

## Learning Portfolio

### From Phase 4: Reflection, de-construction and further development of knowledge and concepts

Phase four includes methods that are mainly aimed at discussion and reflection in connection with dealing with heterogeneity in schools. The methods are intended to support participants and lecturers in the programmes in taking up and discussing not only the topics themselves, but also the social controversies concerning social differences and group constructions.

#### a) General information

**Time frame:** Several lessons

**Social form(s):** Individual work, peer-feedback, face-to-face-counselling with the teacher

**Number of people:** /

**Short summary:** A portfolio is a type of assessment that reflects the process of writing or analysis of a topic. Additionally, a large emphasis of portfolio classrooms is reflective learning. Through portfolios, participants may begin to become more self-aware of their strengths and weaknesses as a writer or learner. Three important factors must be well organised by the instructor prior to implementing portfolios:

- timing
- binding
- reflecting.

Portfolios require a different type of grading. Whereas traditional grading systems are focused on percentages and letter-grades, portfolio classrooms are focused on feedback. To give feedback the portfolio content (writing, information gathered and transparency of transfer capacity) as well as the reflective components of the process need to be determined (it also needs to be determined if products other than the final draft will factor into the final grade).

#### b) Description of the method (preparation, working steps, aim)

The participants must be well prepared for working with the portfolio. The participants must have acquired sufficient tools and methods to solve the different parts of a portfolio individually and autonomously. The working steps of a portfolio are:

- **Planning of the portfolio:** Participants should be accompanied by the lecturers in planning the portfolio, especially at the beginning when they are not yet familiar with the method. The amount of time and the individual goals must be agreed upon with the participants.
- **Working on the portfolio:** Over a certain period of time, different tasks on a topic will be worked on, whereby the individual work steps should be combined in a meaningful way.
- **Reflection of the portfolio:** Both the learning outcomes should be described and the learning process itself should be reflected. This includes the joint evaluation of useful methods and the identification of individual interests, forms of learning, strengths and learning goals that can serve as a basis for future portfolios.

A portfolio is a document in which the results of learning activities are collected and presented. These can consist of different texts, pictures or other learning outcomes. The aim of the portfolio work in Higher Education is on the one hand to enable the participants to structure and reflect their own learning process and on the other hand to gain an overall picture of the learning topic.

Portfolio projects are highly individualised, intended to serve the learning needs of participants in a particular learning group. In other words, by their very nature portfolios make possible the developmental charting of individuals, as well as a rich portrait of the participants learning process.

### **c) Reflecting questions on how to implement the methods in programmes for (recently) immigrated and refugee teachers**

#### **How can the participants and lecturers contribute their knowledge in a way that does not culturalise?**

The method is individually adaptable; stereotypes can be prevented well in the planning phase and/or made conscious and be deconstructed in the reflection phase.

#### **What must be considered so that this method does not lead to stereotypes and/or discriminatory categorisations?**

See *culturalisation*

#### **How to work with this method in a language sensitive way/how to include multilingualism?**

All languages can be theoretically used within the portfolios. Lecturers and/or participants can also choose to use different languages for different tasks of the portfolio.

#### **How to use this method in a participatory way?**

Since the participants independently organise their learning process within the portfolios, a high degree of independence is provided. However, it is important that the reflections of the individual participants are repeatedly translated into joint dialogues and are also taken into account for the further design of the programmes.

#### **Possible variations of the method**

Portfolios can be varied in many ways. Different tasks can be individually planned with the participants. In addition, different methods or tasks for small groups can be integrated into the portfolio.

It is also possible to process certain tasks in groups. This is especially useful for projects where team results have to be documented or when topics are to be presented from different perspectives.

#### **Possible application (for other contexts, e.g. schools)**

Portfolios can be used very well in schools. Here, individual differentiation is possible and with increasing age, students can more and more develop their own portfolios themselves.

#### **Examples/possible topics**

Portfolios can be used on a wide variety of topics. However, it is particularly useful if space is to be given to individual interests and reflections. Therefore, portfolios are particularly useful for topics in which different perspectives are mutually enriching. By working on topics such as heterogeneity in school or Human Rights, the participants can set individual research according to their interests, which are then repeatedly brought together in joint discussions to benefit from each other.

#### d) Further information

Zubizarreta, John (2008): The Learning Portfolio: A Powerful Idea for Significant Learning. Manhattan, Kansas: Idea Paper 44.

Centre for Assessment Research, Policy and Practice in Education (CARPE): The Learning Portfolio in Higher education. A game of Snakes and Ladders. Available at: <https://www.dcu.ie/carpe/news/2018/Feb/Learning-Portfolio-Higher-Education-Report-Launch.shtml>

“What is a Learning Portfolio” an information clip in English language. Available at: [https://www.youtube.com/watch?v=sSjaUvToR\\_4](https://www.youtube.com/watch?v=sSjaUvToR_4)

Ellmin: Portfolio i skolan <http://www.ellmin.se/skolan.html> [18.03.20]. (In Swedish language)

Method pool by Kersten Reich. Available at: [http://methodenpool.uni-koeln.de/portfolio/frameset\\_portfolio.html](http://methodenpool.uni-koeln.de/portfolio/frameset_portfolio.html) [29.02.20]. (In German language)



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