

# PORTFOLIO ASSESSMENT AS A TOOL FOR PROMOTING REFLECTION IN TEACHER EDUCATION: A LITERATURE REVIEW

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**Abstract:** This paper aims to explore the inextricable link between teaching and learning via the use of portfolios as a form of assessment for pre-service and in-service teachers' professional practice. Specifically, it reviews the body of literature that conceptualizes and defines reflection and reflective practice in the context of teacher education and examines the portfolio's role as a conduit for teachers' reflection and professional transformation. The reviewed literature suggests that the use of the portfolio provides formative assessment while, to some extent, promoting professional development and improved practice via enhanced reflection, although the quality of such reflection may not reach a critical level. With careful attention to the introduction of the portfolio and guided support throughout the portfolio process, the use of portfolio assessment can be valuable in the context of teacher education in the higher education system.

*Keywords:* reflection, reflective practice, portfolio, assessment, teachers' professional education

## 1. Introduction

Over the past three decades, reflection and reflective practice have been regarded as an approach to practice towards which teachers and teacher educators must strive (Gore & Zeichner, 1991; LaBoskey, 1993; Rodgers, 2002). The origin of the notion of reflection dates back to the early twentieth century, when psychologist and educationalist John Dewey (1933) highlighted the need for practitioners to not only question their experience but also to apply their reflective thinking to practice. Many eminent authors of the twentieth century have since looked at reflection as a multi-faceted mental phenomenon that

manifests itself in various difficult situations of human practice, mostly in activities and communication, allowing practitioners to gain conscious understanding of themselves as individuals and also of people around them. Dimova and Loughran (2009), upon reviewing a large volume of work by major authors, arrived at the conclusion that by developing deeper understandings of reflection in workplace settings, practitioners' learning about their professional knowledge of practice would be enhanced, and claimed that "... the complex nature of reflection can be embraced and offer a new and different framework for enhancing practice. In practice settings, teaching and learning are inextricably linked

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and, as such, reflection is clearly a central pedagogic imperative” (p. 216).

On the other hand, the use of portfolios in teacher education has been widely embraced by many countries in the world as an effective tool for the assessment of teachers’ professional practice. A considerable amount of literature has addressed the benefits of portfolio assessment in promoting quality learning (e.g., Ashford & Deering, 2003; Jones, 2009; Smith & Tillema, 1998; Strijbos et al., 2007; Wade & Yarbrough, 1996; Woodward, 1998, 2000). The process of compiling the portfolio, which involves collecting and reflecting on evidence, is believed to not only encourage trainee teachers to take responsibility for their own learning, but also allow them to connect their personal theories with practice (Davies & LeMahieu, 2003; Shulman, 1998). A large body of research also claims the benefits of a portfolio in promoting reflective practice (Antonek et al., 1997; Biggs, 1998; Borko et al., 1997; Jones, 2010; Mokhtari et al., 1996; Setteducati, 1995; Winsor et al., 1999). The portfolio is thus regarded as an important tool for formative assessment in teacher education (Zeichner & Wray, 2001).

In that light, the introduction of the portfolio as a tool for the assessment of teachers’ professional practice in Vietnam could be of great value in the reform of our national education system. Teacher education programs in higher education must produce qualified professionals who can respond appropriately to new and changing settings by integrating knowledge, skills, and personal traits (Stephenson, 1998). For this to be accomplished, the reflective practitioner approach which combines experiential learning, metacognitive learning, and constructivist learning theories can be a good paradigm of choice. This approach emphasizes the need of including real-life experiences in the curriculum, allowing student teachers to

figure out principles, theory, and knowledge from the analysis of their own actions and the influence of those actions on others (Hall, 2004). However, the teacher education curriculum in general and the assessment for teachers in training in particular in many countries, including Vietnam, has been mainly summative, in that both pre-service and in-service teachers are assessed based on traditional theoretical tests, the development of one (or more) lesson plan, and one (or more) teaching session in a simulated classroom while being observed by a panel of assessors. In the writer’s opinion, this form of assessment is heavily theoretical and does not facilitate a holistic judgment of the student teachers’ competence. Furthermore, it does not promote learning and professional development. While it is impossible, and by no means necessary, to reform the entire system, the portfolio can be incorporated into a practical component of the teacher education programmes.

In that context, this paper aims to explore the inextricable link between teachers’ teaching and learning in their professional education via the use of portfolios as a tool for assessment of professional practice. Specifically, it investigates the body of literature that addresses reflection and reflective practice in the context of teacher education, both for pre-service teachers who are being prepared for their future profession in teaching and in-service teachers who are undertaking higher education programmes (for example, masters programmes and other professional development programmes). This paper is particularly relevant to the practical components of those teacher education programmes. It also examines the portfolio’s role as a vehicle for pre-service and in-service teachers to reflect, learn and professionally transform. In the scope of this study, student teachers and in-service teachers take on the role as the portfolio compilers.

## 2. Reflection and Reflective Practice

### 2.1. *The Conceptualization of Reflection and Reflective Practice*

The terms "reflection" and "reflective practice" have been used interchangeably in most of the reviewed literature in the field of teacher education and professional development, although according to Fook (2015), reflection has a greater scope as a method of approaching a deeper understanding of one's own life and conduct, while reflective practice is primarily concerned with professional practice. In this paper, these two terms are used indiscriminately.

John Dewey (1933) first introduced the concept of reflection as a distinctive form of thinking that involves "(1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity" (p. 12). According to Dewey, a reflective practitioner is characterized as someone who is open to new ideas and findings, and willing to listen to opinions different from their own; engage whole-heartedly in the process of thinking and reflection; and is responsible for the consequences of their actions.

Van Manen (1977) contributes to the conception of reflection by identifying three distinctive levels of reflections, the first of which focuses on the technical side of teaching, (i.e., treating teaching episodes as isolated events). The second level appears to be more advanced, since it puts into consideration the theory and rationale for the current practice. The highest level incorporates the ethical, social and political aspects of one's practice into their reflection. In van Manen's argument, this level is the most important because it leads the practitioners towards more informed

understandings of their practice (1977, 1991).

Another writer whose work has greatly influenced the conceptual development of reflective practice is Donald Schön (1983, 1987), who suggests that it involves thoughtful considerations of one's own experiences in applying knowledge to practice. Schön thus sees reflective practice as a critical process that allows novice practitioners to draw from others' experience in order to refine their own skills and professionalism. Schön also emphasizes the "complexity, uncertainty, instability, uniqueness, and value-conflict" (1983, p. 39) in regard to professional practice. His viewpoint thereby challenges the traditional positivist view of professionalism as a decision-making process that is solely based on the expertise obtained from previous training. In Schön's argument, a reflective practitioner must combine textbook expertise and field knowledge to define the important issues and the contexts in which these issues should be positioned. Accordingly, a reflective practitioner must be able to deal flexibly with a changing environment by asking himself/herself questions about the basis of his judgment, as well as the influences and considerations that impact his choices. This point of view is further supported by Lyons (1998) who asserts that reflective thinking requires linking together experiences to make conscious the teacher's knowledge and understanding of practice. Accordingly, a reflective practitioner must learn not only the subject knowledge, but also the way to engage in dynamic professional relationships and to establish meaningful connections between theory and practice in order to provide a rationale for their actions.

Schön (1983, 1987) also took the initiative in introducing the concepts of reflection-in-action and reflection-on-action. Reflection-in-action, as defined by Schön, is the reflection that occurs somewhat consciously while a professional

is addressing a problem in the so-called “action-present.” It challenges the professional’s assumptions that are based on previous experience, and causes him to “restructure strategies of action, understandings of phenomena, or ways of framing problems” (1987, p. 28). Reflection-on-action, on the other hand, occurs consciously after the action and may involve documentation.

Atkins and Murphy (1993) pointed out a common point in different theorists’ definitions of the term “reflection” - a process in which an awareness of uncomfortable feelings and thoughts is followed by a critical analysis of feelings and knowledge, leading to the development of a new perspective. Reflection, therefore, involves the self and must lead to a change in perspectives. With the focus on reflection in practice settings, it can be defined as a process in which the practitioner critically examines his or her past and present practice in order to gain knowledge and understanding, thus improving practice (Buisse et al., 2003). According to Mezirow (1990), it involves critically questioning the content, process, and premise underlying the experience in an attempt to make sense of or better understand the experience. As assumptions are what we instinctively believe in, recognizing and questioning them can understandably be a challenging task.

This point of view is supported by Brookfield (1995), who claims that the most distinctive feature of the reflective process is the focus on “hunting assumptions”, or examining what has generally been thought to be true (common sense assumptions) in order to obtain a more reliable guide to action. A reflective teacher, therefore, ought to be someone who is constantly on the hunt for assumptions.

Brookfield (1995) identifies three categories of assumptions:

- Paradigmatic: assumptions of the

teachers’ paradigmatic approach to the profession. Examples include assumptions such as: adults are self-directed learners; critical thinking is an intellectual function characteristic of adult life; good adult educational processes are inherently democratic; and education always has a political dimension.

- Prescriptive: Assumptions of what is believed to be the best practice. Examples include what should be done in certain situations, or what constitutes a good educational process.
- Causal: Assumptions of the causal relationship between practice and outcomes. Brookfield claims that this type of assumption is the easiest to uncover and closest to reflective practice.

Brookfield (1995) argues that while these assumptions are valid in certain situations, it is also worthwhile to examine them from different angles. Only by doing so can teachers reach a critical level of reflection, which serves two distinctive purposes: firstly, “to understand how considerations of power undergird, frame and distort educational processes and interactions”, and secondly, “to question assumptions and practices that seem to make our teaching lives easier but actually work against our own best long-term interests” (Brookfield, 1995, p. 8). In a similar vein, Dervent (2015) also claims that reflective practice is a developmental process that occurs at varying levels of sophistication and complexity - from a technical level of reflection to a more contextual and deliberative one. As a teacher reaches a more critical level of reflection, he or she may be more driven to apply more appropriate classroom practice. Therefore, reflection must be done over time in order for the practitioner to build the mental growth required to attain the most complicated and

sophisticated levels of practice.

Brookfield (1995) particularly draws attention to the role of critical dialogues and theoretical literature in promoting teachers' critical reflection. He asserts that the engagement in critical dialogues with colleagues, if carefully structured and guided, could be of great value to critical reflection. He also believes that by delving into theoretical literature on critical pedagogy, reflective practice, and adult learning and education, teachers can enhance their understanding and define their own assumptions. It also gives them the opportunity to learn from the practices and lessons of others. This is further supported by Benade (2015) who suggests that individual reflection has little value outside of certain professional requirements; it is becoming more collaborative.

## ***2.2. Benefits of Reflection in Teacher Education***

It is claimed that the overall benefit of reflective practice is that it will enrich, systematize and construct professional knowledge (Carr & Kemmis, 1988; Cochran-Smith & Zeichner, 2005; Elliot, 1991; Kemmis & McTaggart, 1988). In the context of teacher education, reflection is believed to help teachers gain a deeper understanding of their own practice on an on-going basis, including an understanding about the assumptions and knowledge upon which their practice is based, as well as their aims, values and beliefs (Buysse et al., 2003; Loughran, 1995; McIntyre, 1993; Zeichner, 1996).

Many studies have also credited reflection for confronting and subsequently changing practice (e.g., Francis, 1997; Taylor, 1997). Because the reflection process involves self-assessment and justification of practice, the practitioner gradually develops new theories that change and improve their practice (Korthagen, 2001; Lester, 1995). Other benefits include the

validation of a teacher's ideals, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice (Ferraro, 2000).

Jones (2007) further asserts that reflection played the role of an important "ingredient" in the development of capability, which can be linked to long-term professional development. However, Jones points out that while reflection does enhance practice, that impact relies on the practitioner's ability to build an adequate knowledge base for them to reflect on, as well as the skills to take effective action. She also puts emphasis on the reflection process as a means of informing and improving practice rather than a deliberative problem framing and solving process.

More recently, a research by Slade et al. (2019) claims that reflective practice has a tremendous impact on teacher education programs in a variety of ways. It firstly improves student teachers' learning, as evidenced by the acquisition of educational knowledge, abilities, and dispositions. As a result, because the two objectives are so closely linked, the beneficial effects on their learning become a stimulant for demonstrating program effectiveness.

## **3. The Role of Portfolio Assessment in Promoting Reflection**

### ***3.1. Definitions of Portfolio***

To enhance reflection and reflective practice, the educational literature has focused on the medium of writing (diaries, journals and portfolios) as potential approaches. In that context, portfolios, in particular, have been embraced as an effective tool for the assessment of teachers' professional practice. There are many diverse interpretations of the portfolio that makes it difficult to arrive at one universal definition of the term (Smith & Tillema, 2003; Wade & Yarbrough, 1996; Zeichner & Wray, 2001). However, Wade and

Yarbrough (1996) provide a list of some generally accepted notions about portfolios in the context of teacher education as follows:

- Portfolios demonstrate student teachers' growth and learning over a certain period of time and they should include more than one or two items.
- Portfolios are a tool for student teachers to document and reflect on their learning while at the same time serve as a means of assessment that allows their teachers to evaluate their growth and achievement.
- Portfolios allow student teachers to make their own choices regarding the items to be included and the organization of their portfolios. They also have the opportunity to voice their opinion regarding what parts of the portfolio are to be evaluated and what criteria are to be used.
- Portfolios allow authenticity in student teachers' work which cannot be revealed through tests.
- Portfolios provide evidence of self-reflection as student teachers examine their own work and reflect on it to set further goals. The documentation allows them to follow the changes that they make along the way, thus facilitating learning and reflection.

(Wade & Yarbrough, 1996, p. 65)

### ***3.2. Portfolios as a Tool for Assessment of Professional Practice in Teacher Education***

The use of portfolios as an assessment tool has been widely advocated because of the learning that it promotes (Loughran & Corrigan, 1995; Paulson et al., 1991; Woodward, 1998). The process of compiling the portfolio generates different learning outcomes from other traditional

forms of assessment and contributes to the increased responsibility among students for their own learning (Davies & LeMahieu, 2003; Winsor et al., 1999). This increased responsibility is triggered by the construction of a portfolio that allows them to articulate and demonstrate what they are learning about themselves as teachers. It also encourages student teachers to self-assess the learning that they have gained, the goals that they have set, and the extent to which they have achieved those goals. As pointed out by Jarvinen and Kohonen (1995), this self-assessment process helps novice teachers develop their professional identities and skills.

According to Smith and Tillema (2001), the most important advantage of the portfolios is "the way they capture achievements under realistic circumstances and record them using authentic evidence and tangible products" (p. 184). They also highlight the portfolio's ability to document strengths and weaknesses in performance, to develop awareness of competence, and to resolve discrepancies between standards and achieved performance. Other benefits of the portfolio as an assessment tool include the way it encourages teachers to integrate theory and practice (Antonek et al., 1997; Barton & Collins, 1993; Ladbrook & Middleton, 1997; Winsor et al., 1999), allows students to articulate and express their beliefs, and promotes transformative learning (Freidus, 1998). Finally, the preparation of a portfolio has been widely acknowledged for promoting reflection (e.g., Antonek et al., 1997; Biggs, 1998; Borko et al., 1997; Mokhtari et al., 1996; Setteducati, 1995; Winsor et al., 1999).

Because of its role as a form of assessment, it is also important to consider the validity and reliability of the portfolio in order to deem it trustworthy. Meeus et al. (2009), in a study that addresses the issue of validity and reliability of portfolio assessment for pre-service teachers, argue

that the validity of portfolio assessment for teaching and partnership competencies is low while the validity for learning competencies can be high. Therefore, portfolios are more suitable for the assessment of students' capacity to execute a self-regulated learning process, whereas when it comes to assessing teaching competencies, they should be used as a complement to other tools.

A number of threats to the portfolio's validity has been identified, one of which is the limited understanding of its purpose and values among both students and teachers, given the fact that it is a rather unconventional form of assessment (e.g., Freidus, 1998; Krause, 1996; Ladbrook & Middleton, 1997; Loughran & Corrigan, 1995; Lyons, 1998; Wade & Yarbrough, 1996). In many cases, students' lack of understanding about the requirements and process negatively impacts their motivation to perform the task. This issue has been recognized in a number of studies that suggest teachers who are developing portfolios often need a lot of scaffolding during the process (Klecka et al., 2007). In addition, specific strategies for reflection should be taught to both pre-service and in-service teachers (Ellsworth, 2002). As discussed earlier, teachers initially may not have an adequate understanding of reflection as a skill and how they are expected to reflect during the process. This is likely to add more pressure on them from the outset of the portfolio experience. It is therefore recommended that proper mentoring on these issues is provided to students to improve the portfolio's validity in this aspect (Freidus, 1998).

Another threat to validity is the fact that constructing a portfolio is a very time consuming process, which to some extent affects the assessment of students' work (Winsor et al., 1999). Furthermore, there are aspects of practice that can be quite difficult to demonstrate in the form of a portfolio

entry (Wade & Yarbrough, 1996). The fact that the portfolio is done as an assessment task also manifests itself as a threat because it involves the use of models and therefore may make the process too instructional (Baume et al., 2004; Daro, 1996). Finally, concerns about grades may hinder the sharing of certain information on the students' part during mentoring and supervision (Boud & Walker, 1998).

Regarding the reliability of portfolio assessment, Meeus et al. (2009) assert that portfolios are "incapable of fulfilling the classic psychometric requirement of reliability" (p. 411) since portfolios and standardization are essentially incompatible. However, they suggest that the reliability of portfolio assessment, despite being problematic, can still be brought to an acceptable level if the following measures are taken:

- using a common assessment protocol (prior moderation);
- using a common checklist of assessment criteria;
- holistic marking;
- adequate training of assessors; and
- use of various assessors (retrospective moderation)

(Meeus et al., 2009, p. 411)

### ***3.3. The Relationship Between Portfolio Assessment and Reflection***

A large body of research has explored the relationship between portfolio assessment and reflection. Throughout the 1990s, researchers generally embraced the benefits of portfolios in promoting learning and reflective practice (e.g., Antonek et al., 1997; Biggs, 1998; Borko et al., 1997; Mokhtari et al., 1996; Setteducati, 1995; Winsor et al., 1999). Particularly, the study by Borko et al. in 1997 reported that an impressive majority of participants (71% in written statements, 100% in interviews) explicitly mentioned reflection as a benefit

of the portfolio process. According to Huba and Freed (2000), reflection occurs at three stages of the portfolio process: selection of evidence, annotation of evidence for presentation in the portfolio, and during conversations with peers, faculty advisors and others about their portfolio entries. Gupta et al. (2001) further assert that the portfolio encourages the compilers to write down reflection on their own experiences, thus improving the quality of reflections and avoiding “single loop reflection” (p. 3). Single loop learning refers to the search for another strategy that will address and work within the governing variables when a problem occurs, as opposed to double loop learning which subjects those variables to critical scrutiny (Argyris & Schön, 1974). Dialogues with others throughout the process also contribute to reflection in two aspects: critical conversations that question portfolio entries and their significance, and collaborative inquiry (Lyons, 1998).

A number of other studies have also been conducted over the past decades on the multi-facets of portfolio use that influences learning and reflection. A quasi-experimental research project with 174 teacher education students and 44 supervisors by Meeus et al. (2008) reveals that the learning portfolio can significantly increase student teachers’ capacity for autonomous learning, given that supervisors give them enough autonomy to do so. On a different note, a comparative study was specifically designed and carried out by Groom and Maunonen-Eskelinen (2006) to explore the impact of the portfolio on reflective practice in different ecological settings. The findings suggest that portfolios can have an impact on the development of reflective practice of student teachers and the way they perceive their roles in the classroom. Different contexts, national priorities, approaches and policies cannot be overemphasized as significant factors in how portfolios are perceived and used for critical

reflection of their practice. Orland-Barak (2005), on the other hand, takes a different approach in search for “untold” evidence of reflective practice in portfolios. The study suggests that the quality of reflection resides less in the use of different types of portfolios to address different purposes, and more in the collaborative process of participation in constructing a group portfolio. Orland-Barak also points out the absence of critical reflection in portfolios as evidenced by the predominance of descriptive reflective language, indicating reflection at technical level only. This finding aligns with those made by Nagle (2009), who links this phenomenon to pre-service teachers’ beliefs about teaching and learning.

In order to better understand the role of portfolios in promoting professional development and the quality of the reflection that they stimulate, Smith and Tillema’s (2001) investigation into the sustained use of a portfolio as an instrument to support professional development in the long term seeks to reveal why and how professionals continue to maintain their portfolio. The study focuses on four main issues: documentation of professional competence and development, systematic self-reflection, maintaining a reflective dialogue with peers, and learning from mistakes by analytic reflection. As the findings suggest, documentation of evidence is seen as the most profound incentive for sustained portfolio use, followed by reflection and improved awareness, the chance for collegial dialogues on professional performance, and lastly development and learning. The main reasons for discontinued portfolio use, on the other hand, are because it is time consuming, not mandatory, and not helpful in short-term professional development. The authors also point out that while voluntary use of the portfolio is better in enhancing professional development, it is more likely to be sustained if it is mandatory. They therefore suggest that a balance can be



reached by the inclusion of a coach in the assessment context who provides instructions for the compilation of the portfolio and at the same time offers professional and personal support in a non-threatening way.

#### 4. Implications and Conclusion

The reviewed literature suggests that the use of the portfolio provides formative assessment while, to some extent, promoting professional development and improved practice via enhanced reflection, although the quality of such reflection may not reach a critical level. With careful attention to the introduction of the portfolio and guided support throughout the portfolio process, the use of portfolio assessment can be valuable in the context of teacher education in the higher education system. It will not only fulfill the basic purpose of assessment but also enhance teachers' reflective thinking and their enthusiasm for learning about themselves, others, and the process of teaching (Wade & Yarbrough, 1996).

The use of portfolios in the higher education context can be particularly useful for the assessment of pre-service teachers. Most teacher education programmes include an internship period in which teachers in training spend a few months teaching at schools to gain practical experience. In many cases, the assessment of their learning and practice in this period is done solely via a formal report to be submitted by the end of the internship. In this context, the portfolio seems more likely to be appropriate and useful. Instead of writing a formal, heavily theoretical report, student teachers could be required to compile a portfolio to demonstrate their competency with regard to what they have been trained to do in the previous components of the education programme. By doing so, student teachers can gain a more holistic and accurate insight into their own learning and competence, thus

benefiting from the formative aspects of this form of assessment. On the other hand, teaching portfolios can also be useful for the appraisals of in-service teachers since they can effectively demonstrate and clarify their efforts which may not be showcased during classroom observations or by any other forms of evaluation. Using portfolios as an assessment tool for professional practice can also allow teachers to be professionally competent and capable of continuing to learn on a life-long basis.

However, certain issues need to be taken into account when applying this form of assessment into practice for both pre-service and in-service teachers. Firstly, portfolios are time consuming; therefore appropriate time should be allotted for teachers to work on this assessment task. Pre-service teachers, in particular, should have adequate time to practise and become comfortable with the process of compiling the portfolio. Secondly, because portfolio assessment can be unfamiliar to the portfolio compilers and assessors alike, the purpose, requirements and process must be made explicit to both parties. Also, it is particularly important to model what the compilers are expected to do so they have a clear understanding of the requirements and expectations. Finally, support from peers, faculty and colleagues is crucial to the successful implementation of portfolio assessment. It is thus important to create a supportive environment in which the necessary conditions for reflection and inquiry are provided.

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## BÀN VỀ ĐÁNH GIÁ HỒ SƠ HỌC TẬP – CÔNG CỤ THỨC ĐẨY CHIÊM NGHIỆM TRONG ĐÀO TẠO SƯ PHẠM

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**Tóm tắt:** Bài viết nghiên cứu mối liên hệ không thể tách rời giữa việc dạy và học của giáo viên thông qua việc sử dụng hồ sơ học tập (portfolio) như một công cụ kiểm tra đánh giá đối với giáo sinh và giáo viên trong thực hành nghề nghiệp. Cụ thể, bài viết tổng hợp, đánh giá các công trình nghiên cứu liên quan tới khái niệm và định nghĩa sự chiêm nghiệm và thực hành chiêm nghiệm trong giảng dạy, từ đó tìm hiểu vai trò của hồ sơ học tập như một tác nhân thúc đẩy sự chiêm nghiệm và phát triển chuyên môn của giáo viên. Kết quả cho thấy hình thức kiểm tra đánh giá này có thể là một công cụ đánh giá thường xuyên, đồng thời phần nào khuyến khích phát triển chuyên môn và cải tiến giảng dạy thông qua việc tăng cường chiêm nghiệm, mặc dù chất lượng của sự chiêm nghiệm có thể chưa đạt mức độ sâu sắc. Nếu có chỉ dẫn cụ thể và hỗ trợ trong suốt quá trình xây dựng hồ sơ học tập, hình thức đánh giá này có thể có giá trị trong lĩnh vực giáo dục và đào tạo giáo viên trong hệ thống giáo dục đại học.

*Từ khoá:* chiêm nghiệm, thực hành chiêm nghiệm, hồ sơ học tập, đánh giá, giáo dục chuyên môn của giáo viên