

# 7 Approaches to the development of pre-service language teachers' e-portfolios

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## 1. Introduction

Pre-service training of language teachers requires tools that foster the development of teaching competences, and the construction of their teacher identities. One crucial tool in that respect is the e-portfolio. Thus, in the framework of the proPIC Europa project<sup>5</sup>, the e-portfolio is a dynamic artefact in which students collate learning evidence that helps to construct their teacher identity. In this chapter, we present the concept of the e-portfolio as it has been applied in the proPIC project, together with the associated learning objectives and constituent elements. In the sections that follow, we look at the e-portfolio from the perspective of the common formative actions carried out across the participating Higher Education Institutions (HEIs) and the specific actions implemented in each context, which were based in the context of the overall study programme<sup>6</sup> (see [Hoinke & Clausen, 2022](#), Chapter 3 this volume). We will also present some of the outcomes, showcasing a number of e-portfolios that were constructed by the pre-service teachers participating in the project.

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6. <http://www.propiceuropa.com/io3-study-programme.html>

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## 1.1. H2 The e-portfolio: a dynamic tool

For the purpose of this study, we adopt the definition of e-portfolios given by [Kunnari and Laurikainen \(2017\)](#), who state that:

“e-Portfolios are **student-owned digital** working and learning **spaces** for **collecting, creating, sharing, collaborating, reflecting** learning and **competences**, as well as **storing assessment** and **evaluation**. They are **platforms** for students to follow and be engaged in their personal and **career development**, and **actively** interact with **learning communities** and different **stakeholders** of the learning process” (p. 7; emphasis added by the authors).

This concept of digital portfolio or e-portfolio stresses its **process-oriented, dynamic, and reflective** nature. Thus, the e-portfolio is understood in terms of the processes that take place during its creation and should not be considered a static tool, i.e. just for assessment. It is not merely a finished product or a series of outcomes; rather, it serves as a basis for ongoing feedback throughout the various phases of one’s training. In this regard, an e-portfolio can be considered a learning strategy in itself, a tool for reflective practice or a resource to help developing pre-service teachers’ professional identity. It is thus seen as an effective tool for professional development, not simply a folder in which to compile pieces of evidence of the learning process. Learning and self-assessment processes that facilitate reflection on learning activities and teaching practices are particularly relevant in the development of an e-portfolio ([Bozu, 2012](#)). As a digital tool, the e-portfolio enables students to enrich their individual learning process by sharing them with others, building their own knowledge while also contributing to the construction of a common knowledge base. The e-portfolio also provides tutors with a straightforward means of monitoring and guiding the creative process ([Pujolà & González, 2021](#)).

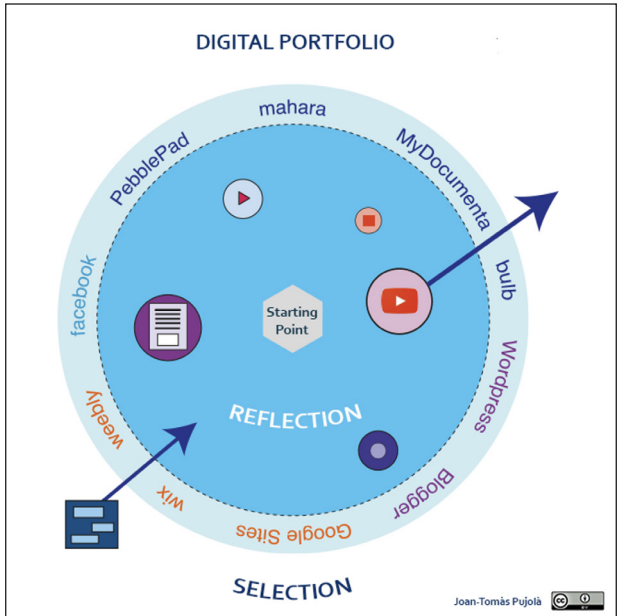
The pre-service teachers’ e-portfolio compiles evidence of the different **training cycles** that make up the overall learning process ([Pujolà, 2019](#)). The first cycle requires each pre-service teacher to describe their unique starting

point: the situation in which they find themselves at the beginning of a study programme, setting out their prior training and knowledge, the objectives they are pursuing, and how they intend to achieve them. The exercise provides a snapshot of what each student has achieved up to that point and the challenges they have set themselves for the duration of the programme (Pujolà & González, 2008). This snapshot is a point of reference to which students can return to assess their progress. As they complete the study programme, the pre-service teachers begin a new cycle in which they review the degree to which their initial objectives have been achieved, collecting examples of completed learning activities and reflecting on the outcomes, as well as defining new challenges. The study programme proceeds through successive cycles until its completion, at which point the pre-service teachers conduct an overall review of each cycle to establish a global self-assessment of their learning process. The pieces of evidence incorporated into the e-portfolio must be illustrative of their learning process and should be accompanied by each pre-service teacher's reflections on why each example was selected and what impact it has had on their training (see Figure 1).

As explained by Sayòs and Torras (2019, p. 29), drawing on Cole, Ryan, Kick, and Mathies (2000) and on Pérez Gómez (2016), reflection in e-portfolios must clearly establish the relationship between the evidence presented and the scope and quality of the learning activity. Students should also highlight the individual metacognitive processes and the group socio-affective processes employed, assess their attainment of the desired competences, and set future targets for personal and professional development.

Continuous reflection on the learning process through the structured presentation of individual texts obliges pre-service teachers to record aspects of their training that are not necessarily reflected in the course activities. In other words, in addition to the theoretical content of the training syllabus, they must also record and reflect on the competences they have been required to develop. The self-reflective nature of the e-portfolio enables students to critically examine the programme content, the learning process and their own skills and competences (González & Montmany, 2019, p. 18f.).

Figure 1. Dynamic representation of an e-portfolio (Pujolà, 2019, p. 71)



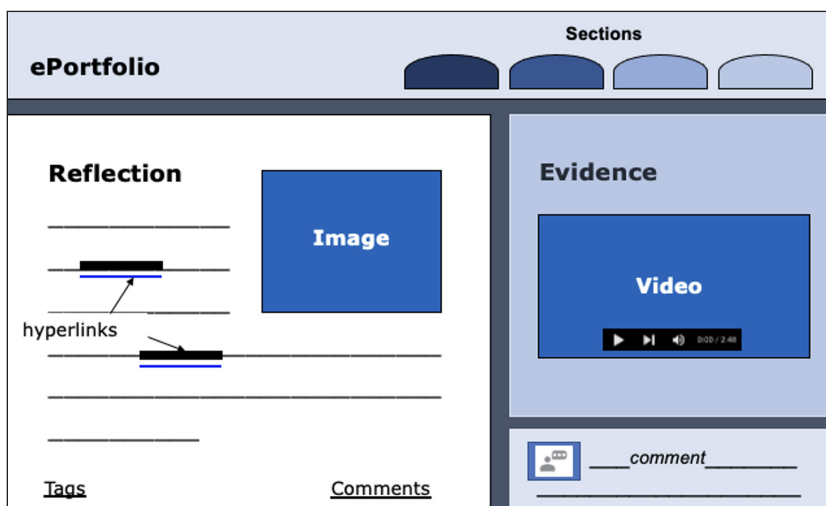
## 1.2. Key aspects of the e-portfolio

The four key aspects of the e-portfolio are attributed to its digital format. That is to say, the e-portfolio is **interactive**, **multimodal**, and **hypertextual**, and **offers the potential to create communities of practice or learning communities** (see Figure 2).

The interactive nature of the e-portfolio translates into the interplay built between pre-service teachers and the chosen interface. This choice can also contribute to the development of digital teaching competence and digital communication skills by channelling conversations across other learners' e-portfolios. The interactivity is also provided by internal and external hyperlinks which the users can interact with if they feel they need them. Moreover, hypertextuality allows the information compiled in the e-portfolio to be presented sequentially or with

a meaningful structure, so readers can create their own itinerary when examining its content. Hypertext also enables the author to guide the reader along suggested itineraries, within the e-portfolio itself and in other sources if external links are included (Gilster, 1997, in Pujolà & Montmany, 2010).

Figure 2. The key aspects of an e-portfolio: features of interactivity, multimodality, and hypertextuality



As a multimodal tool, the e-portfolio facilitates the construction of discourses beyond the exclusive use of linguistic messages (Kress, 2010). The confluence of different modes (spoken, written, static and moving images, etc.) can bridge the gulf between orality and writing by encouraging users to employ a range of digital modes that intertwine to create far richer texts.

Finally, the e-portfolio offers pre-service teachers the potential to create learning communities (Coll, Bustos, & Engel, 2008) using digital platforms, which are designed to facilitate comments (see Figure 2) or content sharing with other learners and the programme's teaching staff. It works like social media: Authors can make their content visible or provide access to it via a link. Most platforms allow each learner to browse other learners' portfolios, leave comments, and

make suggestions. They also provide space for group reflection and the joint creation of content. By building their own learner communities, pre-service teachers can even establish a structure for peer evaluation.

## 2. Pedagogical implementation of e-portfolios within the proPIC study programme

This section presents the core interactive proPIC tutorial, i.e. the Interactive Tutorial 1, on e-portfolio development and the common and differentiating aspects of the pedagogic implementation of e-portfolios across the participating HEIs: Pädagogische Hochschule Karlsruhe (GER KA/PHKA), Christian Albrechts Universität zu Kiel (GER KI/CAU), Hoegskolan i Borås (SWE, HB), Universitat de Barcelona (SPA/UB), and Newcastle University (UK/UNEW).

### 2.1. Developing a common framework for creating teacher e-portfolios

Interactive Tutorial 1 (see [Figure 3](#)) introduces the participating pre-service teachers to the concept and functions of a teaching e-portfolio. Furthermore, it provides guidance for the first steps of creating their own portfolios.

Figure 3. Interactive Tutorial ‘e-portfolio’<sup>7</sup>



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7. <https://books.apple.com/us/book/propic-interactive-tutorial-1/id1525353237>

The theoretical framework of the tutorial encompasses the conceptualisation of the e-portfolio and its links to reflective practice and Continuing Professional Development (CPD), stressing its process-oriented, dynamic, reflective, evidence-based, and digital nature. The tutorial also defines the principal types of e-portfolios – working, showcase, assessment – and their respective characteristics, and presents their general structure (a starting point, a collection of evidence, and a conclusion). In line with the objectives of the project, particular focus was placed on the digital dimension of the e-portfolio, looking at the specific text building strategies available (hypertextuality, multimodality, interactivity), as well as the discursive processes put into practice in the students’ self-reflection (including description, explanation, argumentation, and retrospective and prospective evaluation).

Figure 4. Excerpts from the e-portfolio interactive tutorial

**Video 5.1 Setting-up an ePortfolio on Weebly: Video tutorial**



Find the video [here](#).

**2. Wix**

More than 40 million people have used **Wix** since the company started. Wix is well known for intuitive design, a wide range of interactive tools and a simplified drag and drop system. Wix is user-friendly, even if you do not have experience creating ePortfolios or web pages.

**Video 5.2 Setting-up an ePortfolio on Wix: Video tutorial**



ADVANTAGES:	DISADVANTAGES:
<p>Wix has beautiful and stunning templates; you can pick a design and put it in your own pictures.</p> <p>The website layout is well done.</p> <p>You can drag and drop the elements anywhere. Wix is very flexible in this way, offering more creative control.</p> <p>Wix is consistently introducing new and innovative features.</p> <p>It gives you more design and feature flexibility when it comes to other elements.</p>	<p>You cannot change template once chosen.</p> <p>You have to add a way of letting readers leave comments/feedback.</p>

Table 5.2 Advantages and disadvantages of Wix

**3. Google Sites**

[Google Sites](#) is a free tool for creating your own webpage. It has all the characteristics of the Google Apps, so keep in mind that you are entering into the Google world, for better or worse. It is difficult to avoid further Google products, because your portfolio can be connected to other Google apps that you are using. If you are not a Google user, you will not have access to some possible features, such



**Activity 3: Analysing ePortfolios**

This is a compilation of four examples of ePortfolios. The following assessment checklist can be helpful to self-assess ePortfolios.

- Why is this a good example of an ePortfolio?
- How is it **structured**? Is it easy to follow?
- What kind of **multimedial elements** are being used (e.g., images, videos, texts)? Are they related to the content?
- Are there any **hyperlinks**? Are they related to the content?
- Does the e-portfolio invite **commenting** and foster **interactivity**?
- Is the **evidence** provided described properly?
- Are there any **teaching actions**? How are they described and explained, argued and evaluated?
- Does the ePortfolio contain any emotions/personal information?


On the next page you will find a short analysis of ePortfolio Example 1

Choose **one** of the other examples and analyse it with the help of the assessment form. Please put your analysis on your own ePortfolio.



I strongly believe that **"students learn faster and better if teachers spend the majority of classroom time giving students scaffolded opportunities to engage in communication activities with each other about matters of mutual interest, focusing on meaning."** (G. Jordan & H. Gray, 2019)

**My reflections on collaborative project works in the library**



167 peer students doing an assignment in the library (photo taken by Lijian Huo)

These are my reflections about some collaborative projects that could be carried out in the library to promote the English language learning outside of class.

- Classesscompendium
- Decentralised Teaching and Learning
- EFL Notes
- ELT Rants, Reviews, Reflections
- ELT Research Bites
- Evidence Informed ELL
- Freelance Teacher Self-development
- How I See It Now
- Immersivities
- Kamila of Prague
- Livinglearning
- Sandy Millin's Blog
- Steve Brown's Blog

The tutorial provides a series of resources and activities designed to help the student teachers make informed decisions when creating and developing

their e-portfolios. It offers detailed descriptions of suitable digital platforms, summarising their respective advantages and disadvantages. This information is complemented by a series of multimedia resources, including video tutorials on how to use each of the platforms presented. It further comprises video capsules with practical recommendations from teachers who use e-portfolios professionally, and self-assessment checklists. The tutorial also includes a series of guided activities to help students define the starting point for their e-portfolios. These activities encourage the students to reflect on their prior teaching-learning experiences and on observation and critical analysis using specific e-portfolio models and examples (see [Figure 4](#) above).

## **2.2. E-portfolio implementation in proPIC: commonalities and differences**

The different approaches (integrated or separated versions) used to implement the proPIC study programme at the participating HEIs influenced how the e-portfolio concept was interpreted at each institution and how the pedagogical implementation of this tool was designed. The different pedagogical activities employed to support pre-service teachers in the creation of their e-portfolios considered the different profiles, needs, and training goals of pre-service teachers in their respective learning contexts. As a result, e-portfolios were used in shared pedagogical activities among institutions, such as classroom observation, as well as across a variety of distinct activities, specific to each institution.

### *2.2.1. Commonalities of e-portfolio implementation within the proPIC study programme*

The creation of an e-portfolio was one of the common requirements for all participants in the project. It was linked to the final student output: the design of a classroom research project or a teaching proposal based on the innovative use of digital tools. This is consistent with the understanding of the e-portfolio as a key tool within a broader training process rather than a standalone assessment tool for a single experience or event (see the *introduction* section of this chapter).



One of the fundamental approaches of the project was to consider both the e-portfolio and the final student output as means for achieving the core proPIC objectives: acquiring experience with digital tools through a variety of language teaching practices and reflecting on the didactic strategies that entail the use of these tools. On the one hand, creating the e-portfolio provides pre-service teachers the chance to reflect on their own research projects or teaching proposals. Consequently, it opens a discussion of the benefits and added value of the collaborative and innovative use of digital tools through their own teaching practice. On the other hand, building an e-portfolio is a means of experiencing the significance of communication 2.0 (González & Montmany, 2019), as well as a way of exploring the potential that digital tools offer in this digital communication process. A particular focus was therefore placed on the multimodality of e-portfolios and the student teachers' outputs.

An open and flexible approach was taken to setting guidelines and requirements for the use of e-portfolios across the proPIC project. This is consistent with the conceptualisation of the e-portfolio as a dynamic product (see Figure 1). Trainee teachers were commonly free to choose both the digital platform on which to create it and the pieces of evidence they wish to include or discard throughout the learning process. In line with the learning philosophy of proPIC, pre-service teachers had the final say on almost all key decisions in the creation of their e-portfolios: the digital platform used (web or blog), the content, the structure, and the number and type of examples of evidence. Pre-service teachers were also free to decide how to approach the reflective component of the project, choosing between self or joint reflection and working with written, spoken, or dialogic forms of reflection. Although pre-service teachers were not specifically given directions in the selection of evidence to include in their e-portfolios, they were expected to use multimodal content. Furthermore, all the participating HEIs stressed the importance of establishing a clear link between this collection of evidence, language learning, and each student teacher's professional experience. Thus, pre-service teachers were expected to demonstrate the significance of each example in their learning process and to focus particularly on the learning experiences from the study week part of the programme.

The participating HEIs used varying teaching methods throughout the different stages of the project in order to help the students to prepare the e-portfolios: by local face-to-face sessions at the start and at the end of the project and by periods of independent online work through interactive tutorials and during the study week. The diverse teaching input developed in the HEIs presented some shared aspects. It consisted of activities and resources intended to foster reflection or reflective practice and the creation of the e-portfolio, which required pre-service teachers to establish a digital discourse, define a suitable structure, and select the appropriate learning evidence. The specific characteristics of activities and resources can be broadly classified as follows.

- Guided joint or self-reflection, achieved by prompting questions: This was carried out in face-to-face sessions and via Slack, with classmates from the same institution or students from the same cohort at other participating universities. The student teachers were invited to reflect on a wide range of topics, examining previous teaching and learning experiences, experiences related to technology and specific methodological approaches, reflective practice, beliefs and values concerning education, and so on. Reflection was centred on discussion of static images (see Pujolà & González, 2022, Chapter 9 this volume) or videos created by individual students or groups or on joint experiences carried out by students at different institutions over the course of study week, such as team microteaching (SWE/HB), the design of group mobile-based tasks (SPA/UB), or Video Enhanced Observation (VEO) of classroom practice (UK/UNEW).
- Use of web-based e-portfolios<sup>8</sup>: Students were able to work with examples of e-portfolios produced by participants in proPIC. These resources served as the basis for activities to examine the characteristics and structure of a teaching e-portfolio, ‘communication 2.0’ (González & Montmany, 2019), and the reflective strategies deployed in the creation of these tools.

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8. <http://www.propiceuropa.com/students.html>

- Audio-visual input: Students had access to video tutorials on how to create an e-portfolio on different platforms. They could also access video case studies presenting the work and teaching e-portfolios of practising teachers who employ reflective teaching, dialogic reflection and observation-based reflection in the classroom.
- Conceptual input: To introduce the methodology of reflective practice, students were provided with a review of various tools (diaries, ad hoc observation, critical incidents, etc.) and different models and procedures for employing them in reflective practice (reflective teaching phases, written versus spoken and dialogic reflection, sentence starters to initiate reflection according to the specific approach adopted, etc.).

One of the project's outputs was the creation of a system of proPIC assessment criteria<sup>9</sup> (see Whelan & Seedhouse, 2022, Chapter 6 this volume), which was adopted at each institution for the combined assessment of e-portfolios and student outputs. This system was implemented in different ways at each institution in order to focalise supervision of the e-portfolios on the basis of their role in assessment design. It was used at all participating institutions as a resource for providing feedback. In some cases, it was additionally employed as a grading tool. In this vein, supervision, feedback, and coaching for the creation of e-portfolios in proPIC can be summarised as follows.

- Supervision in the different phases of the process: Monitoring progress with the creation of e-portfolios was carried out at different points in the study programme at each participating institution. All universities devoted specific attention to the e-portfolios and the final output during each study week.
- Online (synchronous and asynchronous) and face-to-face feedback: Different forms (written, spoken, audio-visual, see Figure 5) and different tools (e.g. self-assessment checklists) were considered for

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9. <http://www.propiceuropa.com/io5-assessment-criteria.html>

giving students feedback on the construction of their e-portfolios. The feedback itself focused mainly on the digital and reflective competencies developed in relation to the various outputs and on the illustrative collection of evidence selected by students, although the emphasis on each type of evidence varied across institutions.

- Collaborative feedback by different agents: In addition to self-assessment, students received feedback from local and international proPIC teaching staff, from teachers of different subjects, and, in the case of Universitat de Barcelona (SPA, UB), also from a specific e-portfolio tutor. Activities were also organised to promote collaborative feedback on the e-portfolios produced both between peers and through joint reflection between students and teachers (see Figure 6). These sessions were held during the study week and as face-to-face local activities.

Figure 5. Examples of written and audio-visual feedback (P4-SPA, P1-GER KA)

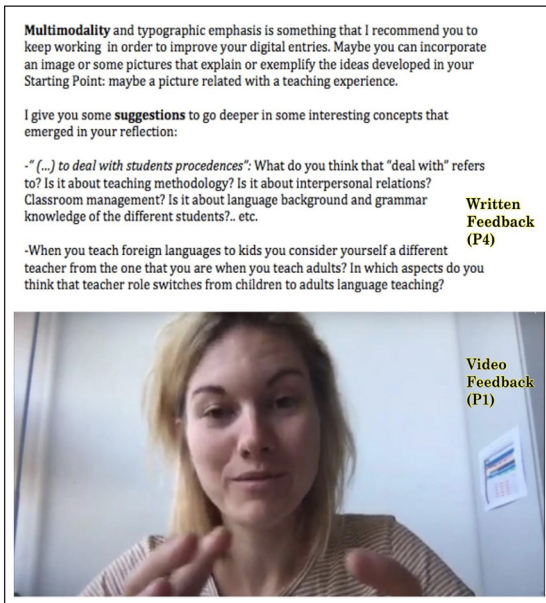
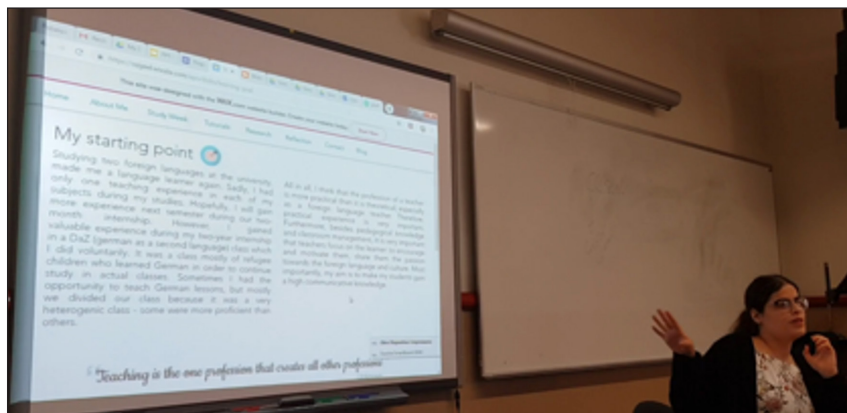


Figure 6. ‘Show and tell your e-portfolio’: collaborative feedback during study week in Spain (P4, SPA)

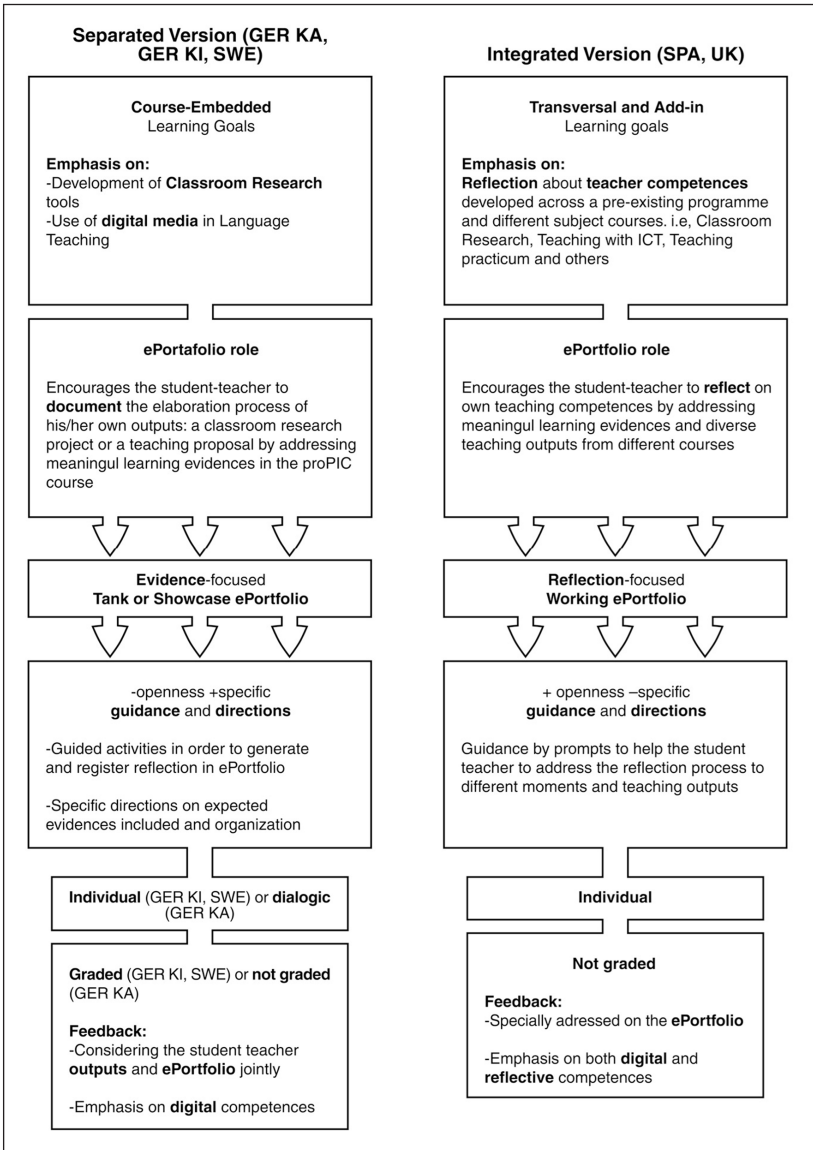


### 2.2.2. Differences of e-portfolio implementation in the different proPIC study programme versions

Figure 7 shows the differences in the implementation of e-portfolios between the versions of the proPIC study programme at the participating HEIs. The specific differences in the project learning objectives for each context had a bearing on the learning requirements considered in implementing the e-portfolio in class.

The adaptation of the e-portfolio to the particular needs of each learning context highlighted differences in the way the tool was considered for the purpose of assessment design and in its relationship to the other learning outcomes. As seen in Figure 7, the e-portfolio was integrated into the assessment process in different manners. At GER KI/CAU for example, the grade assigned to the e-portfolio accounted for 60% of the overall grade, with the research project or teaching proposal accounting for the remaining 40%. At SWE/HB, the e-portfolio carried a study load equivalent to 1.5 of the overall 7.5 credits awarded for the subject.

Figure 7. E-portfolio implementation in the different versions of the proPIC study programme



Another key difference can be found in the extent to which the pre-service teachers were guided through the creation of their e-portfolios. Guidelines were set at all institutions but varied in specificity and restrictiveness according to the academic profiles of the participants. One interesting difference was the possibility offered at GER KA/PHKA of creating the e-portfolio both as an individual task and as a dialogic group undertaking. In the latter format, design of the site and the selection of learning evidence and reflections were carried out in a group. However, each student could also incorporate an individual space into it.

### **3. Development of e-portfolios during the proPIC project: examples and evidence of the learning process**

Over the duration of the project, 43 e-portfolios were produced by the participants in the first two cohorts<sup>10</sup> (16 in the first cohort, 27 in the second) using various platforms (see [Table 1](#)). All participants, except for students of a single cohort from GER KA/PHKA taking a specific training course at one institution, were free to make their own choice of platform for the creation of their e-portfolios. It should be noted, however, that the most commonly chosen platforms were those described and recommended in the e-book written specifically for the project (see [Section 7.2](#)), so students were guided by the teaching staff and the interactive tutorial to some degree.

The e-portfolio interactive tutorial also provided specific explanations of the objectives pursued by the construction of a reflective e-portfolio and the sections the final product should contain. As a result, all of the participants' e-portfolios have the same general structure: the description of a starting point, the presentation of a series of learning activity examples, reflections on the content of the examples, and an action plan that sets out the intended

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10. Unfortunately, only a small number of examples are available for the third cohort, as completion of the course was interrupted by the outbreak of the COVID-19 pandemic. These examples will not be considered in describing the characteristics of the e-portfolios constructed during the project.

professional development path after completion of the proPIC project. Within this structure, a certain level of variation was present due to the different ways in which the e-portfolio had been integrated in the study programmes at each institution.

Table 1. Digital platforms used to construct e-portfolios and number of students per university

Platform	Universities					Total number of students
	GER KA P1	GER KI P2	SWE P3	SPA P4	UK P5	
Google Sites	8	6		1	4	19
Weebly	5	3			4	12
Blogger			5	5	1	11
Wix		3		6		9
Wordpress		2		1		3
Github				1		1
Blogg			1			1
Google docs	1					1

In setting out their starting points, all students essentially gave a general presentation of their individual profiles as pre-service foreign language teachers. For instance, SWE/HB offered a reflection on the teaching-learning process and on what it means to be a foreign language teacher. Other participants chose to describe the learning objectives of the different courses in the proPIC framework. GER KI/CAU, for example, gave a description of the proPIC project itself and the learning objectives for his particular course. Where the proPIC course was not specifically related to the content of a participant’s degree programme, the learning objectives expressed were more closely aligned with the transnationality and internationalisation of the proPIC project and with the chance to learn about the educational realities of other countries. Considerable variation can be observed in the texts of the starting points, which range from brief personal descriptions and summaries of prior teacher training to longer, more substantial reflections on the personal significance of creating an e-portfolio and the participant’s expectations of the course.



One of the elements that exhibits the greatest variation in the composition of the different e-portfolios is the choice of learning examples and pieces of evidence of professional development. Each student teacher chose the pieces of evidence that related directly to her/his training and was therefore guided to some degree by the nature of the course through which their home institution participated in the proPIC project. For example, some pieces of evidence reflected learning activities carried out during courses leading up to study week that were related to general proPIC concerns such as professional development through information and communication technology and the significance of reflective practice. However, most learning activity samples presented in the e-portfolios were taken from the study week itself (see also Schwab & Oesterle, 2022, Chapter 4 in this edited volume). This evidence, developed during the week-long stay at a partner university, can be classified into two blocks: on the one hand, learning examples related to professional development as language teachers, and on the other hand, learning examples that focused on social aspects or cultural experiences.

The activities classified in the first block varied according to the host university, reflecting general differences between their study programmes. For example, while students who travelled to Barcelona, like Ziyun (UK/UNEW), incorporated evidence of activities carried out over the week, such as an activity using the Genially app or the use of VEO for class observation, students who visited Kiel incorporated videos they had created over the course of the week or videos of group interviews with teaching staff from the host institution. In most cases, however, students chose to structure the learning evidence in their e-portfolios in the form of daily entries, recording examples of their learning activities and the associated reflection in tabs corresponding to the days of the week.

Interestingly, students also used their e-portfolios to record images and occasional reflections on the social and intercultural side of their experience. Some e-portfolios featured images of social activities carried out during the different programmes, such as group meals or sightseeing, and, more commonly, group photographs and images of the authors with their new classmates. Leona (GER KI/CAU), for example, who completed the study week in Borås, presents photographs of her class group at the university, the image of a cup of tea and

cake – illustrating the famed Swedish *fika* – and a photograph of the majestic hall in Gothenburg Central Station. The reflective portfolio, then, could also be configured as a logbook or travel journal to illustrate the significance of study week in a more personal and experiential way.

Looking at the different activities carried out during the study week, many portfolios focused particularly on the final activity carried out during the short stay (the study programmes at each of the participation institutions were designed to culminate in the completion of a final activity). For example, in Kiel and Borås, students worked in groups to develop final products such as an educational video, while in Barcelona the final product was the e-portfolio itself, which was developed as a digital tool for professional development and reflective practices. These final activities were carried out over the course of the week and were recorded in the e-portfolios, which chart the development of each activity and students' reflections on their progress. Elisa (SPA/UB), for example, uploaded a video along with her e-portfolio to explain how she created and edited an instructional video on the design of audio-visual materials for foreign language teaching. In other examples, students were asked to carry out a research project within the proPIC course, which was also documented in the e-portfolios. Morten, Stephanie and Natalie (GER KA/PHKA) explain their research project, focusing on the theme of classroom management in an international context.

A certain degree of variation was also observed in the reflections related with the learning examples. In some cases, students were expected to base their reflections specifically on the evidence presented in their e-portfolios, whereas in others these reflections were more general, focusing on the sum of activities carried out over a whole day. In reflecting on their work, the students essentially sought to conceptualise the significance of the activities carried out during the study week for their professional development as foreign language teachers. Ken (UK/UNEW), for example, reflects on the fourth day of his short stay in Kiel, focusing on a seminar organised with local students. In his e-portfolio, he highlights having had the opportunity to discuss professional development with students of the host institution and explains that the resulting reflections on

the meaning of feedback in teaching were highly significant to his professional development.

Most of the pre-service teachers completed their e-portfolios at the end of the teacher training. In these cases, the final reflection generally contains a closing message and a global evaluation of the study week, as demonstrated in the video created by Özge (GER KI/CAU). In other portfolios, a plan of action was established, setting out how each student teacher intends to continue their professional development after proPIC. Phillip (GER KI/CAU), for example, in his closing remarks, raises the theme of lifelong learning and the need to keep working in order to consolidate the intercultural education derived from his stay in Barcelona. It should be noted, however, that the majority of the e-portfolios did not contain a message of this type as many students ended proPIC with a presentation of their research project, which marked the culmination of the study programme. One such example is Laura (GER KI/CAU), who discusses the final research project of her bachelor's degree studies, which focuses on approaches to pronunciation in foreign language classrooms across different countries.

As described in this section, the e-portfolios constructed in the framework of the proPIC project generally contained the characteristic elements of a reflective e-portfolio for professional development in teaching (Cuesta, Batlle, González, & Pujolà, 2020). While not all the e-portfolios contained every typical element, there was evidence of reflective practice and clear testimony of professional development by the authors across all cases and contributions. Each of the pre-service teachers was clearly committed to building a highly multimodal document and most of them used a wide range of multimodal elements to present their learning evidence and reflections. The e-portfolios frequently contain images – predominantly of activities or experiences – and videos – either of audio-visual products prepared for the project or of a relevant experience. Similarly, each e-portfolio has a particular design that reflects the platform on which it was constructed, showing that the trainee teachers had the chance to experiment with different digital platforms for the task, which was another of the project's initial learning objectives.

## 4. Conclusions

One of the main challenges in this project was to bring together the flexibility of a learning tool such as the e-portfolio and the international diversity of the project consortium, as well as the diverse learning requirements that exist at each partner institution. The experience has underlined the importance of conceptualising the e-portfolio as a tool for initiating meaningful processes of reflective practice(s) and feedback for pre-service teachers, drawing on actions with sufficient scope to involve language teachers with highly diverse profiles and backgrounds. From the teacher educator perspective, the experience has shown that discussing and finding common ground in regard to what each of the partners understands when talking of an e-portfolio is a challenge. It can thus be noted that the e-portfolio is not merely a standalone assessable outcome but rather a starting point for CPD, the development of a teaching identity and the building of a wider community of practice.

This transnational experience of e-portfolio creation opens several areas for future work, including the in-depth examination of assessment and feedback strategies and their role in the development of e-portfolios in educational contexts like the proPIC project. It will be particularly interesting to study how feedback can be harnessed to enrich the reflective processes of pre-service teachers, integrating different perspectives on teaching practice in a specific teaching community. Another area of interest that emerged is the potential of the dialogic e-portfolio and the benefits of collaborative reflection. In this regard, a focus of future research could be analysing the affordances as well as the constraints (e.g. time management, workload, or difficulties finding shared interests or needs) emerging while developing a dialogic student teacher or teacher educator e-portfolio.

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