

PRACTICALITY OF THE UTILIZATION OF THE PORTFOLIO TRANSLATION TEACHING

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(Received: October 7, 2022; Accepted for Publication: January 10, 2023)

ABSTRACT

Evident as has recently become, the new approaches to translation teaching have been proven effective and successful. It is significant, however, to adapt the very approach that is applicable to the classroom context in the best way possible. It is a widely held view that the utilization of the portfolio in teaching is a complicated task. The portfolio development, maintenance and assessment require a considerable amount of time and constant efforts, which can become a burden for teachers and students. This paper is intended to improve the practicality of using the portfolio in translation teaching through addressing the challenges it poses in relation to the procedure proposed. The aim is to provide a practical model as a ground on which the portfolio is developed through certain practices and close interaction between teachers and students. The study supports the key argument that the success of a modern teaching approach is based on the practical nature of its implementation in the context of its introduction. It is believed that the advantages of this approach outweigh the challenges it poses.

KEYWORDS: Applicability, Challenges, Practical, Utility

1. INTRODUCTION

This paper is an attempt to address a very critical issue that might hinder the utilization of the portfolio in translation teaching. Literature is rich on the application of modern teaching methods to different academic fields. An equally important issue, however, is the investigation of the practicality of the application of these methods to any given academic context.

There have been significant debates on the utilization of the portfolio in translation teaching over the last years. Experiences with the actual application of the approach have occasionally been proven inadequate due to the challenges it poses. Developing a portfolio is not a parallel activity; it is a coherent process that needs improvement with respect to applicability and utility. To put the portfolio into practice as a teaching and assessment tool, the difficulty of management and the utility of its use in the context of its introduction may constitute big challenges.

The paper seeks to bridge the gap between the theoretical appealing of the utilization of the portfolio and the practicality of its application through providing detailed guides for teachers and students. It aims to provide a ground on

which the portfolio can be utilized through exposing the students to various procedures and practices. It proposes a practical model to improve the utility and applicability of the utilization of the portfolio as a teaching and assessment tool. The model includes an "orientation course" for students and, as a favorable procedure, a guideline for the teachers.

The utilization of the portfolio consequently proves to be a significant and convincing approach to translation teaching.

2. PROBLEM OF THE STUDY

Drawing on the characteristics of the portfolio and the possible ways to integrate it into the modern translation teaching methods, many scholars hold the view that the utilization of the portfolio is a complicated and time consuming task. This may be attributed to the multi-dimensional task of portfolio development and the amount of effort put into its utilization. Regardless of the appeal of this approach; the development, maintenance and assessment of a good portfolio often pose some challenges especially in a crowded class. Every step taken with the portfolio is time-consuming and requires constant effort. To put the portfolio into practice, teachers and students need to consider

the difficulty of management in terms of time and content, and the utility of its use in the context of its introduction.

3. RESEARCH OBJECTIVES

The main objective of the paper is to contribute to the practicality of the utilization of the portfolio in translation teaching in terms of applicability and utility through:

- 1- Addressing the challenges it poses with reference to the procedure proposed.
- 2- Bridging the gap between the theoretical attractiveness of the portfolio and the practicality of its application.

4. METHODOLOGY

This study utilizes a qualitative study method, including the analyses of the students' practices while working on the portfolio.

The integration of the portfolio into a classroom context requires highly planned preparation. More importantly, teachers need to establish a continuous interaction with students providing instructions and feedback at all stages. They act as a guide leading students through all the practices of portfolio development, following the whole process in its all stages.

In order to implement it as best as possible, the procedure includes an "orientation course" given to the students throughout the semester. The course includes clear, detailed guidelines to instruct them on how to cope with the challenges of this demanding and long-lasting process and how to develop and maintain their portfolios. The guideline can be posted on the teachers' accounts on the university platform and can also be included in the subject course book so that the student would have constant access to. The procedure also includes, as a favorable procedure to facilitate this process, a guideline for the teachers to improve, follow, modify and apply the portfolio.

When it comes to the assessment of the portfolio, this paper develops a rubric with previously determined criteria for the assessment of the portfolios at hand.

5. HOW THE PORTFOLIO WORKS AND HOW TO USE IT EFFECTIVELY

The way teachers interact with students when utilizing the portfolio is a key element of the success of the approach. The teacher's way of

intervening plays a critical role in the approach as it has significant influence on the students. Any teacher intervention is meant to stimulate and motivate the students to further engage in the process.

In terms of utility and in order to be effectively integrated in the application of the portfolio, the students experience some modern approaches to teaching and learning. These approaches are realized through experiencing different activities, carrying out different tasks and solving different problems throughout the semester.

6. TIME AND MATERIAL MANAGEMENT IN DEVELOPING THE PORTFOLIO

There has always been a consensus among portfolio developers on the fact that the application of the portfolio requires devoting a good amount of time and effort to planning, developing, maintaining and assessing. It is significant that teachers identify tasks for their students along with assessment criteria. More importantly, teachers should communicate all these requirements to their students to help them understand the role they are to take in this process. Fransoy and Núria (2012, p. 2028) propose the "Weekly time control template" which is intended to help portfolio developers comprehensively understand the time spent on developing and maintaining the portfolio and the determined activities carried out and included within the evidence. However, Mueller (2018) maintains that developing a portfolio, as attractive as it is, can be daunted by both physical and time restrictions.

As the academic year starts, the portfolio is introduced as an essential requirement that needs constant and intense time and effort. It is important for students to develop some skills with regard to time and material management to help them work on such a long-lasting project. As the procedure proposed by this study, students should be guided so they can identify the tasks they need to carry out every week, have an overall view of their progress, and remember every task's deadline. Students may obtain the assistance they need in this regard by means of a guideline established for this purpose.

7. EVIDENCE AND DOCUMENTATION RECORD

Portfolios can be characterized as being evidence records in which students need to provide evidence for each and every claim they make. These records include evidence of efforts and accomplishments, i.e., the process and the product throughout the semester. They should also record growth and improvement.

8. PILLARS OF THE DESIGN

The design of the portfolio stands on two main pillars. The first one is the effective integration of the proposed teaching methods with the activities students engage in during the semester. The second one is the provision of criteria-based assessment through the use of the rubric.

9. DESIGN CONSIDERATIONS

It is significant for the portfolio developer to take into consideration the following elements when planning a design for the portfolio:

9.1 Setting priorities

Portfolios can be created to fulfill multiple purposes, with the possibility that some of them will overlap. According to Herman, et al. (1996), portfolio developers should create priorities that include the objectives of the assessment and what has to be accomplished (p. 30).

The design of the portfolio establishes some priorities, including what and how students should be taught, what challenges they need to cope with, what skills they need to develop and apply, and finally what academic achievements are valued the most and how they are assessed.

9.2 Integration and compliance with the academic system

With the aim reach the highest advantage possible, the portfolio should integrate with and adhere to the requirements of the academic system adopted by the Department. Birgin and Baki (2007, p. 79) highlight a similar point regarding the application of portfolio. This process of integration is necessitated by the fact that the portfolio incorporates the outcome of students' learning, the methods used in teaching and the strategy of assessment. The maintenance of a successful use of the portfolio as a teaching and assessment tool, therefore, depends critically on how this process is carried out. Dolan (2004, p. 10) relates the portfolio's increased use and its continued inclusion into the course, which supports this view point. Consequently, how successfully this process is carried out plays a

critical role in the maintenance of a successful application of the portfolio as a teaching and assessment tool. This view is supported by Dolan (2004, p. 10) as she links between the growing use of the portfolio and its further integration into the course.

9.3 Dynamicity of the design

Many scholars hold the view that students normally design their portfolios to span the entire semester or the academic year. At various points, students may decide to return to their portfolios to modify, reorganize, add or remove components and evidence at different times. De Fina (1992) calls attention to the significance of designing a portfolio in a form that keeps it dynamic and thus illustrates students' efforts, growth, and achievements for the entirety of the semester or the academic course (p.14).

As a result, the portfolio is developed with a dynamic design that accommodates the content modifications students make as they progress through study. Students will not be required to submit only their best work; they should also submit evidence of mastery and examples of expertise at various levels.

9.4 Organization of the design

The random inclusion of every single document students have ever collected can turn any portfolio into chaos. Best portfolios are those containing noteworthy and organized documents. Williams, G. (2009, p.3) suggests organizing the content once it is drafted. The content plan outlined by the students helps in keeping their portfolios concise. Observations have shown that students often organize their portfolios following a chronological order, organize them by topics included or break them down into categories.

Scholars have had different perspectives on the portfolio's structure. While some have concentrated on the technical aspects, some others have concentrated on the practical ones. Fransoy and N ria (2012, p. 3), for example, make a connection between the purpose of portfolio, its content and the way it is organized and presented. On the other hand, Cain, et al. (2005, p. 10) emphasize the notion that students' creative talent can be seen in the way they organize their portfolios.

9.5 Practicality

Practicality is one of the most crucial design factors taken into account in the creation of the portfolio in this article. Teachers must take into account the numerous pieces of evidence that

must be included, the challenges of management, the constraints of time, and the difficulty of assessment. The portfolio is designed in a user-friendly manner which makes it easy to develop, maintain and assess.

In order to meet the objectives behind the application of the portfolio, teachers have to develop a practical design. McMillan (1999, p. 9) confirms that the factors influencing the practicality of assessment are strategy, the time needed, the difficulty of management, and the ease of assessment.

10. TECHNICALITY-RELATED CONSTITUENTS OF THE PORTFOLIO

Beside the evidence included in the portfolio, the developer also has to deal with some other technicality-related components. Some of these components are as follows:

10.1 Table of contents

As known as it is, the portfolio is devised to contain a lot of evidence of students' academic progress and achievement. When it comes to the assessment of the portfolio, the assessor may find it difficult to scan the whole portfolio to identify the content planned to be included. This makes it necessary for the portfolio developers to provide a table of contents to help the assessor, and the developers themselves in the development stage, easily identify any missing documents.

It has commonly been noticed that almost every portfolio includes a table of contents. Williams (2009, p. 1), Wolf (1996, p. 35) and Cain, et al. (2005, p. 10) consider the table of content as one of the basic elements that portfolios should include.

The importance of the table of contents lies in its purpose as it helps developers, viewers and assessors identify the evidence documents included in the portfolio and shows the organization of the content. Finally, it helps the viewer and the assessor easily navigate the portfolio.

10.2 Planning

Planning is another important technicality related constituent in the development of the portfolio, be it work or class activities planning. Teachers decide the outlines of the process, but students will have the space to develop their own planning based on experience and personal preferences.

10.3 Documentation strategies

Evidence documents are collected and included over a period that may cover the whole semester or academic year. These documents show growth and improvement. They cover many activities and achievements that need to be documented at their completion. The documentation of the evidence included in the portfolio should be carried out through the use of a unified strategy. This will make it easier for the students to document and for the teachers to assess.

10.4 Time management

The process of developing a portfolio may appear to be appealing, but the time restrictions of this process are often discouraging. Time management may constitute a big challenge for students when they develop their portfolios.

Students will be advised regarding the time spent developing and maintaining their portfolios concerning the determined activities carried out and included within the evidence.

11. THE CHARACTERISTICS OF THE PORTFOLIO

Notwithstanding their types, developers, designs and purpose; portfolios share several common characteristics. Cain, et al. (2005, p. 80), for example, believe that every portfolio should have an evidently expressed assessment strategy. Davies and Lemathieu (2003, p.146) hold that portfolios extend over long periods and as such, they show growth and development. They finally provide students with the opportunity to reflect on their work. The Portfolio encompasses a number of additional characteristics as follows:

11.1 Practical

In order to meet the objectives behind the application of the portfolio, teachers have to develop a practical design. McMillan (1999, p. 9) confirms that the factors that influence the practicality of assessment are the strategy, the time needed, the difficulty of management, and the easiness of assessment. The procedure adopted in this study addresses all these factors and develops a practical design for the students to devise and for the teachers to assess.

11.2 Economical with the selection of evidence

Given that every document students include in their portfolios usually represents one aspect only, they are tempted to include as many documents as they can to cover every aspect and come up with higher scores. Williams (2009),

however, recommends students be economical about the items they include (p. 4). A portfolio with big content is difficult to manage and assess. Thus, The Portfolio is characterized by the inclusion of appropriate and high-quality evidence to compensate for the number of items.

11.3 Multidimensional

Multidimensionality is reflected in the use of The Portfolio for two purposes; teaching and assessment. It involves the evaluation of several aspects of students' progress and achievement including different types of materials. Furthermore, the assessment of the portfolio is multi-dimensional including multiple criteria covering different aspects.

12. ASSESSMENT

According to Driessen, et al. (2005, p. 216), "The portfolio assessment was designed to strike a delicate balance between formative and summative evaluation, seeking the best possible mix of benefits from both approaches". The summative assessment measures students' accomplishment whereas the formative assessment, on which more emphasis is placed, measures students' progress. Klenowski and Askew (2006, p. 267) state that teachers in higher education often use the portfolio to establish evidence of achievement for summative assessment. The Portfolio will also provide formative assessment as it considers and communicates determined assessment criteria. These criteria, presented in the form of a rubric, concentrate on the aspects that agree with the purpose the portfolio intends to serve.

12.1 The evaluation of the portfolio as a teaching and assessment tool

The evaluation of the portfolio consists of a sequence of judgments by the assessor to strike a balance between the product and the process and sum up the assessment with a final score. Cain, et al. (2005, p. 80) believe that every portfolio should have an evidently expressed assessment strategy. The assessor may not examine the whole portfolio in detail, but scan it to check whether it meets all the requirements. In the event the assessor has any doubts, further examination of the portfolio can be carried out.

The change in teaching methods necessitates a change in the assessment procedure. Barak and Doppelt (2000, p. 17) highlight this view stating that the changes in the methods of teaching imply the need for new assessment strategies for

students' achievements giving priority to the learning process over the product.

Mueller (2018) believes that the assessment of a multidimensional device like a portfolio involves a good deal of subjective judgments. To bring subjectivity to a minimum, the use of rubrics for the assessment of the portfolio has become a common procedure.

The current study develops a rubric for the assessment of The Portfolio. The rubric contains a number of pre-established assessment criteria that concentrate on both product and process. The assessment will consequently cover all the content and evidence, assign marks to different achievements and then sum up the assessment with a final mark for the portfolio.

12.2 Determining the assessment criteria

In essence, portfolios are assessment tools intended to be used to assess student's progress and product. They can, through the use of certain criteria, convey significant information about what students have and are expected to achieve in a specific area. Determining assessment criteria for the portfolio can help students track their learning and achievement through the feedback provided with this type of assessment.

Birgin and Baki (2007, p. 79), emphasize the idea that the criteria established for the assessment used to determine students' performance quality should be clear and expressed in simple language. The same arguments is emphasized further by Davies and Lemathieu (2003, p. 11) who go on to stress that the criteria must also describe growth over time and convey success requirements. Haiyan (2006) signifies that the criteria are likely to help the teacher decide on the weak points of each individual student and also the class as a whole. Students will perhaps understand the score given by the teacher and comment on their peers' translations using these criteria.

The assessment criteria determined for the rubric created in this paper address the following issues: the inclusion of the required documents, the ability to navigate the portfolio, the caliber of self- or peer-assessment, the effectiveness of reflection reports and the quality of evidence over time.

- **(Completion):** How many required documents are included?

- **(Navigation):** How easy is navigation through the portfolio?

- **(Self- or Peer-assessment):** How well is self- or peer-assessment performed?

- **(Reflection Reports):** How effective are the reflection reports?

(Quality of evidence): How good is the quality of evidence with the passage of time?

12.3 Assessments Rubric

Assessment criteria are usually best introduced through the use of a rubric. A rubric allows for a quick and decisive assessment for every activity and provides feedback to students and teachers.

It is well established that portfolios are often used as assessment tools. In consequence, it is typically ideal to introduce assessment criteria using a rubric. A rubric enables an immediate and conclusive evaluation of each activity and offers feedback to teachers and students. Besides, scholar have highlighted the role of rubrics in achieving validity and reliability of assessment as in Birgin and Baki (2007, p. 79) and providing students with feedback to help them compare their various "embodiments" of the portfolio as in Johnson (2003, p. 108).

In order to ensure that all the documents included in the portfolio are consistent with the determined assessment criteria, students will be provided with a specially designed rubric; by use of this, teachers will assess their portfolios.

There are various ways that academics have defined rubrics. Mertler (2000, p. 1) defines rubrics as "scoring guides, consisting of specific pre-established criteria, used in evaluating student work". A rubric is described as "an assessment instrument used to evaluate a variety of student performance across numerous different categories or criteria" by HSC Faculty Development in West Virginia University (2021). Both definitions are used in this study as the portfolio is evaluated over a lengthy period of time while adhering to predetermined criteria

Different scholars have highlighted different aspects of the use of rubrics for assessment. Birgin and Baki (2007, p. 79), for instance, argue that the use of the rubric is necessary to decide on the quality of the evidence and make assessment valid and reliable. Anabel (2016, p. 7), on his part, emphasizes the use of rubrics for providing feedback through the description of every different level of achievement.

13. HOW TO DEVELOP THE PORTFOLIO

Being a protracted and a complicated process, the development of portfolio goes through distinct phases. Ahmed (2015, p. 281) lists three processes for the portfolio development: collection, organization, and reflection. However, the assessment of the portfolio is another important process as it brings the process to a close. The development of portfolio requires the provision of a procedure to cover these phases. It is important for the teacher to carefully consider the course objectives and set appropriate procedure to specify the tasks and communicate them to the students.

Integrating the portfolio into a classroom context necessitates a well-planned preparation. More importantly, the teacher needs to establish a continuous interaction with the students to provide immediate feedback and guide the instruction so that the learning activities can be adjusted as needed at the right time (Chappuis et al., 2012).

A thorough explanation of the tool is necessary due to the complexity of creating a portfolio, the amount of work involved in using it, and the students' unfamiliarity with the method. It would be beneficial if the teacher makes explicit expectations, sets procedures and determines assessment criteria from the start.

All kinds of portfolios, whatever their purposes, require a good deal of time and effort on the part of teachers and students to develop, maintain and finally assess. Students, therefore, need to be equipped with a device that can help them cope with the challenges posed by this demanding and long-lasting process. The design of The Portfolio, therefore, takes these influential factors into consideration and thoroughly addresses a number of significant issues throughout The Portfolio development.

13.1 Guideline for teachers

It is widely assumed that the application of the portfolio in teaching, learning and assessment is a complicated and time-consuming task. As a consequence, providing a comprehensive guideline for teachers is a favorable procedure to facilitate this process. The guidelines outlined in this paper include the following instructions:

1. Introduce the portfolio to the students and decide on the extent it will contribute to the overall assessment.
2. Introduce the rubric and the criteria used to assess the portfolio.
3. Integrate some modern teaching methods and activities effectively.
4. Create a practical design that takes into account the many evidence included, difficulty of management, time limits and difficulty of assessment.
5. Guide your students to be economical with the selection of evidence and the items included.
6. Negotiate the evidence included such as students' primary and edited translations, self- or peer-assessment reports and reflection reports.
7. Prioritize evidence as to how students are taught and assessed, as well as what they learn.
8. Hold meetings with students constantly to monitor the portfolio development processes.
9. Keep track of progress by reviewing the record of students' accomplishments and making plans for future improvement.
10. Guide self- and peer-assessment to focus on how to promote growth, how students' achievement falls short of the criteria and how students can improve.
11. Have the students upload their electronic portfolios to the moodle-based platform used by the University.
12. Evaluate the portfolio using the rubric as an assessment tool.

13.2 Orientation course for students

The weight given to the portfolio in teaching, learning and assessment, as well as students' lack of familiarity with this approach necessitates that students attend a teacher-led orientation course. The course goes parallel with classroom instruction. Though out the course, students will be well guided to develop and follow up their portfolios and will be well introduced to the assessment criteria. They can benefit from clear printed instructions teachers provide at the start and the feedback provided at various stages. The instructions read as follow:

1. Make a title page on which you put the title of the subject with the name of the university, college and department. Provide your contact information, including your name, your group and your email address.

2. Include and carefully study the assessment rubric to understand the criteria according to which your portfolio is going to be assessed.
3. Include a "Statement of Learning Experience" in which you reflect on the processes of teaching, learning and assessment.
4. Include a table of contents to show how your portfolio is organized, help identify any missing documents and easily navigate the portfolio.
5. Organize your portfolio to help keep it to the point following a chronological order, by topics or break it down into categories.
6. Be economical in your evidence selection and inclusion of items
7. Work with the teacher to negotiate content such as translated texts, tasks, activities and test scores.
8. Include self- or peer-assessment reports, reflection reports and primary and edited translations as evidence of growth and achievement.
9. Reflect on every weekly achievement following the same aspects of the "Statement of Learning Experience", but on a smaller scale.
10. Keep track of progress by adding or editing documents, reviewing achievement records, monitoring growth and planning future improvement.
11. Focus the feedback, given through self- and peer-assessment, on how to promote growth, how your achievement fails to meet the criteria and how to improve.

14. DISCUSSION

Drawing on the integration of the portfolio into modern translation teaching and the activities required by Bologna Process, the utilization of the portfolio appears to be a complicated, time-consuming and labor-intensive task. Every step in the development, maintenance and assessment of a good portfolio requires time and effort which can turn it into a burden for both teachers and students.

The paper bridges the gap between the theoretical appealing of the utilization of the portfolio and the practicality of the application by proposing a practical model of the utilization of the portfolio as a teaching and assessment tool.

Integrating the portfolio into a classroom context necessitates meticulous planning to

address the challenges with reference to the procedure proposed in this paper.

The paper lays the groundwork for the utilization of portfolio by exposing students to various procedures and directing them to focus on specific areas and deal with specific aspects

The teacher maintains constant interaction with the students to provide immediate instructions and feedback at all stages to adjust the learning activities and tasks as needed at the appropriate time. Teachers need to take into consideration the many evidence to be included, difficulty of management, time limits and difficulty of assessment. Students are given clear instructions and detailed feedback at different stages throughout the course. The instructions will be posted on the researcher's account on the university Moodle and they will also be included in the subject course book so that the student would have constant access to.

The procedure includes an "orientation course" given to the students throughout the semester to instruct them on how to develop and maintain their portfolios. It also includes a guideline for the teachers to follow, modify and apply the portfolio.

The assessment of a multidimensional devise like a portfolio involves a good deal of subjective judgments. To bring subjectivity to the minimum, the use of a rubric with pre-determined criteria for the assessment of the portfolio has become a common procedure.

In sum, the utilization of the portfolio can be recognized as a practical approach in translation teaching whose advantages appear to outweigh the challenges by far despite the challenges poses on both teachers and students.

CONCLUSIONS

Despite the fact that literature is rich on the application of the portfolio, the practicality of its application in the context of its introduction has not yet received the needed attention. The practical use of the portfolio requires a highly planned preparation and constant interaction between teachers and students. There is gap between the theoretical appealing of the portfolio and the practicality of its application. This gap can be bridged through proposing a

practical model as a ground on which practicality can be achieved. The assessment of multidimensional tools like portfolios is commonly through the use of rubrics with pre-determined assessment criteria that concentrate on both process and product. The utilization of the portfolio can be recognized as a practical approach whose advantages have been proven to outweigh the challenges it poses on both teachers and students.

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APPENDIX 1: PORTFOLIO ASSESSMENT RUBRIC

C	20 – 16	15 – 11	10 – 6	5 - 1
Completion	All required documents have been included	Most required documents have been included	Some required documents have been included	Only few required documents have been included
Navigation	Navigation through the portfolio is easy	Navigation through the portfolio is attainable	Navigation through the portfolio is effortful	Navigation through the portfolio is very difficult
Self or Peer Assessment	Self or Peer-assessments is well performed	Self or Peer-assessments is fairly performed	Self or Peer-assessments is badly performed	Self or Peer-assessments is hardly performed
Reflection Reports	Reports provide evidence of effective reflection	Reports provide evidence of acceptable reflection	Reports provide evidence of insufficient reflection	Reports provide evidence of poor reflection
Quality of Evidence	Documents reflect high quality with the passage of time	Documents reflect moderate quality with the passage of time	Documents reflect inadequate quality with the passage of time	Documents reflect low quality with the passage of time