



Teacher education is a deeply pedagogical process rooted in values, ethics, and the social purpose of schooling. Globally, it sits at the core of educational quality and fairness, as research in comparative and international education demonstrates: the training of teachers directly influences students' learning chances, social inclusion, and the democratic aims of schools. Teachers are not simply transmitters of curricula, but active professionals whose convictions, reflective skills, and ability to manage the complexities of classroom life give shape and substance to the educational experience itself.

The pedagogical dimension of teacher education frames teaching as a relational, context-aware, and ethically grounded profession rather than just a set of procedural skills. From a research perspective, this demands robust research methodologies that can critically examine the complex realities of schools and inform evidence-based policies. Equally important is the connection between theory and practice, which helps to bridge the persistent gap between universities and schools.

The contributions gathered in this volume reflect the richness and diversity of experiences showcased during the ATEE Spring Conference 2024, held at the University of Bergamo from May 29 to June 1, 2024. The volume presents 70 selected papers out of more than 300 presented by researchers representing over 40 countries.

This broad spectrum of studies highlights promising directions that can inspire renewed inquiry and concrete proposals aimed at improving contemporary educational systems.

**FRANCESCO MAGNI** is an Associate Professor of General and Social Pedagogy (PAED-01/A) at the Department of Human and Social Sciences, University of Bergamo, Italy. He is a member of the board and Deputy Director of CQIIA (Center for the Quality of Teaching, Didactic Innovation, and Learning). He is also a member of the ATEE - Association for Teacher Education in Europe.

**NICOLE BIANQUIN** is an Associate Professor of Didactics and Special Education (PAED-02/A) at the Department of Human and Social Sciences, University of the Aosta Valley, Aosta, Italy. She is a member of the ATEE - Association for Teacher Education in Europe.

ATEE Spring Conference 2024

## ATEE Spring Conference 2024

### Teacher education research in Europe: trends, challenges, practices and perspectives

May 29<sup>th</sup> – June 1<sup>st</sup>, 2024  
S. Agostino, Bergamo



Edited by Nicole Bianquin and Francesco Magni





UNIVERSITÀ  
DEGLI STUDI  
DI BERGAMO | Dipartimento  
di Scienze Umane  
e Sociali



**CQIA**

Centro per la Qualità dell'Insegnamento,  
dell'Innovazione Didattica e dell'Apprendimento  
UNIVERSITÀ DEGLI STUDI  
DI BERGAMO



# BOOK OF PROCEEDINGS

## ATEE Spring Conference 2024

Teacher education research in Europe:  
trends, challenges, practices and perspectives

**May 29<sup>th</sup> – June 1<sup>st</sup>, 2024**

**S. Agostino, 2 - Bergamo, Italy**

**Edited by Nicole Bianquin and Francesco Magni**



---

Università degli studi di Bergamo

2025

**BOOK OF PROCEEDINGS ATEE Spring Conference 2024. Teacher education research in Europe: trends, challenges, practices and perspectives / Nicole Bianquin, Francesco Magni (edited by) - Bergamo: Università degli studi di Bergamo, 2025**

ISBN: **978-88-97253-27-3**

DOI: [10.62336/unibg.978-88-97253-27-3](https://doi.org/10.62336/unibg.978-88-97253-27-3)

This publication is released under the Creative Commons  
[Attribution Non-Commercial No Derivatives license \(CC BY-NC-ND 4.0\)](https://creativecommons.org/licenses/by-nc-nd/4.0/)



© 2025 The Authors

<https://aisberg.unibg.it/handle/10446/309209>

An event organised by:

Dipartimento di Scienze Umane e Sociali, **University of Bergamo** // [www.dsus.unibg.it](http://www.dsus.unibg.it)

CQIIA – Centro per la Qualità dell’Insegnamento, dell’Innovazione didattica e dell’Apprendimento, **University of Bergamo** // [www.cqia.unibg.it](http://www.cqia.unibg.it)

ATEE – Association for Teacher Education in Europe // [www.atee.education](http://www.atee.education)

In collaboration with:

**Siped**  
Società Italiana di Pedagogia  
fondata nel 1989

**SIPED**  
Società Italiana di  
Pedagogia

**BAUHAUS4EU**  
European University Alliance

**Bahuhus4EU**  
European University  
Alliance



**CIRSE**  
Centro italiano per la  
ricerca storico  
educativa

**SIRD**  
Società Italiana di Ricerca Didattica

**SIRD**  
Società Italiana di Ricerca  
Didattica

**SIPSE**  
SOCIETÀ ITALIANA  
PER LO STUDIO DEL  
PATRIMONIO  
STORICO-EDUCATIVO

**SIPSE**  
Società Italiana per lo  
Studio del Patrimonio  
Storico-Educativo

**COMENIUS  
ASSOCIATION  
COMENIUS**

**Comenius Association**  
European Higher Education  
Network of Teacher and  
Social Education

**sipeges**  
Associazione italiana di pedagogia generale e sociale

**SIPeGeS**  
Società Italiana di  
Pedagogia Generale e  
Sociale

**EFVET**  
European Forum  
of Technical  
and Vocational  
Education and Training

**EfVET**  
European forum of  
Technical and Vocational  
Education and Training

**SIPeS**  
Società Italiana  
di Pedagogia  
speciale

**SIPeS**  
Società Italiana di  
Pedagogia Speciale

**ETF**  
Working Together  
Learning for All  
European Training Foundation

**ETF**  
European Training  
Foundation

**C.I.R.PED**  
Centro  
Italiano di  
Ricerca  
Pedagogica

**C.I.R.PED**  
Centro Italiano di  
Ricerca Pedagogica

**INVALSI**

**INVALSI**  
Istituto nazionale per  
la valutazione del  
sistema educativo di  
istruzione e di  
formazione

**SIREF**  
Società Italiana di Ricerca Educativa e Formativa

**SIREF**  
Società Italiana di  
Ricerca Educativa e  
Formativa

**Ufficio  
Scolastico  
Territoriale  
di Bergamo**

**Ufficio Scolastico  
Territoriale di Bergamo**

## Conference Chair

**Nicole Bianquin**, associate professor in Special Education, University of the Aosta Valley, ATEE member;

**Francesco Magni**, associate professor in Education, University of Bergamo, ATEE member.

## Scientific committee

**Adolfo Scotto Di Luzio**, Vice-Rector for Didactics, Guidance and Placement, University of Bergamo, Italy

**Marco Lazzari**, Head of the Department of Human and Social Sciences, University of Bergamo, Italy (until September 2024).

**Anna Maria Falzoni**, Director of CQIIA - Centre for Teaching Quality, Teaching Innovation and Learning, University of Bergamo, Italy

**Maria Assunção Flores**, University of Minho, Portugal

**Joanne Banks**, Trinity College of Dublin, Ireland

**Federica Baroni**, University of Bergamo, Italy

**Tore Bernt Sorensen**, University of Glasgow,

**Scotland (UK)**

**Paolo Bertuletti**, University of Bergamo, Italy

**Serenella Besio**, University of Bergamo, Italy

**Antonio Borgogni**, University of Bergamo, Italy

**T.J. Ó Ceallaigh**, University College Cork, Ireland;

**ATEE AC member**

**Monica Crotti**, University of Bergamo, Italy

**Linda Daniela**, University of Latvia, Latvia

**Dietmar Frommberger**, University of Osnabrück,

**Germany**

**Paola Gandolfi**, University of Bergamo, Italy

**Mabel Giraldo**, University of Bergamo, Italy

**Etti Gordon Ginzburg**, Oranim College of Education,

**Israel**

**Michiel Heijnen**, Marnix Academy, Netherlands; ATEE

**AC President**

**Erika Kopp**, Eötvös Loránd University, Hungary;

**ATEE AC member**

**Marta Kowalczyk-Walędziak**, University of Białystok,

**Poland**

**Anna Lazzarini**, University of Bergamo, Italy

**Hagen Lehmann**, University of Bergamo, Italy

**Nicola Lovecchio**, University of Bergamo, Italy

**Gale MacLeod**, University of Edinburgh, Scotland

**(UK)**

**Fernando Marhuenda Fluixá**, Universitat de València, Spain

**Alessandra Mazzini**, University of Bergamo, Italy

**Sara Nijs**, Leuven University, Belgium,

**Katrin Poom-Valickis**, University of Tallinn, Estonia

**Andrea Potestio**, University of Bergamo, Italy

**Evelina Scaglia**, University of Bergamo, Italy

**Johannes Karl Schmees**, Norwegian University of

**Science and Technology (NTNU), Norway**

**Leah Shagrir**, Levinsky College of Education, Israel;

**ATEE AC member**

**Olena Shyyann**, Lviv State University of Physical

**Culture, Ukraine; ATEE AC member**

**Vasileios Symeonidis**, Pädagogische Hochschule

**Freiburg, Germany**

**Ronny Smet**, Karel de Grote University of Applied

**Science and Arts, Belgium; RDCs Coordinator of**

**ATEE**

**Agnieszka Szplit**, Jan Kochanowski University of

**Kielce, Poland; ATEE AC Vice-President**

**Elena Theodoropoulou**, University of the Aegean,

**Greece**

**Philippe Tremblay**, Université de Laval, Québec

**Vidmantas Tūtlys**, Academy of Education, Vytautas

**Magnus University, Lithuania**

**Wieland Wermke**, Stockholm University, Sweden

**Mara Westling Allodi**, Stockholm University, Sweden

**Jenny Wilder**, Stockholm University, Sweden

**Rano Zakirova Engstrand**, Stockholm University,

**Sweden**

## Organizing committee

**Virginia Capriotti**, University of Bergamo

**Sara Cecchetti**, University of Bergamo

**Federico Chiappetta**, University of Bergamo

**Emilio Conte**, University of Bergamo

**Ester Guerini**, University of Bergamo

**Paolo Lazzaroni**, University of Bergamo

**Alice Locatelli**, University of Bergamo

**Isabel Maggiarra**, University of Bergamo

**Fabio Sacchi**, University of Bergamo

**Arianna Taravella**, University of Bergamo



# Table of contents

## Introduction

Francesco Magni, Nicole Bianquin, *Back to the Core: Rediscovering the Power of Teacher Education Research* 7

## Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices

Brigitta Bekesi, Eva Ulbrich, Tony Houghton, Jana Trgalova & Zsolt Lavicza, *The Reflected Double Tetrahedron Model: Project-based learning in teacher training* 11

Andrea Dessardo, «*The Italian didactic secret*». *Teachers' education according to Giuseppe Lombardo-Radice's thought* 19

Ylenia Falzone & Alessandra La Marca, *Lifelong Learning for Mongolia: Occupational Health & Safety project (3L4MHOS)* 25

Ylenia Falzone, Benedetta Miro & Elif Gülbay, *Teachers and Artificial Intelligence: Developing Digital Citizenship Skills* 31

Eleonora Florio, Tanu Biswas, Ilaria Castelli & Letizia Caso, *Bleak Pedagogy: A new term unveiled from research on Adultcentrism* 38

Deirdre Harvey & Maria Campbell, *Promoting and supporting learner resilience in the hospital school* 44

Aggelos Kavasakalis & Angeliki-Despoina Varouxli, *Reasons and beliefs of (Greek) teachers for participating in an MSc relevant to their profession* 54

Semih Kaygisiz & Hanife Akar, *Challenges Head to Train Culturally and Linguistically Responsive Teachers* 62

Sabina Leoncini, *Gender Stereotypes between School and Guidance: A Look at European Regulations and Vocational Education in Italy* 69

Silvia Maggiolini & Elena Zanfroni, *Emergency and people with intellectual disabilities. Teachers' training in the LEBEL proposal* 77

Cristina Miralles-Cardona, María C. Cardona-Moltó & José M. Esteve-Faubel, <i>Gender-responsive teaching: What strategies are teacher educators using for gender mainstreaming implementation?</i>	83
Benedetta Miro & Alessandra La Marca, <i>Service Learning in teacher education for soft skills development</i>	93
Georgia Natsiou & Melpomeni Tsitouridou, <i>Reflecting together online and offline: A systematic review on the types of peer reflection activities in teacher education</i>	102
Laura Parigi & Maria Elisabetta Cicognini, <i>Exploring the Transformative Impact of Teacher Professional Development on Student-Centered Assessment Approaches</i>	109
Francesca Pileggi, <i>Non-cognitive competence and critical-creative skills. A critical review of the current perspectives</i>	116
Francis J. Prescott-Pickup, <i>Finding a successful teacher identity: the role of the mentor-mentee relationship</i>	122
Nathanaili Valbona, <i>Analyzing poor academic performance of Albanian pupils in PISA</i>	129
Elena Zanfroni, <i>Problematic behaviours and classroom management: teachers' representations</i>	137

## Teaching and learning challenges and professional development

Monica Banzato, <i>Attitudes of Humanities Students and Aspiring Teachers Toward Quantitative Educational Research: An Introductory Study</i>	146
Ane Bergersen, <i>Global awareness and professional teacher competence through student mobility from Norway to Zambia</i>	152
Barbara Bocchi, Elena Bortolitti & Paola Damiani, <i>Informal Support Teacher Networks: training and self-training between Communities of Practice</i>	160
Barbara Bocchi, Elena Bortolitti, Paola Damiani, Giuseppe Filippo Dettori & Barbara Letteri, <i>The use of artificial intelligence (AI) in inclusive learning: an exploratory investigation</i>	167
Virginia Capriotti, <i>The Impact of Teaching and Learning Centers (TLCs) on Initial Teacher Education Programs in Italy</i>	176
Giorgia Coppola, <i>From Burnout toward Pedagogical Teacher Education. A communities perspective</i>	183
Alexandra Efstathiades, Christiane Gesierich, Christian Rudloff & Anna Kapsalis, <i>FOOTT PRINTTS: Advancing Quality Standards in Teacher Training</i>	189

Elena Gabbi, Ilaria ancillotti & Maria Ranieri, <i>Rethinking digital competences for teaching in the Post-Covid Era: A participatory approach</i>	197
Marco Giganti, <i>Emergency Remote Teaching and Teacher Training: The Role of Implicit Beliefs in Lasting Educational Change</i>	205
Hege Knudsmoen & Mette Birgitte Helleve, <i>Develop teachers' professional identity through global internship</i>	212
Charlotte Kohlloffel, <i>Opening the black box of writing instruction in times of change: insights from Italian secondary school teachers</i>	220
Regine Lehberger, <i>A learning-design to promote reflection and digital media skills for professionalisation of teacher students</i>	229
Marica Liotino, Taiwo Isaac Olatunji, Marianne Grace Araneta, & Monica Fedeli, <i>Reflective Practice in MOOCs: Exploring the Role of Tutors and Fostering Teacher Professional Development</i>	236
Cristina Lisimberty & Katia Montalbetti, <i>Guiding students from lower to upper secondary: a challenging and shared task for families and schools</i>	244
Sabrina Natali, <i>Rethinking teacher training in emotional education through sports</i>	256
Sara Nosari & Emanuela Guarcello, <i>The question of non-cognitive skills and the cheetah's coat perspective</i>	262
Alessandro Oro, Ira Vannini & Elisa Guasconi, <i>A formative assessment framework to develop primary school pre-service and in-service teachers' video analysis programs</i>	271
Federica Pelizzari & Simona Ferrari, <i>Exploring Coding and Educational Robotics in Primary Schools. Results and Perspectives from an Action Research Approach to Teaching Innovation</i>	278
Annfrid Rosey & Tove Leming, <i>Internationalization in Teacher Education: How can student practice in Southern Africa contribute to strengthening the professional work as teachers in Northern Norway?</i>	293
Stefano Spennati, <i>Educating on complexity at the time of transition</i>	300
Chiara Urbani, <i>Collaborative and epistemic advances: a study on teacher agency</i>	305
Gerd Wikan, <i>Global Teachers and Practicum in the Global South. A study of Long-Term Impact of International Practicum in Namibia</i>	312
Franco Zengaro & Sally A. Zengaro, <i>Teachers Reflect on Their Identities as Former Students and Future Teachers</i>	318
Sally A. Zengaro & Franco Zengaro, <i>Supporting Active Learning in Online Learning: Creating a Culture of Care</i>	326

## Inclusion in teaching and learning processes and school improvement

Luca Angelone & Federica Festa, <i>Cultivating Inclusive Education: A Collaborative Journey of Secondary School Teachers in Promoting Cognitive and Linguistic Accessibility through Picture Books and AAC</i>	333
Luca Ballestra Caffaratti, Cecilia Marchisio, Alessandro Monchietto, Alessandro Zanzo & Marco Secchia, <i>The Use of Artificial Intelligence in Secondary Schools: Experiences in Initial Teacher Training</i>	340
Daniele Bullegas & Martina Monteverde, <i>Theory into practice: exploring teacher perceptions about Early Intervention in the Italian school system</i>	346
Sara Cecchetti & Nicole Bianquin, <i>The work plan (Plan de Travail) as an educational device that addresses everyone's needs. A survey of teachers' and pupils' perspectives</i>	354
Federica Cilia, Jeanne Kruck, Marie-Hélène Plumet & Mélina Dell'armi, <i>Well-Being and Social Participation of Autism Spectrum Disorder Students at University: the impact of Atypie Friendly Inclusion Program</i>	362
Alice Di Leva & Federica Festa, <i>The Student Voice in teacher training, an investigation into the inclusiveness of European practices</i>	370
Ilaria Folci & Anna Monauni, <i>Differentiation in Preschool. Pedagogical Issues and Best Practices</i>	378
Mabel Giraldo & Fabio Sacchi, <i>Planning the transition to adulthood for students with disabilities: knowledge, perceptions, challenges from STRADE teacher training program</i>	384
Jørgen Klein, Ann Sylvi Larsen & Tove Grete Lie, <i>'People are people' - An investigation of long-term impacts of an international practicum</i>	393
Daniela Maccario & Annamaria Garibaldi, <i>Helping to learn. What are good practices of educational intervention? Structure and preliminary results of a participatory research study</i>	400
Cecilia Marchisio & Alessandro Monchietto, <i>Improving Inclusive Education: The Turin Model of Collaboration between Schools, Universities and Communities</i>	405
Francesca Placanica, Rosa Sgambelluri & Alessandra Priore, <i>Life Designing and inclusive prospects in Italian schools</i>	411
Ilaria Ravasi, <i>Preventing early school leaving. Perspectives of intervention research between school and territory</i>	417

## Digital innovation and artificial intelligence (AI): schools, teachers and students between real and virtual world

Valentina Berardinetti, Michele Ciletti, Andreana Lavanga & Giusi Antonia Toto, <i>Digital Innovation and Artificial Intelligence in Museum Education: perspectives, debates and psychological implications</i>	424
Roxana-Madalina Cristea, <i>Investigating the Relationships between In-service Teachers' Technology Pedagogy Content Knowledge and Virtual Learning Environment Success</i>	432
Francesca De Vitis & Marcello Tempesta, <i>Touch in small hands. Responding to the challenges of technology in childhood 0-6</i>	439
Silvia Larghi & Edoardo Datteri, <i>Programming errors and the attribution of intentionality to educational robots</i>	445
Juliana Elisa Raffaghelli, Francesca Crudele, Laura Foschi & Graziano Cecchinato, <i>Let me introduce open education... Facilitating Prospective teachers' understanding of open Education through an ai-based tool</i>	453
Alice Roffi, <i>Digital technologies and collaborative activities for science teaching in the upper secondary school: a qualitative study on teacher's perspective</i>	464
Alice Roffi, Gabriele Biagini, Stefano Cuomo & Maria Ranieri, <i>Development of teachers' competences on Learning Design and on supporting student's Self-Regulated Learning in the lower secondary school</i>	472
Marcello Tempesta, <i>Teacher education and motivation culture</i>	481

## School & work and the role of teachers in Vocational Education and Training

Maria Concetta Carruba, Mariateresa Cairo & Magdalena Tsoneva, <i>Comparative Analysis of Inclusive Education Practices in Italy and Bulgaria: Reflections from the Erasmus Plus ASuMIE Project</i>	488
Valerio Ferrero, <i>Teacher Education as a Game Changer: Non-Traditional Factors of Inequality and the Role of Teachers for Equity</i>	494
Anna Granata & Valerio Ferrero, <i>Beyond Patriarchy: Teaching Profession, Gender Issues and Teacher Education in Italy</i>	502
Paola Zini & Dalila Raccagni, <i>Teacher training and well-being best practices: the 3H project</i>	508



## POSTER SESSION

Antinea Ambretti, Chiara Gamberini & Arianna Fogliata, <i>Integration of the Sincrony method in physical education during school age in the digital era</i>	517
Francesca Finestrone, <i>Music as an inclusive tool for promoting a sustainable Culture</i>	523
Francesca Finestrone, Francesco Pio Savino, Leonardo Palmisano & Giusi Antonia Toto, <i>Nature Connection and Music in Early Education: Insights from the CNS-ch Scale and TEAL Methods</i>	532
Paula Matijašević, Bruno Matijašević, Ana Žnidarec Čučković & Vesna Babić, <i>Kinesiologists' and Coaches' Self-Assessment of Their Pedagogical Competences</i>	538

The contributions published in this book of proceedings have been evaluated through a double-blind peer review process. We would like to thank the members of the Scientific Committee, as well as the many other professors, researchers and experts who agreed to act as reviewers.

# Life Designing and inclusive prospects in Italian schools

Francesca Placanica, *University of Reggio Calabria*, francesca.placanica@unirc.it

Rosa Sgambelluri, *University of Salerno*, rsgambelluri@unisa.it

Alessandra Priore, *University of Reggio Calabria*, alessandra.priore@unirc.it

## Abstract

The article examines the integration of the narrative approach, Life Designing, and Universal Design for Learning (UDL) (Rose, 2000) in the Italian educational system to promote the inclusion of students with disabilities. Introduced from early childhood, these approaches foster resilient identities and educational equity through assistive technologies and flexible teaching. The narrative approach supports identity development through storytelling (Bruner, 1990), while Life Designing encourages adaptability and proactive career planning (Savickas et al., 2009). Their integration creates inclusive environments that value diversity and prepare students for workforce challenges, contributing to a more just society.

**Keywords:** inclusion; didactics; Life Designing; narration; Universal Design for Learning.

## 1. Introduction

In the current Italian educational landscape, inclusion is a central goal that requires strategies to recognize and value the uniqueness of each student. Within this theoretical framework, the narrative approach (Bruner, 1990) and the Life Designing paradigm (Savickas et al., 2009) emerge as powerful pedagogical tools to support the construction of a strong identity and the planning of a meaningful life path for all.

The autobiographical narrative approach is based on the idea that personal stories are not merely accounts of past experiences but constructs through which individuals assign meaning to their lives, developing self-awareness, aspirations, and aptitudes. When applied in education, this method enables students to deeply reflect on their experiences, fostering a more integrated understanding of their identity.

Similarly, the Life Designing paradigm, developed by Savickas and Guichard, promotes a proactive approach to life planning (Biancalana & Canevaro, 2019), which is particularly relevant for individuals with disabilities. This framework emphasizes the ability to design and adapt one's life path, facing transitions and challenges with resilience. Autobiographical narrative techniques integrated with Life Designing provide a theoretical and practical framework to support personal and professional growth in inclusive educational contexts.

This article aims to analyze the effectiveness of integrating the autobiographical narrative approach, applicable to all students from early education, with Life Designing and Universal Design for Learning in the Italian educational context. It seeks to understand how these three approaches can foster inclusive education that enhances self-awareness. Through theoretical analysis and intervention models, the article offers practical insights for Italian schoolteachers engaged in designing inclusive schools.

## 2. Guidance processes and analysis of the contemporary Italian educational context

Guidance constitutes a distinct educational construct, grounded in the significance of formative experiences in shaping an individual's life trajectory and fostering appropriate responses to developmental tasks and challenges. From this perspective, guidance is conceptualized as a dynamic process through which individuals develop the capacity to integrate knowledge and experiences, narratives and meanings, as well as internal and external dimensions, thereby aligning personal needs with contextual realities (Priore, 2024).

Currently, guidance processes unfold within a landscape marked by a crisis of values, a lack of solid reference points, and forms of liquidity and plurality (Bauman, 2000) that hinder the establishment of a clear taxonomy of life design processes. The social representation of the future, steeped in uncertainty, has shifted from a "future-as-promise" to a "future-as-threat" (Benasayag & Schmit, 2004). Moreover, as Bencivenga (2017) notes, a "disappearance of thought" or the prevalence of superficial thinking appears connected to an anthropological shift. This highlights the growing difficulty among younger generations in analyzing the world and themselves, taking time to imagine possible futures, and engaging in proactive planning and change. Galimberti (2007) had already identified the educational need to integrate cognitive and emotional dimensions, fostering "reflective cooling" to guide young people toward reflective thinking and conscious self-management.

Thus, guidance processes, unfolding beyond established frameworks, present increasingly complex challenges centered on the continuous redefinition of identity. Pedagogical analysis of the educational processes underlying life design prioritizes the conditions that enable individuals to balance internal needs with environmental demands, achieving authentic self-expression. Education systems must assume responsibility for designing guidance actions responsive to emerging needs, rather than fragmenting them into isolated moments or focusing solely on specific problems (Cunti & Priore, 2020; Riva, 2022).

This involves giving meaning and credibility to the future through the development of life-oriented competencies, such as nurturing aspirations, activating critical self-reflection, and consciously managing choices. In a knowledge society, where the aim is to foster "employable" and "competitive"

individuals (Jarvis, 1987), knowledge and competencies become vital resources that enable individuals to align thinking, feeling, and acting with their environment (De Carlo, 2013, pp. 237–238). In complex societies, guidance processes gain significance when they support individuals in navigating life contexts, fostering empowerment and the development of adaptive, proactive, and critical thinking skills. Higher-order competencies, such as strategic and reflective critical thinking, play a key role in guidance. Among these, "learning to learn" stands out as a core competence for organizing and applying knowledge for life design and for exploring and developing one's potential.

### 3. The use of the narrative device

The disappearance of stable structures and predictable life trajectories has shifted guidance toward individualizing life paths, requiring methodological tools that support individuals in valuing and integrating experiences into their life stories (Priore, 2018). From a narrative perspective, self-interpretation and the perception of the world are central to life-design processes (Guichard, 2005, 2012; Savickas, 2014, 2015), which focus on identity construction across the multiple roles individuals assume within broader ecosystems.

By reorganizing fragmented experiences, self-narration becomes a key reflective tool in guidance. In recent decades, guidance practices have undergone a paradigm shift, aligning with the narrative turn and adopting a more qualitative approach. Autobiographical narration now holds a central role in life construction (Bruner, 1990; Ricoeur, 1983), fostering constructive and dialogical reflection on identity—described as "making oneself self" (Guichard & Pouyaud, 2015)—as it is both produced by and inherent to the individual.

The narrative approach in guidance develops reflective skills essential for critical self-observation, enabling individuals to recognize their strengths and limitations. Narrative exercises help interpret identity, navigate diverse experiences, and strengthen agency in seeking and constructing meaning. They encourage exploring possible roles, imagining future scenarios, and transforming desires into achievable life and career paths.

Narrative methodologies in guidance, particularly in career counseling, are supported by models such as Narrative Career Counselling (McIlveen & Patton, 2007), which promotes deep, critical reflection beyond merely identifying interests, needs, and skills (McIlveen & Patton, 2006). From an auto-ethnographic perspective (McIlveen, 2008), personal stories are central to individual development and vocational work through reflective exercises (McMahon & Patton, 2006; Watson, 2006).

Narrative Career Counselling has evolved into storytelling-based guidance (McMahon, 2006; McMahon & Watson, 2010, 2012), which explores identity through contextual and cultural dimensions and emphasizes key constructs (McMahon & Watson, 2013):

- Connectedness: the influence of contextual factors on career choices;
- Meaning-making: the process of understanding and generating meaning from stories to identify core themes;
- Agency : the individual's role in shaping their identity.

Through re-signifying personal experiences, narration fosters transformative learning (Mezirow & Taylor, 2009) and the development of transversal skills, including emotional competencies. These skills are crucial for creating life projects that align with all aspects of the self.

### 4. Theoretical foundations of Life Designing

The Life Designing paradigm marks a major advancement in career guidance and life planning, offering a modern framework to address today's complexities. This evolution stems from Parsons' formula (1909), which aligned individual abilities and interests with occupational demands. It later evolved into the person-environment fit theory and Holland's (1997) vocational choice congruence theory, enhancing self-awareness and labor market understanding for effective career matching.

With shifting labor market dynamics, the 21st century moved from organization-centered to individual-centered models, leading to Savickas' (2005) Career Construction Theory. This theory supports individuals in shaping their careers through brief personal narratives, which are deconstructed and reconstructed into broader life stories, co-creating their professional future. Savickas (2005) also introduced a distinct career counseling model emphasizing interpersonal processes, aligning with Super's definition:

«...the process of helping a person develop and accept an integrated and adequate self-concept and their role in the world of work, test this concept against reality, and translate it into reality, benefiting both the individual and society... » (Super, 1988, p. 92).

Career construction counseling complements, rather than replaces, traditional guidance and education by offering a holistic, person-centered approach. A modern career guidance paradigm must integrate biographical work and identity development, emphasizing employability, adaptability, emotional intelligence, and lifelong learning.

The Career Construction Theory (Savickas, 2015) addresses modern challenges such as occupational restructuring, workforce transformation, and multicultural demands. Life Designing, a core element of this paradigm, provides a framework for building coherent, fulfilling lives through proactive and reflective planning. It uses narrative as a tool for constructing self and career, encouraging reflection on life stories to inform decisions and future plans.

A key innovation of Life Designing is its adaptability to contemporary challenges. It fosters resilience and equips individuals to navigate life transitions with greater awareness and confidence.

This approach integrates personal and professional dimensions, recognizing the connections between life experiences, relationships, and work-factors that shape identity. It encourages individuals to consider all aspects of life in their planning.

The Life Designing paradigm offers both a theoretical framework for career construction and a practical approach to designing meaningful lives. It emphasizes flexible, future-oriented planning, empowering individuals as active agents in their development.

Life Designing practitioners use the Career Story Interview, a narrative tool with open-ended questions that explore life experiences and form coherent narratives. These stories often highlight transitions or deviations from expected paths, using narrative to interpret change (Bruner, 1990). Emerging themes reflect evolving perspectives, giving personal meaning to past experiences, present realities, and future aspirations.

## **5. Guidance practices in Italian schools: integrating approaches for an inclusive perspective**

The integration of the narrative approach, particularly biographical narration, with the Life Designing paradigm creates a theoretical and practical synergy that fosters inclusive and personalized education. Both methods aim to develop resilient, self-aware identities through reflection and intentional life planning. In educational contexts, this combination offers effective strategies to support students in achieving self-awareness and constructing meaningful life projects.

The biographical narrative approach, through life storytelling, enables students to explore and articulate their identities. Narration builds a cohesive sense of self by giving meaning to experiences and reflecting on aspirations. The Life Designing paradigm complements this by providing a structured framework to organize these experiences into a continuous growth process.

This integration is particularly effective in inclusive education, where diverse experiences demand flexible, personalized methods—especially for students with disabilities. However, implementing autobiographical narration and Career Story Interviews can be challenging due to limited adaptations for full inclusion, highlighting the need for the Universal Design for Learning (UDL) (Rose, 2000).

UDL fosters inclusive environments where all students, regardless of abilities, actively participate and benefit from education. Achieving this requires collaboration among parents, teachers, and social and healthcare services to support students in future planning. Education, as an ongoing process of self-

perception and self-assessment, becomes a valuable opportunity for lifelong guidance and personal development.

The Life Designing paradigm and the narrative approach share a vision of education as continuous identity construction. Through reflection, individuals give meaning to life paths and actively plan their futures. This integration not only enhances self-awareness and life planning but also promotes inclusion, ensuring students with disabilities fully engage in learning.

In Italy, guidance begins in preschool by fostering emotional recognition and expression, crucial for identity development (Piaget, 1952; Vygotsky, 1978). Developmental theories (Bandura, 1977; Erikson, 1950; Freud, 1905; Pavlov, 1927; Piaget, 1952; Skinner, 1938; Vygotsky, 1978; Watson, 1924) emphasize the importance of symbolic play and social interaction in cognitive and emotional growth. Activities like symbolic drawings or timelines encourage reflection and peer engagement, fostering inclusive development (James, 2017).

In primary school, students deepen narrative and reflective skills. Autobiographical narration consolidates identity and self-awareness (Bruner, 1996). Diaries for recording experiences support reflection and emotional processing, while storytelling fosters expression and mutual understanding, aligning with Bruner's view of narration as central to understanding human experience.

In middle school, guidance becomes more complex as students explore interests and aspirations (Erikson, 1968). In high school, the focus shifts to preparing for work and adulthood. Professional autobiographies help link educational and work experiences with future goals (Savickas, 2014).

The Life Designing paradigm emphasizes narrative career construction, encouraging individuals to reorganize experiences into career paths. Integrating Life Designing with Career Portfolios is crucial, guiding students to document skills, experiences, and goals for future careers.

Combining the narrative approach and Life Designing, supported by UDL, is essential. UDL designs educational materials and strategies to be accessible to all students by default, ensuring participation and learning for everyone. This approach ensures all students can develop self-awareness and engage in active life planning, overcoming barriers that hinder full participation for students with disabilities. Work, as a core aspect of identity construction, remains central to this vision.

In conclusion, integrating the narrative approach and Life Designing, reinforced by UDL, provides a strong foundation for inclusive and equitable education. Adhering to UDL principles ensures that all students have the resources to design meaningful life paths and actively engage in their educational journey.

## 6. Conclusions

The integration of the narrative approach and the Life Designing paradigm, reinforced by the pedagogical framework of Universal Design for Learning (UDL), offers an innovative perspective within contemporary educational contexts.

UDL functions as a flexible framework for reflection and the advancement of educational practices toward more effective and inclusive learning. This approach moves schools beyond rigid curricula and standardized models, centering instead on individual students, their personal pathways, and their potential. It promotes intentional teaching practices within engaging and accessible learning environments.

The proposal to implement inclusive actions through UDL arises from critical reflection on how this paradigm can be effectively applied in educational practices, acknowledging the Italian school system's long-standing commitment to inclusive education.

The adoption of these approaches in schools would not only support all students in developing self-awareness and constructing meaningful life projects but also foster the transversal skills necessary for building a more promising future. By implementing flexible teaching methodologies, universally accessible learning environments can be cultivated, recognizing and valuing each student's uniqueness (Sgambelluri, 2023).

This integrated educational model has the potential to strengthen students' self-esteem and resilience, equipping them to face future workforce challenges with confidence. Ultimately, the convergence of these approaches offers a concrete response to diverse educational needs, fostering personal growth within a more equitable and inclusive society.

## Bibliography

- Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- Bauman, Z. (2000). Living in the era of liquid modernity. *Cambridge Anthropology*, 1-19.
- Benasayag, M., & Schmit, G. (2004). *L'epoca delle passioni tristi*. Milano: Feltrinelli.
- Biancalana, V., & Canevaro, A. (2019). Progetto di vita e progetto per vivere. *Pedagogia Più Didattica*, 5, 2-10.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- Bruner, J. (1996). Frames for thinking: Ways of making meaning. In D. Olson & N. Torrance (Eds.), *Modes of thought: Explorations in culture and cognition*. Cambridge: Cambridge University Press.
- Cunti, A., & Priore, A. (2020). *Aiutami a scegliere. L'orientamento nella relazione educativa*. Milano: FrancoAngeli.
- De Carlo, F. (2013). Ripartire dalle competenze «invisibili» per investire sulla risorsa uomo. *Educational, Culture and Psychological Studies*, 7, 235-249.
- Erikson, E. (1950). *Childhood and society*. New York: Norton.
- Erikson, E. (1968). *Identity youth and crisis*. New York: W. W. Norton & Company.
- Freud, S. (1905). *Three essays on the theory of sexuality*. New York: Basic Books.
- Galimberti, U. (2007). *L'ospite inquietante. Il nichilismo e i giovani*. Milano: Feltrinelli.
- Guichard, J. (2005). Life-long self-construction. *International Journal for Educational and Vocational Guidance*, 5, 111-124.
- Guichard, J., & Pouyau, J. (2015). Processes of identity construction in liquid modernity: Actions, emotions, identifications, and interpretations. In R. A. Young, J. F. Domene, & L. Valach (Eds.), *Counseling and action. Toward life-enhancing work, relationships, and identity*. New York: Springer.
- Holland, J. (1997). *Making vocational choices: A theory of vocational personalities and work environments*. Lutz: Psychological Assessment Resources.
- James, T. (2017). *Time Line Therapy and the Basis of Personality: and the basis of personality*. Crown House Publishing Ltd.
- Jarvis, P. (1987). Meaningful and meaningless experience: Towards an analysis of learning from life. *Adult Education Quarterly*, 37(3), 164-172.
- McIlveen, P. (2008). Autoethnography as a method for reflexive research and practice in vocational psychology. *Australian Journal of Career Development*, 17(2), 13-20.
- McIlveen, P., & Patton, W. (2006). A critical reflection on career development. *International Journal for Educational and Vocational Guidance*, 6(1), 15-27.
- McIlveen, P., & Patton, W. (2007). Narrative career counselling: Theory and exemplars of practice. *Australian Psychologist*, 42(3), 226-235.
- McMahon, M. (2007). Career counselling and metaphor. In K. Inkson (Ed.), *Understanding careers: The metaphors of working lives*. Thousand Oaks, CA: Sage.
- McMahon, M., & Watson, M. (2010). Story telling: Moving from thin stories to thick and rich stories. In K. Maree (Ed.), *Career counselling: Methods that work*. Cape Town, South Africa: Juta.
- McMahon, M., & Watson, M. (2012). Telling stories of career assessment. *Journal of Career Assessment*, 20(4), 440-451.
- McMahon, M., & Watson, M. (2013). Story telling: Crafting identities. *British Journal of Guidance & Counselling*, 41(3), 277-286.
- Mezirow, J., & Taylor, E. W. (Eds.). (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. John Wiley & Sons.
- Parsons, F. (1909). *Choosing a vocation*. Boston: Houghton Mifflin.
- Pavlov, I. (1927). *Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex*. Oxford: Oxford University Press.
- Piaget, J. (1952). *The origins of intelligence in children*. Madison, CT: International Universities Press.
- Priore, A. (2018). Narrazione e temporalità. La prospettiva riflessiva nell'orientamento formativo. *Educational Reflective Practices*, 2, 234-243.
- Priore, A. (2024). Processi di orientamento e responsabilità educative delle famiglie. *STUDIUM EDUCATIONIS-Rivista semestrale per le professioni educative*, (1), 084-094.
- Ricoeur, P. (1983). *Temps et récit: Vol. 1. L'intrigue et le récit historique*. Paris: Seuil.
- Riva, M. G. (2022). Orientare i giovani. Una responsabilità educativa e pedagogica per costruire traiettorie formative sostenibili. *Education Sciences & Society*, 1, 31-44.
- Rose, D. (2000). Universal design for learning. *Journal of Special Education Technology*, 15(4), 47-51.
- Savickas, M. (2005). The theory and practice of career construction. In S. Brown & R. Lent (Eds.), *Career development and counseling: Putting theory and research to work*. New York: John Wiley & Sons.
- Savickas, M. (2014). *Career counseling: Guida teorica e metodologica per il XXI secolo*. Trento: Edizioni Erickson.
- Savickas, M. (2015). Career counseling paradigms: Guiding, developing, and designing. In P. Hartung, M. Savickas, & W. Walsh (Eds.), *APA handbook of career intervention* (Vol. 1, pp. 129-143). Washington, DC: American Psychological Association.
- Savickas, M., et al. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75(3), 239-250.
- Sgambelluri, R. (2023). Competenze digitali e processi inclusivi per lo sviluppo di intelligenze collettive nella Scuola 4.0. *Pedagogia Oggi*, 21(2), 107-116.
- Skinner, B. (1938). *The behavior of organisms: An experimental analysis*. New York: Appleton-Century.
- Super, D. (1988). Vocational adjustment: Implementing a self-concept. *The Career Development Quarterly*, 36(4), 92.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Watson, J. (1924). *Behaviorism*. New York: Norton.
- Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching: theory and practice*, 12(5), 509-526.