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*Pedagogical Opportunities of the Reflective Learning Portfolio*

**Oportunidades pedagógicas del portafolio de aprendizaje reflexivo**

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**Abstract**

The research analyses the pedagogical opportunities presented by the reflective learning portfolio as an educational tool. A case study is conducted where empirical findings are rationally reflected upon. It carries out a pretest-posttest design with a control group; applied to students from six countries who are taking virtual master's degree programmes at a university in Mexico. The Honey-Alonso Questionnaire is used to measure effectiveness. The results show that, if the instrument is used transversally, covering the Master's thesis, it is possible to encourage reflective learning. Moreover, there are no significant correlations between the gender and country of the trainees and the results. The evidence points to the advantages of using the portfolio as a promoter of critical thinking in e-learning environments, as it favours meta-reflection and dialogical collaboration between the actors in the training process, allowing the dynamisation of relevant learning of future graduates as global citizens.

**Keywords:** Reflective Learning Portfolio; Reflective Confluence; Democratic Societies.

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## Resumen

La investigación analiza las oportunidades pedagógicas que presenta el portafolio de aprendizaje reflexivo como herramienta educativa. Se realiza un estudio de caso donde las constataciones empíricas se reflexionan racionalmente. Efectúa un diseño de pretest-postest con grupo de control; aplicada a estudiantes de seis países que cursan virtualmente programas de maestría en una universidad de México. Para medir la eficacia se emplea el Cuestionario Honey-Alonso. Los resultados muestran que, si el instrumento se utiliza de forma transversal, abarcando el trabajo de fin de máster, es posible incentivar el aprendizaje reflexivo. Además, no hay correlaciones significativas entre el género y país de los formandos y los resultados. Las evidencias señalan las ventajas del usar el portafolio como impulsor del pensamiento crítico en los entornos e-learning, en tanto favorece la meta reflexión y colaboración dialógica entre los actores del proceso formativo permitiendo la dinamización de aprendizajes relevantes de los futuros egresados como ciudadanos globales.

**Palabras clave:** Portafolio de Aprendizaje Reflexivo; Confluencia Reflexiva; Sociedades Democráticas.

## Introduction

The educative portfolio was first used on the 1970s, as support for a learning assessment.<sup>1</sup> Over the last 50 years, it has spread internationally, covering various training fields, teaching modalities and levels, which shows its consolidation as a didactic resource and as object of study in the field of educational research.<sup>2</sup> In this research, emphasis is placed on the digital portfolio in the university environment, seeking to provide scopes that allow for progress in educational innovation with Information and Communication Technologies (ICT) in Latin American universities.<sup>3</sup>

It is considered that:

In this need, digital media can offer multiple opportunities. These are conditional on the responsibility that human communities take for themselves. This means that the dispositions that the new communication technologies represent depend on the ethical disposition that human beings offer themselves. Otherwise, it is insisted, the apparent opportunities will drive the disregard and indifference that totalitarianisms require.<sup>4</sup>

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<sup>1</sup> ROCA, D. F. (2012). O Uso do Portfólio na Aprendizagem da Disciplina. *Docência do Ensino Superior*, 1(2)., pp. 1-18. Recuperado de: <https://periodicos.ufmg.br/index.php/rdes/article/view/2010/1345> en octubre de 2021.

<sup>2</sup> MACHADO, M.F; URBANETZ, S.T. (2020). Contributions of the Digital Portfolio for the Evaluative Praxis in Higher Education. *Revista Complutense de Educación*, 31 (3)., pp. 285-293. Recuperado de: <https://doi.org/10.5209/rced.63169> en diciembre de 2021.

<sup>3</sup> DERONCELE-ACOSTA, Á; MEDINA-ZUTA, P; GOÑI-CRUZ, F. F; MONTES-CASTILLO, M. M; ROMAN-CAO, E; GALLEGOS SANTIAGO, E. (2021). Innovación Educativa con TIC en Universidades Latinoamericanas: Estudio Multi-País. *Revista Iberoamericana Sobre Calidad, Eficacia Y Cambio En Educación* (REICE), 19(4). Recuperado de: <https://doi.org/10.15366/reice2021.19.4.009> en enero de 2022.

<sup>4</sup> CHÁVEZ YOMANA, Marleny; BENAVIDES ROMÁN, Alexander; RIVERA FERNÁNDEZ, Dorothy Herfilia. (2022). Acceso a la Justicia ante los Retos de Conectividad Digital. *Revista de Filosofía*. Universidad del Zulia. 39. N° especial., pp. 455-471. Recuperado de: <https://www.produccioncientificaluz.org/index.php/filosofia/article/view/37985/41941> en mayo de 2022., p. 470.

However, the analysis of contemporary research shows that scientific studies of experimental character or evaluation of educational portfolio experiences prove to be neglected when educational plans are programmed; consequently, in everyday practice. Also, the literature review shows that there is little research on the use of the pedagogical tool.

University teachers-researchers must create models, scientific constructs, proposals that lead their students to develop written competence through knowledge of the linguistic tools that characterise the Spanish language, through the construction of different texts that use argumentation as a discussion strategy such as: academic and scientific essays, dissertations, reports, among others; on the other hand, they must also highlight the use of Information and Communication Technologies in all disciplines of knowledge.<sup>5</sup>

In turn, it stands out that the variables gender and country are not considered when evaluating the scope of the resource. The purpose of this research is to investigate the contributions of the portfolio as a pedagogical strategy; assuming that it admits "a relationship between the intrapsychological and the interpsychological that confirms the psychosocial character of learning; configuring a contextualised performance that expresses the different moments in the meta-reflective act of the student".<sup>6</sup>

Based on these limitations, a teaching innovation project was carried out between 2016 and 2020. Its objective was validating a methodological strategy for using the educational portfolio in a globally for the development of reflective learning in master's degree programs. The research stands out for adopting the tool by transcending subject-specific competences and embracing the training process holistically, as well as the completion of the Master's thesis as an object of metacognitive reflections.<sup>7</sup>

The innovative experience was developed with master's degree students from six Latin American countries, who are studying in virtual learning environments at a university in Mexico. It is therefore important to consider the impact of the virtualisation of educational events, the portfolio being a didactic concretisation of training practice at the university.<sup>8</sup>

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<sup>5</sup> GARCÍA GUILIANY, Jesús Enrique; PAZ MARCANO, Annherys Isabel; ACEVEDO DUQUE, Ángel. (2022). Escritura Académica como Proceso de Construcción del Conocimiento Científico a través del uso de las Tecnologías de la Información y Comunicación. *Revista de Filosofía*. Universidad del Zulia. N° especial., pp. 504-517. Recuperado de: <https://www.produccioncientificaluz.org/index.php/filosofia/article/view/37990/41917> en mayo de 2022., p. 517.

<sup>6</sup> MOLLO-FLORES, M; DERONCELE-ACOSTA, A. (2021). *Meaningful Learning: Towards a Meta-regulated Learning model in Hybrid Education*. XVI Latin American Conference on Learning Technologies. IEEEExplore. Recuperado de: <https://ieeexplore.ieee.org/document/9725146> en enero de 2022.

<sup>7</sup> *Ibidem*.

<sup>8</sup> ATÚNCAR-PRIETO, C; DERONCELE-ACOSTA, A. (2021). *Educational Virtualization Model in Initial Teacher Training*. XVI Latin American Conference on Learning Technologies. Recuperado de: <https://ieeexplore.ieee.org/document/9725165> en febrero de 2022.

The research adopted a pretest-posttest design with an experimental group and a control group.

The assessment of the implemented methodological strategy shows that, if the portfolio is used transversally from the creative self-efficacy of the teacher and the motivation of the student<sup>9</sup>, and includes the master's thesis as an object of reflection, it also has relevant effects on the development of the reflective learning style.

## Literature review

### Pedagogical contributions of the learning portfolio

Several authors agree that the student learning portfolio began to be first used in Canada and the United States in the 1970s. At the time, the student's assessment was usually limited to questionnaires and written tests that did not stimulate personal capacity of analysis about the learning process.<sup>10</sup> In this respect:

University students are interested in learning tools that enable them to communicate effectively in this new century, in written form. For this reason, the use of information technology as a medium contributes significantly to the educational praxis that links the construction of knowledge in universities through ICT.<sup>11</sup>

Although there are various terms to refer to the student learning portfolio (portfolio, dossier, among others), it is possible to assume that an "educational portfolio contains work that the student has selected, compiled, and presented to reflect on and show growth over time".<sup>12</sup> In other words, the student learning portfolio integrates three basic aspects: evidence, reflection and collaboration.

The most relevant aspect is the reflection the student is able to make on the content of the portfolio produced. Its main value lies in the quality of the learning metacognitive analysis by the students: what was learned; difficulties faced; learning method; moment of better learning; how to overcome difficulties; and what connections exist between the learning achieved and the student's own motivations and needs. This metacognitive analysis

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<sup>9</sup> DERONCELE-ACOSTA, A; ANAYA-LAMBERT, Y; LÓPEZ MUSTELIER, R; SANTANA-GONZÁLEZ, Y. (2021). Motivación en empresas de servicios: Contribuciones desde la intervención psicosocial. *Revista Venezolana De Gerencia*, 26(94), 568-584. Recuperado de: <https://doi.org/10.52080/rvgluzv26n94.7> en enero de 2022.

<sup>10</sup> KNAPPER, C. (1995). The Origins of Teaching Portfolios. *Journal on Excellence in College Teaching*, 6(1), pp. 45-56. Recuperado de: <http://celt.miamioh.edu/ject/issue.php?v=6&n=1> en abril de 2022.

<sup>11</sup> GARCÍA GUILIANY, Jesús Enrique; PAZ MARCANO, Annherys Isabel; ACEVEDO DUQUE, Ángel. (2022). Escritura Académica como Proceso de Construcción del Conocimiento Científico a través del uso de las Tecnologías de la Información y Comunicación. *Revista de Filosofía*. Universidad del Zulia. N° especial., pp. 504-517. Recuperado de: <https://www.produccioncientificaluz.org/index.php/filosofia/article/view/37990/41917> en mayo de 2022., p. 506.

<sup>12</sup> BARRETT, H. C. (2007). Researching Electronic Portfolios and Learner Engagement: The Reflect Initiative. *Journal of Adolescent & Adult Literacy*, 50(6), pp. 436-449. Recuperado de: <https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/JAAL.50.6.2> en marzo de 2022., p. 436.

-thinking about thinking, learning about learning- is the main differential of the educational portfolio.<sup>13</sup> Metacognitive analysis, which means thinking about thinking, learning about learning, is the main pedagogical contribution of the educational portfolio.<sup>14</sup> In general, it is considered that a student portfolio should have the following main elements:<sup>15</sup>

-Collection. It refers to the products or tasks included in the portfolio as relevant representations or evidence of the formative process.

-Range. It indicates the variety of the collection produced by the students based on its format or type, depending on the subject's particularities.

-Contextual richness. It indicates the value of the products' contents collected by the students as a reflection of their sociocultural context.

-Deferred assessment. It distances itself from traditional evaluations by not being reduced to a specific evaluative moment. The collection of tasks and the reflections the students construct do not involve a linear process. It is a dialectical process of personal elaboration requiring time.

-Selection. The student is expected to include in the portfolio the tasks, products or evidences most relevant to the learning process. The selection stage is already a relevant moment of reflection and self-assessment.

-Student-centered control. There are many ways to use the portfolio depending on the context, institution and subject. However, the student should have the opportunity to choose what and how the portfolio will be built. The result is personal and represents the student's competencies and progress.

-Reflection and self-assessment. The products, tasks or evidences included in the portfolio must include reflections and self-assessments on the learning process.

-Specific improvements. The reflections should encompass future projections enabling the student to build goals and strategies for performance improvement.

-Development over time. The assignments of collection, reflection and assessment develop a procedural view of learning, establishing starting points, progress and goals (Hamp-Lyons & Condon (2000)).<sup>16</sup>

Advances in ICT and their progressive integration into the teaching and learning processes have had an impact on the way educational portfolios are used. Therefore, we currently find two types of educational portfolios depending on the presentation format:

-Student analog portfolio.

-Student digital portfolio (created through a computer, smartphone or any device with Internet). Also called electronic portfolio or e-portfolio.

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<sup>13</sup> ZUBIZARRETA, J. (2008). The Learning Portfolio: A Powerful Idea for Significant Learning. *Idea*, 44. Recuperado de: [https://www.ideaedu.org/Portals/o/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/IDEA\\_Paper\\_44.pdf](https://www.ideaedu.org/Portals/o/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/IDEA_Paper_44.pdf) en mayo de 2022.

<sup>14</sup> MOLLO-FLORES, M; DERONCELE-ACOSTA, A. (2021). *Meaningful Learning: Towards a Meta-regulated Learning model in Hybrid Education*. XVI Latin American Conference on Learning Technologies. IEEEExplore. Recuperado de: <https://ieeexplore.ieee.org/document/9725146> en enero de 2022.

<sup>15</sup> HAMP-LYONS, L; CONDON, W. (2000). *Assessing the Portfolio. Principles for Practice, Theory, and Research*. Hampton Press.

<sup>16</sup> *Ibidem*.

The portfolio is also used as an instrument for the assessments of the teachers' activities. In this case, it is known as a teaching portfolio. The teachers are the ones documenting relevant products about their professional performance accompanied by reflections on their progress.<sup>17</sup> However, in the case of the study presented in this article, the focus is on the use of the students' digital portfolio in higher education.

### **The student learning portfolio in higher education**

The scientific production on the use of student learning portfolios in higher education is extensive and varied. The Web of Science, Scopus and Scielo databases record 284 articles on the subject published in academic journals between 2000 and 2015 (Spanish, English and Portuguese). This data was collected by using the descriptor "portfolio" along with the terms "learning" and "higher education" to narrow the search. Coincidences were eliminated to avoid repetitions. Of the total mentioned, only 99 articles present empirical data from experiments or assessment of experiences on the use of student learning portfolios in higher education.

The literature review conducted in 2016, prior to the experimental study described in this document, was updated to include articles published up to 2020 to record new contributions and to verify whether the limitations found in the initial review were maintained. The inclusive criteria were about articles on experimental studies or assessment of experiences in the use of the student learning portfolio in higher education. The update allowed us to verify that the novelty of the performed experiment was maintained.

Searches in the Web of Science, Scopus and Scielo databases showed that a total of 104 articles on experimental studies or evaluation of experiences using the student learning portfolio in higher education were published from 2000-2020. The analysis of the publications was carried out on the basis of the categories detailed below:

- Higher education level of application of the student learning portfolio (Table 1).
- Object of reflection encompassing the implementation of the student learning portfolio (Table 2)
- Variables analyzed in the studies of student learning portfolio implementation (Table 3)
- Methodological design of the student learning portfolio implementation studies (Table 4).

<b>REGIONS</b>
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<sup>17</sup> RODRIGUES, R. (2013). *El Desarrollo de la Práctica Reflexiva sobre el Quehacer Docente, Apoyada en el Uso de un Portafolio Digital, en el Marco de un Programa de Formación para Académicos de la Universidad Centroamericana de Nicaragua* [Tesis doctoral, Universidad de Barcelona]. TDX. Recuperado de: <http://hdl.handle.net/10803/108035> en octubre de 2021.

	LATIN AMERICA	NORTH AMERICA	EUROPE	AFRICA	ASI A	OCEANIA	TOTAL
PREGRADUATE	4	11	45	5	21	8	94
POSTGRADUATE	2	2	4	0	2	0	10
TOTAL	6	13	49	5	23	8	104

**Table 1. Category 1. Higher education level of application of the student learning portfolio (2000-2020)**

Source: own elaboration

Several relevant conclusions can be drawn from Table 1. Firstly, it is possible to observe the predominance of studies on the use of the portfolio in higher education in European countries, despite the fact that it emerged as an initiative in North America.<sup>18</sup> This can be interpreted as an effect of the emphasis acquired by the need to implement reflective assessment strategies in the Bologna Declaration in 1999, and thus the consequent creation of the European Higher Education Area;<sup>19</sup> as well as the need for "learning processes that allow students to make decisions about their learning process, and to reflect and reason about how they learn."<sup>20</sup>

The second interesting fact in the Table is the small number of experiences in the application of the portfolio in graduate programs. This result was considered central because it shows that little information is available on the use and impact of the educational portfolio at the graduate level. This may be related to the assumption that as postgraduate students, they have already developed a reflective learning style and the educational portfolio is not essential. However, the initial diagnosis of the study presented in this article shows that this may be a false assumption.

REGIONS						
LATIN AMERICA	NORTH AMERICA	EUROPE	AFRICA	ASI A	OCEANIA	TOTAL

<sup>18</sup> BARRAGÁN, R. (2005). El Portafolio, Metodología de Evaluación y Aprendizaje de Cara al Nuevo Espacio Europeo de Educación superior. Una experiencia práctica en la Universidad de Sevilla. *Revista Latinoamericana de Tecnología Educativa*, 4(1), pp. 121-139. Recuperado de: [http://www.unex.es/didactica/RELATEC/sumario\\_4\\_1.htm](http://www.unex.es/didactica/RELATEC/sumario_4_1.htm) en abril de 2022.

<sup>19</sup> MARTÍNEZ, M. (2012). Evaluating With a Portfolio in the European Higher Education Framework: An Example from English Studies. *Revista española de lingüística aplicada*, 25., pp. 147-163. Recuperado de: <https://dialnet.unirioja.es/servlet/articulo?codigo=4102076> en octubre de 2021.

<sup>20</sup> DERONCELE-ACOSTA, A. (2022). Competencia Epistémica: Rutas para investigar. *Universidad Y Sociedad*, 14(1), pp. 102-118. Recuperado de: <https://rus.ucf.edu.cu/index.php/rus/article/view/2540> en enero de 2022., p. 103.



SUBJECT-SPECIFIC LEARNING	6	14	45	5	21	8	99
CURRICULAR PROFESSIONAL PRACTICES LEARNING	0	0	3	0	2	0	5
<b>TOTAL</b>	6	14	48	5	23	8	104

**Table 2. Category 2. Object of reflection encompassing the implementation of the student learning portfolio (2000-2020)**

Source: own elaboration

Table 2 indicates that the educational portfolio has been commonly used focused on the learning of specific subjects. Although there are specific experiences associated with curricular professional practices. It is evident that little information is available on the use of the portfolio beyond the frameworks of a subject. Furthermore, no article was identified that presented the results of an implementation of the educational portfolio focused on the master's thesis.

	REGIONS						
	LATIN AMERICA	NORTH AMERICA	EUROPE	AFRICA	ASIA	OCEANIA	TOTAL
LEARNING OUTCOMES	6	12	31	3	12	5	69
TEACHER PERCEPTION OF THE PORTFOLIO'S IMPACT		1	3		1		5
STUDENT PERCEPTION OF THE PORTFOLIO'S IMPACT	2	4	21	2	8	3	40
REFLECTIVE LEARNING	1	3	11	1	8	2	26
STUDENT-TEACHER INTERACTION	1		1				2
IDENTITY						1	1

<b>MOTIVATION</b>	1						1
<b>COOPERATIVE LEARNING</b>			1				1

**Table 3. Variables analyzed in the studies of student learning portfolio implementation (2000-2020)**

Source: own elaboration

In Table 3, it is possible to observe that the evaluation of the portfolio is frequently associated with the impact seen in the learning outcomes of the subjects in which it is implemented. The logic of curricular planning conditions a limited evaluation of the portfolio focused on the learning objectives-learning outcomes relationship. However, the measurement of other variables, beyond the learning outcomes of a subject, is a core issue in order to arrive at other conclusions of interest to educational science; here, the management of learning potentials stands out.<sup>21</sup>

It is also possible to see that the second group of predominant studies refer to results determined from the students' perception, without clear evidence of the changes produced in learning styles. Only 26 studies in twenty years have adopted reflective learning as a variable to verify student progress.

	REGIONS						
	LATIN AMERICA	NORTH AMERICA	EUROPE	AFRICA	ASIA	OCEANIA	TOTAL
<b>QUANTITATIVE EXPERIMENTAL DESIGN</b>	3	2	7	3	7	0	22
<b>QUALITATIVE INTERVENTION DESIGN</b>	1	0	3	1	3	1	9
<b>QUANTITATIVE DESIGN OF IMPACT PERCEPTION</b>	1	3	13	0	6	4	27
<b>QUALITATIVE DESIGN OF</b>	1	1	4	0	0	0	6

<sup>21</sup> DERONCELE-ACOSTA, A; MEDINA-ZUTA, P; GROSS-TUR, R. (2020). Gestión de Potencialidades Formativas en la Persona: Reflexión epistémica y pautas metodológicas. *Universidad y Sociedad*, 12(1), pp. 97-104. Recuperado de: <https://rus.ucf.edu.cu/index.php/rus/article/view/1417/1444> en abril de 2022.

<b>IMPACT PERCEPTION</b>							
<b>MIXED DESIGN OF IMPACT PERCEPTION</b>	0	8	21	1	7	3	40
<b>TOTAL</b>	6	14	48	5	23	8	104

**Table 4. Methodological design of the student learning portfolio implementation studies (2000-2020)**

Source: own elaboration

The analysis in Table 4 show that empirical research on the educational portfolio in higher education is expressively dominated by studies of impact perception. Of the 104 studies analyzed, only 31 adopted qualitative or quantitative experimental intervention designs in which there was control and follow-up in the application of the portfolio. The contributions of impact perception studies are not disregarded, since the relevance of this variable is recognized. Nevertheless, it is important that studies of this type adopt the perception of impact as a complement to the measurement of variables on which the effects of the educational portfolio are to be analyzed.

The analysis of empirical studies on the application of the educational portfolio in higher education published in journals in the period 2000-2020 (WOS, Scopus and Scielo databases), allows us to conclude the following: educational portfolio in higher education has generally been used in undergraduate programs; there is little evidence of the effects of educational portfolios in graduate programs; the educational portfolio in higher education has been used predominantly in specific subjects; there is little evidence of the success of the portfolio as a transversal evaluation tool that integrates both subjects and the master's thesis as objects of reflection; there is limited evidence on the effects of the educational portfolio on the development of the reflective learning style.

Besides, the most studies of educational portfolio implementation in higher education have been limited to records of perceived impact rather than measurements of impact.<sup>22</sup> The results are similar to those obtained in other systematic reviews of the literature on the use of portfolio in higher education.<sup>23</sup>

The limitations found in the systematic review of the literature on the application of the educational portfolio in higher education were rigorously assessed to determine the methodological design of the study that will be presented below. The main purpose was to contribute to this field of research, seeking to overcome the limitations encountered.

<sup>22</sup> MORENO-FERNÁNDEZ, O; MORENO-CRESPO, P. (2017). El Portafolio Digital como Herramienta Didáctica: Una evaluación crítica de fortalezas y debilidades. *Revista de Humanidades*, 30., pp. 11-30. Recuperado de: <http://revistas.uned.es/index.php/rdh/article/view/18200> en noviembre de 2021.

<sup>23</sup> SALAZAR, S; ARÉVALO, M. (2019). Portfolio Implementation as a Tool of Teaching in Higher Education: Literature review. *Complutense de Educación Magazine*, 30(4), pp. 965-981. Recuperado de: <https://doi.org/10.5209/rced.59868> en octubre de 2021.

## Learning and reflecting: learning styles and reflective learning

Learning styles emerge in educational research in the early part of the 20th century as patterns that explain the ways in which human consciousness experiences the world and reflects on itself.<sup>24</sup> The different ways of interpreting information, of structuring, forming or using a concept and even of solving problems are constituted from the different learning styles.<sup>25 26</sup>

The term learning styles refers to the set of strategies that each person implements when learning. Strategies may vary. People develop their own tendencies and these preferences constitute the different learning styles.<sup>27</sup> Based on the theories of Honey and Mumford <sup>28</sup> adopted by Alonso and Gallego,<sup>29</sup> four learning styles are defined: pragmatic, active, theoretical and reflective.<sup>30</sup>

The reflective learning style can be represented as learning that conditions the development of learning subjects based on their ability to reflect on what they have learned.<sup>31</sup> Reflection in action places knowledge as a necessary precondition for understanding the learning process and relating it to the cognitive structure it possesses,<sup>32 33</sup> transforming this new knowledge into meaningful learning.<sup>34</sup>

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<sup>24</sup> JUNG, C. G. (1928). *Contributions to Analytical Psychology*. Harcourt-Brace. Recuperado de: <https://psycnet.apa.org/record/1929-00687-000> en enero de 2022.

<sup>25</sup> ESCALANTE ESTRADA, L.E; LINZAGA ELIZALDE, C; ESCALANTE ESTRADA, Y.I. (2006). Los Estilos de Aprendizaje de los Alumnos del CEP–CSAEGRO, *Revista Iberoamericana de Educación*, 41(1)., pp. 6–15. Recuperado de: <https://dialnet.unirioja.es/servlet/articulo?codigo=2169153> en diciembre de 2021.

<sup>26</sup> ZAPATA, M; FLORES, L. (2008). Identificación de los Estilos de Aprendizaje en Alumnos Universitarios. *Estilos de aprendizaje*, 2(2)., pp. 130–152. Recuperado de: <http://revistaestilosdeaprendizaje.com/article/view/854> en diciembre de 2021.

<sup>27</sup> DE MOYA MARTÍNEZ, M; HERNÁNDEZ BRAVO, J; HERNÁNDEZ BRAVO, J; CÓZAR GUTIÉRREZ, R. (2011). Análisis de los Estilos de Aprendizaje y las TIC en la Formación Personal del Alumnado Universitario a través del Cuestionario REATIC. *Revista de Investigación Educativa*, 29 (1)., pp. 137–156. Recuperado de: <https://www.redalyc.org/articulo.oa?id=283322813008> en mayo de 2022.

<sup>28</sup> HONEY, P; MUMFORD, A. (2000). *The Learning Styles Helper's Guide*. Peter Honey Publications.

<sup>29</sup> ALONSO, C. M; GALLEGO, D. J; HONEY, P. (1997). *Los Estilos de Aprendizaje: Procedimientos de diagnósticos y mejora*. Mensajero.

ALONSO, C. M; GALLEGO, D. J; HONEY, P. (2003). *Cómo Diagnosticar y Mejorar los Estilos de Aprendizaje*. UNED.

<sup>30</sup> D'ANGELO, P. (2002). News Framing as a Multiparadigmatic Research Program: A response to Entman. *Journal of communication*, 52(4)., pp. 870-888. Recuperado de: <https://doi.org/10.1111/j.1460-2466.2002.tb02578.x> en febrero de 2022.

<sup>31</sup> MOLLO-FLORES, M; DERONCELE-ACOSTA, A. (2021). *Meaningful Learning: Towards a Meta-regulated Learning model in Hybrid Education*. XVI Latin American Conference on Learning Technologies. IEEEExplore. Recuperado de: <https://ieeexplore.ieee.org/document/9725146> en enero de 2022.

<sup>32</sup> AMETLLER, J; ALSINA I PASTELLS, Á. (2017). ¿Qué Aportan el Aprendizaje Reflexivo y la Enseñanza Dialógica a la Formación Permanente? Un primer análisis con profesorado de ciencias y de matemáticas. *Enseñanza de las Ciencias: Revista de Investigación y Experiencias Didácticas*, extra., pp. 2059-2064. Recuperado de: <https://www.raco.cat/index.php/Ensenanza/article/view/336783> en mayo de 2022.

<sup>33</sup> DIEZ-FERNÁNDEZ, Á; DOMÍNGUEZ-FERNÁNDEZ, R. (2018). El Tutor Universitario como Impulsor del Aprendizaje Reflexivo de los Alumnos Durante las Prácticas Docentes. *Estudios pedagógicos*, 44(2)., pp. 311-328. Recuperado de: <https://dialnet.unirioja.es/servlet/articulo?codigo=6844691> en mayo de 2022.

<sup>34</sup> ROGET, À. D. (2021). La Práctica Reflexiva: Un modelo transformador de la praxis docente. *Zona Próxima*, 34. Recuperado de: <https://rcientificas.uninorte.edu.co/index.php/zona/article/view/13499> en enero de 2022.

A learning process mediated by instrumented, active and intentional reflection is significantly enriched by integrating new experiential and emotional dimensions:<sup>35</sup> experience, intuition, feelings, values, creativity and uniqueness, which bring personalization to the construction of knowledge.<sup>36</sup>

### Research design

The research had a first stage in which the methodological strategy for the use of the student digital portfolio in a transversal way was created. The innovative element taken into account was to comprehensively cover the training process and the completion of the master's thesis as objects of metacognitive reflection.<sup>37</sup>

A quasi-experimental pretest-posttest design with experimental and control groups was adopted to assess the strategy. The 100 students who were part of the groups were selected based on stratified probability sampling (strata: declared gender, age and country). The students belonged to two master's degree programs taught in virtual mode by a university in Mexico.

The experimental group in which the methodological strategy based on the educational portfolio was applied consisted of students of the Máster en Educación (MME) [Master's Degree in Education]. The control group consisted on students of the Máster en Lingüística Aplicada a la Enseñanza del Español como Lengua Extranjera (FOPELE) [Master's Degree in Linguistics Applied to the Teaching of Spanish as a Foreign Language]. The stratified sampling procedure guaranteed the initial equivalence of the groups in relation to the declared gender, age and country variables.

The independent variable assumed is the methodological strategy based on the use of the student digital portfolio in a transversal way and the dependent variable is the reflective learning style. The moderating variables assumed were the declared gender, age, and country variables. As control variables assumed were the participation in other teacher training activities and the curriculum of the master's degree programs attended by students in the experimental and control groups.

After the groups were formed, an initial test, or pretest, was conducted in May 2016 to evaluate the learning styles initially presented by the students in both groups. The measurement instrument used for the pretest was the Honey-Alonso Learning Styles

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<sup>35</sup> SABARIEGO PUIG, M; ABELLA GARCÍA, V; ALÒS LLADÓ, M; ANGLÈS REGOS, R; AUSÍN VILLAVERDE, V; CANO HILA, A. B; VIDAL CHIRIBÉS, J. (2018). *El Pensamiento Reflexivo a través de las Metodologías Narrativas: Experiencias de innovación en educación superior*. Octaedro. Recuperado de: <https://www.practicareflexiva.pro/wp-content/uploads/2019/01/CDU-35.pdf> en octubre de 2021.

<sup>36</sup> GUTIÉRREZ-ALLCCACO, K. F; MEDINA-ZUTA, P. (2021). El Pensamiento Crítico Reflexivo: Competencia esencial en la formación del arquitecto. *Maestro y Sociedad*, 18(1)., pp. 199-216. Recuperado de: <https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/5328> en abril de 2022.

<sup>37</sup> MOLLO-FLORES, M; DERONCELE-ACOSTA, A. (2021). *Meaningful Learning: Towards a Meta-regulated Learning model in Hybrid Education*. XVI Latin American Conference on Learning Technologies. IEEEExplore. Recuperado de: <https://ieeexplore.ieee.org/document/9725146> en enero de 2022.

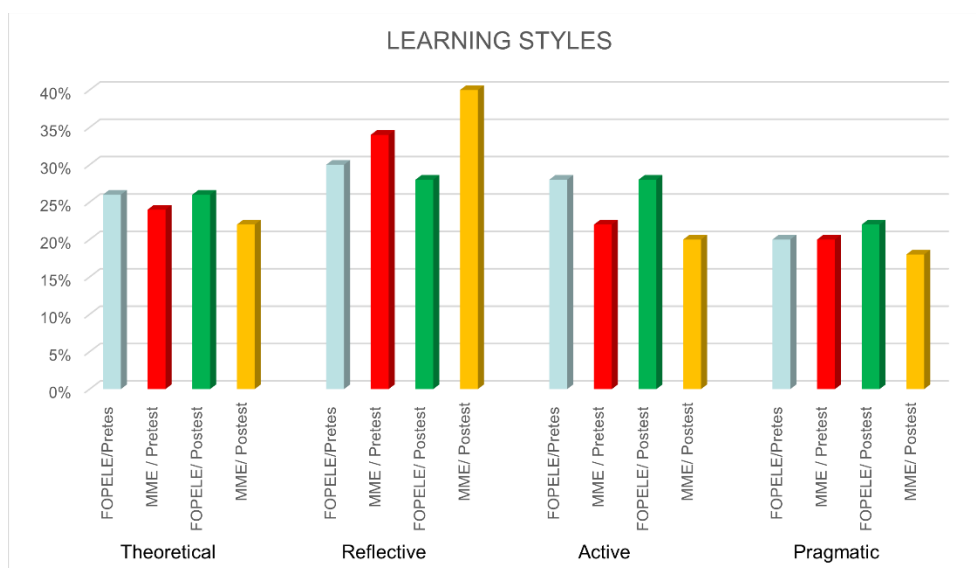
Questionnaire, also known by its acronym Chaea.<sup>38</sup> This questionnaire makes it possible to evaluate learning styles based on several indicators, establishing whether the subjects have a predominantly theoretical, pragmatic, active or reflective learning style.

After the pretest, the methodological strategy was implemented in the experimental group. It was applied between June 2016 and June 2017, covering the last year of both master's programs.

After applying the methodological strategy based on the educational portfolio, the posttest was conducted in July 2017 to re-evaluate the learning styles in both sample groups and compare the pretest-posttest results. Statistical analyses were performed with the support of the SPSS program for the processing and tabulation of the results obtained in the Chaea Questionnaire on learning styles. Variables were crossed by using contingency tables to find statistical indexes on the relationship between variables.

## Results

Graph 1 is presented first. It shows a comparison of the learning styles presented by the MME and FOPELE students in the pretest and posttest.



**Graph 1. Learning styles presented by MME and Fopele students (Pretest and Posttest)**

Source: own elaboration

From the analysis of Graph 1, it can be seen that in the pretest both groups had quite similar learning styles. It is also observed that there were variations, mainly and significantly, in the reflective learning style in the experimental group.

<sup>38</sup> ALONSO, C. M; GALLEGU, D. J; HONEY, P. (1997). *Los Estilos de Aprendizaje: Procedimientos de diagnósticos y mejora*. Mensajero.  
 ALONSO, C. M; GALLEGU, D. J; HONEY, P. (2003). *Cómo Diagnosticar y Mejorar los Estilos de Aprendizaje*. UNED.

Tables 5 and 6 show in detail the pretest and posttest variations in the reflective learning style, integrating the most relevant indicators of the questionnaire for the study due to their close relationship with the type of learning that was intended to be stimulated.

Variable	MME				Fopele			
	f	%	M	DT	f	%	M	DT
<b>10. I enjoy it when I have time to prepare my work.</b>	28	56,0	1,44	,501	22	44,0	1,56	,501
<b>16. I listen more often than I talk.</b>	28	56,0	1,44	,501	22	44,0	1,56	,501
<b>18. I interpret the information before drawing conclusions.</b>	30	60,0	1,40	,495	24	48,0	1,52	,505
<b>19. I study the advantages of a decision before making it.</b>	34	68,0	1,32	,471	29	58,0	1,42	,499
<b>28. I like to analyze and think things through.</b>	28	56,0	1,44	,501	22	44,0	1,56	,501
<b>31. I am cautious when drawing conclusions.</b>	34	68,0	1,32	,471	16	32,0	1,42	,499
<b>32. I prefer to have as many sources as possible.</b>	22	44,0	1,56	,501	30	60,0	1,40	,495
<b>34. I prefer to hear the others' opinions.</b>	28	56,0	1,44	,501	22	44,0	1,56	,501
<b>36. I like to observe in discussions.</b>	30	60,0	1,40	,495	24	48,0	1,46	,503
<b>39. I get overwhelmed if I am forced to speed up the work too much.</b>	27	54,0	1,46	,503	27	54,0	1,46	,503
<b>42. I get annoyed by people who always want to rush.</b>	30	60,0	1,40	,495	24	48,0	1,52	,505
<b>44. Informed decisions are more consistent.</b>	22	44,0	1,56	,501	30	60,0	1,40	,495
<b>49. I prefer to distance myself from the facts.</b>	34	68,0	1,32	,471	29	58,0	1,42	,499
<b>55. I prefer to discuss specific issues.</b>	34	68,0	1,32	,471	29	58,0	1,42	,499
<b>58. I do several drafts before the final draft.</b>	28	56,0	1,44	,501	22	44,0	1,56	,501

<b>63. I like to weigh different alternatives.</b>	27	54,0	1,46	,503	27	54,0	1,46	,503
<b>65. I prefer to debate from a secondary role.</b>	29	58,0	1,42	,499	20	40,0	1,60	,501
<b>69. I tend to reflect on issues and problems.</b>	28	56,0	1,44	,501	22	44,0	1,56	,501
<b>79. I am often interested in finding out what people think.</b>	22	44,0	1,56	,501	30	60,0	1,40	,495

**Table 5. Descriptive data referring to positive scores on the MME-Fopele reflective style (pretest)**

Source: own elaboration

Variable	MME				Fopele			
	f	%	M	DT	f	%	M	DT
<b>10. I enjoy it when I have time to prepare my work.</b>	27	54,0	1,46	,503	21	42,0	1,58	,499
<b>16. I listen more often than I talk.</b>	28	56,0	1,44	,501	23	46,0	1,54	,503
<b>18. I interpret the information before drawing conclusions.</b>	30	60,0	1,40	,495	24	48,0	1,52	,505
<b>19. I study the advantages of a decision before making it.</b>	34	68,0	1,32	,471	30	60,0	1,40	,495
<b>28. I like to analyze and think things through.</b>	48	96,0	1,04	,198	23	46,0	1,54	,503
<b>31. I am cautious about drawing conclusions.</b>	33	66,0	1,34	,479	28	56,0	1,44	,501
<b>32. I prefer to have as many sources as possible.</b>	50	100,0	1,00	,000	31	62,0	1,38	,490
<b>34. I prefer to hear the others' opinions.</b>	28	56,0	1,44	,501	23	46,0	1,54	,503
<b>36. I like to observe in discussions.</b>	30	60,0	1,40	,495	25	50,0	1,50	,505
<b>39. I get overwhelmed if I am forced to speed up the work too much.</b>	27	54,0	1,46	,503	26	52,0	1,48	,505



<b>42. I get annoyed by people who always want to rush.</b>	29	58,0	1,42	,499	24	48,0	1,52	,505
<b>44. Informed decisions are more consistent.</b>	48	96,0	1,04	,198	23	46,0	1,54	,503
<b>49. I prefer to distance myself from the facts.</b>	50	100,0	1,00	,000	31	62,0	1,38	,490
<b>55. I prefer to discuss specific issues.</b>	33	66,0	1,34	,479	30	60,0	1,40	,495
<b>58. I do several drafts before the final draft.</b>	27	54,0	1,46	,503	23	46,0	1,54	,503
<b>63. I like to weigh different alternatives.</b>	48	96,0	1,04	,198	23	46,0	1,54	,503
<b>65. I prefer to debate from a secondary role.</b>	29	58,0	1,42	,499	21	42,0	1,58	,499
<b>69. I tend to reflect on issues and problems.</b>	28	56,0	1,44	,501	23	46,0	1,54	,503
<b>79. I am often interested in finding out what people think.</b>	23	46,0	1,54	,503	31	62,0	1,38	,490

**Table 6. Descriptive data referring to positive scores on the MME-Fopele reflective style (posttest)**

Source: own elaboration

Table 5 shows once again the initial similarity of learning styles among the students of both master groups in the pretest. Moreover, it is also observed, when comparing the results shown in Tables 5 and 6, that significant changes have occurred in the indicators of the reflective learning style marked with the numbers 28, 32, 44, 49 and 63. Responses on these descriptive of reflective learning were significantly modified in the experimental group after implementing the educational portfolio.<sup>39</sup>

Table 5 shows that in the pretest 56% of the subjects in the experimental group (MME) stated that they like to analyze and think things over (item 28) while in the posttest the response in this group varied significantly to 96%. The changes were not significant in the control group (FOPELE).

With regard to item 32 (I prefer to have as many sources as possible), positive changes in the responses were observed in both the experimental and control groups. However, the change is relatively significant in the experimental group (from 44% in pretest to 50% in posttest).

<sup>39</sup> PALACIOS-NÚÑEZ, M; DERONCELE-ACOSTA, A. (2021). *Online Collaborative Learning: Analysis of the Current State*. XVI Latin American Conference on Learning Technologies. Recuperado de: <https://ieeexplore.ieee.org/document/9725233> en enero de 2022.

Significant changes are also observed in the experimental group in relation to the responses in item 44 (Informed decisions are more consistent). In this item the change was significantly positive, going from 44% in the pretest to 96% in the posttest. Similarly, in item 63 (I like to weigh different alternatives), the post-test responses also exceeded 95%.

The results in item 49 (I prefer to distance myself from the facts) are considered relevant. In the pretest, the responses of the experimental group did not exceed 68%. However, the responses changed considerably in the posttest. After working with the student digital portfolio, 100% of the members of the MME group stated that they prefer to distance themselves from the facts and observe them from other perspectives.

Another significant fact regarding the responses to items 28, 44 and 63 is that the final post-test percentage of the subjects in the MME group reached 96%, while the FOPELE group did not reach 50% of positive responses in these aspects.

It was possible to verify that the responses were considerably modified after working with portfolios in the MME (experimental) group. Mainly in relation to indicators 28, 32, 44, 49 and 63, as shown in Tables 5 and 6. We can affirm that the space for reflection created by the application of the methodological strategy of using the educational portfolio in a globally has facilitated the development of reflective learning.<sup>40 41</sup> These spaces for reflection are guaranteed if formative feedback actions are integrated into the educational portfolio so as to strengthen the dialogic process between teachers and students based on Feed Up, Feed Back, Feed Forward, evaluation of the student himself, peer evaluation and evaluation. of the teacher <sup>42</sup>

The data obtained in the posttest are similar to the results of previous experiences that showed the effectiveness of the student portfolio in a subject area for the development of reflective learning.<sup>43</sup> Therefore, although it is necessary to expand the evidence, it is possible to affirm that when the student portfolio is used globally in master's degree programs (including subjects and the master's thesis as objects of analysis), it also contributes to the development of reflective learning.<sup>44</sup> The quantitative indicators of reflective learning style

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<sup>40</sup> JAGER, T. (2019). Impact of ePortfolios on Science Student-Teachers' Reflective Metacognitive Learning and the Development of Higher-Order Thinking Skills. *Revista de Práctica de Enseñanza y Aprendizaje Universitarios*, 16(3). Recuperado de: <https://eric.ed.gov/?id=EJ1224009> en diciembre de 2021.

<sup>41</sup> MURPHY, M. M; HUGHES, M; SULLIVAN, C. O. (2013). Improving Student Learning on a Midwifery Education Programme by Using a Benchmark Course Portfolio as a Means of Reflection and Peer Review. *Nurse education today*, 33(8)., pp. 785–790. Recuperado de: <https://doi.org/10.1016/j.nedt.2012.03.004> en abril de 2022.

<sup>42</sup> MOLLO-FLORES, M.E; DERONCELE-ACOSTA, A. (2022). Modelo de retroalimentación formativa integrada. *Universidad Y Sociedad*, 14(1), 391-401. <https://rus.ucf.edu.cu/index.php/rus/article/view/2569>

<sup>43</sup> JIMÉNEZ DÍAZ, J. F. (2012). Aprendizaje Autónomo del Alumnado de Ciencia Política en sus Portafolios. *Estudios Sobre El Mensaje Periodístico*, 18., pp. 543-550. Recuperado de: [https://doi.org/10.5209/rev\\_ESMP.2012.v18.40933](https://doi.org/10.5209/rev_ESMP.2012.v18.40933) en mayo de 2022.

<sup>44</sup> TONNI, I; MORA, L; OLIVER, R. G. (2016). Postgraduate Orthodontics Students' and Mentors' Perceptions of Portfolios and Discussion as Tools for Development of Reflection. *Journal of Dental Education*, 80(9)., pp. 1098-108. Recuperado de: <https://pubmed.ncbi.nlm.nih.gov/27587577/> en octubre de 2021.

that we have discussed (summarized below in Table 7), were considered relevant to validate the use of the educational portfolio globally for the development of reflective learning.

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### Reflective Style

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- Indicator 28: I like to analyze and think things through.
- Indicator 32: I prefer to have as many sources as possible. The more data I gather for reflection, the better.
- Indicator 44: I believe that decisions based on thorough analysis are more consistent than those based on intuition.
- Indicator 49: I prefer to distance myself from the facts and look at them from other perspectives.
- Indicator 63: I like to weigh various alternatives before making a decision.

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**Table 7. Indicators of the reflective learning styles that were relevant in the posttest**

Source: own elaboration

In addition to the results analyzed, contingency tables were drawn up to prove significant correlations between the moderator variables (declared gender, age and country) and the reflective learning style in both pretest and posttest. In the analysis of the contingency tables, no significant correlations were found between the declared gender, country of origin and age range variables and the reflective learning style variable.<sup>45</sup> The methodological strategy elaborated for the use of the student digital portfolio in a global way in a master's programme is in harmony with the stages proposed for the elaboration of the portfolio, guaranteeing the bases to act in a reflexive way; being necessary for this that the teacher can integrate the technology to the disciplinary and pedagogical contents.<sup>46</sup>

### Conclusions

The results analyzed the variations in the development of reflective learning in the students of the Master of Education (experimental group). Therefore, the comparison between the learning styles presented initially and after the development of the methodological strategy has been effective. It has been possible to verify that the students have modified their initial characteristics. The indexes presented in six variables of the reflective learning style were relevant. The data obtained in the study are similar to the results of previous experiences that showed the effectiveness of the student portfolio in a subject area for the development of reflective learning.<sup>47</sup>

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<sup>45</sup> DANIELSON, C; ABRUTYN, L. (2002). *Una Introducción al uso de Portafolios en el Aula* (Vol. 609). Fondo de Cultura Económica.

<sup>46</sup> ALEMÁN-SARAVIA, A.C; DERONCELE-ACOSTA, A. (2021). *Technology, Pedagogy and Content (TPACK framework): Systematic Literature Review*. XVI Latin American Conference on Learning Technologies. Recuperado de: <https://ieeexplore.ieee.org/document/9725226> en abril de 2022.

<sup>47</sup> SULTANA, F; LIM, C. P; LIANG, M. (2020). Portafolios Electrónicos y Desarrollo del Pensamiento Reflexivo de los Estudiantes en una Universidad de Hong Kong. *Revista de computadoras en la educación*, 7(3), pp. 277-294. Recuperar de: <https://repository.eduhk.hk/en/publications/e-portfolios-and-the-development-of-students-reflective-thinking-> en diciembre de 2021.

Although it is necessary to confirm the evidence in experimental studies with larger samples, we can affirm that the study has showed indications of success in using the student portfolio globally in a master's program (covering subjects and the master's thesis as objects of analysis). Therefore, if the portfolio is used transversally, it can have relevant effects on the development of the reflective learning style.

Therefore, it helps to promote learning in order to socialise educational experiences. This means that it breaks down pedagogical models that benefit silence and uncriticism, for much more active, participatory and reflective modes; where the encounter and confluence with others becomes a teaching strategy by allowing us to reflect together on the realities that we inhabit. Of course, deconstructing rigid models of government for plural forms; benefiting dialogues as the fabric of coexistence.

Furthermore, the pedagogical tool benefits democratic structures of governance based on human rights by encouraging participation, encounters mediated through the spoken word, and reflection on learning and social practices. This means that the portfolio always provokes thinking about the conditions of living together with others, analysing together the reasons behind the forms of life that are lived. It means, at all times, instruction in the dialogical and rational competences that promote plural, open, dialogical and participatory societies.

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