

Educación, empleabilidad e inserción laboral

Editores:

Eduardo Campechano-Escalona
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EDUCACIÓN, EMPLEABILIDAD E INSERCIÓN LABORAL



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Universidad César Vallejo

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Sharing resources to develop competitive professional identities. The online repository of the Project SUPER

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Loretta Fabbri²
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ABSTRACT

Context: In this paper, authors describe an outcome of the project entitled “SUPER - Orientation and Tutoring Paths to Promote University and Professional Success”, which is addressed to the Italian Degree Course in Educational Science. The aim of the project is to support the construction of students’ professional prefiguration combining different forms of knowledge in the contexts of education, training and workplace. Specifically, the outcome taken into consideration is the online repository in which the partners of the project stored the activities, the services, and the tools they designed and applied in their degree course.

RESUMEN

Contexto: En este artículo, los autores describen un resultado del proyecto titulado “SUPER - Caminos de Orientación y Tutoría para Promover el Éxito Universitario y Profesional”, que está dirigido al Curso de Grado en Ciencias de la Educación en Italia. El objetivo del proyecto es apoyar la construcción de la prefiguración profesional de los estudiantes combinando diferentes formas de conocimiento en los contextos de la educación, la formación y el trabajo. En concreto, el resultado que se tiene en cuenta es el repositorio en línea en el que los socios del proyecto almacenaron las actividades, los servicios y las herramientas que diseñaron y aplicaron en su curso de grado.

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1. Theoretical framework of the Project SUPER

Why and how the universities care about the employability of students? What kind of meanings are posed through this question? These inquiries lead the scientific reflections reported in this paper, aimed at describing an orientation project addressed to the students' professional prefiguration starting from the definition of the employability.

If we try to deconstruct the theoretical concept of employability, we find that this concept has introduced universities in a professional and organizational change process as it has intercepted the identity and professional roles. In the European Union (EU), and not only there, but the youth unemployment is also related to the lack of alignment between university education and the needs of the labor market and neo-professionalism. Through the term "employability", the legitimacy crisis of the university has become increasingly visible, and regards its own capacity of education and its practical use of knowledge that traditionally has not been so linked with the contexts.

The question of employability has become a strategic aim for the universities and has required the validation of the ways in which: 1) Students' disciplines are constructed; 2) teaching and learning processes are facilitated; 3) knowledge are related to the learning outcomes. At this purpose, the universities policies (L n.30/2000; L n. 53/2003; L n. 230/2005 — at the national level; The Bologna Process, EU2020 strategy, Erasmus+ — at the international level) introduced a change in the educational objectives aimed at supporting the university careers and allowing students to the prefiguration of their professional role. In this context, the main need identified by universities policies is to rethink the university curricula in order to professionally characterize the Degree Programs and to better connect the education programs with the professional demand (e.g., promoting an adequate mastery of professional methods and knowledge in the undergraduate students). Using the perspective of learning society, the element which appear relevant is to prioritize learning over teaching, that promotes — in one hand — a change in the didactic approach and supports students in the complex undertaking of developing their life and professional projects — in the other hand. Still following the perspective of learning society, the development of the students' professional project may take care of ensuring opportunities and tools that bring together study and work, in order to prepare students to cope with the continuous change as the crucial aspect of this social and productive historic moment.

Orientation, tutoring, internships, apprenticeships are now considered as educational devices that introduce the university and its social actors into the working environment and become a fundamental learning experience for students. In fact, knowing professional practices starting from the educational context means understanding the real problems faced by professionals in their own activities, and it allows combining study material with the future professional role. Organizational devices that facilitate and implement the demand among universities and the world of work have also been introduced. The establishment of steering committees, for example, aims to promote a link between educational activities and the universe of production. Herein, we are not discussing an episodic collaboration, but we are talking about a stable collaboration, which is based on a sustained communication with the world outside the university community in order to co-define training strategies, research trajectories, and training courses in terms of professional needs (Fabbri & Rossi, 2008; Fabbri et al., 2018).

Another relevant issue about the implementation of the academic knowledge within the contexts is the critical relationship between research and practices that often follow different paths. This gap has been studied by Schön (2006), one of the first researchers to study the professional epistemologies that clearly expresses the conflict of interest between research and the needs of professional practice, arguing that “teachers received few benefits from the cognitive psychology and professional practices received few benefits from political science” (Schön, 2006, p. 312). The dialogue between research and community-based problems has increased the probability of producing significant discoveries for the development of society. This means for us to forcefully propose the question of the professionalizing function of Higher Education courses, in order to overcome epistemological or socio-cultural separations among theoretical and practical knowledge, scientific and professional knowledge, and culture and work since learning and research belong to the communities.

So, in this scenario, how can we promote professional development for students? What are the real professional needs? Universities can no longer answer these questions alone, and instead they need to open paths that promote local community participation processes.

Universities and communities may work together accepting this challenge, taking action on each other, confronting each other, in order to discuss the importance of combining scientific knowledge and practical knowledge. Only in this way the innovation process within the university and this renewed agreement between knowledge and utility can be truly welcomed and translated into shared action that hold together people, technologies, reference cultures and situated knowledge.

As researchers, we hope that this process will happen fast, even if we are aware that the dialogue of these two systems — universities and communities — is not yet enough. As teachers, we are looking forward to exploring if the general and specialized knowledge of our disciplines help students to carry out their future jobs. We often transmit knowledge that are general and decontextualized, and we are more focus on the declarative aspects of knowledge rather to focus on research and intervention methodologies that would allow students to learn how to generate situated knowledge. Promoting employability means, in this context, achieving organizational and didactic innovation. The scientific reflection presented in this contribution may help the scientific community to understand how to develop and support the employability of students, and we try to discuss about this topic using the followed assumptions:

- Linking knowledge with its practical application;
- Focusing on learning processes;
- Supporting students in prefiguring their professional identity during the university careers;
- Promoting bridges between degree courses and stakeholders belonging to the economic world, in order to produce and share indications which can be introduced in the curricula;
- Designing and sharing teaching programs within academic communities and governance;
- Characterize teaching as active learning methodologies.

2. Learning as a social practice

Several studies focused on the critical and innovative perspective through which the knowledge is defined, allowing us to design the theoretical paradigms that justify and legitimize the turning point through which the learning and teaching processes in Higher Education are interpreted. To achieve this aim, we can start using the contribution made by the socio-cultural studies, which are linked to informal and situated learning. This perspective has implications not only in the research field, but also for understanding the functioning of the different contexts that lead to prefigure new settings for formal learning and for rethinking the didactics' approach. Studies based on learning from everyday life highlight the differences between learning processes in educational contexts (e.g., schools and universities) and other typology of learning. In particular, learning from real

contexts may overpass the limits of formal learning. Lauren B. Resnick (1995) in her work points out four main characteristics of mental activity inside and outside the formal contexts (see Table 1). In her work, Resnick also proposes research that invites scholars to renounce to some of those characteristics that distinguish learning in formal contexts from learning in everyday life. Moreover, she collects evidence about the traditional formal learning, which, in her opinion, may be considered as partially responsible for the difficulties of formal education in achieving its unique internal goals (Resnick, 1984, 1999, 2010).

Table 1. The different characteristics of mental activity in formal and informal learning

Formal learning	Informal learning
Individual cognition	Shared cognition
In formal education, the predominant form of learning and performance is focus on the individual. On the contrary, in everyday life most activities are socially shared.	
Pure mental activity	Handling of tools
In formal education, the goal is to teach how to operate in a pure cognitive context where external tools (calculators, notes, computers, etc.) are prohibited. In everyday life, these tools are always available and people's competence lays in their ability to use them.	
Manipulation of symbols	Contextualized reasoning
The task of formal institutions seems to be to teach symbolic rules without assuming that there must be continuity among inside and outside the institution for the learning process.	
Learning of general principles	Competences situated in contexts
In formal education, symbolic activity tends to detach itself from any meaningful context, as learning is reduced to the problem of learning the rules of organization of symbols and speaking or writing following these rules.	

Source: Resnick (1984).

The change for the university would be to promote learning abilities centered in social and work contexts. With this purpose, Resnick (1984) analyzes different programs that allow teaching higher levels of cognitive skills in order to detect common elements that can define a general theory about how thinking and learning skills are acquired.

Three programs are proposed as follow:

- The most effective programs include socially shared intellectual work and are organized around the common realization of tasks in a way that the elements are learned within the contexts;
- Many programs include apprenticeship elements, in which learning processes are usually hidden and encourage observation and comment by students;
- The analysis of the disciplines engages students in the process of construction and interpretation of meanings (Palincsar, 1998; Resnick & Matsumura, 2007; Resnick et al., 2009; Resnick & Schantz, 2014).

What does these results have to do with employability? These researches highlight the limits of formal education committed to general learning, and underline the need to develop forms of knowledge that are connected to the specific situations.

The innovation of teaching, within this theoretical framework, should help the academy to train students to participate in social life and to learn effectively during their working life (Resnick et al., 1997; Fabbri, 2007; Fabbri & Melacarne, 2016; Fabbri & Romano, 2017), and so to identify effective ways to connect the practical dimension of knowledge using theories and practices.

The translation of these assumptions in the didactic practices is directly connected to the active learning methodologies. This family of methodologies consider teaching and learning as a socially shared intellectual work. In particular, learning is configured as a form of cognitive apprenticeship (Leve & Wenger, 2006), where the skills are allowed to develop progressively also through comparison and exchange between peers. The starting point is not given by the disciplines but by areas of knowledge and interpretations. Active development methodologies are characterized by the attention placed on the production of relational knowledge and on the enhancement of the materiality that each action entails (Fabbri & Romano, 2017). Literature (Freeman et al., 2014; Michael, 2006) suggests that the active learning methodologies increase student performance and have a significant impact on the quality of learning by favoring group work rather than individual work. Using these teaching methods, students:

- Are more involved and active in their own learning process;
- Think critically;
- Work and learn collaboratively;
- Discuss the contents and materials provided by teachers;
- Participate;
- Learn from both the process and the content.

The introduction of these methodologies represents a trajectory shared by European Higher Education systems to facilitate the acquisition of those skills considered strategic to enhance the employability of students and to develop the teaching skills of teachers.

Among the recognizable approaches in the literature for the implementation of project actions aimed at the dissemination of active methodologies in the academic community, two approaches can be identified (Yorke & Knight, 2004). A first approach, defined parallel, refers to didactic workshops that can be implemented inside the curricular activities, and through which is possible to develop specific transversal skills; a second approach, defined embedded, is a qualitative change in the teaching methods and considers that transversal skills must be integrated into knowledge and technical skills (see Table 2).

Although there is no opposition between these two approaches of teaching, some studies suggest that adopting a parallel approach generates a lower impact inside the organization system, while an embedded approach has a higher influence on the learning process of students.

3. Job orientation and students' professional prefiguration: The Project SUPER

This project, coordinated by the University of Siena, involves 15 universities that intend to experiment systems of activities that increase the level of mutual knowledge and integration among training systems and training systems and working area.

Table 2. Design approaches aimed at spreading active learning methodologies in organizations

	Parallel approach	Embedded approach
Epistemological basis	Knowledge is the final product of a process	Knowledge is the instrument
Methodology	Scaffolding	Lerner Centered Teaching
Design approach	Sequential: Transversal skills are identified, and <i>ad hoc</i> activities are promoted	Integrated: The learning setting is organized and allows students to learn in a "simulated" situation
Role of the institution	Organizes training activities on specific soft skills, supporting them with the study path and choosing from time to time how to formalize in the curricula	It supports educational innovation through training courses addressed to teachers or scientific communities, with the purpose of supporting and legitimizing the adoption of teaching strategies
Organizational impact	High on formal procedures Low on organizational/didactic culture	Low on formal procedures High on organizational/didactic culture
Assessment	Qualitative and/or quantitative evaluation with low use of peer review	Qualitative and/or quantitative evaluation with medium-high use of peer review

Source: Yorke & Knight (2004).

The gender gap, the social needs and the transformation of the educational institutions allow focusing on the higher education, in order to promote the students' professional prefiguration during the training course through some specific educational devices (e.g., workshops, visits to workplaces). These levels want to promote setting of connection among training, teaching and the labor market creating places where different experiences can be recomposed and can lead to the development of the professional identity.

In this project, high schools, universities and the world of work are considered as "micro-organizations" where practical knowledge is connected with theoretical knowledge, and the devices may bring different professional practices related to the schools and universities in order to create learning spaces that may consolidate collaborative practices and may deconstruct some stereotypes related to the profession of educator.

Another aim of the project is to prevent the dropout through:

- Educational programs able to offer knowledge and learning experiences using the active participation of students in their study path;
- Peer-tutoring and e-tutoring activities aimed at gaining an appropriate awareness of one's professionalism;
- Career monitoring activities to offer personalized advice;
- Tutorial and experiential teaching activities oriented to learning outcomes;
- Permanent groups composed by universities and learning communities available to implement participatory teaching models that start from practical problems and facilitate the interpretative models of situations and phenomena for students;
- Self-assessment tools to increase the awareness about knowledge and skills of the education professional.

The project connects each partner according to three strategic axes:

- a) Implement innovative tutoring actions able to keep together the academic career needs of the student with orientation towards the world of work;
- b) Start training actions addressed to the organizational actors involved in the project and students from the fourth grade of high school;
- c) Enhance existing guidance and tutoring practices aimed at job orientation by extending them to high schools.

Moreover, a common attention is paid to the implementation of internships considered as a source and as an experience able to generate useful knowledge to support the university career, in order to bring students closer to organizational realities and to promote employability processes of future educators.

The project, coordinated by the University of Siena, leader of a network of 14 state universities, involves 116 schools, 55 companies and 46 organizations operating in the national territory. It is addressed to high school students (4th and 5th years) and university students and involves school and university teachers and organizational actors with a tutoring function.

Two main actions are identified in the Project. Action 1 are "Guidance Plans" that aim to motivate and inform high school students to Degree Course using workshops between schoolteachers and university teachers, in order to validate effective practices that also take into account students with disabilities. Action 2 is "Tutoring", with the aim to structure a career guidance and a tutoring system. For the implementation of this second action, training courses for peer tutoring services will be organized and will develop an online repository of tools and materials that may support tutoring actions for tutor students (described in the paragraph below).

The first action of the project is aimed at discussing the activities planned and implemented by educators and trainers in different contexts in which they operate, in order to construct the prefiguration of professional projects. Each path is organized in meetings conducted by experts selected by each university. Through the meetings, students can be informed about the professions that Degree Course can carry out, the activities that characterize professions and practices of education professionals, the problems underlying work practices, and the core skills necessary to carry out the profession.

The second action of the project is aimed at structuring a career guidance system and organizing training courses to implement peer-tutoring activities, in order to support students of the first and second year of the Degree Course that may encounter initial training obstacles. In addition, its purpose is to facilitate knowledge about the professions and to contribute to the acquisition of theoretical and methodological knowledge.

4. Online repository to support job orientation and students' professional prefiguration

One of the main objectives of Project SUPER has been to promote collaboration among Italian bachelor programs in educational science on the theme of work orientation. Different activities, tools and services have been developed by the partners according to the specific characteristics of the program (Fabbri & Giampaolo, in press). Among all, this contribution will focus on a specific product of Project SUPER: An open online repository in which the best activities, tools and services that distinguish the work of the project partners are stored and shared with the academic community.

As Marciniack (2013) states:

A repository of didactic materials is an IT solution used to digitally store, process and retrieve didactic contents. Repositories can be made in different ways, subject to form of materials, availability of technical infrastructure, or user habits and IT skills. A solution enabling digital storage of files can be considered a repository of didactic materials. Also, a dedicated IT system which requires materials structured according to a defined specification and recorded in a selected technical standard can be considered a repository. The type of technical solution used is correlated to didactic materials and their role in the process of distance learning.

Differently from the exhaustive definition proposed above, the repository of Project SUPER doesn't store didactic materials but the outcomes of Project SUPER. The outcomes stored are specifically targeted on students' needs of professional development and available for the organizational learning of all the Italian program in educational science. The repository is hosted on the project's website (www.orientamentoallavoroeducatori.com).

The website is a digital agora developed with Wix, a web-based software for user-friendly website design, where you can find collected events and news related to the work of the project partners on the theme of work orientation. In the home page of the website, a direct connection to the repository is shown as a reminder of the nature of the website that is, first, a place in which you can find experiences conducted at an academic level and understand the way these experiences can be applied to different academic contexts (see Figure 1).

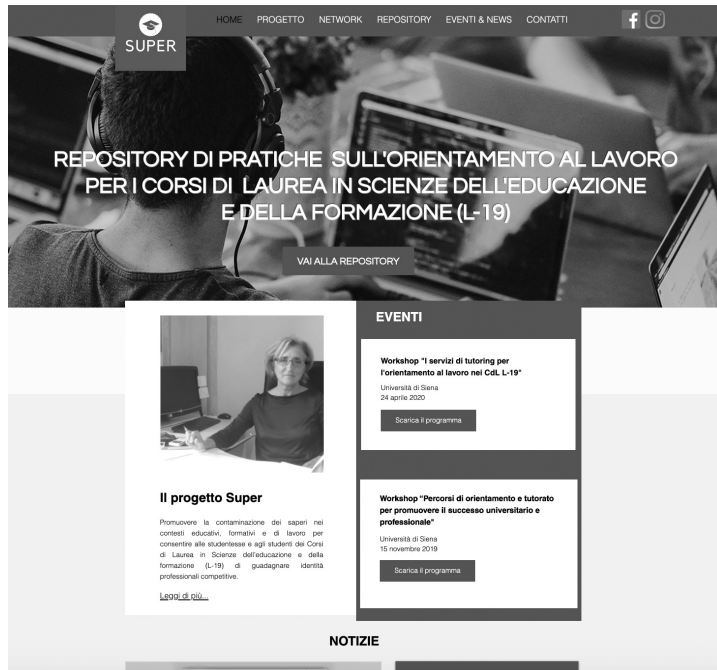


Figure 1. The home page of the project SUPER website. Source: Project SUPER website.

From the home page of the website, it is possible to access the repository (see Figure 2). The design model is the collective design, where product development is performed by coordinated action of individuals working in parallel. This product development form is applied to complex products, with different sections and elements. In this model, product development is expected to resemble an ongoing process of continuous product improvement supported by a community of interested people (Paulini et al., 2013). This design allows to easily knowing the name of the university partner, the name of the activity, the tool or service that the partner decided to share. Users, once having chosen what could be interesting, can access a technical datasheet that details the proposal.

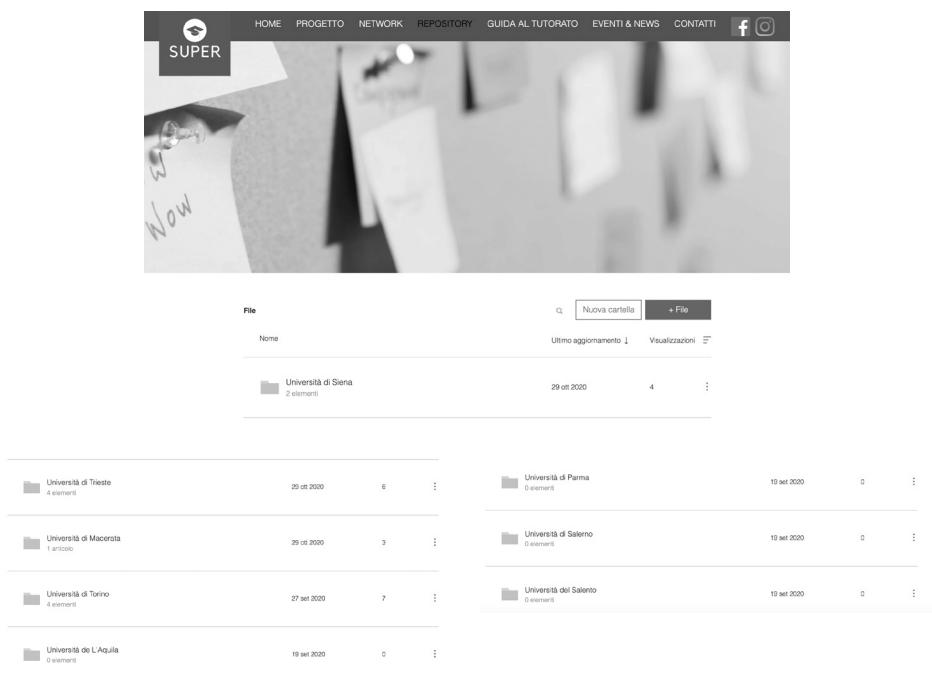


Figure 2. The repository page. Source: Project SUPER website.

Specific information is related to a) General description, methodologies and participants, b) budget, c) partnerships, d) outcomes reached by the participants, e) qualitative and quantitative impact, f) innovative and sustainable characteristics. In addition to this information, users can find related materials like, for example, slides, video, interviews and surveys. Following an example of description related to an activity presented in the repository (see Table 3), the full version is available in the repository of the Project SUPER.

Table 3. An example of description form filled by a partner of the project

Descriptive form

1. Describe activity, focusing in particular on concrete operational mode, the strengths, the innovative aspects, the impact, etc. ...;
2. Provide useful details for other organizational actors who will adopting the described activity;
3. Attach photos, graphics, slides, etc. ...

Activity title	...
General description: objectives, methodology, beneficiaries, etc ...	<p>Objectives and expected results At the end of the differential orientation path, the student is expected to:</p> <ul style="list-style-type: none"> - Activate... - Carry out ... - Learn to ... <p>Methodology Meetings in person and at a distance ...</p> <p>Target - Students ...</p>
Budget (funding beyond POT 2017-2018 if used)	None
Partnerships (roles assumed by partners, skills made available, etc. ...)	Agreements have been drawn up with the following schools ...
Results produced by the activity and learning achieved by the beneficiaries	<p>The outcomes of the course were assessed... It emerged that:</p> <ul style="list-style-type: none"> - Many students have not yet collected sufficient information to guide their choice... - The video mode is appreciated ...
Qualitative and quantitative impact obtained on the Degree Course	It can be assumed that ...

Innovative features	Use of video interviews Use of a self-assessment scale ...
Sustainability features	Some elements of the path can be used without additional costs. ...
Contact info	...

Source: Project SUPER website.

5. Conclusion

The contribution describes the design process of an online repository of specific activities, tools and services for the work orientation of future educators. The repository is a product of a research project, funded by the Italian Ministry of Education, University and Research, and benefits from the contribution of a network of 14 universities, 116 schools and 101 organizations that carry out, from over a decade, research activities on the professionalization of knowledge. When using the resources available in the repository, it is possible to experiment ways and conditions to support the development of professional prefiguration in students through the contamination of specific kinds of knowledge that belong to the contexts of school, university and workplace. The resources try to create settings where the participants' different experiences allow the construction of competitive professional identities. These settings help to generate continuity between high school and university thanks to the connection of practical and theoretical knowledge and the development of training methods that are more functional to existing needs.

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