



The call for the second conference of the CAREER LEAD Network is open:

## **Career Guidance in Science and Practice. How can the Transfer be designed?**

Online-Conference 3 & 4 April 2025

The conference focuses on practical career guidance, examining how theory and research can inform educational practices. It raises critical questions about the influence of institutional frameworks on the science-to-practice transfer, the impact of education policy, the significance of collaboration between researchers and practitioners.

### **Special Call**

## **Career Education and Guidance in Schools: Teachers' Roles and Tools**

This special call seeks to shift the focus to teachers' roles in career education and guidance within schools, as well as the teaching materials and tools that support this work. As young people make career decisions in an increasingly complex environment, effective career orientation, planning, and choice are critical for a successful transition from school to the workforce. Society is vested in ensuring young people receive the support they need to navigate these decisions effectively.

As fundamental societal institutions, schools play a key role in this endeavour, with teachers at the forefront. Teachers are essential in helping students develop career perspectives, plan future paths, and make informed choices, free from stereotypes or restrictive barriers. By fostering an inclusive and empowering approach to career education, teachers promote greater equity in students' career and life opportunities.

In this call, we invite contributions that explore teachers' roles in student career orientation, planning, and decision-making, with a particular emphasis on empirical studies. We welcome papers that ...

- reflect on teachers' diverse roles in guiding students through career orientation, career planning, and career decisions, highlighting practical challenges and best practices.
- examine digital tools specifically designed to support students' career orientation and planning. We are especially interested in tools grounded in robust theoretical frameworks and those that have demonstrated support for teachers in guiding students' career choices. Papers should discuss the pedagogical concepts that led to the development of these tools, their integration into curriculum and teaching, and any empirically demonstrated impacts.



## Submission and Review Process

Please submit two documents by **20 January 2025** to [jana.lindner@unibas.ch](mailto:jana.lindner@unibas.ch):

1. **Extended Abstract (1,000 words):** Use the provided template [here](#). Ensure your submission is anonymized by replacing author names in the abstract with "Author" and the publication year.
2. **Contact Details:** Complete the provided template [here](#).

Use the link on <https://career-lead.eu/2024/10/06/career-guidance-in-science-and-practice-april-2025> only, if you want instead to submit a paper for the main conference.

Submissions for this special call will undergo a double-blind review. If accepted, we will ask you to submit your revised extended abstract by **17 March 2025** for publication in the special edition of the Career Lead conference papers, titled "Education and Guidance in Schools: Teachers' Roles and Tools". Note that presentation at the conference is contingent on the receipt of your final paper.

**Important Information:** Accepted papers will be published shortly before the conference with individual DOIs and will be openly accessible via zenodo.org. All rights remain with the authors.

This special call is dedicated to fostering exchange and discussion with experts in career education and guidance in schools, making it relevant to school practice, teacher training, and research. We welcome submissions exploring various aspects of teachers' roles and the tools supporting career orientation, planning, and decision-making.

We look forward to receiving your submission for this special call on **Career Education and Guidance in Schools: Teachers' Roles and Tools**.

Prof. Dr Elena Makarova  
Institute for Educational Sciences, University of  
Basel

Dr Christof Nägele  
School of Education, University of Applied  
Sciences and Arts

Address any questions concerning this special call to [christof.naegele@fhnw.ch](mailto:christof.naegele@fhnw.ch)

### Funded by:

Erasmus+

Enriching lives, opening minds.

**movetia**

Austausch und Mobilität  
Echanges et mobilité  
Scambi e mobilità  
Exchange and mobility



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

Eidgenössisches Departement des Innern EDI  
Eidgenössisches Büro für die Gleichstellung von Frau und Mann EBG  
Finanzhilfen

### Projects funded by:



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

Swiss Confederation

Federal Department of Economic Affairs,  
Education and Research EAER  
State Secretariat for Education,  
Research and Innovation SERI

digibewegung  
rufswahl  
gleitung

## Career Education and Guidance in Schools: Teachers' Roles and Tools

This special call focuses on career orientation, career planning and career decisions within the proximal school context, exploring the roles of teachers and the tools available to support career orientation in students.

Young people associate career orientation, planning and decisions with hopes and joy but also with uncertainties and frustrations. Issues of inclusion, equal opportunities and sustainability are topical. Career orientation is a complex process that already begins in early childhood and continues through adolescence and adulthood—shaped by personal development and social influences, progressing from identifying, for example, role models and dream careers to forming specific wants influenced by personal interests, values, or external factors like labour market demands (Herzog & Makarova, 2020). Young people need to develop competencies in career planning and decision strategies. They are embedded in a network of social actors, such as parents, teachers, career counsellors, and institutions, such as schools, career services, and training companies (Stalder et al., 2023). These actors provide a supporting system and act as gatekeepers who co-steer students' pathways. While the primary responsibility for career orientation is with the students and their parents, it is a joint task in which the different partners have different tasks and roles.

### **Teachers' Roles**

Teachers come into focus, as they are expected to provide students with career orientation, planning, and decision competencies through lesson planning and individual student support (Driesel-Lange et al., 2020). In doing so, teachers are confronted with a wide range of expectations from students, parents, school principals, educators, schools or training companies (Nägele & Stalder, 2017). They might even be embedded in a selection system that contradicts official education policies and channels career decisions (Eiríksdóttir et al., 2022). This outlines only a few points teachers face when discussing career planning with their students. Many other aspects influence the thinking, planning, and actions of teachers.

Central dimensions that make the tension between teachers' role expectations in career orientation visible include teaching, organisation, cooperation, and being a professional actor (Stalder et al., 2023).

Elaborating on these dimensions, teachers might take on, among other roles, the role of an instructor and facilitator who guides the students' (career) learning process, the role of a coordinator in the career choice process who manages the flow of information and helps to establish networks, and the activities of other people involved.

Teachers, as educators, focus on the teaching and learning process and the development of career competencies in students. As guides, they lead the students through a process, helping them find their follow-up solution. The question is also whether we aim to empower students to learn how to design their careers or to solve the immediate problem of transitioning from school to work and make them employable (Guichard, 2022).

### *Questions to be addressed*

Expectations and challenges: What are teachers' roles in their students' career orientation, planning and career decisions?

- What role(s) should teachers take?
- How can teachers handle tensions, for example, when students are not ready to invest in career choice activities? Or if they aspire to pursue careers that are unattainable for them. Or if students are forced into careers that do not match their academic interests and performance due to gender, social, or cultural reasons.
- How can teachers balance the expectations of students, parents, school administrators, and educational policy? What support is most essential?

## Tools

The complex and challenging task of supporting students demands innovative teaching concepts and resources that empower teachers. Various tools are available. Some help students assess their interests, motivations, or personalities (Höft et al., 2024). An example is [www.was-studiere-ich.ch](http://www.was-studiere-ich.ch) (Hell et al., 2018). Other tools involve students in role-playing and reflection to alter their attitudes, mindsets, or perspectives on pathways and the world of work. These tools encourage active student participation and exploration by adapting game design principles (Keller et al., 2021).

Of interest are tools that broaden students' views of career options that can help counteract inequalities based on gender, socioeconomic background, ethnicity, culture, or academic pathway. Like2be, for example, is a serious game addressing gendered career perceptions and the lack of female role models in many occupations, such as in STEM fields (Makarova et al., 2019). We are interested in discussing tools that help students critically reflect on their perspectives and induce transformative learning. That is, they develop and detect new ways to look at their careers. For example, in [www.infosetting-bl.ch](http://www.infosetting-bl.ch), students are challenged to weigh against each other for vocational and general or academic education. In [www.digibe.ch](http://www.digibe.ch), students are confronted with irritating situations in career orientation, planning, and career decisions as starting points for developing alternatives.

Reflection is key to challenging stereotypes and questioning ingrained and entrenched views (Stalder et al., 2022). However, the empirical evidence that these tools work in a school setting is mixed. There are reports that students are reluctant to reflect on career issues in school (Hell & Pässler, 2022). Research shows that serious games, like <https://like2be.ch>, can broaden career perspectives and promote reflection when effectively integrated into curricula (Keller et al., 2023). Similarly, being confronted online with irritating tasks increases reflection about career-related questions (Nägele et al., in prep.).

Online tools show strong potential in career orientation, providing interactive, engaging ways for students to explore different career options. We have learnt that teachers are essential. Therefore, we want to discuss not only the role of teachers in career orientation, career planning, and career decisions but also tools that support teachers in designing their interventions.

### *Questions to be addressed*

What effects can we expect from online tools?

- What tools empower teachers to effectively support students in exploring career options and advancing career planning?
- What type of tools can, for example, promote an inclusive, diversity-sensitive approach to career orientation in the school context?
- How can digital and diversity-sensitive tools enable a contemporary, intersectional approach to career orientation?

How can these tools effectively be embedded in teaching and educational processes?

- How can teachers master individualised support for students throughout their educational and career journeys, considering intersectional aspects like gender, ethnicity, and socioeconomic background?
- What measures foster personal guidance that respects the diversity of student identities, offering direction and stability in their career choices, planning and decisions?

## References

- Driesel-Lange, K., Kracke, B., Hany, E., & Kunz, N. (2020). Entwicklungsaufgabe Berufswahl. Ein Kompetenzmodell zur Systematisierung berufsorientierender Begleitung [Developmental task of career choice: A competency model for systematizing career-oriented guidance]. In T. Brüggemann & S. Rahn (Eds.), *Berufsorientierung: Ein Lehr- und Arbeitsbuch* (2., überarbeitete und erweiterte Auflage, pp. 57–72). Waxmann.
- Eiríksdóttir, E., Blöndal, K. S., & Ragnarsdóttir, G. (2022). Selection for whom? Upper secondary school choice in the light of social justice. In A. Rasmussen & M. Dovemark (Eds.), *Governance and Choice of Upper Secondary Education in the Nordic Countries: Access and Fairness* (pp. 175–197). Springer International Publishing. [https://doi.org/10.1007/978-3-031-08049-4\\_10](https://doi.org/10.1007/978-3-031-08049-4_10)
- Guichard, J. (2022). Support for the design of active life at a turning point. *Studia Poradownicze/Journal of Counsellogy*, 11, 133–146. <https://doi.org/10.34862/sp.2022.1>
- Hell, B., & Pässler, K. (2022). *Der wahrgenommene Nutzen von reflexionsorientierten und von geschlossenen Übungen im Rahmen eines Berufswahltrainings* [The perceived benefit of reflection-oriented and closed exercises within the framework of career choice training]. Reflexion im Berufswahlprozess – notwendig und doch so schwierig, Tagung an der PHBern, 2.12.2022.
- Hell, B., Päßler, K., & Leitner, U. (2018). Was-studiere-ich.de und das Berufswahltraining BEST: vernetzte Instrumente als Schlüssel für eine erfolgreiche Studienorientierung [Was-studiere-ich.de and the BEST Career Choice Training: Integrated tools as a key to successful study orientation]. *Zeitschrift Für Hochschulentwicklung*, 13(4), 131–144. <https://doi.org/10.3217/zfhe-13-04/08>
- Herzog, W., & Makarova, E. (2020). Berufsorientierung als Copingprozess. In T. Brüggemann & S. Rahn (Eds.), *Berufsorientierung: Ein Lehr- und Arbeitsbuch* (pp. 73-82). Waxmann.
- Höft, S., Hell, B., Ortner, T., Hartmann, F., & Oeljeklaus, L. (Eds.). (2024). *Online-Self-Assessments zur Studienorientierung: Quo vadis? Aktuelle Entwicklungstrends bei ihrer Gestaltung und Nutzung. Dokumentation zum OSA-Symposium 2023*. Pabst Publishers. medium: Online self-assessments for study orientation: Quo vadis? Current development trends in their design and use. Documentation of the OSA Symposium 2023
- Keller, C., Döring, A. K., & Makarova, E. (2021). The potential of serious games to foster learning among children and adolescents with disabilities: A systematic review. *Digital Culture & Education*, 13(2), 6-36.
- Keller, C., Makarova, E., & Döring, A. K. (2023). Career choice with the serious game Like2be. *International Journal of Game-Based Learning (IJGBL)*, 13(1), 1–18. <https://doi.org/10.4018/IJGBL.327788>
- Makarova, E., Aeschlimann, B., & Herzog, W. (2019). The gender gap in STEM fields: The impact of the gender stereotype of math and science on secondary students' career aspirations. *Frontiers in Education*, 4. <https://doi.org/10.3389/educ.2019.00060>
- Nägele, C., & Stalder, B. E. (2017). Übergänge in die Berufsbildung – ein Arbeitsmodell [Transitions into vocational education – a working model]. In M. P. Neuenschwander & C. Nägele (Eds.), *Bildungsverläufe von der Einschulung bis in den ersten Arbeitsmarkt* (pp. 21–36). Springer Fachmedien. <https://doi.org/10.1007/978-3-658-16981-7>
- Nägele, C., Wyss, A., & Stalder, B. E. (in prep.). *Stimulating career planning reflection in students' works through an online intervention*.
- Stalder, B. E., Gaupp, P.-M., & Nägele, C. (2023). Teachers and their role in the career choice process. In C. Nägele, N. Kersh, & B. E. Stalder (Eds.), *Trends in vocational education and training research, Vol. VI. Proceedings of the European Conference on Educational Research (ECER), Vocational Education and Training Network (VETNET)*. VETNET. <https://doi.org/10.5281/zenodo.8209176>
- Stalder, B. E., Nägele, C., Marciniak, J., Schmid, S., Hell, B., & Pässler, K. (2022). *Reflexion im Berufswahlprozess—Notwendig und doch so schwierig. Dokumentation der Tagung* [Reflection in the career choice process—necessary yet so difficult. Conference documentation]. PHBern, PH FHNW, APS FHNW. <https://zenodo.org/record/7413844>

## CAREER LEAD project partners

