



Miroslava R. Ristić¹

Ana M. Vujović

**University of Belgrade, Teacher Education Faculty,
Belgrade, Serbia**

Scientific review

Paper received: Sep 14 2021
Paper accepted: Nov 5 2021
Article Published: Jan 12 2022

Digital Reflective Portfolio Model for Foreign Languages for Specific Purposes²

Extended summary

The European Language Portfolio, which can be viewed as an accompanying instrument on the path to multilingualism, is one of the ways to monitor the progress of students in the process of learning foreign languages and training for self-evaluation and management of their own learning. Its use began two decades ago and during that period its presence in the daily work of students and teachers developed gradually. Its main goal is for everyone to be able to preserve in one place various traces of their efforts during learning one or more foreign languages and to determine their level in all language competencies as accurately as possible in order to know in which direction they should continue learning. Such a portfolio can certainly be useful when changing an educational institution or a teacher, but above all when developing self-reflection related to the learning process, which later facilitates the development of portfolios for other subjects and, more broadly, various competencies acquired during lifelong learning. For the purposes of this paper, we have singled out only a few teaching activities that fulfill the pedagogical function of the European Language Portfolio. The digital portfolio in university teaching also began to be used two decades ago, as a logical continuation of the previously known practice of collecting and creating collections of student works. With their complementarity, the European Language and Digital Portfolios provide an opportunity to create a stimulating environment for teaching and learning foreign languages for specific purposes. Today, when we say teaching portfolio, we mainly refer to the digital portfolio, i.e., to an electronic collection of materials which is dynamic and flexible, primarily owing to

1 miroslava.ristic@uf.bg.ac.rs

2 The paper is a part of the project financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia. The Project is entitled “The Concepts and Strategies of Providing the Quality of Initial Education”, No. 179020D.

Copyright © 2021 by the authors, licensee Teacher Education Faculty University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

the concept and technologies known as cloud computing. The digital reflective portfolio is one of the tools in a mixed and online teaching that is recognized as important in the process of improving the quality of teaching, learning, and realization of the model of student-oriented university teaching (constructivist approach). It indicates the individual abilities and achievements of the students. It can be shared, developed, placed in different contexts, searched and/or evaluated from different perspectives that we believe depend on the nature of the subject, level of study (undergraduate, master, doctoral studies) as well as the type and quality of interdisciplinary connections. In the conditions of online teaching and working in digital environment, digital portfolio is one of important tools in the process of improving the quality of teaching and the implementation of the student-oriented model of university teaching. The aim of this paper is to create a model of a reflective digital portfolio for foreign languages for specific purposes at the Teacher Education Faculty, University of Belgrade, with the aim of raising the level of language and digital literacy in the conditions of hybrid and online teaching. In addition to the modeling method, a case study was used which included students attending the academic course of Educational Technology at the Teacher Education Faculty, with a focus on interdisciplinary connections with foreign languages for specific purposes. The paper discusses the theoretical starting points, the possibilities and challenges of using a digital portfolio teaching foreign languages for specific purposes. The review and analysis concluded that a hybrid model is a starting model for an efficient digital portfolio development, and that the digital portfolio can be successfully used in both formative and summative evaluation of student achievement, with horizontal and vertical interdisciplinary connections playing a key role.

Keywords: digital portfolio, European Language Portfolio, foreign languages for specific purposes, competencies, evaluation and self-evaluation of knowledge

References

- Balaban, I., Mu, E. & Divjak, B. (2013). Development of an electronic Portfolio system success model: An information systems approach. *Computers & Education*, 60 (1), 396–411.
- Chittum, J. R. (2018). The Theory-to-Practice ePortfolio: An Assignment to Facilitate Motivation and Higher Order Thinking. *International Journal of ePortfolio*, 8 (1), 27–42.
- Chou, P. N. & Chang, C. C. (2008). E-Portfolios: Review of an Inovative Tool. *Educational Technology*, LVIII, 12.
- EURYDICE – European Unit, European Commission. Directorate-General for Education, & Socrates (Programme) (2001). *National actions to implement lifelong learning in Europe (277)*. EURYDICE, European Unit.
- Eynon, B. & Gambino, L. M. (Eds.). (2018). *Catalyst in action: Case studies of high impact of ePortfolio practice*. Sterling, VA: Stylus.
- Kuh, G. D., Gambino, L. M., Bresciani Ludvik, M. & O'Donnell, K. (2018). *Using ePortfolio to Document and Deepen the Impact of HIPs on Learning Dispositions*. Occasional Paper# 32
- Little, D. & Perclova, R. (2001). *The European Language Portfolio: a guide for teachers and teacher trainers*. Strasbourg: Council of Europe, Modern Languages Division.

-
- Rao, C. S. (2014). English for Science and Technology: A Learner Centere Approach. *English for Specific Purposes World*, 15 (42), 1–10.
 - Ristić, M. (2019). Model digitalnog nastavnog okruženja za strani jezik struke. *Inovacije u nastavi*, XXXII (2), 106–121. DOI: 10.5937/inovacije1902106R
 - Ristić, M., Marković I. i Stoković G. (2021). Digitalni portfolio u visokom obrazovanju – studija slučaja. In: Katic, V. (Ed.). *XXVII Skup Trendovi razvoja – Online nastava na univerzitetima* (111–115). Novi sad/MS Teams platforma: Fakultet tehničkih nauka Univerziteta u Novom Sadu.
 - Rolheiser, C., Rolheiser-Bennett, N. C., Bower, B. & Stevahn, L. (2000). *The portfolio organizer: Succeeding with portfolios in your classroom*. ASCD.
 - Sharma, S. A. & Unger, S. (2016). Employing Web 2.0 Technologies to Support Students' Academic Vocabulary Acquisition. *Michigan Reading Journal*, 48 (3), 5.
 - Watson, C. E., Kuh, G. D., Rhodes, T., Light, T. P., & Chen, H. L. (2016). ePortfolios – The eleventh high impact practice. *International Journal of ePortfolio*, 6 (2), 65–69.