes thus far (Lindsay, 2014; Rogers et al. 2008). While research regarding online intervention is sparse, early outcomes indicate TEL as a tool, has the potential to increase career related adaptability and decrease career anxiety (Andersson, 2009). Participants ($n=32$) were adult learners from the republic of Ireland. The study employed qualitative and quantitative methods to collect data. Measures included the Career Adaptability Scale (CAAS) (Savickas & Porfeli, 2012) and the Career Anxiety Scale (CAS) (Thai et al. 2014). The TEL was an online course hosted through Moodle. The TEL was designed with five structures in mind; 1) content design, 2) instructional design, 3) course design, 4) learning outcomes and 5) learning resources. Results indicated that after taking part in the TEL, participants reported an increase in career adaptability and a decrease in career related anxiety. Overall, findings suggested the TEL was successful and had a positive impact on career adaptability and career related anxiety. The availability of research examining the success of online interventions is small in number and calls for an increase in research in this field.

Keywords: career adaptability, career anxiety, technology enhanced learning, online learning.