

OPEN ACCESS

ISSN 2280-4056

*E-Journal of
International and Comparative*

LABOUR STUDIES

Volume 7, No. 2, May - June 2018



ADAPT
www.adapt.it
UNIVERSITY PRESS

Scientific Directors

Lauren Appelbaum (USA), Greg Bamber (Australia), Stuart M. Basefsky, (United States), Daria V. Chernyaeva (Russia), Richard Croucher (United Kingdom), Maurizio del Conte (Italy), Tomas Davulis (Lithuania), Tayo Fashoyin (Nigeria), József Hajdu (Hungary), Ann Hodges (USA), Richard Hyman (United Kingdom), Maarten Keune (The Netherlands), Chris Leggett (Australia), Guglielmo Meardi, (United Kingdom), Shinya Ouchi (Japan), Massimo Pilati (Italy), Valeria Pulignano (Belgium), Michael Quinlan (Australia), Juan Raso Delgue (Uruguay), Raúl G. Saco Barrios (Peru), Alfredo Sánchez Castaneda (Mexico), Malcolm Sargeant (United Kingdom), Jean-Michel Servais (Belgium), Silvia Spattini (Italy), Michele Tiraboschi (Italy), Anil Verma (Canada), Stephen A. Woodbury (USA)

Joint Managing Editors

Malcolm Sargeant (Middlesex University, United Kingdom)
Michele Tiraboschi (University of Modena and Reggio Emilia, Italy)

Editorial Board

Lilli Casano (Italy), Emanuele Ferragina (United Kingdom), Antonio Firinu (Italy), Valentina Franca (Slovenia), Erica Howard (United Kingdom), Karl Koch (United Kingdom), Attila Kun (Hungary), Felicity Lamm (New Zealand), Cristina Lincaru (Romania), Nikita Lyutov (Russia), Merle Muda (Estonia), Boaz Munga (Kenya), Peter Norlander (USA), John Opute (UK), Eleonora Peliza (Argentina), Daiva Petrylaite (Lithuania), Aidan Regan (Ireland), Marian Rizov (United Kingdom), Salma Slama (Tunisia), Barbara Winkler (Austria), Machilu Zimba (South Africa)

Language Editor

Pietro Manzella (ADAPT Senior Research Fellow)

Book Review Editor

Peter Norlander (UCLA Anderson School of Management)

*E-Journal of
International and Comparative*

LABOUR STUDIES

Volume 7, No. 2 May - June 2018

@ 2018 ADAPT University Press

Online Publication of the ADAPT Series
Registration No. 1609, 11 November 2001, Court of Modena
www.adaptbulletin.eu

The articles and the documents published in the *E-Journal of International and Comparative LABOUR STUDIES* are not copyrighted. The only requirement to make use of them is to cite their source, which should contain the following wording: **@ 2018 ADAPT University Press.**

University Guidance: in search for a New Educational Approach to inform Italian Higher Education

Daniela Sideri, Giovanna Campanella ¹

Abstract

Purpose. The purpose of this paper is to draw a conceptual analytical framework to help understanding university guidance as a sociologically relevant issue and a matter of educational and active learning strategies, that needs to be redesigned through adequate policy interventions, so as to primarily promote the development of metacognitive skills and eventually positively impact the phenomenon of NEETS and graduates' employability.

Design/methodology/approach. The paper analyses the current Italian policies on guidance, and presents a literature review accounting for those teaching experiences and practices already known as effective in terms of students' learning and empowerment, thus focusing on employability and project-based learning, active learning and learning patterns.

Findings. The paper advances the proposal of an original, educational model of university guidance, arguing that effective guidance should shift from being extracurricular, as it currently is in Italian universities, to being embedded in curricula, thus becoming part of the learning process.

Research limitations/implications. The research proposes an analytical framework and a policy proposal, inviting future empirical investigation.

Originality/value. The paper contends that existing models of guidance represent an inadequate, incomplete and ineffective approach, due to the insufficient attention paid to a proper educational dimension, hence develops an original model of university guidance built on the already extant division into entry-progress-exit guidance, but substantially renewing each phase with different activities, meant to be compulsory curricular learning activities, and within an integrated organizational framework.

Paper type. Conceptual paper.

Keywords: *University guidance; social inclusion; employability; metacognition; active learning.*

¹ Daniela Sideri (corresponding author, sideridaniela@gmail.com) works at Università G. D'Annunzio (Italy). Giovanna Campanella works at Università G. Marconi (Italy)

1. The Social and Sociological Relevance of University Guidance as a Learning Process: from Metacognitive Skills to Social Inclusion

This study is meant to highlight how important it is to give University guidance an “educational” and “didactic” dimension, and to conceive it as a proper learning process and experience, meant to effectively help students in both choosing the right study course after school, and dealing with the difficult transition from university to employment. It is one of the most significant transitions for both the individual and society, as it implies a change in the subject’s social role, which is defined by both his\her own perception and the others’ one: Lewin defined such transitions as “social locomotions”, so as to underline their social relevance (1947). Assuming guidance as a proper part of the learning process, rather than as an extra-curricular “tool” or “service”, gives it an effectiveness otherwise unreachable: only through actual learning, in fact, the metacognitive skills – needed for improving self-regulation, autonomy, self-belief and the ability to *guide* the self towards his own personal, professional, and social development – can be improved.

It is immediately clear that the scientific perspective followed draws on concepts borrowed from educational psychology, but it is still thoroughly sociological, for guidance is conceived as a cross-functional process concerning students’ learning, education, curriculum and employability: professional and *social* inclusion has to be its specific objective and expected outcome. In fact, University guidance can be considered effective as long as it helps students realizing a valuable and successful academic experience, which is preparatory for a satisfactory professional life: is to say, guidance effectiveness needs to be valued and monitored through measuring its impact on achievement motivation and professional (and social) inclusion rather than mere entry or retention rates. In this view, university guidance needs to be rethought as a socially relevant topic, thus a proper sociological research issue, on the one hand, and a matter of higher education policy, on the other.

The analysis starts with the description of the current psycho-technical and diagnostic approaches to guidance that are mainly followed by Italian Universities; subsequent paragraphs critically review literature about learning strategies and tools, so as to eventually design and propose an original “educational” theoretical model of integrated guidance, which is believed to represent a more effective alternative to the current approach to university guidance, precisely thanks to the fact that it involves learning aimed at the development of metacognitive skills.

Metacognitive awareness and skills are to be pursued in order to allow students to orient themselves autonomously, this inscribing the educational

approach to guidance within the framework of the overall growth of the individual and the life-long learning paradigm, too. Metacognition makes students able to properly process the information and proceed in a sensible manner, so as to better understand themselves and become aware of their skills, perceive their competence and control their own attitude and learning, but also draws upon abstract thought to mentally project forward, identify and plan the most suitable paths (Isfol, 2003, 2003b; Grimaldi, 2003; Amoretti & Rania, 2005). In other words, metacognitive skills and self-orientation are supposed to make students able to better choose both their educational path and their professional objectives, which are fundamental goals for successful school-university-employment transitions, and represent a life-long personal inner resource for continuously redesigning the professional self when facing transitions.

The most relevant novelty of metacognitive approach consists of its attempt to stimulate processes of self-regulation by making them explicit in their performance and with respect to their function, on the one hand, and of teaching students more active and effective methods to monitor their cognitive processes, on the other. This might mean making students aware of what happens when they learn and of the reasons why they learn: metacognitive approach aims to develop the ability to directly "manage" one's cognitive processes, by actively directing them according to one's personal operational instructions and assessments. As a matter of fact, the learning process *per se* is constructive and involves re-elaborating and connecting each new piece of information and knowledge to the pre-existing ones, which are, in turn, rearranged according to each new content.

Whilst in the classic conception learning is mainly implemented through formal knowledge and resources provided by each branch of knowledge (through effective strategies to design and implement the educational relationship - *what* and *how*), according to the metacognitive approach teaching should focus on some declarative and procedural knowledge: in other words, job-oriented knowledge as well as logical and methodological procedures, which are fundamental to support acquisition of cognitive and metacognitive skills, together with personal and social competences. This involves: the choice of teaching methods, strategies and techniques that are both adequate for the whole class and personalized; appropriate tools to support the learning process (design of experiments/activities/learning exercises); interdisciplinary approach, since didactics meant to provide students with real guidance should primarily cross branches of knowledge, make students acquire resources useful for making comparisons between their characteristics and one's interests and attitudes. Students should be actively involved in an endless dialectic process, leading to the development of self-observation, self-

direction and self-assessment. The literature review in paragraphs 4 and 5 is precisely aimed at reporting about teaching\learning strategies and specific tools that have proved to be effective in terms of metacognition development and students' empowerment, and that could, thus, well be included in the design of new educational guidance activities, even though they were tested and implemented for purposes others than guidance.

As previously stated, learning strategies and tools aimed at developing metacognition are a cross-disciplinary topic mainly motivated by a sociological interest and aim, as it is considered as a set of skills that can favour graduates' professional and social inclusion, whose rates are mostly insufficient and disappointing (AlmaLaurea, 2017; Istat 2017). As any socialization process, professional socialization involves both formal and informal paths: it is our belief that a major effort in implementing formal processes of professional socialization through the above mentioned job-oriented activities (to be better defined and described in the next paragraphs) at the level of educational Institutions would enable a pre-assessment of professional skills, and would integrate the monitoring of socialization during the actual community of practice represented by the working environment, where mostly interactive (informal) situations can be evaluated in order to assess the development of an expert professional identity. Recent studies carried out on newcomers within communities of practices (Traetta, Annese & Ligorio, 2010) "show a progressive and yet irregular and floating socialization process, during which peripheral and central participation coexist", this implying that irregularities and fluctuation might be limited by the provision of some insights of professional socialization within tertiary education curricula.

2. The Case of Italian Universities: Current Methodological and Practical Approaches to Guidance

The case of Italian Universities is emblematic in terms of how the currently dominant approach to guidance is inadequate and incomplete, hence of how the tertiary education system and the university\work transition could benefit from a shift of paradigm in guidance policies. In fact, and despite the existence of different guidelines that suggest the didactic and educational dimension of guidance should be implemented, University guidance is actually merely conceived in psycho-technical or diagnostic terms; moreover, the tertiary education system suffers from an intrinsic inefficiency due to both labour market pathologies and some inconsistencies in the university offer and the labour market demand for skills, revealed by the phenomena of over-qualification (Sicherman, 1991; Flisi, Goglio, Meroni, Rodrigues & Vera-

Toscana, 2014; Sideri, 2015) and graduates' unemployment (Alma Laurea, 2017), and Neets (Istat, 2017).

The 2013 Agreement and the National Guidelines for lifelong Guidance (2014)² gave universities and educational institutions a central role in creating integrated guidance systems at a local level. They also provided with operational lines to develop good practices: a) *guidance didactics*: to promote the development of a proactive behaviour in the individual (educational aspect); b) *career Information*: to know and interpret the world of work; c) *accompaniment*: to monitor and assist the individual during the transition or the process of choice; d) *career guidance counselling*: to support people's planning through specific professional tools such as Competence Assessment; e) *system actions*: to use different tools within a single project; f) *multilevel Governance*: to “share decision-making processes” and strategies allowing “integrated interventions of guidance [...] at both political-institutional and techno-operational levels”. Despite these guidelines clearly show an interest for the didactic or educational dimension of guidance, they are actually disregarded in University practice.

The threefold idea of guidance that reproduces the three main stages of students' university career (entry, progress and exit), though, finds confirmation in the reality of Italian university. Before enrolling, students are given the opportunity to get in contact with Universities through informative material, both digital and non-digital, so they gather information through the web, and are also invited to take part to meetings and open-days – both at school and at University– aimed at allowing more awareness in choice. University provides them with information and advice about the educational and curricular offer, the professional opportunities related to the study course, and the extra-curricular services available for the students' community.

Progress guidance provided by Italian universities mainly consists of tutoring activities, aimed at bridging the distance between actual entry knowledge and the standards required by the study course, and at facilitating and enhancing courses' attendance, with the ultimate goal of reducing dispersion and failure. In fact, art. 13, par. 2 and 3, law no. 341/90 on university system underlines that: “Tutoring aims at guiding and supporting students throughout their study, at making them actively involved in the training process, at removing obstacles that prevent them from successful attendance, in particular through initiatives coherent with the needs and attitudes of individual students. Tutoring services cooperate with organizations, supporting the right to study, and with students' representatives, giving their contribution to the overall

² Agreement between Government, Regional and Local authorities on the document providing the definition of the national guidelines on lifelong guidance drafted by the Inter-institutional Group - October 20, 2012, file number 136 / CU December 5, 2013. Ministry of Education national guidelines for lifelong guidance - February 19, 2014.

needs of students' cultural education and broader participation in university activities.”

Although progress guidance seems to realize more than a mere informative function through tutoring, it is actually only a set of extra-curricular and optional activities whose main objectives reveal a superficial rather than deep role of guidance, like it happens in the entry phase. Tutoring, in fact, does not follow any specific model and it is entirely entrusted to the discretion of operators, as it does not put in place any actual, shared, formalized strategy to improve student learning, but rather supports students in need with additional material and advices on the specific subject matters. Thus, the service can lead students to organize their university studies better so as enhance retention rates, it is useful to solve some bureaucratic difficulties helping out students, especially freshmen, not to feel out of place, but, despite the well-articulated and scientifically well-established regulatory framework mentioned above (Pombeni, 1990; Grimaldi 2002) no integrated operating model effectively supports freshmen, students or graduates with any actual learning activity to guide the process of transition into, within and out of University.

3. Exit or Career Guidance and Placement Offices towards Novelities of Latest Reform

As far as exit or career guidance is specifically concerned, support to the University\employment transition can be provided throughout experts' advice on how to design professional projects, where to carry out internship and where to search for and actual job, considering both the job market and the skills' match. It is pretty frequent that students are supported with such activities even after graduation, being accompanied as recent graduates and newcomers in finding an appropriate job, throughout the so-called *placement* service carried out by placement offices within universities.

In fact, the Treu law (1997) and the labour reform (the Biagi Law introduced in Italy in 2003) introduced substantial changes within Universities policies: since then, and along with other public and private participants, universities' placement offices started to mediate labour supply and demand.³ This turn can be considered as part of a broader processes of change: on the one hand, the transition from a public welfare system to a welfare society, that is, to a society that takes care of its citizens, gives people a wider range of choices

³ With the law 197/1997 (the so-called TREU Package), Italy favors European guidelines on employment (EES - European Employment Strategy). Universities become active participants in the labor market, institutions to activate training and guidance courses and work-related programs. The reform of the labor market introduced in 2003 by the Biagi Law (L. 30/03) completes the picture of university intermediation.

and makes service providers increase, in the spirit of subsidiarity; on the other hand, the belief that a continuous dialogue between universities and the economic system can be a valuable assets; these cultural aspects consistently influenced universities' policies about guidance.

Still, despite placement is now pretty common in Italian universities and its role is worthy and has evolved into a university-to-work transition service (ADAPT, 2011; Garofani, Spattini 2001), too, it seems that very few steps have been taken towards the adoption of an actual educational approach as it was outlined both in law no. 341/90 and in our premises. Moreover, similarly to what happens with progress guidance, tools and services for students are not homogeneous and some practices are completely ineffective to employment (ADAPT, 2014), as shown by several empirical studies and monitoring reports on university placement services (ISFOL 2003, ADAPT 2014). These empirical investigations on placement and career guidance in Italian Universities have consisted of mapping activities through access to universities and single faculties websites, so it was possible identifying the following different types: preliminary general interviews; advice and assistance in drafting curriculum vitae or portfolio; CV database management; processing a career plan and finding tools for active job search; management of online boards of company announcements; matching between companies' demand and graduates' profiles; arrangement of visits to companies, career days, job corner with company information stands and presentations; provision and administrative management of internships. It emerged that this whole set of services is only ensured by few Italian universities that have considerable experience in the field (universities in Lombardy and Lazio are the most efficient and complete), whilst more often just one or a few of the above-mentioned activities is carried out.

The analysis of the information gathered – specifically about offices' logistics and the nature of services offered – has also shown the vision behind the different choices made by different Universities: some contexts showed a better integration between Universities and companies at the level of placement activities, meant as a continuing process not only limited to the transition University\labour market; others revealed that guidance activities are decided at faculty level without any central coordination, so placement is intended as something limited to the contingent match between companies' job demand and graduates' curricula; in some relevant cases, like Milan and Rome, placement service provides targeted professional assistance, but it remains a practice carried out as the degree approaches.

As a conclusion, even though placement services were born to realize an effective exit or career guidance, in most cases it resulted in nothing more than an administrative office aimed at providing “random” employment

offers, not consistent enough with graduates' profiles, specificities, abilities. In brief, the guidance model developed in Italy shows a preliminary problematic aspect: the three types of guidance do not ensure the consistency that guidance itself should provide to ensure individuals' development and growth (Callini, 1997).

In fact, career guidance should primarily be an educational moment with a double value: on the one hand, it should be meant to foster dialogue and relationship between the educational system and employment; on the other, it should be called up to promote didactic interventions aimed at supporting individuals' professional and personal attitudes and projects (Perucca, 2005). In addition, there is no doubt that in order to face the challenges of the labour market and the need for flexibility that often results in phenomena of job insecurity, it is necessary to turn to adequate forms of protection and reinforce people's ability to interpret changes as opportunities (Savickas, 2005)⁴, through educating them to be more critical and providing them with self-assessment competences. Moreover, as technological developments have great relevance to career guidance, since they are revolutionizing the labor market, it cannot be ignored the fact that nowadays innovation is digital, too: not only technological tools are changing, but jobs themselves. Therefore, how can a new, educational, properly and diversely didactic approach, can be integrated within systems that are used to basing their identity and organization on academic and formal learning, like most universities are?

More recently, a new document, called "La buona scuola" has stressed the need of a strict (and strong) link between learning and job experiences, claiming that *stages* (apprenticeships) and training activities should be developed in all the educational tracks, starting from secondary school, so as to develop a cultural shift and change aimed at improve the effectiveness of the already existing tools at the university level. The implementation of initiatives meant to "promote an organic link with the world of work and professions, including voluntary and private social services" (Regulation no.

⁴ In the Information Age, according to Savickas, personal proactivity and professional adaptability are more and more requested: the combination of attitudes and skills that have to do with one's personal inclination to plan one's own professional future and the tendency to be adaptable to accidents and unexpected requests. A flexible individual is able to modify a series of personal characteristics: competences, skills, attitudes, and behavior on the purpose of meeting (and perhaps of predicting) requests deriving from the context he/she is in. Flexibility is mainly determined by individual differences, so guidance follows the way of providing individuals with competences useful to plan, and re-think, one's own future according to realistic goals. Thus, it is necessary to underline the strategic relevance of guidance from an educational perspective, as it can foster the development of proactive attitudes in building educational and professional paths, while promoting social inclusion, gender equality and active citizenship.

137/2010) resulted in the introduction of the so-called school-work alternation: from the legislator's point of view, this introduction represents a structural, substantial innovation of the traditional formal learning model, which should lead to a "wider school community in which formal education activities are combined with non-formal and informal learning actions in other places of civil society, and promote the acquisition of recognizable [professional] skills" (INDIRE, 2013).

Nevertheless, not only intentions collide with a complex school and extra-curricular reality that is somewhat resistant to change, starting from the teaching staff and management (Ricucci, 2015). Mostly, if it is true that recent policies can somehow be considered important in terms of giving guidance an educational dimension, they do not directly impact the world of University and the school-university transition, nor the university-work transition. The same conceptual framework of alternance as 'didactic modality', i.e. as an activity aimed at achieving curricular objectives, generates uncertainties and controversies: "La buona scuola" stresses the inclusion of informal extra-curricular activities within curricula as a novelty, but it actually does nothing more than "accepting" or "assuming" as didactic something which is certainly educational but that remains entrusted to others than educational professional and institutions: in other words, it does not address the need to redesign formal curricula with the introduction of new, application-oriented, proper *teaching-learning experiences*, of which academic staff is to be mainly in charge, even though a cooperative teaching-learning logic needs to be embraced, too, in order to share part of the teaching responsibility with professionals coming from consistent fields of interest in each study course.

4. Employability Skills and the Need to Develop an Application-oriented Approach through Project-based Learning

The choice of topics to be reviewed within the scientific relevant literature, in order to develop an original model of proper university guidance, depended on the answers we found to the research question: *which teaching-learning experiences did prove to impact on students' learning and self-awareness, i.e. to improve their metacognitive skills?*

In fact, we found that here are two fundamental topics tightly interrelated that need to be addressed in order to retrace contributions in literature that can draw the framework for the development of an original model of integrated

didactic⁵ or educational guidance meant to precisely guide students in the entry, progress and exit phases: the two afore-mentioned topics are *active learning* and the *learning patterns model* (Vermunt, 2004, 2007). In addition, *employability skills* need to be preliminary considered, as they direct empowerment towards potential professional and social inclusion.

Employability skills include all those so-called *soft*, or transversal, skills which are believed to enable students to build versatile professional profiles and that, in our view, mostly derive from the project-based learning experience (which – we shall see – can well be considered a type of active learning activity).

Initial models of employability were focused on the development of knowledge and skills meant to meet the reported needs of employers with success (Turner 2014). Since many criticised such an approach, thought to divorce skills from the disciplinary knowledge context (Barnett 1994; Eraut 1994), and to focus more on action than proper skills, employability is now seen in terms of skills and attributes (Yorke 2006) necessary for an individual to be educated and trained well enough to make his\her own contribution to the knowledge economy: the development of a successful career requires the increase of transferable skills and the intellectual flexibility to move between job roles (McQuaid & Lindsay, 2005: 201). Employability, therefore, goes from being considered in terms of social policy and government, to being seen from the point of view of the organizations, ending up to be analysed from the individual point of view (Forrier & Sels, 2003).

Consistently, employability has eventually been defined as the ability of an individual to get a first job, maintain employment, move between roles within the same organization, get new jobs if necessary, and ideally secure adequate and sufficiently satisfying employment (Hillage & Pollard, 1998, quoted in Gamboa, Gracia, Ripoll & Peirò, 2009). Yorke and Knight (2007) developed a model of employability as a set of students' attainments or attitudes precisely identified as: understanding, skills (generic and specific), metacognition and efficacy beliefs. Efficacy beliefs are the personal attributes that enable an individual contribution and productivity in employment (Harvey et al. 1997): they refer to the self-confidence that leads one to believe he\she can apply its own understanding and skills; without this belief, one cannot demonstrate nor meaningfully use ones' understanding and skills (Turner 2014). So what does this belief depend on? “While critics of the skills agenda in employability argued, as reported, for a shift in focus from skills to action, the two are, in fact, inextricably linked” (Turner 2014: 3): it is to say, self-belief mostly

⁵ The term “didactic” precisely refers to the need of including a proper learning experience within university and career guidance and a teaching strategy aimed at developing metacognitive skills.

depends and builds on practice and on the possibility to turn knowledge into action, it underpins and enables action. Consistently, the well established self-efficacy model postulates that the development of self-efficacy occurs through enactive and mastery experience (Bandura 1997).

These are precisely the reasons why the dimension of application and practice is to be addressed, and why we specifically propose project-based learning (PjBL) as the adequate model to develop employability skills: thus, PjBL is believed to be an important component of an effective higher education curriculum (no matter the field and main subjects studied), and a fundamental element of the educational guidance model proposed, aimed at “producing” both well-educated and well-trained graduates (Yorke 2006), and at implementing self-belief.

PjBL is defined as “a comprehensive perspective focused on teaching by engaging students in investigation ... there are two essential components of projects: they require a question or problem that serves to organize or drive activities; and these activities result in a series of artifacts or products, that culminate in a final product that addresses the driving question” (Blumenfeld et al. 1991, 37); if artefacts and products are understood as material things as much as immaterial things (policies, services, activities etc.), to be all identifiable as “design activities”, then project-based learning is definitely the practice for any field of knowledge. PjBL shares with problem-based learning (PBL) the following characteristics: small students groups and presence of a tutor as a facilitator or guide; presentation of authentic problems at the beginning of the learning sequence; use of problems as tools to achieve the required knowledge; self-directed learning that culminates in gaining expertise (Gijbeles et al. 2005, 29-30).

PjBL can be interpreted as one of the first research and problem-solving modes based on design and project, which has largely demonstrated its validity in enhancing student engagement and motivation (William & Linn, 2003; Marx et al., 2004; Rivet & Krajcik, 2004; Krajcik & Blumenfeld, 2006). Unlike design thinking, that is to be understood as a method of research and a creative strategy to extend to economic and social disciplines, PjBL actually is an educational method whose main purpose is to guide the learning process through design. In design thinking the problem and the opportunities are real, in PjBL are proposed as learning exercises; the two methods differ, therefore, in the specific end, but they tend to the same fundamental goal of learning by doing.

In this perspective, PjBL is considered to be the first approach to a design-centred optics for students, offering students a question (*driving question*) which they are called upon to answer with a research (*situated inquiry*, collaborative and supported by the devices made available by technology) and a final

project (*artifact*, those that in design thinking are defined as prototypes), which should lead them to understanding a specific subject matter.

Examples of driving questions (in order to be effective they should relate to the learner and his universe of interests and knowledge):

- *How can we make life sweeter in our community?*
- *What's the fastest and cheapest way to get to school on time?*
- *How can we build community through the arts?*
- *How do stories from the past define who we are today?*

5. Active Learning and the Relevance of the Learning Patterns Model for the Development of a Model of Guidance

As said, project-based learning can be seen and considered as a type, or strategy, of active learning. In fact, active learning includes all those teaching practices that do not realize formal learning but, instead, stimulate and improve students' relational skills and, mostly, their self-regulation. It does "involve students in doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, 2). Moreover, active learning may imply reflective practice, too, for as students read, write, discuss, problem solve, i.e. as they *do and reflect*, they learn more (Millis, 2012).

"The core elements of active learning are: (i) student activity [the "doing part"] and (ii) engagement in the learning process, which can be seen as the reflective part. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor" (Prince, 2004, 2): lecturing, though, remains the predominant instructional method used in college classrooms as many academicians claim it is the most efficient and effective way to deliver content (Lorn, 2012); that is, lectures are effectual for teaching and synthesizing information, especially when information is complex (not to mention large classes make lecturing cheaper), but an increasing amount of evidence confirms how active engagement significantly impacts student learning, their understanding and critical thinking (Bonwell & Eison, 1991; Komarraju & Karau, 2008; Machemer & Crawford, 2007). Consistently, higher education is experiencing a paradigm shift from teacher-centered instruction to learner-centered instruction (Mansson 2013), although this shift is not equally significant in the various countries and teaching environments where it is observed, maybe due to both different national policies and different cultural attitudes: the learner-centered paradigm, in fact, needs teachers who value maximizing opportunities for students to learn, while urging students to accept that learning is still their own responsibility.

So which are the practices – or, in our view, the *reflective practices* – that realize an active learning process? Besides the discussed model of PjBL, which we

believe represents a complete and complex active learning strategy, Diamond (2008) observed that students learned more through *positive reinforcement* and *interactions* with other students and faculty. Thus, in the awareness that both the instructor and the learning environment affect students' motivation to learn, interactive learning was found to better prepare students for their future "as they are exposed to the thinking approaches of classmates foreshadowing the interdisciplinary teams of real-world situations" (Machemer & Crawford, 2007); Cavanaugh (2011) also noted higher student motivation and better student attitudes, besides improved critical thinking skills and more self-directed learning. Yazedjian and Kolkhorst (2007) suggested, as a consequence, that active-learning activities positively affects the degree of students' retention.

Exploratory writing is another active learning strategy: interspersing short writing assignments in class or punctuating lectures with a variety of writing exercises has been found to impact the quality of students' learning (Angelo & Cross, 1993). An example of exploratory writing occurs when teachers ask probing questions to review previously taught content and ask students to think about responses and then share their responses with classmates. Davis (1993) agreed exploratory writing helped students to learn course content, synthesize ideas, and identify points they failed to understand. Bonwell and Eisen (1991), Brookfield (2006), and Cavanaugh (2011) argued that at least every 10-15 minutes lectures should be punctuated by a diversity of learning activities to keep students focused and engaged, which in turn will help them learn.

The implementation of the practice of *envisioning* is to be considered among active learning tools, too: "envisioning means imagining, at first generally and then with increasing specificity, what you really want: that is, what you really want, not what someone has taught you to want" (Meadows et al., 1992, p. 224). Based on this theoretical assumption, the Future Workshops experience, albeit originally developed for slightly different purposes, offers a good example of how to promote actual envisioning. The futurist Robert Jungk over the 1960s used to run workshops all over Europe, with a wide range of community, business, government and activist groups; these consisted in four main phases: the preparatory phase where participants stated the reasons that led them to the workshop; the critique phase that focused on complaints and critiques to identify the key components of the problems in the present dimension; the fantasy phase precisely involved the envisioning of a preferable future, generally accomplished through various processes such as brainstorming; the following implementation phase was eventually meant to identify, in a project-oriented perspective, the practicable schemes among the various more or less utopian suggestions for action (Jungk & Mullert, 1987;

Hicks, 2002). Similar suggestions derive from the work of Boulding (1994), whose workshops were run with an opportunity sample of students from three higher education institutions in the southwest of England, based on the idea that “participants had to step, in fantasy, into a future very different from the present, and report back from that future on their observations of a society, which they must then analyse in terms of the social institutions that could sustain society itself” (Boulding, 1994, p. 67).

There is no punctual empirical evidence of how active learning strategies may be applied to university guidance in particular, but the point we want to make is precisely that, since the usefulness of active learning is proved, this can be the basis for developing new, and different, university guidance activities with educational purposes. The hypothesis we are proposing and that our arguments are meant to support (although not yet empirically tested), is that were teacher in charge of educating students how to choose among alternatives, rather than of passively giving information about them, guidance would be much more effective and would, as well, effectively improve students’ satisfaction and retention, helping to contrast the increase of NEETs and becoming an “action policy” in higher education.

As far as the second main topic of interest is concerned, Vermunt’s Learning Patterns Model (Vermunt and Vermetten, 2004; Vermunt, 2009), it is influent in two ways: since it was developed to describe and assess how students learn, (i) the model can represent a *guide* for guidance teachers, helping them understanding how to direct students’ learning towards metacognitive awareness and an application-oriented approach; (ii) the validated tool thanks to which information about learning patterns is collected – the ILS (inventory of learning styles) – can work as an assessment and self-assessment tool, too. So, though the model was actually born with the aim of analyzing and understanding students’ different approaches to learning, the ILS is believed to be a useful entry guidance tool for teachers, and a self-assessment tool for students, helping them developing their metacognitive skills and their desirable self-orientation attitude. We can eventually say that ILS may be understood and used as an active learning tool.

One step behind, anyway, is needed in order to fully comprehend the learning patterns and why they represent a significant element in the construction of an integrated model of university guidance. Built on the SAL (Students Approaches to Learning) tradition, Vermunt’s Learning Patterns Model (Vermunt and Vermetten, 2004; Vermunt, 2009) fosters the inclusion of more components in the definition of “approach”: in Vermunt’s view, an approach does not only consist of strategies and intention, but requires a broader distinction between processing (first component), regulation strategies

(second), conceptions of (third) and orientations to learning (fourth component).

This partition into four components helps highlighting the different dimensions into which the various aspects of the learning process can shape, as shown in Figure 1. The identification of the various dimensions of each component enables understanding the conditions that define each different learning pattern, given by a specific match between different types (dimensions) of processing, conception, orientation and regulation (Figure 2). The meaning-oriented learning pattern builds on the idea that processing must be deep and that it requires self-regulation; both characteristics can be achieved based on a conception of learning as construction and thanks to a motivational component (orientation to learning) that includes personal interest in learning: these elements make of the meaning-oriented learning pattern the most desirable one and surely the one to be pursued in order to improve students' self-orientation and responsibility, their self-aware attitude or metacognition.

Figure 1.

Learning Component	Learning Dimension
Processing	Deep Critical Stepwise Concrete
Regulation strategies	Self-regulation External regulation Lack of regulation
Conceptions of learning	Intake of knowledge Construction of knowledge Use of knowledge Cooperative learning Stimulating education
Orientation to learning	Personally interested Self-test oriented Certificate oriented Vocation oriented Ambivalent

Source: Elaboration of the author from Vermunt & Vermetten, 2004

Figure 2

Learning component	UNDIRECTED LEARNING PATTERN	REPRODUCTION-ORIENTED	MEANING-ORIENTED	APPLICATION-ORIENTED
Processing	Hardly any	Stepwise	Deep	Concrete
Regulation	Lack of regulation	External	Self-regulation	External or self-regulation
Conception	Cooperation and being stimulated	Intake of knowledge	Construction of knowledge	Use of knowledge
Orientation	Ambivalent	Certificate or self-test oriented	Personally interested	Vocation oriented

Source: Elaboration of the author from Vermunt & Vermetten, 2004

But not only a meaning-oriented learning pattern can be individuated thanks to the Learning Pattern Model and, therefore, promoted by using active learning strategies that are adequate in order to develop its dimensions (such as exploratory writing, or envisioning). Also the application-oriented learning patterns reflects a set of dimensions to be pursued in order to develop a project-oriented attitude, and could be actually pursued drawing on PjBL experiences, and interactive learning. As already said, ILS itself can be seen as an active learning tool, since it “forces” students to reflect on their personal learning style and habits, and, accidentally, correct them. The ILS, in fact, as any inventory is composed by a set of questions students are called to reflect on and answer to, choosing among 5 options posed on a Likert scale; the questions concern habits, behavior and convictions towards learning in higher education.

6. The Proposed Model of Integrated Guidance: Entry, Progress and Exit Guidance

If guidance is not episodic, but, on the contrary, is a life-long continuum aimed at enhancing the subject metacognition, self-efficacy belief and employability skills, the process has to find its place within students’ studies and learning, and needs to be rethought as a compulsory, didactic and curricular part of higher education; if it is to help students make the best entry choice, to improve retention and facilitate them in developing the proper skills to find employment, then University guidance should not be managed by non-teaching staff but should be integrated in the curriculum,

and should be rethought as a comprehensive educational activity, including entry, progress and exit guidance.

The model proposed builds on the idea that a central office is to be created and devoted to plan and set annual curricular and extracurricular activities in relation to students' training needs, depending on the specific learning phase they're experiencing: this is supposed to realize that function of integration otherwise gone missed in current guidance practices (as Figure 3).

The guidance program during the first year of study – or entry guidance phase – is conceived as a set of tools to alleviate previously constructed inequalities in both knowledge and awareness, ensuring a kind of participatory and interactive learning where students can better understand their own choice and what's needed in order to build the basis of a successful study path: it aims to help all first-year students gain greater awareness of their learning objectives and the professional roles they may be called on to play in their future lives, a greater achievement motivation and ultimately a good learning performance (hopefully resulting in good academic outcomes in the first year).

In the very post-enrolment phase, interviews and students/instructors discussions would be crucial in order to better understand educational areas to explore during the academic year, providing students with some introductory insights on their possible careers and the social importance of knowledge and work in relation to the chosen academic field. A questionnaire – built on the basis of the Vermont ILS – would be established as a monitoring tool in order to allow both teachers' longitudinal analysis of students' learning and students' auto-analysis over the whole first year of study, which would be devoted to the teaching of reflective learning. Accomplishing reflective learning could be pursued through: (i) promoting envisioning, and (ii) stimulating the personal and autonomous formulation of learning goals (Sideri 2013; Tillema, Kessels & Meijers, 2000; Bruner, 1961; Piaget, 1959; Dewey, 1910 and 1944) that everyone needs to accomplish to become who they want to become.

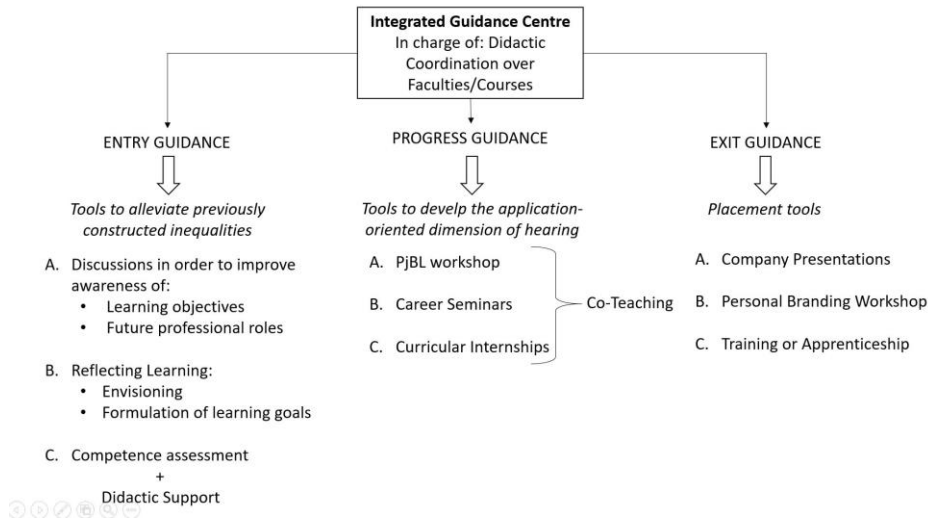
As far as point (i) is concerned, it seems worth pointing out that previously recalled models of envisioning were not originally intended for students and their future careers, but for general issues considered as social problems. The idea proposed here consists in using described procedures within guided individual processes intended to enable the envisioning of the self in the future, and his\her place in society, rather than the society of the future. A slightly different purpose, then, for a similar result. If readapted, future workshop activities could be an important preparatory step for the personal formulation of learning goals (point ii). Underlying belief is that, if the activities planned in the entry guidance were to be introduced and established

as mandatory, students would become more engaged and more involved in the educational process as potential resources rather than being treated as passive subjects, i.e., mere customers. Since customers are generally external to an organization, students who internalize a consumer identity in effect place themselves outside the intellectual community and perceive themselves as passive consumers of education (Naidoo & Jamieson, 2005).

Once the basis for the development of meaning-oriented learning pattern are put through the first year guidance activities, progress guidance would complement traditional academic teaching with vocational training, defined according to students' study and research areas. Project-based learning (PjBL) workshops should be introduced in order to foster an application-oriented dimension of learning, without disregarding the reflective part, consistently with the two main active learning purposes (doing and engagement). In fact, project-based Learning involves the design of both the idea and its actual implementation, consistently with the principles of design thinking (Archer, 1979; Lawson, 1980; Cross, 1982; Schön, 1983; Cross, Dorst, Roozenburg, 1992).

In addition to this principal didactic activity aimed at developing employability skills, career seminars meant to give insights regarding the different professional paths that can open up after Universities, and curricular internships (i.e. working experiences relevant to the curriculum and the attainment of grades and qualifications) should be designed on the base of a continuing and consistent dialogue between students, instructors and representatives of the actual job market (company professionals and training tutors). Throughout all these activities, co-teaching by academic\institutional and professional experts would foster the acquisition of specific employability skills and competences related to the world of work and would improve students' awareness of their educational and professional choices well in advance.

Figure 3



Source: Author's own elaboration (2018).

One of the most relevant features of current exit guidance is the active involvement of external agencies to implement educational curricular internships related to degree programs: it is a fairly common practice in Italy (Almalaurea, 2011). Then, as a matter of fact, Italian placement offices provide internship opportunities, more or less homogeneously, and organize career exhibitions quite frequently; yet, and as already underlined, too often these activities have no connections with the degree programs, mainly for the reason that they are only managed from a central position without coordination with the Faculty/course experts. We could argue that if this service is provided in quantitative terms (according to the amount of events that universities can guarantee), it is not granted in qualitative terms (according to students' specific needs, so as to effectively complement their learning process): in our view, exit guidance would be precisely meant to match students' interests and educational paths with the labour market, hence to actually *employ* the employability skills developed throughout the study/guidance course.

Consistently with this perspective and the activities offered in the previous progress guidance phase, exit guidance should consist of company presentations, together with workshops aimed at the development of interview, cv and/or portfolio competences – which we would define *personal branding skills* – and eventually culminate in the arrangement, between Company and the University Placement Office of a training experience or apprenticeship.

7. Conclusions

As premised, this research was never meant to be exhaustive, since educational and training guidance is a topic that calls for multidisciplinary and multi-purpose analysis. Still we have tried to develop a theoretical and hypothetical framework for further investigation, hence to set the agenda for further social research over the topic. We have tried to stress the importance of the learning dimension of guidance as we believe that educational university guidance can be a key factor for improving graduates' employability skills and their job placement after University, hence for the fulfilment of their professional and social inclusion. In doing so, we meant to open up an international debate over the social and sociological nature and relevance of the issue, while considering the specific case of Italian University and trying to offer arguments that can be understood at the level of policy-making.

We believe guidance is a crucial topic for western Higher education, for the sociology of education and sociology itself. Though access itself still needs to be enhanced in many local and regional contexts, its effectiveness in terms of actual participation, actual professional and social inclusion (Sideri, 2015) needs to be discussed and researched, too. It is to say, if we do want to improve access to Higher Education in order to enable people to achieve more as both citizens and professionals, then Higher Education itself must improve and prove its effects on employability. As stated in our premises, employability is not a mere economical, or quantitative, concept: it has to do with individuals' development as citizens and social roles, thus with the well-being of communities and societies.

We must eventually be able to shift from a paradigm that sees job as the final result of education to a more complex one, that sees job as part of a life-long learning process: nevertheless, job can't continue to be the missing dimension of education. In an ever-changing socio-political context like the current one, guidance is now more than ever a challenge for education and the climax of every educational and training process, but also a strategic element to coordinate employment and social policy. Knowledge cannot be just notional, both hard and transversal competences are needed, so guidance has to take into account the individual as a whole, and promote his/her talents, feelings and creativity, while ensuring his/her possibilities to professionally succeed – hence, make the right choice, and develop the proper learning attitudes.

Main aim of such perspective is, precisely, improving social inclusion within the global, more and more competitive job market, while trying to educate self-aware individuals to exercise citizenship. Guidance speaks the language of socialization by focusing on self-discovery, on the ability to relate to others,

on the development of responsibility and self-efficacy, on the promotion of one's own knowledge and skills, on the acquisition of planning and design competencies, on the ability to understand and interact with the environment, on the ability to use personal resources to handle life's challenges. These elements are undoubtedly significant for individuals' personal development and then might support the acquisition of specific skills related to consistent professional areas, helping out the transition from school to work. Throughout this whole process, Higher Education has a fundamental role.

References

- Adapt (2011) Le opportunità occupazionali dei giovani: il ruolo del placement universitario. Rapporto di ricerca.
- Adapt (2014) Annuario del lavoro. Labour Studies, e-book series n. 35.
- AlmaLaurea (2011). XII Profilo dei laureati italiani. L'istruzione universitaria nell'ultimo decennio. All'esordio della European Higher Education Area. Bologna: Il Mulino.
- AlmaLaurea (2017). XIX Indagine Condizione Occupazionale dei Laureati. Rapporto 2017. Roma: Miur. www.almalaurea.it/universita/occupazione.
- Amoretti G. and Rania N. (2005) L'orientamento: teorie, strumenti e metodi. Roma: Carocci.
- Angelo, T.A. and Cross K.P. (1993) Classroom assessment techniques: A handbook for college teachers. San Francisco, CA: Jossey-Bass.
- Archer, L. B. (1979), "Whatever Became of Design Methodology?" *Design Studies* 1(1): 17-18.
- Ballard B. and Clancy J. (1995) Generic skills in the context of Higher education. *Higher Education research and development*, 14 (2): 155-166.
- Bandura A. (1994) Self-efficacy. In: Ramachaudran VS (Ed.), *Encyclopedia of human behavior*. New York: Academic Press, Vol. 4, pp. 71-81.
- Barnett R. (1994) The limits of competence. Buckingham: SRHE and Open University Press.
- Barnett R. (2009) Knowing and Becoming in the Higher Education Curriculum. *Studies in Higher Education*, 34 (4): 429-440.
- Blumenfeld P.C., Soloway E., Marx R.W., Krajcik, J.S., Guzdial M. and Palincsar A. (1991) Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning. *Educational Psychologist*, 26 (3/4): 369-398.
- Bonwell C.C. and Eison J.A. (1991). *Active learning: Creating excitement in the classroom*. ASHE-ERIC Higher Education Reports, No. 1. Washington, DC: George Washington University.

- Boulding, E. (1994), Image and action in peace building. In D. Hicks (ed) *Preparing for the future: Notes and Queries for Concerned Educators*. London: Adamantine Press.
- Bruner J.S. (1961) The Act of Discovery. *Harvard Educational Review*, 31 (1): 21-32.
- Brookfield S.D. (2006) *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco, CA: Jossey-Bass.
- Callini D. (1997) Tra identità e lavoro: i sentieri dell'orientamento in una società complessa. Milano: Franco Angeli.
- Campanella G. (2012) La ricerca del lavoro: problema di costi e di rigidità del mercato? Uno studio di caso sui tirocini di formazione e orientamento. *Argomenti*, 36.
- Cavanagh M. (2011) Students' experiences of active engagement through learning activities in lectures. *Active Learning in Higher Education*, 12: 23-33.
- Cross, N. (1982) "Designerly Ways of Knowing." *Design. Studies* 3.4 (1982): 221-27.
- Cross, N., Dorst, K., Roozenburg, N. (1992), "Research in Design Thinking", Delft University Press.
- Davis B.G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass Publishers.
- Diamond R.M. (2008) *Designing and assessing courses and curricula: a practical guide*. San Francisco, CA: Jossey-Bass Publishers.
- Dewey J. (1910) *How we think*, Boston: D. C. Heath and CO.
- Dewey J. (1944) *Democracy and Education*. New York: MacMillan.
- Eraut M. (1994) *Developing professional knowledge and competence*. London: Falmer Press.
- Flisi, S., Goglio, V., Meroni, E., Rodrigues, M., & Vera-Toscano, E. (2014). Occupational mismatch in Europe: Understanding overeducation and overskilling for policy making. In: *JR science and policy reports*, European Commission Joint Research Centre Institute for the Protection and Security of the Citizen. Luxembourg: Publications Office of the European Union.
- Forrier A. and Sels L. (2003). The concept employability: a complex mosaic. *International journal of human resources development and management*, 3(2): 102-124.
- Gamboa J.P., Gracia F., Ripoll P., Peirò J.M. (2009) Employability and Personal Initiative as Antecedents of Job Satisfaction. *The Spanish Journal of Psychology*, 2: 632-640.
- Gijbels D., Dochy F., Van Den Bossche P. and Segers M. 2005. "Effects of problem-based learning: A Meta-Analysis from the angle of Assessment." *Review of Educational Research*, 75 (1): 27-61. Doi: 10.3102/00346543075001027
- Gijbels D., Donche V., Richardson J.T.E. and Vermunt J. (2014) *Learning Patterns in Higher Education: Dimensions and research perspectives*. Oxon: Routledge.

- Grimaldi A. (2002) Orientare l'orientamento: modelli, strumenti ed esperienze a confronto. Milano: Franco Angeli.
- Grimaldi A. (2003) Repertorio bibliografico nazionale sull'orientamento. Milano: Franco Angeli.
- Grimaldi A. (2003 b) L'orientamento in Europa. Alcune esperienze significative. Milano: Franco Angeli.
- Harvey L., Geall V., Moon S. (1997), Graduates' Work Implications of Organizational Change for the Development of Student Attributes. *Industry and Higher Education* 11 (5): 287-296.
- Hicks D. (2002) *Lessons for the future: the missing dimension in education*. London: RoutledgeFalmer.
- ISFOL (2003) L'orientamento a scuola: quale ruolo per l'insegnamento. Milano: Franco Angeli.
- ISFOL (2003 b). Maturare per orientarsi. Viaggio nel mondo dell'orientamento formativo. Milano: Franco Angeli.
- ISTAT (2017). http://dati.istat.it/Index.aspx?DataSetCode=DCCV_NEET1
- Jungk R. and Mullert N. (1987). *Future Workshops: How to Create desirable Futures*. London: Institute For Social Inventions.
- Komarraju M. and Karau S.J. (2008). Relationships between the perceived value of instructional techniques and academic motivation. *Journal of Instructional Psychology*, 3: 70-82.
- Lawson, B. (1980). *How Designers Think*. Westfield, NJ: Eastview Editions, Inc.
- Lewin, K. (1947). Frontiers in Group Dynamics. Concept, Method and Reality in Social Science; Social Equilibria and Social Change. *Human Relations*, 1 (5): 5-40.
- Lom B. (2012) Classroom activities: Simple strategies to incorporate student-centered activities within undergraduate science lectures. *The Journal of Undergraduate Neuroscience Education*, 11: A64-A71.
- Machemer P.L. and Crawford P. (2007). Student perceptions of active learning in a large cross-disciplinary classroom. *Active Learning in Higher Education*, 8: 9-30.
- Mansson, D.H. (2013) Assessing student learning in intercultural communication: Implementation of three classroom assessment techniques. *College Student Journal*, 47: 343-351.
- McQuaid R.W. and Lindsay C. (2005). The concept of employability. *Urban Studies*, 42(2): 197-219.
- Meadows D., Meadows D. and Randers J. (1992). *Beyond the Limits: Global Collapse or a Sustainable Future*. London: Earthscan.

- Millis, B.J. (2012) IDEA Paper No. 53: Active learning strategies in face-to-face courses. Manhattan, KS: The Idea Center. Retrieved from http://www.theidea-center.org/sites/default/files/paperidea_53.pdf
- Moore, T. (2004) The critical-thinking debate: how general are general thinking skills, *Higher education Research and Development*, 23 (1): 3-18.
- Naidoo R. and Jamieson I. (2006) Empowering Participants or Corroding Learning? Towards a research Agenda on the impact of Student Consumerism in Higher Education. In: Lauder H, Brown P, Hasley AH and Dillabough JA, *Education, globalization and social change*. Oxford: Oxford University Press.
- Nota, L. (1999) Typologies of deciders, assertiveness, and quality of life in individuals about to choose a university faculty. In: Paggin N., *Orientamento precoce alla scelta universitaria*. Padova: Cleup Editrice, pp. 105-130.
- Perucca A. (2005) Career counselling and guidance: a systemic approach. In: Marian L., Weissbach H.J., Collins T.M., Szilagy T.W., Boarescu G., *Career counseling and the global labor market*. Editura Universitatii "Petru Maior": Tragu Mures, pp. 32- 41.
- Piaget, J. (1959) *The Language and Thought of the Child*. London: Routledge & Kegan Paul
- Pombeni M.L. (1990) *L'orientamento scolastico e professionale*. Bologna: Il Mulino
- Prince M.J. (2004) Does active learning work? A review of the research. *Journal of Engineering Education*, 93: 223-231.
- Ricucci, R. (2015). Orientation Activities in Times of Crises: New Challenges for Secondary Schools, *Italian Journal of Sociology of Education*, 7(2), 99-125.
- Sangiorgi G. (2005) *L'orientamento. Teorie, strumenti, pratiche professionali*. Roma: Carocci
- Savickas M.L. (2005) The theory and practice of career construction. In S.D. Brown & R. W. Lent, *Career development and counseling: Putting theory and research to work*. Wiley Online Library, pp. 42-70
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. London: Temple Smith.
- Sicherman, N. (1991). Overeducation in the Labor Market, *Journal of Labor Economics*, 9, 101-22. [SEP]
- Sideri D. (2013) Reflective Practices for the transition from Higher Education to the Workplace. *Educational Reflective Practices Journal*, 3(2): 57-72.
- Sideri, D. (2015). Access and Selection in Higher Education: Exploring New Pathways for Effective Social Inclusion. *Italian Journal of Sociology of Education*, 7(2), 248-277. Retrieved from

<http://journals.padovauniversitypress.it/ijse/content/access-and-selection-higher-educationexploring-new-pathways-effective-social-inclusion>

Soresi S. (2000) La personalizzazione dell'attività di orientamento. In S. Soresi, *Orientamenti per l'orientamento*, 22-28. Firenze: Giunti-Organizzazioni Speciali.

Super D.E. (1953) A theory of vocational development. *American Psychologist* (8): 185-190.

Super D.E. (1969) Vocational development theory: persons, positions and processes. *The Counselling Psychologist*, (1): 2-14.

Tillema H.H., Kessels J.V.M. and Meijers F. (2000) Competencies as Building Blocks for Integrating Assessment with Instruction in Vocational Education: A case from The Netherlands. *Assessment & Evaluation in Higher Education*, 25(3): 265-278. DOI: 10.1080/02602930050135130

Traetta, M., Annese, S. and Ligorio M. B. (2010) La socializzazione alle pratiche lavorative tra partecipazione e identità. *Psicologia Sociale* 3/2010: 403-442. DOI: 10.1482/33185

Tremblay K., Lalancette D. and Roseveare D. (2012) Assessment of Higher Education Learning Outcomes Feasibility Study Report Volume 1 – Design and Implementation. OECD Publishing.

Turner N.K. (2014) Development of self-belief for employability in higher education: ability, efficacy and control in context. *Teaching in Higher Education* 19 (6): 592-602.

Viglietti M. (1989) Orientamento. Una modalità educativa permanente. Guida tecnico-pratica per insegnanti della scuola dell'obbligo. Torino: SEI.

Yazedjian A. and Kollchorst B.B. (2007) Implementing small-group activities in large lecture classes. *College Teaching*, 55: 164-169.

Yorke, M. (2006) Employability in Higher Education: What is it what is it not. York: Higher Education Academy.

Yorke M. and Knight L. (2007) Evidence-informed pedagogy and the enhancement of student's employability. *Teaching in Higher education*, 12 (2): 25-37.

Vermunt J.D. and Vermetten Y.J. (2004) Patterns in student Learning: Relationships between learning strategies, conceptions of learning and learning orientations. *Educational Psychology Review*, 16 (4): 359-384. DOI: 10.1007/s10648-004-0005-y

Vermunt J.D. (2007) The Power of teaching-learning environments to influence student learning. In *Student Learning and University Teaching*, BJEP Monograph Series II, 4: 73-90, The British Psychological Society. DOI: 10.1348/000709906X162406

Adapt International Network



ADAPT is a non-profit organisation founded in 2000 by Prof. Marco Biagi with the aim of promoting studies and research in the field of labour law and industrial relations from an international and comparative perspective. Our purpose is to encourage and implement a new approach to academic research, by establishing ongoing relationships with other universities and advanced studies institutes, and promoting academic and scientific exchange programmes with enterprises, institutions, foundations and associations. In collaboration with the Centre for International and Comparative Studies on Law, Economics, Environment and Work, (DEAL) the Marco Biagi Department of Economics, University of Modena and Reggio Emilia, ADAPT set up the International School of Higher Education in Labour and Industrial Relations, a centre of excellence which is accredited at an international level for research, study and postgraduate programmes in the area of industrial and labour relations. Further information at www.adapt.it.

For more information about the E-journal and to submit a paper, please send a mail to LS@adapt.it.

