E-PORTFOLIO AS A TOOL FOR THE DEVELOPMENT OF SELF-REGULATED LEARNING SKILLS

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The importance of students’ ability to learn how to manage their learning, starting from the premise that knowledge is increasingly extensive and at times obsolete, has been repeatedly emphasized during the implementation of these policies and the subsequent meetings:

- The Salamanca Convention
- Prague Declaration
- The Council of Europe held in Barcelona
- The Convention of Higher Educational Institutions in Graz
- Conference in Berlin the Bergen Declaration
- The London Declaration
- The Lovaina Declaration
- The Budapest Declaration
- As well as the Bucharest Declaration
ECTS includes the time spent not only in class attendance, but participation in seminars, independent study (individual and group), tutoring sessions, investigation, research work in libraries, lectures, as well as preparation of assignments and studying for and taking exams. Likewise credits are allocated to all educational components of a study program, such as modules, courses, internships, work study, summary of course, etc.

Self-regulation of learning for the university student becomes a necessary skill in the European System of Education.

According to Boekaerts, Maes y Karoly (2009), the majority of researchers agree that self-regulation involves multiple competencies, as well as an iterative and self-directed process applied to one’s skills, emotions, actions and environment that should be tailored to serve one’s own objectives.
There are **three general aspects of management of academic studies** associated with self-regulated learning:

1) **Behavior** that implies active control of various resources that students should manage such as time, study environment and help from peers and professors.

2) **Motivation and affect** that require knowledge, control and change, if needed, of motivational strategies such as efficacy, goal-orientation, flexibility and adaptation to the demands of a new context or situation.

3) **Cognition** which implies control of various cognitive learning strategies such as use of more complex processing strategies

Pintrich (1995)
Randi y Corno (2000) point out that the majority of education environments offer very few opportunities for self-regulation to students.

Román (2004) affirms that teaching how to learn through a curriculum as a central driver is possible at the university level. It can be done through optimizing and activating cognitive processes and procedures.

Saínz, Montero, Bol y Carbornero (2012) also add that professors need to analyze and explain metacognitive strategies in class and assist students in acquiring and applying them.
The European Language Portfolio was designed and tested by the European Language Portfolio Validation Committee in Strasbourg, France between 1998 and 2000.

The electronic portfolio is a digital adaptation of the paper version promoted by the Council of Europe.
EUROPEAN LANGUAGE PORTFOLIO

Both the paper and digital versions consist of 3 parts:

- LANGUAGE PASSPORT
- LANGUAGE BIOGRAPHY
- DOSSIER
THE LANGUAGE PASSPORT provides a brief summary of linguistic skills. It teaches students to self-evaluate and identify their level of linguistic competence following European and American standards.
THE LANGUAGE BIOGRAPHY allows the student to record and reflect on his/her formal language learning as well as intercultural experiences in order to assess progress and set learning targets.
THE DOSSIER is a collection of samples of the student’s work as well as certificates chosen by the student to document and illustrate his/her linguistic abilities and achievements.
Based on these portfolios, the Global Language Portfolio was constructed at Virginia Commonwealth University, and was specifically designed for university students.
The electronic versions was inspired by the Dutch electronic portfolio http://www.europeestaalportfolio.nl/TaalPortfolio

The EAQUALS-ALTE ePortfolio was approved by the Validation Committee of the Council of Europe http://www.alte.org/projects/eelp.php
ELECTRONIC LANGUAGE PORTFOLIO

PLATFORMS:
Blackboard y Sakai

Easy to Use

+ Lack of access to the portfolio after graduation.
Google Sites

Even more user friendly.

Allows students to access and modify their portfolios throughout their careers.
It gives students ideas on how to learn a foreign language and what else they could do to be more successful in their studies and learn it more effectively.

It motivates and encourages students to apply a wide range of strategies to carry out their individual objectives.
Centering your learning

Arranging and planning your learning

**Communication checklists** are a required part of the Global Language Portfolio. They ask learners to assess what their skill areas, and to decide for each skill what their next learning goal will be.
Cultures, Connections, Comparisons, Communities: Past Experiences.

Cultures, Connections, Comparisons, Communities: Learner Reflections on Developing Future Goals and Strategies to Achieve them, is a working document whose focus is on one single experience (study abroad, internship, field trip, course assignments, or program of study). Its purpose is to help the learner to assess how she or he has developed cultural competence in the experience being addressed.
Arranging and planning your learning

Future Plans

BIOGRAPHY

Cultures, Connections, Comparisons, Communities: Past Experiences.

The template on Cultures, Connections, Comparisons, Communities: Learner Reflections on Developing Future Goals and Strategies to Achieve them, is a working document whose focus is on one single experience (study abroad, internship, field trip, course assignments, or program of study). Its purpose is to help the learner to assess how she or he has developed cultural competence in the experience being addressed.
Encouragement and Motivation

Cultures, Connections, Comparisons, Communities: Past Experiences.

Cultures, Connections, Comparisons, Communities: Learner Reflections on a Past Experience is a working document whose focus is on one single experience (study abroad, internship, field trip, course assignments, or program of study). Its purpose is to help the learner to assess how she or he has developed cultural competence in the experience being addressed.
Encouragement and Motivation

Dossier allows students to present and **reflect on their achievements and success** which both **motivates** them to continue learning and to overcome their learning related inhibitions. It also helps them to **maintain enthusiasm** for their studies, and work harder to achieve their goals.
Encouragement and Motivation

**Description**

The dossier is a collection of three types of information:

1. The first type consists of samples of a learner’s writing, oral work, videotaped activities, and/or other items as determined by the learner.
2. The second type consists of test scores or diplomas and certificates students earned by taking national or international tests. These results should be recorded on the Globalpass Language Passport.
3. The third type includes professional certifications, such as a teaching certificate or a professional translator’s certificate.

**Professional Certifications**

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**Test Scores, Diplomas, Certificates**

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The language portfolio teaches students to:
1. Evaluate his or her own knowledge.
2. Better organize the material that they want to learn.
3. Determine long and short term goals.
4. Identify strategies to reach their goals.
5. Become motivated.
The fact that the countries of the European Union as well as Georgia, Russia, Turkey, the United States, and Canada have adopted the Electronic Language Portfolio shows that there is great interest and recognition on an international scale in this valuable didactic tool.
THANK YOU VERY MUCH

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