

Active Methodologies in the Development of Employability Skills in University Students

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Abstract

The transition from higher education to the labor market is characterized by a persistent gap between academic training and employers' demands, especially regarding soft skills and strategic thinking. This article presents a pedagogical intervention that combines the active methodologies Design Thinking and LEGO® SERIOUS PLAY® (LSP) to foster the development of employability skills in psychology students. A four-hour workshop was implemented in which participants built three-dimensional models to explore their future professional vision, identify obstacles, and recognize personal strengths. Based on a qualitative descriptive–interpretive design, students' written reflections were analyzed using inductive content analysis. The results show that the experience facilitated the clarification of short- and long-term goals, increased awareness of internal barriers—such as insecurity and low self-esteem—and the recognition of key skills such as creativity, communication, and complex problem solving. It is concluded that these experiential methodologies are valuable tools for training resilient and adaptable professionals, better prepared for the challenges of today's labor market.

Keywords

Active methodologies; Design Thinking; employability; soft skills; LEGO® SERIOUS PLAY®; experiential learning; higher education.

