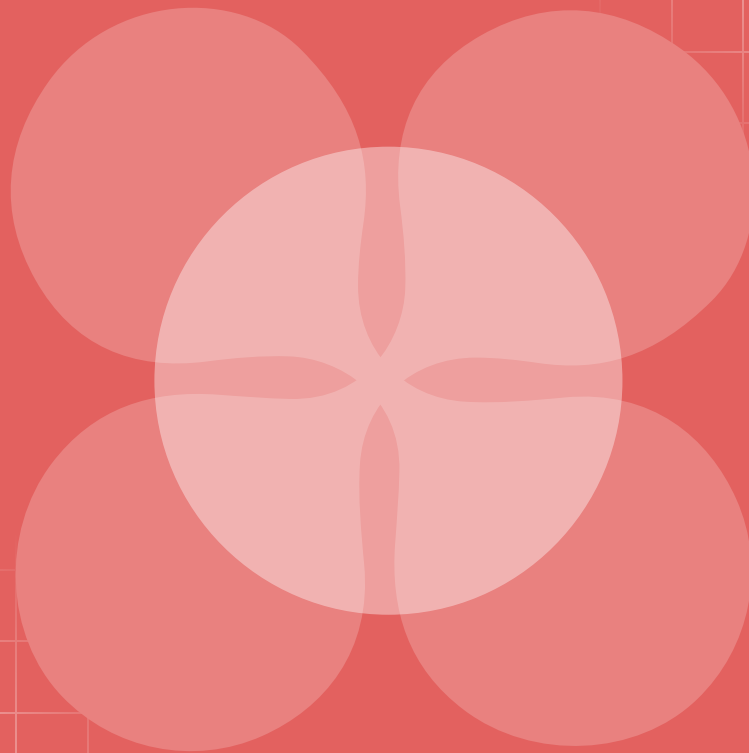




Building on
Linguistic and
Cultural Diversity



Portfolio for social action projects and service learning activities in pre-service teacher education: A monitoring tool



Project ID | **2022-1-DE01-KA220-HED-000086001**

Editorial

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This document provides a guide for assessing social initiatives or actions that fall under the umbrella of “social action,” as in the BOLD project. It serves as a starting point for further learning, reflection, and action.

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01

Introduction

Introduction

This BOLD Portfolio was developed as part of the European project [BOLD – Building on Linguistic and Cultural Diversity for Social Action](#) within and beyond European universities. It serves as a complementary and in-depth tool to the Toolkit for HE students and staff embarking in social action towards linguistic and cultural diversity linked to their study programme (Ruiz-Sánchez & Alcántara-Plá, 2025). The Toolkit presents a guide of how to design social action projects in teacher education to encourage linguistic and cultural diversity, using worksheets. These sequential nine worksheets present a roadmap for such projects. The portfolio uses this sequentiality and all nine worksheets to stimulate reflections. While the Toolkit provides methodological and content-related basics for planning and implementing social projects, the portfolio offers structured opportunities for reflection and documentation of individual learning processes. Individual learning implies that every portfolio designed on the basis of the provided questions differs from one another because individual foci are set based on preferences, experiences with the worksheets, or other reasons.

The portfolio is part of **Work Package 5 (WP5)** of the [BOLD project](#), which has the specific goal of promoting inclusive learning environments in education by developing intercultural skills that lead to social action. As a digital tool, it helps to make the jointly developed competencies visible and supports the monitoring of social action projects that strengthen linguistic and cultural diversity in higher education contexts.

The portfolio is designed to support engagement with the worksheets developed in the Toolkit and to deepen this engagement through recurring reflection tasks. These tasks make it possible to examine skills and actions at the individual level and to visualize one's own learning process and individual professional development. At this point, we would like to highlight that learning and professional development processes are unique and dynamic paths, which unfold during our

lifetimes. The skills to be developed in social action and service learning projects refer, in our case, to teachers' professional knowledge (Andrade et al., 2019). These skills include four dimensions that are connected to each other, as we highlight in image 1. They are:

✓ **Pedagogical and didactic, englobing procedural knowledge about pedagogies and didactics, i.e. classroom management in terms of planning, managing teaching and learning, and assessment (Andrade et al., 2019);**

✓ **Ethical and political, encompassing democratic and social engagement through the appreciation of multilingualism and cultural diversity (Andrade et al., 2019);**

✓ **Linguistic and communicative, including plurilingual and intercultural competences that are developed to encounter social situations with linguistically and culturally diverse people (Andrade et al., 2019);**

✓ **Research and transfer, encompassing inquiry-based approaches to develop one's research competences in linguistically and culturally diverse learning and teaching settings (Melo-Pfeifer et al., forthcoming).**

We highlight the connection between the several dimensions of teachers' professional knowledge. Because of it, the BOLD reflexive portfolio encompasses the treatment of all of them concomitantly. In the reflection tasks of each worksheet, the (student) teachers have

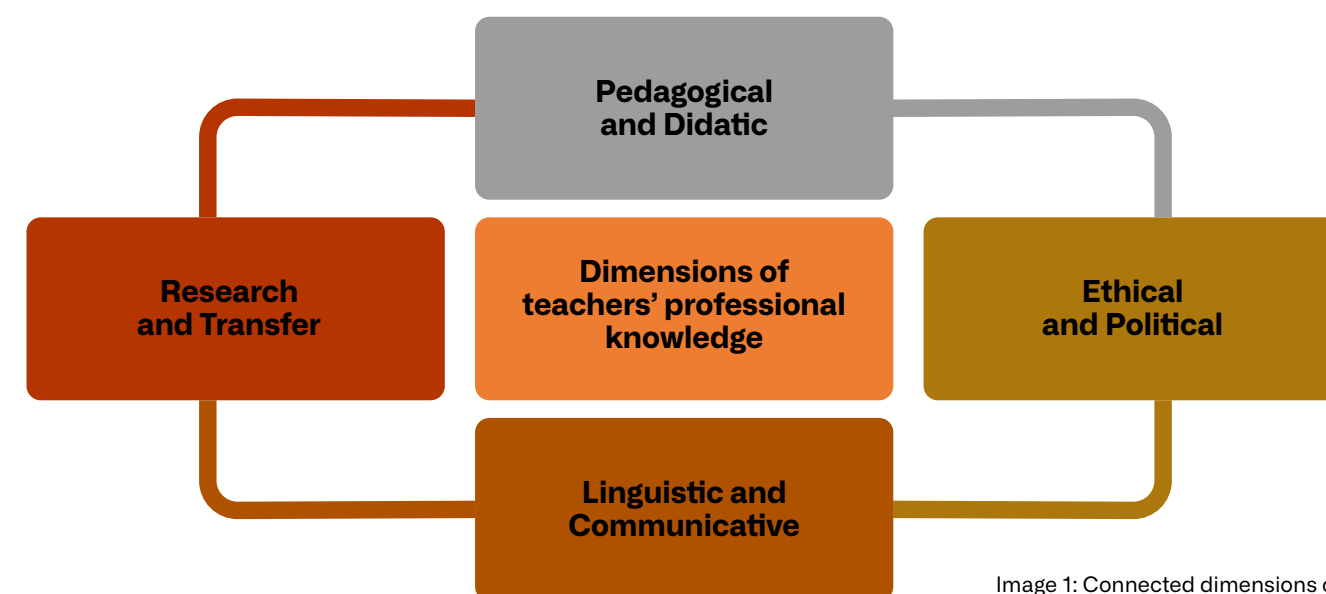


Image 1: Connected dimensions of teachers' professional knowledge

to mobilize more than one dimension of their professional knowledge, as they are likely to have used several dimensions when reflecting on their experiences during a specific phase of their social action project. Since (student) teachers proceed differently in the social action project, they also might employ this portfolio differently by selecting from the tasks offered. That said, the reflective activities suggested should not be understood as being mandatory and following a fixed sequence, but should be used according to the needs of teachers and future teachers in training.

According to Münte-Goussar et al. (2011), portfolios – whether digital or analog – promote the “collection, arrangement, and presentation of work results and performance records,” (our translation) enabling learners to track, reflect on, regulate, and self-assess their learning process. At the same time, portfolios allow learning progress and special skills to be made visible, thus enabling learners to learn how to learn. Moreover, portfolios can be used in the language classroom and language teacher education to enhance plurilingual skills, reflection, and assessment through diverse designs (Brinkmann, in press; Gonçalves & Andrade, 2007). In this sense, the BOLD portfolio serves as a tool for monitoring the implementation of social action and service learning projects and the outcomes in terms of professional development. It achieves this goal by compiling information about personal development trajectories and visualizing learning paths, skills development, and social engagement. It does not focus on the assessment of competences (for this, see the BOLD Handbook coordinated by Melo-Pfeifer et al., 2025), but serves as a reflection portfolio to regulate learning and

keep track of one's learning process. Parallely, as stated previously, there is not one way to use this portfolio, but many by emphasising some tasks, leaving out others, or combining some of them.

Objectives of the portfolio

The overall goal of the BOLD portfolio is to systematically support, structure, and critically reflect on learning processes related to the implementation of social actions. It aims to help (student) teachers and university staff develop intercultural skills, take on social responsibility, and recognize and actively shape their own actions in a diverse society. Specifically, the BOLD portfolio pursues the following objectives:

- ✓ Promoting conscious engagement with the skills and concepts developed in the Toolkit (e.g., service learning, transformation, intercultural education).
- ✓ Supporting the ability to translate theoretical knowledge into practical social action and to critically reflect on practical experience.
- ✓ Documenting individual learning and development processes to highlight changes in attitudes, perceptions, and competencies.
- ✓ Strengthening autonomy and personal responsibility through continuous reflection on personal and collective learning progress.
- ✓ Promoting a multilingual and intercultural perspective on learning and teaching in the context of social responsibility.

02

Structure of the Portfolio

Structure of the portfolio

The reflections relate to processes, feelings, perceptions, involvement, and open questions that arose in the context of social actions. By reflection, we understand going beyond the descriptive level and engage in deeper understandings of the professional learning and social action processes. That means it is necessary to address the reasons that might explain an action, a feeling, a choice.

Through multimodal forms, learning is understood as a dynamic, emotional, and action-oriented process. The reflections represent suggestions; not all reflection tasks have to be completed. We recommend doing at least two reflection tasks per worksheet.

The user can select the tasks perceived as most suitable. In the appendix, different templates (one for each type of reflection task) with space to work on the reflection tasks directly can be found.

The portfolio consists of two main parts: a reflection section based on the worksheets, which is closely aligned with the nine worksheets in the Toolkit, and a concluding reflection section, in which overarching insights and experiences are brought together.

(Student) Teachers do not have to fill in all of the sections, or all of the worksheets. A range of operators, directly addressing the users of the portfolio, helps open up different approaches to reflection:



Create a mind map/diagram/collage

Here you can bring up topics associatively and connect them with each other. There are no guidelines for mind maps. You can use all your languages flexibly and do not have to stick to one language. Reflection tasks of this type are focused on involvement or perceptions. You can use Template A1 in the appendix.



Draw/visualize

Here you can illustrate your experiences or processes or find metaphors for them. There are no guidelines for these drawings. Let your creativity run free. Reflection tasks of this type invite you to explore your feelings and processes. You can use Template A2 in the appendix.



Record an audio/video:

Here you can speak freely and let your thoughts run wild. Speaking can bring up new questions and topics that you can then pick up on. You can use all your languages flexibly and do not have to stick to one language. Reflection tasks of this type center on perceptions, feelings, and aspects that are still open. You can use Template A3 in the appendix.



Write

You can write here in bullet points or in flowing text. Associative writing, i.e., writing in a flow without correcting what has been written before, or poetic writing, where complete sentences do not have to be created, can also be used here. You can use all your languages flexibly and do not have to stick to one language. Reflection tasks of this type ask for affective assessments, your feelings, or cognitive processes, your perception of challenges and potentials. You can use Template A4 in the appendix.

The portfolio is designed to offer multimodal reflection affordances. However, it can be appealing for some (student) teachers to focus on a specific operator and select from the tasks according to the operator. Users of the portfolio are invited to share their creative output, e.g. drawings and mindmaps, videos, etc., and their entire portfolio with peers.

In moments of peer feedback, participants can evaluate their peer's reflection regarding the four dimensions (see Figure 1) and the depth of their reflection by relating to reasons that explain an action, feeling or a choice.

03

Reflection based on the Toolkit worksheets

Reflection based on the Toolkit worksheets

As highlighted in the introduction, the reflections draw on the worksheets of the Toolkit. These worksheets encompass different dimensions of (student) teachers’

competences. For instance, based on results reported in the BOLD handbook, we saw that students using (the first sections of) the toolkit developed:

- ✓ Their research and transfer competences by investigating the state-of-the-art of a specific situation of a school or other institutions of linguistic and cultural diversity;
- ✓ Their pedagogical and didactic capacities by theorizing pedagogical measures in the concrete case (on the micro level);

- ✓ Their linguistic and communicative competences by intercultural activities and inclusive language use (including non-verbal communication);
- ✓ And finally their ethical and political competences by dealing with assessment practices and standards.

Since all the competences are intertwined in the different steps of developing a social action project, and thus in all worksheets of the

handbook, we did not assign a competence to the reflection tasks of each worksheet.

Upon completing Worksheet 1 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p. 8-9), start the reflection in your e-portfolio:
Before the start of the semester:

	Draw/visualize	How did you come to be part of the community?
	Create a mind map	What do you associate with the community?
	Record an audio/video	How did you feel during the community meetings (for planning the service learning goals)?
	Write	How did you achieve the learning outcomes?
	Write	How did you identify the needs of the community?

In the first week:

	Record an audio/video	How did you feel about structuring, delivering, and discussing the presentation about service learning?
	Record an audio/video	How did you feel about structuring and running the first week?
	Write	What did you find particularly challenging (e.g. to inform the students about service learning, the project and its context, to find suitable partners to work and collaborate with, to create a learning plan, etc.)?
	Write	What did you find familiar and therefore easy to do (e.g. to inform the students about service learning, the project and its context, to find suitable partners to work and collaborate with, to create a learning plan, etc.)?

During the semester:

	Create a mind map	What opportunities do you use to reflect on progress?
	Record an audio/video	How did you perceive the student’s attitude and feelings regarding the issue presented to you?
	Record an audio/video	How did establishing contact with the community work?

Upon completing Worksheet 2 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p. 10), start the reflection in your e-portfolio:

	Record an audio/video	How do you perceive the community's situation and needs?
	Record an audio/video	How do you feel about the community?
	Draw/visualize	How do you perceive your role in the community?
	Record an audio/video	How do you feel about the role you believe you have in the community?
	Write	How did you approach strategy planning for multilingualism and intercultural competence development?

Upon completing Worksheet 3 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p.12-13), start the reflection in your e-portfolio:

	Write	How did you respond to the request that was made to you (by the community/ community member)?
	Draw	How do you perceive the problem that was brought to your attention?
	Write	How do you assess the need that was brought to your attention?
	Write	How could the obstacles mentioned hinder you?
	Write	How can you circumvent the obstacles mentioned?
	Write	How did visualizing the parameters that play a role in developing a solution to the issue presented by the community help you in the development of your project?
	Write	How did visualization help you identify and specify potential obstacles and driving forces?
	Write	How did you compile the team's visualizations? What advantages and challenges did you encounter in the process of compiling these visualizations?
	Visualize	How easy or difficult was it for you to imagine/define/visualize the influencing factors? What was particularly easy or difficult?

Upon completing Worksheet 4 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p. 14), start the reflection in your e-portfolio:

	Record an audio/video	How do you feel about developing a long-term goal/solution for the issue presented to you?
	Record an audio/video	What differences do you notice between your feelings about long-term goals and those in the near future?
	Write	What did you find particularly difficult when dividing up the goals and setting the indicators?
	Write	What did you find particularly easy when dividing up the goals and setting the indicators?
	Record an audio/video	How did the reflection process on the necessary human skills and resources take place?
	Record an audio/video	How did the multilateral reflection and negotiation process work?
	Write	What did you find particularly challenging about the multilateral reflection and negotiation process?
	Write	What did you find particularly easy about the multilateral reflection and negotiation process?

Upon completing Worksheet 5 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p. 15), start the reflection in your e-portfolio:

	Record an audio/video	How did you find documenting the activities? The following questions may be helpful: ✓ How regularly did you document your activities? ✓ How easy or difficult did you find documenting? Please explain! ✓ What aspects did you omit from documentation, if any, and why? ✓ Were there differences in documenting different activities (e.g., in terms of detail, dedication, accuracy, preferred methods, etc.)? ✓ What other elements besides written documentation (pictures, recordings, videos, etc.) did you use?
	Draw	What feelings do you associate with your research journal, as a suggested documentation tool? What colors and shapes do you associate with it?
	Write	Why do you think documentation is important in a social action project?

Upon completing Worksheet 6 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p. 16-17), start the reflection in your e-portfolio:

 **Write** How do you assess the well-being of the community and the restorative approaches to conflicts?

 **Record an audio/video** How does it affect you that your plans for the future are also being assessed by different parties?

 **Write** How satisfied are you with the assessment regarding your social action project?

 **Draw** How did you perceive the involvement of the actors (students, teachers, social partners, target organizations) in the assessment?

 **Write** Why do you think assessments are important in a social action project?

Upon completing Worksheet 7 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p.18), start the reflection in your e-portfolio:

 **Create a diagram** How did you network with other communities?

 **Write** How do you rate networking with other communities (in terms of your project)?

 **Write** How can networking help your project and you as a project team?

 **Write** How do you perceive working with social networks in terms of disseminating your project?

 **Record an audio/video** How do you feel about sharing your experiences regarding the project design process?

 **Draw** How did you network with other communities?

 **Write** What (positive and, if applicable, negative) expectations do you have regarding networking with other communities for your project?

Upon completing Worksheet 8 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p. 19), start the reflection in your e-portfolio:

 **Write** How did you find identifying measurable indicators?

 **Write** What did you find particularly challenging when identifying measurable indicators?

 **Write** What did you find easy about finding measurable indicators?

 **Record an audio/video** How do you feel about the extent of the planned project?

 **Write** How do you feel about working with standardized measurement methods?

 **Visualize** How do you feel about managing the needs of all stakeholders?

 **Write** How do you perceive the framework conditions of the stakeholders involved?

 **Create a mind map** How do you perceive the linguistic and cultural diversity in your project? Reflect on how the different languages spoken by the participants and their cultural backgrounds influenced teamwork, communication and learning.

 **Write** Reflect on how diversity was approached within the social action project.



Upon completing Worksheet 9 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p. 20-21), start the reflection in your e-portfolio:

**Write**

How do you perceive working/documenting with the help of such a table? Would you have any recommendations for improvements?

**Create a collage**

How do you feel about the future of the project? What are your hopes for the project?

**Write**

How do you perceive the social need of the project?

**Write**

How do you assess the goals set at the beginning of the project planning today/shortly before the implementation of the project?

**Draw**

How do you view the implementation of the project before it is implemented?

**Write**

How would you proceed in the development of a new project? What would you do the same way again, and what would you do differently?

**Write**

How do you view the concept of service learning before the project is implemented?

Upon completing the last part of Worksheet 1 of the Toolkit (Ruiz-Sánchez & Alcántara-Plá, 2025, p. 9), start the final reflection in your e-portfolio:

**Write**

What did you find difficult in evaluating the social action project?

**Write**

What did you find easy in evaluating the social action project?

**Write**

What did you find difficult about writing the report?

**Write**

What did you find easy about writing the report?

**Write & Draw**

What did you emphasize in the report and why?

At the end of the semester (see also Worksheet 1):

**Record an audio/video**

Which questions/topics regarding the social action project, its implementation and evaluation are still open?

**Record an audio/video**

Which experiences/impressions are most present for you right now and why?

**Record an audio/video**

Which experiences will stay with you in the long term and why?

**Visualize**

How did you perceive the “journey” throughout the project? What stages, obstacles, and surprises were there?

**Visualize**

How did you overcome obstacles and conflicts?

**Create a mind map**

Which aspects surprised you?

Meta-reflection on the use of the portfolio (please share your experiences of working on the portfolio with us on Facebook)

✓ Which types of questions (writing, audio/video recording, mind mapping, drawing) did you answer most and/or prefer to answer?

✓ How regularly did you work on the portfolio?

✓ How did you like working on the portfolio in general?

✓ How did you like working on the portfolio in general?

✓ How did working on the portfolio support your reflection on the social action project?

✓ Go through all of your portfolio's entries and content and reflect/write about your own path on creating the portfolio.



04

Conclusion

Conclusion

This portfolio should not be seen as a conclusion, but rather as a starting point for further learning and action.

The BOLD Portfolio completes the Toolkit by transforming its methodological roadmap into a space for personal reflection. While the Toolkit provides the conceptual foundation and the step-by-step structure for designing and implementing social action projects, the portfolio translates this structure into a reflective practice, enabling us to make our learning processes visible and meaningful. This close interconnection between the Toolkit and the Portfolio ensures that learning becomes a cycle of continuous interpretation, evaluation, and development. It helps (student) teachers connect theoretical knowledge from the Toolkit with practical experiences in multilingual and multicultural settings, thus embodying the project's vision of learning as dynamic, reflective, and socially engaged.

The use of diverse task types, contents, and competence dimensions (ethical and political; pedagogical and didactical; linguistic and communicative; research and transfer) makes the portfolio a unifying tool. Since every portfolio (either by an individual learner or by a group of learners working on the same social action project) differs from another in terms of selected contents, design, and reflections, they highlight the diversity of approaches to social action projects.



05

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Images

Mindmap:
Icon made by Phosphor from <https://phosphoricons.com/>

Draw/Visualize:
Icon made by Phosphor from <https://phosphoricons.com/>

Record an audio/video:
Icon made by Phosphor from <https://phosphoricons.com/>

Write:
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06

Appendix

Date: _____ Worksheet: _____ Task: _____

Phase: ☐ Before ☐ During ☐ After te project



Project ID | **2022-1-DE01-KA220-HED-000086001**

Date: _____ Worksheet: _____ Task: _____

Phase: ☐ Before ☐ During ☐ After te project

BOLD PROJECT

WP5 | D10 | Portfolio / Monitoring tool



Project ID | **2022-1-DE01-KA220-HED-000086001**

Date: _____ Worksheet: _____ Task: _____

Phase: ☐ Before ☐ During ☐ After te project

Project ID | **2022-1-DE01-KA220-HED-000086001**

Date: _____ Worksheet: _____ Task: _____

Phase: ☐ Before ☐ During ☐ After te project

BOLD PROJECT

WP5 | D10 | Portfolio / Monitoring tool

Project ID | **2022-1-DE01-KA220-HED-000086001**



WP5 | D10

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