Chapter # 16

SELF-EVALUATION AMONG FIRST-YEAR UNIVERSITY STUDENTS: ANTICIPATED PERFORMANCE IN ACADEMIC ASSESSMENTS

Giulia Maria Cavaletto[1] & Federica Cornali[2]
[1]Department of Political Sciences, Law and International Studies, University of Padova, Italy
[2]Department of Cultures, Politics and Society, University of Turin, Italy

ABSTRACT
This study explores university students' self-perception regarding their preparation and expectations for grades compared to the results obtained in an exam. Involving 134 freshmen from a bachelor's degree program, the survey compared students' predictions about their grades with those they actually achieved. The results highlighted a significant discrepancy between expectations and performance, with many students tending to overestimate their own preparation, especially those with unsatisfactory results. The analysis also revealed a relationship between the type of secondary school attended and grade expectations, with students from technical and vocational schools often having higher expectations compared to those from high schools. The study suggests that a lack of familiarity with university evaluation methods and the effects of previous school socialization could influence students' perceptions.

Keywords: self-assessment, grade expectations, performance in evaluation sessions, school-university transition.

1. INTRODUCTION

This contribution focuses on students' self-perception as they approach a university exam, comparing it to the results they ultimately achieve. The aim is to assess their awareness of their level of preparation and the resulting expectation of achieving a certain grade, examining the students' self-assessment capabilities based on the effort they believe they have put into studying, the method they adopted, and the time dedicated. Therefore, it also involves assessing the students' ability to adequately interpret the expected performance standards within the higher education system. This aspect is particularly relevant for freshmen, who face evaluation practices and reference standards that are often very different from those encountered in secondary education.

The transition from high school to university is not only an educational shift but also a milestone in the maturation and development process of young people. With the gradual decline of the manufacturing sector, which previously encouraged more vocationally oriented high school paths, tertiary education has been increasingly excluded (with the exception of ITS programs) (Ballarino, 2013; Valero & Van Reenen, 2019; Almalaurea, 2023) or limited to certain categories of students with an academic inclination from the end of lower secondary school. Currently, post-diploma educational choices are increasingly motivated not only by professional placement, but also by the status associated with academic degrees, personal satisfaction, and interest in specific fields of study. The impact of this transformation is visible in the rising number of freshmen in all degree programs at Italian universities, with a

steady trend since 2015 (ANVUR, 2023). University admission for bachelor's programs is not subject to entrance selection processes, and any type of high school diploma allows students to enroll in any academic path.

In order to improve our understanding of self-perception regarding preparation for exam, an exploratory study was conducted on the self-assessment abilities of first-year students in a specific mandatory course within the curriculum of a bachelor's degree program. The study took place at the University of Turin (Italy), a large institution where enrolments are steadily increasing (+5% in bachelor's degrees and +20% in master's degrees for the 2023-2024 academic year). However, the university also experiences a higher-than-average drop-out rate, with 18% of students leaving the University of Turin during their first year, compared to the national average of 10%.

2. BACKGROUND

The issue of student learning assessment within university systems has been described as an "issue of real urgency" (Brown, 2014), due to its close connection with innovation in higher education. In fact, it is a relatively recent area of inquiry, having received little scholarly attention until the 1990s (Boud, 1995), and only in the past few decades it emerged as a significant topic of interest (Glasner & Brown, 1999; Pastore et al. 2025; Yan, 2022). The concept of assessment previously adopted in Italian universities was largely limited to the certification of student learning, delegated exclusively to instructors, with minimal or no active involvement of students in the process (Aquario & Mazzucco, 2016; Grion, 2016; Doria & Grion, 2020; Coggi, 2020).

In contrast, self-assessment represents an important asset for educational systems, as the literature recognizes its crucial role in fostering autonomous and reflective learning processes among students. Self-assessment assigns an active role to learners and fulfils a fundamental educational purpose that goes beyond the acquisition of curricular content. It encourages the development of responsibility for one's own learning, promotes critical thinking through ongoing monitoring of one's progress in both content and learning methods (Stiggins, 2005; McMillan & Hearn, 2008; Sambell et al., 2013; Taylor, 2013; Adachi et al., 2018; León et al. 2023). From this perspective, self-assessment—understood as a qualitative evaluation of both the learning process and its outcomes (Panadero & Alonso-Tapia, 2013)—can be conceptualized as a learning experience in itself, realized through a continuous process of self-regulation driven by metacognitive engagement (Trinchero, 2023).

Within this trajectory, academic adjustment becomes essential. This refers to students' ability to cope with academic challenges, critically engage with learning methodologies, organize their time effectively, actively participate in lectures, and accurately interpret instructors' expectations (Floris et al., 2023). This process is shaped by individual factors linked to pre-university attributes developed both within the family context and during secondary education. These attributes tend to show their robustness—or, conversely, their weaknesses—particularly during the first academic year.

Another crucial aspect is students' sense of self-efficacy, as defined by Bandura (2000), who argues that a strong capacity for self-assessment enhances students' likelihood of achieving positive academic outcomes while reducing the risk of dropping out.

In the Italian education system, transitions between educational cycles—particularly the shift from secondary to tertiary education—are especially challenging. This is likely due to the limited availability of orientation and support mechanisms offered by educational institutions. As a result, students are more vulnerable to academic failure, dropout, and an underestimation of the effort required in the next stage of education. Anticipatory

socialization between educational levels is also severely limited, especially during the transition from upper secondary school to university.

The academic success is influenced not only by cognitive factors but also by satisfaction, perseverance, the activation of motivational processes, and the ability to engage in critical self-assessment (York et al., 2015; Karaman, 2021; Yan et al., 2023). Within this process, academic adaptation becomes essential, defined as the ability to adjust to academic challenges, understand and critically reflect on study methods, adopt effective time management, actively participate in classes, and properly decode the expectations of instructors (Floris et al., 2023). Another crucial aspect is the students' sense of self-efficacy, where a good self-assessment of one's abilities increases the likelihood of achieving good results and reduces the risk of dropout. For an individual to possess such self-assessment ability, awareness and control over one's cognitive processes—i.e., metacognition—are necessary. This manifests in the ability to select appropriate strategies for preparation and study in general, engage in evaluating one's understanding of the content provided by instructors, and assess one's level of knowledge. The development of a self-assessment literacy regarding academic performance thus becomes a fundamental part of the broader learning process (Galliani, 2015; Serbati et al., 2019).

With particular reference to higher education, self-assessment is increasingly moving toward so-called sustainable assessment, understood as a process that shapes future orientation and that "prepares students to meet their future learning needs" (Boud & Soler, 2015, p. 400). To achieve this goal, assessment processes should combine forms of self- and peer assessment, giving particular space to peer-review practices (Grion & Tino, 2018), thus placing the peer group at the center. Finally, the role played by anxiety and stress in academic performance at all levels cannot be overlooked. In the academic context as well, anxiety and stress associated with exam preparation and completion affect not only assessment outcomes but also undermine self-esteem, impair realistic self-assessment, fuel fear of failure, and consequently lead to a loss of self-efficacy (Lucangeli, 2019; Blaas, 2014).

3. THIS STUDY: OBJECTIVES, DESIGN AND METHOD

In order to better understand the perception that students have of their level of preparation and, consequently, their expectations regarding the grades they will achieve in the exams, the present study involved 134 students**.** The participants were freshmen enrolled in the first year of a bachelor's degree program, attending the "General Sociology" course.

The students involved in this study are enrolled at the University of Turin (Italy), a large and expanding institution, where enrolment rates have shown a steady increase (+5% in bachelor's degree programmes and +20% in master's degree programmes; source: University of Turin, Academic Year 2023–2024, consolidated data). However, the university dropout rate is higher than the national average, with 18% of students withdrawing during their first year.

First-year students are supported through various welcoming and guidance tools, ranging from assistance with formal administrative procedures to initiatives such as "A Day in the Life of a Freshman", "Welcome Days" organised by degree programmes, and a wide range of orientation activities such as "University Open Days" and the mobile app Orienta#UniTo. These initiatives aim to foster a culture of assessment, enhance student responsibility throughout their academic journey, and promote greater student engagement and agency within university life.

Before the start of the exam, which took place in December 2024, students present in the classroom were asked to answer the question, "What grade do you think you will get on this exam?" in order to compare this self-assessment with the grade they ultimately achieved. This simple question (it should be noted that students were not required to respond) was accompanied by a recommendation to answer only after careful and honest consideration of several aspects that characterized their preparation for the exam, which could contribute to making the self-assessment valid. These aspects included: attention during lectures, effort put into studying and its organization, feedback received from the instructor during exercises, and so on.

The exam consisted of a written test with 30 multiple-choice questions. The grading criteria for the exam involved awarding one point for each correct answer and penalizing half a point for each incorrect answer. A perfect score of 30/30 could be achieved by answering all the questions correctly. The Italian grading system has specific features that significantly differ from those in many English-speaking countries. It uses a numerical scale up to 30, with 30 representing excellent performance —with the possibility of adding "lode" ("with merit") for exceptional performances— and 18 being the minimum passing grade. Unlike many systems where grades are determined cumulatively through courses, quizzes, and tests throughout the semester, the Italian university grading system often relies on a single final exam, either oral or written. This exam usually covers all the material taught during the course, making exam preparation crucial for success.

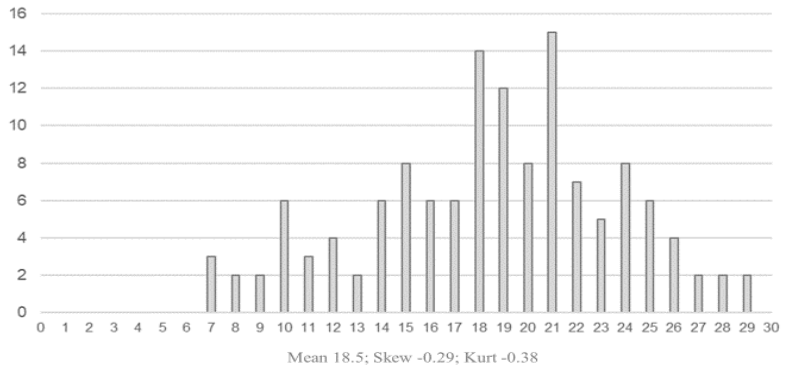
We analyzed the sample as follows: 72.5% of respondents identified as female, while 27.5% identified as male. This data indicates a clear predominance of female students, a trend that has characterized humanities, legal, and social sciences study paths in Italy for several years, with the University of Turin being no exception.

Among the freshmen interviewed, 61.4% hold a diploma from the academic (lyceum) track, while 38.6% come from technical or vocational secondary school backgrounds. In the Italian secondary education system, upper secondary school lasts five years (typically between ages 14 and 19) and is divided into three types of pathways: lyceums (academic high schools), technical institutes, and vocational institutes, each comprising numerous specializations.

Enrolment in these pathways is strongly correlated with students' social origins and their performance in lower secondary school. Typically, the academic track is chosen by students from middle-class and bourgeois backgrounds with good or excellent prior academic achievement, while technical and vocational tracks tend to be attended by students from working-class backgrounds with average or low previous performance. These three pathways differ not only in curricula but also in opportunities, experiences, and extracurricular activities.

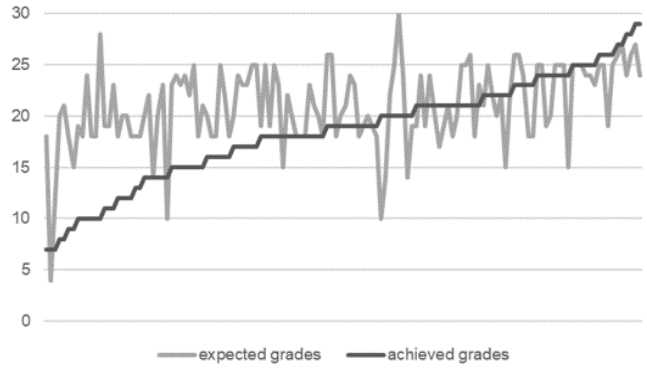
The result of the exam on which this study is based was generally unsatisfactory, with a significant portion of students (about 35%) failing to reach the minimum passing grade of 18, and no student achieving the highest score. The following figure (Figure 1) shows the distribution of scores. The lowest score was 7, awarded to 3 students, while the highest score was 29, awarded to 2 students. This distribution highlights a concentration of grades between 18 and 21, corresponding to the lower range of the grading scale (the minimum passing level or slightly above). This suggests that students may not have applied adequate study methods and/or sufficient time to achieve a more satisfactory performance.

Figure 1.
Achieved grades, scores from 0 to 30 (N 134).



The next step undertaken in our analyses consisted of a comparison between each student's predicted grade with the grade they actually achieved (Figure 2).

Figure 2.
Expected grades vs. achieved grades, scores from 0 to 30 (N 134).



As can be seen, there are very few cases of perfect alignment between the predicted grade and the grade actually achieved (specifically, 7 cases). However, many students predict a grade that is close to the actual result, with a discrepancy of only a few points. Nonetheless, a significant number of students seem to lack awareness of their performance in terms of university grading. In particular, there is a noticeable tendency for students with unsatisfactory results—and thus inadequate preparation—to overestimate their performance. On the other hand, students with the best results appear to have underestimated their preparation predicting outcomes lower than those they ultimately achieved.

This evidence suggests that students do not have an adequate perception of the preparation required to successfully face university examinations, resulting in distorted expectations. It is also possible that freshmen have not acquired, during their recently completed secondary education, the necessary skills to independently and responsibly

organize their study time, without the direct guidance of teachers, as is required in tertiary education courses.

We now turn to an examination of the relationship between students' grade expectations and selected characteristics of their prior educational background that are deemed relevant. Specifically, we focus on the type of secondary school attended (which has been categorized into two tracks for simplicity: lyceum and technical-vocational school) and the final high school grade obtained (Table 1). High expectations are those expressed by students who predict a grade higher than the one they ultimately achieved, while low expectations are those expressed by students who predict a grade lower than the one they actually obtained. The few cases of exact predictions were not considered.

Table 1.

Expectations based on the type of secondary school attended and the diploma grade.

		Diploma grade	
Type of secondary school		Medium-low	High
Lyceum	High expectations	56%	76.9%
	Low expectations	44%	23.1%
	Total	100%	100%
Technical-vocational school	High expectations	70.6%	58.8%
	Low expectations	29.4%	41.2%
	Total	100%	100%

The observation of the data shows that the type of secondary school attended appears to be significant in shaping students' expectations and, by extension, their self-assessment abilities. Specifically, students with a lyceum diploma tend to have a lower tendency to overestimate their abilities, especially when they completed their secondary education with a medium-low grade, compared to students from a technical-vocational school. On the other hand, students from a technical-vocational school, when they completed their secondary education with a high grade, seem to be insecure about their preparation and display lower expectations compared to students with a high diploma grade from a lyceum track.

This distribution suggests that freshmen from technical and vocational tracks, which have lower social prestige and where teachers have lower expectations compared to those teaching in lyceums, may be less equipped in terms of self-assessment skills. It is worth noting, however, that regardless of the track attended, freshmen generally have relatively high final grades on their high school diploma exams, with only 16% having obtained a sufficient or slightly higher diploma grade. Nearly 30% of students achieved the highest possible score. This could be attributed to a structural characteristic of the Italian educational system, namely the tendency to assign high grades. This widespread evaluative practice, also referred to as "soft-grading" or "easy-grading" (De Paola, 2011), regards the grade not only as a direct consequence of performance but also as a tool for motivation and for strengthening the teacher-student relationship.

This aspect is of interest because it may contribute to a socialization into a self-assessment culture that is somewhat unrealistic. Therefore, it is already in high school that students acquire, alongside knowledge, the necessary skills to manage the transition to the next level of education, to self-assess adequately, and to approach university exam preparation with confidence.

4. LIMITATIONS OF THIS STUDY AND FUTURE RESEARCH

This study has several limitations: a small sample size, lack of representativeness, and self-selection of participants as it was up to the individuals whether to respond. It is, in fact, an exploratory study aimed at better understanding the expectations of freshmen regarding their success in a university exam.

These limitations are expected to be addressed through a deepening and expansion of the study, to be conducted in the next academic year 2025-2026, with the following objectives: increasing the sample size, adding questions on social origin, adding questions on study motivation, differentiating degree programs and disciplines (with a distinction between Humanities and STEM programs), involving other Italian universities with their respective degree programs and courses, and including heterogeneous assessment methods (such as multiple-choice tests, open-ended questions, mixed-format exams, etc.).

The expansion of the study in terms of sample size and the variety of information collected is hoped to allow for a broader understanding of students' expectations through the use of more sophisticated statistical analyses and the consideration of other influencing factors.

5. DISCUSSION AND CONCLUSIONS

The results of this study highlight the presence of a relationship between previous schooling experiences and the self-assessment of one's performance during the first university exams. The explanations considered in this study pertain to individual factors, but we do not exclude the influence of organizational or institutional reasons.

Among the individual reasons, it can be noted that the students involved in the study are freshmen, and therefore still not very familiar with university evaluation methods. Additionally, they are socialized into evaluation criteria that are not particularly strict in high school, at least for students in technical and vocational tracks. To explain the misperception, the so-called "Dunning-Kruger effect" is also considered, as identified by David Dunning and Justin Kruger (1999). They highlighted how less competent individuals tend to overestimate their abilities, often due to a lack of awareness of their own limitations, while more competent individuals tend to underestimate their abilities due to excessive self-criticism.

It is well established that competent support from parents with higher educational qualifications—or the lack thereof, in the case of parents with lower levels of education—can significantly influence students' academic experiences (Triventi, 2014). This study did not collect data on the social background of the students' families; therefore, it was not possible to directly estimate this influence. However, it is possible to hypothesize, indirectly and through the analysis of students' upper secondary school qualifications, that there is a long-lasting effect of social origin that influences both academic performance and students' ability to adapt to the demands of the higher education system.

Among the institutional/organizational reasons, we can point to the possibility offered to the students at the University of Turin involved in this study to "attempt" the exam in numerous sessions (up to eight per academic year) without any limits on the number of retakes. This large number of attempts might not encourage students to develop and strengthen self-assessment skills which are necessary to decide whether or not to take an exam when the opportunities are more limited. As a result, in Italy—unlike in other countries—the proportion of students who extend their studies well beyond the official duration of their degree programs is particularly high. These so-called "fuori corso" students

(students not completing their degree on time) often turn university education into a kind of "perpetual moratorium" on adulthood, rather than experiencing it as a phase of socialization and preparation for adult life.

Despite the limitations outlined, and based on the evidence collected, this study leads to recommendations aimed at strengthening the existing support and orientation actions for freshmen at the University of Turin, such as tutoring for completing formal procedures, initiatives like "A Day as a Freshman" and "Welcome Freshmen". It is hoped that these will be complemented by increasingly individualized support actions for each freshman, as well as real opportunities for bridging the gap between high school and university to facilitate the transition.

REFERENCES

Adachi, C., Tai, J. H. M., & Dawson, P. (2018). Academics' perceptions of the benefits and challenges of self and peer assessment in higher education. *Assessment & Evaluation in Higher Education, 43*(2), 294-306.

Aquario, D., & Mazzucco, C. (2016). Valutazione della qualità della didattica universitaria: le iniziative in corso. Tra eccellenze e criticità: il punto di vista dei docenti sulla didattica universitaria [Assessing the quality of university teaching: ongoing initiatives. Between excellence and weaknesses: faculty perspectives on university teaching]. *Excellence and Innovation in Teaching and Learning, Research and practices, 1*, 85-104.

AlmaLaurea (2023). *Rapporto sul profilo e sulla condizione occupazionale dei laureati* [Report on the profile and employment status of graduates]. Retrieved from https://www.almalaurea.it/i-dati/le-nostre-indagini/ condizione-occupazionale-laureati

ANVUR (2023). *Rapporto sul sistema della formazione superiore e della ricerca* [Report on the higher education and research system]. Retrieved from https://www.anvur.it/wp-content/uploads/2023/06/Sintesi-Rapporto-ANVUR-2023.pdf

Ballarino, G. (2013). *Istruzione, formazione professionale, transizione scuola-lavoro. Il caso italiano in prospettiva comparata* [Education, vocational training, and school-to-work transition. The Italian case in comparative perspective]. Retrieved from https://old.adapt.it/adapt-indice-a-z/wp-content/uploads/2015/11/476_Ballarino-SA.pdf

Bandura, A. (2000). Self-efficacy: The foundation of agency. In W. J. Perrig & A. Grob (Eds.), *Control of human behavior, mental processes, and consciousness: Essays in honor of the 60th birthday of August Flammer* (pp. 17-33). Mahwah: Lawrence Erlbaum Associates Publisher.

Blaas, S. (2014). The relationship between social-emotional difficulties and underachievement of students. *Australian Journal of Guidance and Counselling*, Vol. 24, Issue 2, pp. 243-255.

Boud, D. (1995). Assessment and learning: contradictory or complementary? In P. Knight (Ed.), *Assessment for learning in higher education* (pp. 35-48). London: Kogan Page

Boud, D., & Soler, R. (2015). Sustainable assessment revisited. *Assessment and Evaluation in Higher Education, 41*(3), 400-413.

Brown, S. (2014). *Learning, teaching and assessment in higher education. Global perspectives*. London: Palgrave Macmillan.

Coggi, C. (2020). La valutazione degli apprendimenti in università: sfide attuali e prospettive di ricerca [Assessing learning at universities: current challenges and research perspectives]. *Form@re*, *20(1),* 1-10.

De Paola, M. (2011). Easy grading practices and supply–demand factors: evidence from Italy. *Empirical Economics, 41*(2), 227-246.

Doria, B. & Grion, V. (2020). L'autovalutazione nel contesto universitario: una revisione sistematica della letteratura (Self-assessment in the university context: a systematic review of the literature). *Form@re, 20(1),* 78-92.

Floris, M. & Floris, F., Mazzetti, G., Valente, E., Spadoni, R., & Guglielmi, D. (2023). L'adattamento al contesto come predittore del successo accademico: quale ruolo per le risorse individuali? [Context adaptation as a predictor of academic success: what role do individual resources play?]. *Counseling, 16*(2), 14-31.

Galliani, L. (Ed.). (2015). *L'agire valutativo. Manuale per docenti e formatori* [Evaluative Action: A Manual for Teachers and Trainers]. Brescia: La Scuola.

Glasner, A., & Brown, S. (Eds.), (1999). *Assessment Matters in Higher Education: choosing and using diverse approaches*. Buckingham: Open University Press.

Grion, V. (2016). Assessment for learning all'università: uno strumento per modernizzare la formazione [Assessment for learning at university: a tool for modernizing education]. In M. Fedeli, V. Grion, & D. Frison (Eds) (2016), *Coinvolgere per apprendere. Metodi e tecniche partecipative per la formazione* (pp. 289-318). Lecce: PensaMultimedia.

Grion, V., & Tino C. (2018). Verso una "valutazione sostenibile" all'università: percezioni di efficacia dei processi di dare e ricevere feedback fra pari [Towards a "sustainable assessment" at university: perceptions of the effectiveness of peer feedback processes]. *Lifelong, Lifewide Learning, 14*(31), 38-55.

Karaman, P. (2021). The Impact of Self-Assessment on Academic Performance: A Meta-Analysis Study, *International Journal of Research in Education and Science, 7*(4), 1151-1166.

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, *77*(6), 11-21.

León, S. P., Panadero, E., & García-Martínez I. (2023). How Accurate Are Our Students? A Meta-analytic Systematic Review on Self-assessment Scoring Accuracy. *Education Psychological Review, 35*(106). Retrieved from: https://link.springer.com/article/10.1007/s10648-023-09819-0

Lucangeli, D. (2019). *Cinque lezioni leggere sull'emozione di apprendere* [Five light lessons on learning emotion]. Edizioni Centro Studi Erickson.

McMillan, J. H., & Hearn, J. (2008). Self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, *87*, 40-49.

Panadero, E., & Alonso-Tapia, J. (2013). Self-assessment: Theoretical and practical connotations. When it happens, how is it acquired and what to do to develop it in our students. *Journal of research in Education & Physiology*, *11*(2), 551-576.

Pastore, S., Yan, Z., & Lao, H. (2025). Teacher instructional practices and strategies for student self-assessment. Assessment in *Education: Principles, Policy & Practice, 32*(2), 152-172.

Sambell, K., & McDowell, L., & Montgomery, C. (2013). *Assessment for learning in higher education*. Oxon: Routledge.

Serbati, A., Grion, V., & Fanti, M. (2019). Caratteristiche del peer feedback e giudizio valutativo in un corso universitario blended [Peer feedback characteristics and evaluation in a blended university course]. *Giornale Italiano della Ricerca Educativa, 12*, 115-137.

Stiggins, R. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. *Phi Delta Kappan*, *87*(4), December, 324-328.

Taylor, S. N. (2013). Student Self-Assessment and Multisource Feedback Assessment: Exploring Benefits, Limitations, and Remedies: Exploring Benefits, Limitations, and Remedies. *Journal of Management Education, 38*(3), 359-383.

Trinchero, R. (2023), Assessment as learning in università. Costruire le capacità autovalutative degli studenti [Assessment as learning in universities. Building students' self-assessment skills]. *Pedagogia oggi*, *XXI*(1), 108-117.

Triventi, M. (2014). Le disuguaglianze di istruzione secondo l'origine sociale. Una rassegna della letteratura sul caso italiano [Educational inequalities by social origin. A literature review on the Italian case]. *Scuola democratica, Learning for Democracy, 2*, 321-342.

Valero, A. & Van Reenen, J. (2019). The economic impact of universities: Evidence from across the globe. *Economics of Education Review*, *68*, 53-67.

Yan, L. (2022). *Student Self-Assessment as a Process for Learning*. London: Routledge.

Yan, Z., Wang, X., Boud, D., & Lao, H. (2023). The effect of self-assessment on academic performance and the role of explicitness: a meta-analysis. *Assessment & Evaluation in Higher Education, 48*(1), 1-15.
York, T. T., & Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical Assessment, Research, and Evaluation*, *20*(1), 5.

AUTHORS' INFORMATION

Full name: Giulia Maria Cavaletto
Institutional affiliation: Department of Political Sciences, Law and International Studies, University of Padova, Italy
Institutional address: Via Cesarotti 10/12 35123 Padova, Italy
Short biographical sketch: researcher, she has carried out research on: Inequalities in education, family-school relations, special needs students and policies, school-job transition, Social and Emotional skills. She held institutional roles in research groups, foundations and research organizations.

Full name: Federica Cornali
Institutional affiliation: Department of Cultures, Politics and Society, University of Turin, Italy
Institutional address: Lungo Dora Siena 100, 10110 Turin, Italy
Short biographical sketch: PhD, she is associate professor at the Department of Cultures, Politics and Society, University of Turin, and she is a teacher of Sociology of Education and General Sociology until 2009. Her research interests are focused in the following fields: social institutions (norms, roles and behaviours in relation to the intergenerational transition); school effectiveness and policy context (evaluation practices, indicators and rhetoric); human capital (conceptualization, operationalization and empirical applications).