

INTED **2026**

20th International
Technology, Education and
Development Conference

2-4 March 2026
Valencia (Spain)

CONFERENCE PROCEEDINGS



Sharing the Passion for Learning

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Sharing the Passion for Learning

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Edited by
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Preface

These Conference Proceedings include the papers accepted and presented at the 20th International Technology, Education and Development Conference (INTED2026), which was held in Valencia, Spain, from 2-4 March 2026. A total of 700 participants attended the conference to exchange knowledge on new pedagogical innovations and methodologies and to establish valuable professional connections.

The conference focused on topics related to education, including educational research, pedagogical innovation, technology in education, teacher training, accreditation, curriculum design, university–industry cooperation, and distance learning. The conference programme included keynote speeches, oral and poster presentations, as well as hands-on workshops. It was designed to allow participants to attend a wide variety of sessions and actively take part in the workshops delivered by leading international experts. The opening session featured keynote speeches by two leading figures, which remain available on IATED Talks (<https://iated.org/talks/>).

All articles published in these Conference Proceedings were reviewed by the INTED2026 International Programme Committee, composed of lecturers and researchers from all over the world, who conducted a peer-review process for all submitted papers. This ensured that all articles met the following criteria: content quality, relevance to the field, clarity of structure, and originality.

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We would like to express our sincere gratitude to everyone who contributed to the success of INTED2026.

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INTED2026 Keynote Speakers

Jason Lodge – The University of Queensland, Australia



Keynote speech:

The AI paradox: In supporting learning, AI is undermining it

The proliferation of AI (particularly generative AI and automated decision-making systems) in education is forcing a reappraisal of the relationship between technology and learning. While these tools offer unprecedented efficiency, their capacity to reduce intellectual challenge directly conflicts with established principles of cognitive science. Evidence consistently demonstrates that deep, persistent learning is not a product of ease but is instead forged through productive struggle and the resolution of cognitive conflict. Removing this "desirable difficulty" risks eroding the very metacognitive and self-regulatory skills that are foundational to adapting and thriving in the age of AI. The rise of increasingly intelligent machines raises profound questions that extend beyond individual pedagogy, pointing toward the need for fundamental, system-level change. Productive struggle is a necessary catalyst for learning. Therefore, educational systems must be intentionally redesigned to preserve it, requiring a critical reimagining of assessment integrity, curriculum design, and policies on educational technologies.

Biography:

Professor Jason M. Lodge, PFHEA, is a Professor of Educational Psychology and Director of the Learning, Instruction, and Technology Lab in the School of Education at The University of Queensland, Australia. His work explores the cognitive and emotional mechanisms of learning with digital technologies, addressing critical questions of how technology, particularly AI, is shaping learning and education. Jason's research informs educational policy and practice across Australia and internationally. He serves as an expert advisor for the Australian Government and OECD, applying his work to enhance equitable learning for all students.

Lev Gonick – Arizona State University, United States**Keynote speech:*****From EdTech to TechEd: The next chapter in learning's evolution***

Drawing on Tim Berners-Lee's original vision of the Semantic Web, this keynote argues that higher education is entering a decisive transition from an application-centered EdTech paradigm to a learner-centered TechEd ecosystem enabled by agentic AI. For decades, educational technology has been dominated by monolithic, institution-centric systems—LMSs, SISs, and assessment platforms—optimized for compliance, control, and administrative stability rather than learner agency. In the absence of mature intelligent agents, data has remained siloed, workflows fragmented, and learning experiences defined by friction rather than continuity.

Biography:

Lev Gonick is the Enterprise Chief Information Officer at Arizona State University. He leads the design and agile management of all enterprise infrastructure, applications, products, services, and analytics at the nation's largest and most innovative university. Gonick has over 30 years of experience in education, technology, and smart city architecture, and is passionate about enabling and celebrating innovation, collaboration, and productivity through the broadest possible access and utilization of next-generation technologies, including AI, XR, quantum, and broadband networks.

Gonick chairs the Sun Corridor Network, Arizona's Research and Education Network. In 2023, he received the ORBIE Award as Arizona's top large Enterprise CIO, and in 2022, EdScoop named him as one of the Top 50 Educational Technology influencers and leaders. Gonick is proud to be part of ASU's vision to be a comprehensive public research university that is measured not by whom it excludes, but by whom it includes and how they succeed.

Conference Tracks & Sessions

The INTED2026 conference program is available online at <https://iated.org/INTED2026>

INTERACTIVE SESSIONS SUNDAY

Future-Proofing the HE Curricula: Embedding Enduring Skills in the Age of AI
 SMART Capture: Re-Imagining Content Capture for the 21st Century

ORAL SESSIONS MONDAY

Competences and Skills in the Digital Era
 AI-enhanced Learning
 Entrepreneurship and Employability
 Educational Management and Policies (1)
 STEM Teachers
 Service Learning
 Vocational Training
 Technology-Enhanced Language Learning
 Videos for Learning
 AI and Personalized Learning
 Postgraduate Education
 Educational Management and Policies (2)
 Coding and Computational Thinking at Schools
 Inclusive Education
 Technology-Enhanced Learning in Health Sciences
 AI-Enhanced Foreign Language Learning
 Learning Analytics
 Chatbots and Conversational Agents
 Active Learning
 Teacher Training
 AI in Computer Science Education
 Arts and Music Education
 Experiences in Health Sciences Education
 Multicultural Experiences
 MOOCs and OERs
 Augmented and Virtual Reality
 Accreditation and Quality in Education
 Collaborative Online Learning
 Computer Science Education
 Community Engagement
 Challenges in Health Sciences Education
 Exchange and Mobility Programmes

INTERACTIVE SESSIONS MONDAY

ASU's CreateAI Platform: A Scalable Platform for EdTech Innovation
 Designing assessment for desirable difficulties and academic integrity
 Beyond the Slide Deck: Reinventing Oral Assessment for an AI World
 Curiosity-Led Guidance to Improve Belonging and Learning in Early Childhood

POSTER SESSIONS MONDAY

Emerging Technologies in Education
 Pedagogical Innovations in Education

ORAL SESSIONS TUESDAY

Assessment in the age of AI
 Integrating AI into Project-Based Learning
 Collaborative and Team-Based Learning
 Digital Transformation of Education
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 Assessment and Evaluation
 AI Literacy
 Game-Based Learning
 Teachers' and Students' Perceptions of AI
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 Inclusion and At-Risk Students
 Student and Youth Wellbeing
 Business Education
 Instructional and Curriculum Design
 AI in Education
 Next Generation Classroom
 ICT Skills among Teachers
 Creativity and Design Thinking
 Special Education
 Wellbeing in Education
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Integrating Generative AI into Instructional Design for HE and Professional Training
 The AI Future-of-Work Lab: Explore, Imagine & Redesign Global Education Together
 Assembly Required: Building the Creative Team
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POSTER SESSIONS TUESDAY

Challenges in Education and Research
 Educational Trends and Experiences

VIRTUAL SESSIONS**DIGITAL & DISTANCE LEARNING**

Distance Education in Times of Crisis
e-Learning Experiences
Digital Technologies and Resources for Distance Learning
Learning Management Systems & Virtual Learning Environments

INNOVATIVE EDUCATIONAL TECHNOLOGIES

Technology Enhanced Learning
Videos and Social Media in Education
Virtual & Augmented Reality
Generative AI in Education

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Digital Transformation
Data Science & AI in Education
Learning Analytics & Educational Data Mining
Educational Programming & Robotics
21st Century Skills

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Gamification & Game-based Learning
Active & Experiential Learning
Problem & Project-Based Learning
Developing Soft and Transversal Skills

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Assessment & Evaluation
Mentoring & Tutoring
Student Support & Motivation
Student Wellbeing

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Teacher Training and Support
Professional Development of Teachers
Educational Management
ICT & Digital Skills

EDUCATIONAL STAGES & LIFE-LONG LEARNING

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Vocational Training
Higher Education & Labour Market Transition
Life-long & Workplace Learning

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Diversity Issues
Inclusive Education
Special Educational Needs

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Quality in Education
Experiences and Challenges in Curriculum Design
Mobility & International Projects
Sustainability & Social Impact of Education
University-Industry Collaboration
Links between Education and Research

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DESIGN PATHWAYS: AN ORIENTATION PROTOCOL TO COUNTERACT UNIVERSITY DROPOUT THROUGH EXPERIENTIAL DESIGN EDUCATION

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Abstract

This paper illustrates the experience of the School of Design at Politecnico di Milano within the Italian POT NEED project (New Empathic Educational Design), which involves 18 Italian universities active in design education. The project aims to establish an educational network on core design themes, according to a perspective of increasing personalisation oriented towards student wellbeing, engaging secondary schools and universities. NEED promotes education through design, understood as an integrated system of methods, processes and tools, responding to the requirements of the societal changes. One of the fundamental prerogatives of NEED is to support secondary school students in making informed choices regarding their university path, counteracting the phenomenon of student dropout. In this context, the School of Design has developed an articulated orientation activity based on the three pillars of its design education: knowing-that, knowing-how, and knowing-to-be. The School of Design bases its educational model on learning rooted in a vision that interweaves theory and practice in an integrated approach to education, capable of nurturing designers able to know (theoretical contents and concepts), know how to do (technical knowledge and competences), and know how to be (critical and life skills). We present the experience of the “Design Pathways” project, conducted in three editions (October 2024, March 2025, and October 2025), which comprehensively involved hundreds of secondary school students, student tutors from the School of Design, and university lecturers. The project is articulated in several interconnected activities: experiencing the campus and discovering design at Politecnico di Milano, visiting the technological facilities, understanding design disciplines through presentations and direct dialogues, and concretely experimenting with learning by doing through workshop-based laboratories. This experiential approach enables students to immerse themselves in the university educational ecosystem, surpassing the purely informative dimension of traditional orientation. The adopted methodology valorises peer-to-peer exchange between secondary school students and university tutors, favouring processes of identification and construction of realistic expectations. Laboratory activities also allow students to directly experience design processes and the didactic methodologies characteristic of design, offering them concrete tools to evaluate their own aptitude and motivation. The objective of this contribution is to propose a replicable orientation protocol (comprising processes, tools, and actors involved) for other universities at an international level, founded on the integration of experiential dimensions, empathic relationships, and design pedagogy. The data collected across are analysed to understand the effectiveness of this approach in fostering informed choices and reducing the risk of university dropout. The Design Pathways model thus configures itself as an innovative response to contemporary educational challenges, promoting a culture of design as a tool for personal and social empowerment, capable of orienting young people towards educational paths coherent with their own aspirations and competencies.

Keywords: Design Education, University Orientation, Experiential Learning.

1 INTRODUCTION

In the current context of higher education, orientation tools play a strategic role in supporting the quality of educational choices and strengthening the sustainability of university systems. Orientation cannot be reduced to an informative function. Still, it must be understood as a structured process of accompaniment that supports students in understanding their motivations, aptitudes, and expectations, thereby contributing to more efficient study pathways and significantly reducing dropout rates, while also improving persistence in studies [1], [2]. This perspective is particularly relevant in courses characterised by high cognitive and identity complexity, such as those related to the discipline of design. Design is, in fact, an intrinsically multidimensional field of study, in which theoretical knowledge, technical and operational skills, and personal and relational dimensions are structurally intertwined [3], [4]. Studies on design education have highlighted how a partial or stereotypical understanding of the discipline can lead to distorted expectations regarding content, workload, and teaching methods, thereby increasing the

risk of misalignment between students and the educational path [5], [6]. In this sense, orientation tools specifically designed for the design discipline are essential for making the processes, methods and cultures of design visible, allowing future students to engage realistically with the nature of university education.

At the same time, universities are now called upon to attract students not only in terms of quantity, but above all in terms of quality, for example, students who are motivated, aware and consistent with the disciplinary profile of the courses offered. This strategic focus on enrolment quality highlights how integrated orientation and initial support practices have a positive impact on academic success rates and student satisfaction [7]. In fields such as design, this need is further accentuated by the highly vocational nature of the courses and the requirement for a high level of personal and creative involvement. The issue of orientation also fits into a structural framework marked by demographic and economic changes that directly affect enrolment flows. In Italy, the demographic decline in the university-age population is a critical factor in the sustainability of education systems, as highlighted by institutional analyses that show a progressive reduction in the potential student pool [8]. Added to this are the economic difficulties associated with the cost of studying in large urban areas, such as Milan, which can be a significant barrier to access for students from more fragile socio-economic backgrounds.

In this scenario, targeted and inclusive orientation tools serve a dual purpose. On the one hand, they enable universities to communicate clearly and transparently the identity, specific characteristics and value of design courses, making the discipline accessible even to students who do not have prior cultural capital in this area. On the other hand, they offer prospective students concrete opportunities to assess the consistency between their aspirations and the programme's requirements. From this perspective, orientation is a key planning and policy lever for the future of design education and the sustainability of contemporary university systems.

2 THE POT NEED PROJECT: INSTITUTIONAL FRAMEWORK, OBJECTIVES AND METHODOLOGICAL APPROACH

The three-year POT NEED project, which stands for Piano Orientamento e Tutorato New Empathic Educational Design (2023-2025), is part of the national orientation and tutoring policies promoted by the Ministry of University and Research as part of the general Orientation and Tutoring Plan [9]. The project was created to strengthen the link between secondary schools and universities, address the issue of informed study path choices, and prevent university dropouts, with a particular focus on the discipline of design. The national coordination of the project is entrusted to the University of Campania Luigi Vanvitelli, which acts as the central hub of a network of 18 Italian universities active in design education, including Politecnico di Milano [10]. The project's network structure enables the enhancement of the territorial and cultural specificities of the various universities while maintaining a shared methodological framework. POT NEED is therefore configured as a distributed educational infrastructure, capable of connecting different contexts, skills and practices within a common framework [10], [11], [12]. The theoretical assumption underlying the project is that design can be understood not only as a disciplinary field, but also as a cross-cutting educational tool capable of integrating knowledge, operational skills and relational dimensions. From this perspective, education through design is viewed as a valuable tool for supporting orientation processes that are grounded in experience, empathy, and active student participation. The term "empathic educational design" refers to an approach that focuses on the individual, their motivations, expectations and well-being, recognising the complexity of learning and decision-making processes.

The objectives of POT NEED can be divided into three main levels. At the educational level, the project aims to introduce secondary school students to the languages, methods and processes of design, making the characteristics of university education in this field explicit. At the orientation level, it aims to support the development of informed and realistic choices, reducing the gap between the image of university study and actual practice. At the institutional level, the project promotes structured collaboration between universities and schools, encouraging the sharing of tools, methodologies and good practices. From a methodological point of view, POT NEED adopts an approach based on laboratory activities, intensive workshops, and co-design courses, utilising a problem-based learning method [13], in which students are tasked with tackling real-world problems through the typical stages of the design process. The activities are designed to make the project's logic visible and experiential, from exploring needs to defining concepts, from developing solutions to delivering them. This approach promotes situated and reflective learning, in which orientation emerges as the result of concrete experience rather than simple information.

University students involved as tutors play a key role in the project. They act as mediators between the world of school and that of university, facilitating dialogue, accompanying design activities and contributing to the construction of a non-hierarchical relational climate. The peer-to-peer dimension is one of the distinctive elements of POT NEED, as it enables secondary school students to interact with interlocutors of a similar age and experience, promoting processes of identification and reducing perceived distances. As a whole, POT NEED is an advanced orientation model that goes beyond the traditional separation between orientation and training. Through the use of design as a common language, the project creates learning environments where students can explore their aptitudes, develop an awareness of their skills, and make decisions consistent with their interests. This framework provides the context for the Design Pathways experience created by the School of Design of the Politecnico di Milano, which represents a specific and in-depth application of the model.

3 DESIGN TEACHING AT THE SCHOOL OF DESIGN

Design is a field of knowledge closely linked to practice [14]. Accordingly, design education extensively employs a project/problem-based learning approach, providing a context that places students at the centre of the learning process with an active role [15]. Due to these characteristics, active learning is considered a student-centred approach in which teachers facilitate, help, and guide the learning experience [16]. By offering courses adopting the active learning approach, the School of Design aims to introduce future students, through the Design pathways, to its approach based on the “epistemology of praxis” [17], [18]. In fact, the school proposes an educational model that, since its inception, has been based on the interweaving of theory and “praxis,” aiming to exemplify a plurality of approaches. The School of Design is part of a broader, integrated system known as “Polimi Design System” (together with the Department of Design and the POLI.design Consortium). This system is currently the largest in Europe and Italy in terms of student and teaching staff numbers, and its educational model is based on a vision of learning that structurally intertwines theory and practice. When the School was founded, its stated objective was to train designers through a solid theoretical, scientific and technical-professional education, providing knowledge and skills related to the design, production and promotion of industrial products, both material and virtual. Over time, this system has evolved to integrate various and complementary disciplinary contexts, to facilitate the effective transfer of cultural and professional skills. The current educational approach aims to train designers who are culturally aware (knowing-that), in terms of mastery of theoretical and conceptual content, skilled (knowing-how), in terms of the technical and practical aspects of design, and competent (knowing-to be), in terms of soft skills, interpersonal skills and awareness of their social role [19]. Based on these three pillars of knowledge, the School has trained designers capable of navigating the complexity of the professional and productive world, as well as addressing the main contemporary challenges related to technological innovation, sustainability, and social inequalities [20] for over three decades.

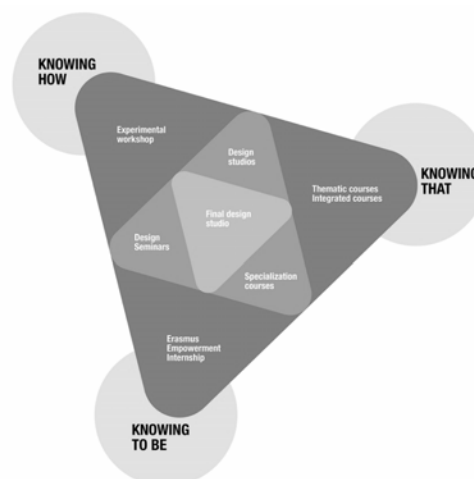


Figure 1. Diagram of the relationship between the knowledge's pillars and teaching elements [21].

The founding principle of this model is to stimulate students' multiple intelligences, encompassing theoretical knowledge, practical skills related to doing, as well as the personal, social, and relational dimensions. This articulated and reconfigurable set of skills, which can be adapted to different balances,

is considered indispensable for enabling graduates to operate and integrate effectively and consciously into the world of design.

In this context, the experience of the School of Design represents a relevant case study for the definition of advanced orientation practices. The Design Pathways project is structured around activities that encompass the three axes of knowledge: the acquisition of theoretical and fundamental elements of individual design disciplines, hands-on experimentation aimed at solving minor design problems, and empathetic interaction with spaces and colleagues in a university context.

The three editions of Design Pathways that have taken place so far have involved 311 participating students from 11 secondary schools, activating a network of actors comprising university professors, student tutors (18), and educational and technological facilities of the School of Design. This plurality of subjects has enabled the provision of a comprehensive and realistic view of the study courses offered by the School, thereby overcoming simplified or idealised representations of the design profession.

4 DESIGN PATHWAYS: A PROTOCOL

The Design Pathways were created to help upper secondary school students make informed choices based on direct, contextualised experience of university life. This approach has guided the design of an orientation protocol that goes beyond simply presenting the educational offering, recreating the conditions of university learning in design in an experiential form.

The protocol involves several phases and different actors, which will be analysed below (Fig. 2).

4.1 Timing definition

The choice of when to carry out activities is influenced by various factors, such as the timing of curricular activities (like exams or degree ceremonies, which may interfere with the availability of spaces or teaching staff), the presence of educational events or exhibitions (which can act as catalysts for interest and immerse users in highly design-oriented contexts), secondary school educational activities (which may influence students' participation in the pathways),

4.2 Activity planning

The programmes are designed considering two fundamental elements:

- One pathway, for each degree course in Design held at the Bovisa campus in Milan (Industrial Product Design, Fashion Design, Communication Design and Interior Design), must be developed
- Each student tutor, involved in the pathways, is responsible for 20 secondary school students

At this stage, the project team plans the activities, identifying the people who will carry out the theoretical and practical work.

A typical day of a pathway unfolds according to the following schedule:

★ *Morning*

- Welcome: the tutors from the School of Design welcome the secondary school students to the university campus, giving them a welcome gift and gathering them at the starting point of the programme
- Campus tour: the tutors show the students the facilities, spaces and opportunities offered by the Politecnico di Milano's design system.
- Laboratory tour: The Laboratory System (managed by the Design Department of the Politecnico di Milano) is the largest international centre for technological infrastructure supporting research and teaching in the field of design. It consists of four instrumental laboratories that provide equipment and expertise to support research, design and prototyping activities in various areas of design.
- Design theory lecture: a lecturer gives a presentation on the relevant design discipline, illustrating the theoretical and methodological aspects of Politecnico's design.

✦ Afternoon

- Practical laboratory lecture: a lecturer gives a presentation on design, guiding students in the creation of a small design solution in the form of a proposal, using simple tools (a kit containing simple cutting tools and various materials is prepared in advance according to the teacher's instructions).

4.3 Launch of the initiative and promotion

The School's orientation office, in collaboration with the University's orientation office, contacts secondary schools that may be interested in the initiative and prepares lists of participants. At this stage, the number of tutors is calibrated in relation to the total number of participants.

4.4 Preparation of activities

The School's offices handle the logistics of the courses, including identifying spaces and purchasing materials for the workshops. This is also the time to train the tutors, providing them with guidance on how to support the students and answer their questions. This phase, with a view to an empathetic and peer-to-peer approach, becomes fundamental for the accurate transmission of information and the creation of awareness among the students.

4.5 Implementation and monitoring of activities

During this phase, the orientation office verifies that students are present and that activities are conducted correctly, responding to specific requests from guests as necessary. Student tutors document activities with photographs and/or videos.

4.6 Follow-up in the form of a questionnaire

At the end of the programme, the student tutors administer a questionnaire to the students to assess their satisfaction and the effectiveness of the activities carried out.

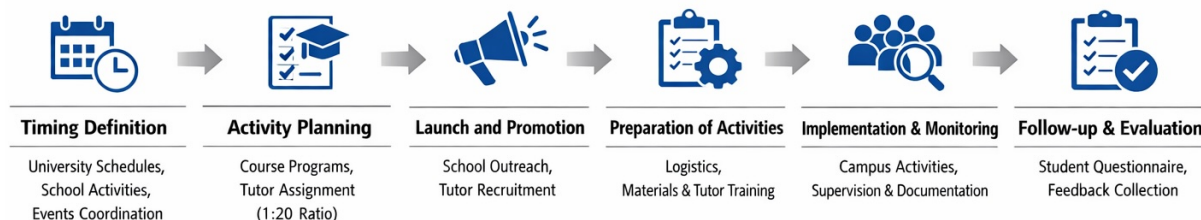


Figure 2. Visual representation of the protocol.

5 DISCUSSION

At the end of each round of pathways, a questionnaire was given to the students to assess the impact of the activities and possible areas for improvement. The questionnaire was given to a total of 311 students, with 90 students responding. The data provide a detailed picture of the educational experience, highlighting significant differences between the various types of activities offered, both in terms of perceived usefulness and the distribution of ratings along the Likert scale (1 = extremely useless, 5 = extremely useful).

The campus tour received a predominantly positive rating, with approximately 39% of responses concentrated on a rating of 4 and 26% on a rating of 5. Negative ratings were limited, with approximately 11% overall on ratings of 1 and 2, while 24% were on the intermediate rating of 3, indicating a perceived usefulness that was good but not always decisive (Fig. 3). This data suggests that the activity is perceived as useful, especially in the initial orientation phase. However, the consistent presence of the value 3 indicates that, for some students, the tour serves a basic informational function without having a significant impact on the overall educational experience.

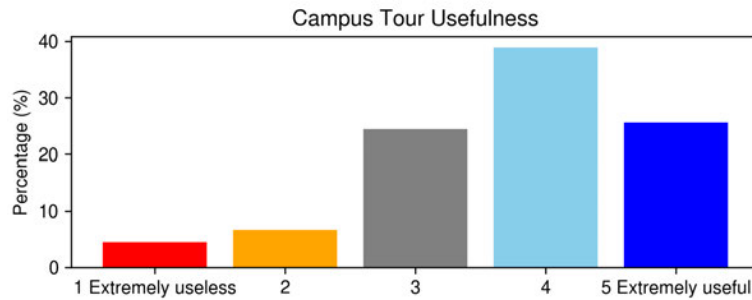


Figure 3. Campus tour evaluation.

The laboratory tour emerges as the activity with the most clearly positive evaluation. Approximately 39% of responses are rated 4, and 34% are rated 5. At the same time, negative evaluations are minimal, with approximately 1% rated 1 and 10% rated 2 (Fig. 4). This data indicates that direct access to spaces and operational infrastructure is perceived as highly relevant, probably because it makes the practical and professional dimension of the course of study tangible. The reduction in intermediate responses reinforces the idea of an activity with a clear and immediately understandable impact.

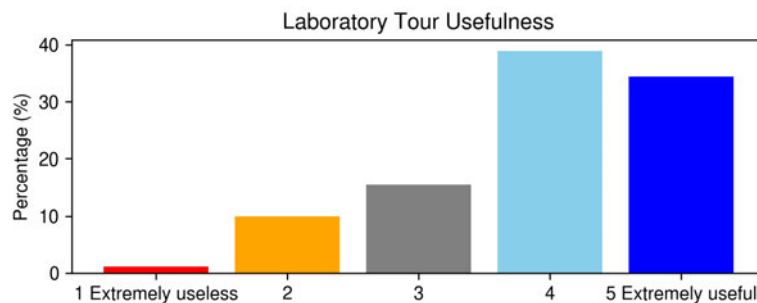


Figure 4. Laboratory tour evaluation.

The design theory lecture shows a more balanced distribution. The value 4 accounts for approximately 42% of responses, and the value 5 accounts for approximately 22%. However, the weight of intermediate and low ratings increases, with approximately 19% for the value 3 and 16% overall for the values 1 and 2 (Fig. 5). This trend indicates greater heterogeneity in the perception of the effectiveness of the theory lesson. This trend is consistent with the more abstract and mediated nature of theoretical lessons, whose effectiveness depends more on factors such as content, delivery methods and student background.

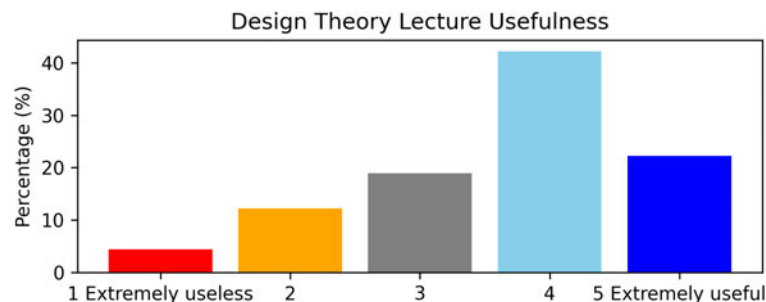


Figure 5. Design theory lecture evaluation.

Finally, the Practical Laboratory Lecture presents the most polarised distribution. The value 5 is the most frequent, with about 34% of responses, indicating that a significant proportion of students consider this activity to be beneficial. However, this is accompanied by a considerable proportion of intermediate ratings, with about 24% on value 3, and a significant presence of negative ratings, equal to about 21% on values 1 and 2. The value 4 is less dominant than for the other activities, standing at around 20% (Fig. 6). This suggests that the laboratory experience, while potentially very effective, is strongly

influenced by the conditions in which it takes place, its organisation and the level of active involvement required of students.

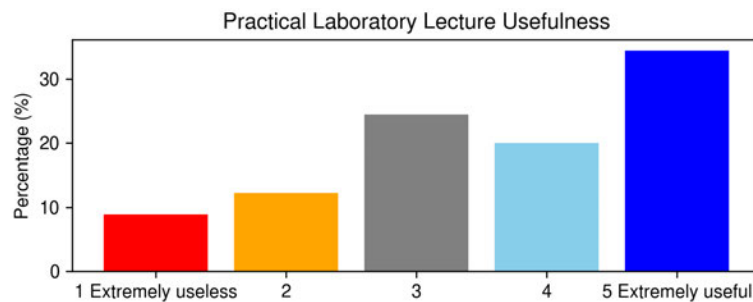


Figure 6. Practical laboratory lecture evaluation.

In comparative terms, there is a clear distinction between touring activities and educational activities. The tours, particularly those of the laboratories, received a more consistent and positive evaluation, while the educational activities showed a greater dispersion of responses. This suggests that immersive and concrete experiences are perceived as more immediately useful, while learning activities, both theoretical and practical, elicit more differentiated judgements, reflecting the complexity of educational processes.

Finally, when asked whether the programme could help them make an informed choice about their future academic path, 80% answered affirmatively, confirming the usefulness of the activities carried out as tools to guide their decision.

Overall, the data suggest that the integration of orientation, practical experience and theoretical content is a key element of the Design Pathways but requires careful planning to reduce perceived variability and maximise the educational impact of more complex activities.

6 CONCLUSION

The campus experience, access to laboratories and technological infrastructure, direct exposure to different design disciplines and participation in theoretical and practical lessons constitute a coherent system of activities geared towards learning through experience. In particular, learning-by-doing activities allow students to tackle design problems, deadlines, constraints, and working methods typical of design training, making the nature of the university course tangible.

A central element of the model is the role of student tutors, who act as mediators between secondary school and university. The peer-to-peer dimension promotes identification processes, reduces communication asymmetries and contributes to the construction of more realistic expectations. This horizontal exchange is particularly effective in making explicit the difficulties, demands and opportunities of the study courses, offering students critical tools for self-assessment of their motivations and aptitudes. From a methodological point of view, the contribution proposes Design Pathways as a replicable protocol, defined through the description of the processes, tools and roles involved. The analysis of data collected across various project editions enables us to reflect on the impact of the experiential approach in informing choices and preventing university dropouts. While acknowledging the limits of generalisation, the model highlights the potential of design as an educational tool capable of integrating orientation, learning and personal development.

In conclusion, Design Pathways is a design response to the contemporary challenges of university education, proposing orientation not as a preliminary and separate phase, but as an integral part of an educational ecosystem oriented towards future students. This contribution aims to provide a theoretical and operational basis for further experimentation at an international level, strengthening the role of design as a tool for mediating between individual aspirations, skills and educational contexts.

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