Between innovation and tradition: Fostering reflective practice through the Mahara e-portfolio for digital natives

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Abstract

Reflective practice is a key competence for learning and training, as it promotes critical analysis and professional development. It is not limited to self-analysis but integrates theory and practice to generate educational innovations. The e-portfolio is ideal for promoting reflexivity and transversal skills, documenting progress, and encouraging autonomy. In this context, the Mahara platform stands out for its flexibility and customization, enhancing learning and self-assessment in collaborative environments. However, a sustainable use of such tools requires a cultural change, which integrates technology and reflexivity as educational pillars, thus improving teaching effectiveness and personal growth.
Keywords: reflective practice, e-portfolio, Mahara, collaborative learning, educational innovation.

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The relevance of reflective practice in learning and training processes

Reflective capacity is an essential skill for professionals in the educational sector. The ability to critically analyze and evaluate their operational practices, configuring itself as a cognitive process articulated on different levels. Reflective practice is reflection in action and reflection on action (Schon, 1993), aimed at analyzing, through a metacognitive process,

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the knowledge already acquired and the epistemological methodologies underlying the construction of knowledge (Mortari, 2003). This practice, which is proposed not as a paradigm nor a working method but rather as a methodological criterion aimed at remodeling knowledge in function of its application (Foley, 2002), constitutes the fulcrum of professional development of that dynamic process fueled by the experience accumulated over time and by systemic reflexivity on the activities carried out (Striano, 2001; Capperucci, 2007; Pultorak, 2010; Vannini, 2019; Glatthorn, 1995). It manifests itself, therefore, through a constant process of critical distancing from daily practice, integrated with educational theories, to create new knowledge aimed at orienting educational, formative, and didactic action (Schön, 1993; Pescheux, 2007). Reflexivity is not configured exclusively as an activity of self-analysis but presents itself as a tool to promote innovations to improve educational practices continuously. This concept can be understood as a fertile ground in which knowledge, theory, practice, and action converge to generate virtuous practices that, feeding on experience, favor the learning process (Dewey, 1961). It, therefore, stands as a key competence for education professionals who intend to improve professional performance and face the challenges of the contemporary educational context (Perla, Castelli, 2019). Reflective practice represents a fundamental dimension of the teacher's professional identity (Perrenoud, 2001), which is closely related to the achievement of students' educational success and is oriented towards a lifelong learning process. This competence allows the teacher to operate according to a principle of circularity, understood as a dynamic interaction that guides him towards adopting an external point of view (Gardner, 2019), facilitating the activation of a triangulation between ideas, perspectives, and operational options. This approach coherently and interactively integrates theory and practice, configuring itself as a continuous cycle of learning and action (Cunti, Priore, 2015).

Teaching, understood as the science of relationships and constructive dialogue (Frabboni, 1999), configures the teacher as a reflective designer engaged in developing innovative knowledge through updated practices supported by reflective processes. In this context, reflexivity is based on developing hypotheses oriented toward social change and constructing new knowledge (Laurillard, 2015). Therefore, the approach described so far is configured as a multidisciplinary methodology that integrates heterogeneous contributions regarding ideas and applications, characterizing itself as a transformative process capable of questioning consolidated rules and values within an organizational framework. It assumes a constructivist nature, in which knowledge emerges in a participatory manner, and the actors define the objectives in response to the specificities of the contexts. This approach

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also uses a variety of qualitative methods and techniques. It promotes in the teacher a series of skills aimed at building a shared vision of the reality in which he or she operates, emphasizing the importance of emotions and attitudes as fundamental components of reflexivity and favoring a collaborative working method over an individualistic one. Therefore, attributing a horizon of meaning to the teaching methods and purposes becomes the fruit of situated knowledge, constructed empirically through constant introspective reasoning (Michelini, 2016). In light of the peculiarities of the new generations, characterized by an intense familiarity with digital technologies, it becomes of primary importance to design training courses that, in addition to developing disciplinary skills, promote reflective practices integrated with technological tools, capable of effectively supporting teaching action and improving, at the same time, the ability to manage unexpected events and paradigmatic changes (Baldacci, 2013). It, therefore, appears necessary to implement technological devices that promote reflexivity and participation (Fabbri, 2009), nurturing the sense of belonging to a community of practice (Wenger, 2006). At the same time, it is necessary to encourage the adoption of active and socio-constructive teaching methodologies that contribute to the creation of a teacher who knows how to critically question his or her practices, actively negotiating and building knowledge in authentic contexts, becoming a facilitator in transformative co-design and capable of involving members of the educational community in a shared learning process (Nuzzaci, 2009). Therefore, integrated with digital technologies, reflective practice plays a crucial role in education today. Technologies represent a privileged and motivating environment for students and can, therefore, foster the development of reflexivity. At the same time, the teacher is called to deal with these tools to design paths, exploiting the interactive and creative potential of technologies to cultivate critical awareness and promote autonomy in the learning process (Sansone, Fabbri, Bortolotti, 2023).

Reflexivity and digital tools

To direct teaching practices towards a reflective approach, today it is essential to innovate teacher training paths, orienting them towards communities of practice and learning (Strollo, Capobianco, 2022) supported by a socio-constructivist use of technologies (Matteucci, 2021). The latter should promote meta-reflection and the meaningful use of digital devices. Teachers often use technologies to support traditional teaching without fully exploiting their potential (Karchmer-Klein, Boulden, McDonald, 2023).

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Technological devices in the classroom tend to replace textbooks without being valued as mediation tools to create collaborative experiences aimed at building knowledge and developing critical thinking (Capobianco, 2022). This limited use of technologies can be attributed to various causes, including the type of initial training teachers offer. Training courses aimed at teachers often do not focus on the theoretical-methodological importance of technologies, encouraging a traditional vision of learning focused on transmitting knowledge (De Piano, 2015). This is a mechanistic perspective aimed at enhancing students' knowledge base, conceived as passive receptors of predefined knowledge.

Knowledge is not a pre-existing fact but rather the result of a self-regulation process, which focuses on the individual, his or her abilities, and potential; therefore, learning cannot be reduced to a simple cognitive process but represents the product of continuous personal growth, in which reflecting on experiences allows one to acquire self-awareness and develop new skills (Rollando, 2023). It is a construct that implies greater autonomy and problem-solving skills, making the student capable of critically analyzing himself or herself, overcoming a superficial vision of learning, and grasping its deeper meanings.

In light of what has been discussed, it becomes a priority to define the role of technologies, especially those designed to encourage reflective learning and to identify the connections helpful in promoting reflective practice. Learning should be conceived as an active metacognitive process in which the individual is stimulated to develop a critical awareness of his/her cognitive processes. In line with constructivist and sociocultural theories, this approach promotes systematic reflection on one's experiences to favor the construction of personal meanings and the autonomous regulation of learning (Panciroli, Macauda, 2024). Therefore, we must place greater emphasis on meta-reflection, or the ability to reflect on one's own thought and learning processes, which is essential for developing higher cognitive skills (Vygotskij, 1990). The critical analysis of one's experiences, understood as a comparison between pre-existing knowledge and new information, allows us to identify discrepancies and reorganize mental schemes, transforming learning into a dynamic and continuous process of constructing and reconstructing knowledge (*Ibidem*, 1990).

How can we combine reflective practice and technology? Reflective practice finds a powerful ally in technology. Currently, we can find online journaling apps, mindfulness platforms, collaborative tools, and narrative games that facilitate introspection and learning with creative activities, virtual reality, and guided objectives, encouraging personal growth through daily reflections. Among these, the e-portfolio appears to be a digital tool

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that supports the monitoring and self-assessment of individual progress and is configured as an effective means to systematically and prolongedly collect and document the performance, commitment, and progress of each student (Fanni, Bonaiuti, 2024). This tool, which stands out for its ability to integrate documentary and reflective aspects, consists of a collection of papers selected by the student, accompanied by personal reflections on the results achieved and specific feedback provided by the teacher, relating both to the quality of the work done and the depth of the reflections produced. Through this structure, the e-portfolio does not limit itself to testifying to the skills acquired but highlights what the student can do with the knowledge and skills available, offering a concrete representation of his operational aptitudes and ability to apply what he has learned in authentic contexts. It, therefore, represents a systematic and finalized anthology of the work carried out by the student over time, characterized by the active participation of the student himself in the selection of the content. This feature responds to the need to promote authentic and self-directed learning since it involves the student in a decision-making process that involves choosing the papers to include, reflecting on the reasons for this selection, and adhering to clearly defined evaluation criteria. These criteria, shared between teacher and student, guarantee a transparent and formative evaluation, which measures the results and encourages the development of metacognition and critical awareness. It is, therefore, configured as a co-construction of knowledge aimed at promoting transversal skills to encourage training oriented towards the personal and professional growth of both the teacher and the student (Torre, Emanuel, 2023).

In the following paragraphs, an in-depth analysis of the e-portfolio's potential will be carried out, as well as its impacts on the professionalism of the teacher and its role in promoting the development of skills in students.

The structure of the e-portfolio and its value in reflective practice

The scientific literature identifies different types of portfolios, ranging from the assessment of acquired skills to the monitoring of learning progress, the documentation of teaching processes, or, more generally, the professional field. However, there is no univocal definition of this tool. One of the most relevant descriptions defines it as a «targeted compilation and reflection of one's work, efforts and progress» (Milman, 2007, p. 375). We can define it as a systematic, organized, and selective collection of materials and documents describing teachers' and students' training and professional paths. Therefore, this tool is configured as a documentation and self-

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reflection device, adequately monitoring the development of skills acquired in a given period (Di Stasio et al., 2021). Portfolio learning is considered an authentic assessment methodology (Ellerani, 2005), as it allows measuring students' skills in areas such as autonomous goal setting, critical thinking, complex problem solving, effective collaboration, and applying reflective practices (Zubizarreta, 2004).

The e-portfolio, or digital version of the portfolio, is relatively recent and offers students a tool to collect and present their work and an effective means to document the development and achievement of professional knowledge and skills. This platform uses a variety of electronic media and allows integration with external sources, distinguishing itself from paper portfolios for a series of significant advantages. Among these, we can include the ability to archive, organize, and reorder content quickly and intuitively, the opportunity to integrate materials from different courses taken by students, support for collaboration, and the potential to promote the development of key skills, such as information management, self-organization, planning and presentation (Ayan, Seferoglu, 2011). Inside, each digital document is accompanied by an explanatory comment, in which the author motivates the choice made and illustrates the meaning of the material chosen based on their professional growth path, whether we are talking about the teacher, culture, or if we are referring to the students. This narrative dimension represents an added value of the e-portfolio because it puts the user in a position to understand the value of his experiences critically and to analyze their progress over time. In addition to this archival function, the e-portfolio integrates a section dedicated to metacognitive reflection, where the teacher uses a selection of documents to generate new analyses and interpretations, building papers highlighting specific aspects of their professionalism. At the same time, the student can store his papers over time and draw on them whenever he wants (Bhattacharya, Hartnett, 2007).

From a scientific and educational perspective, the e-portfolio is not only a collection and archiving tool but a dynamic means to support the construction of identity, promote reflexivity, and document the continuous development of skills and extends beyond the simple use of text and images, allowing the integration of multimedia content to represent knowledge and skills dynamically. However, the creation of an e-portfolio is not limited to the mere collection of artifacts as evidence of learning or to reflection on the process and results but also includes the interactions that emerge during the learning process (Carruba, Giacomantonio, Federica, 2024). In fact, currently, available e-portfolio platforms offer advanced features such as peer review, collaborative feedback, and discussion, expanding the possibilities of use and have been successfully applied in different

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disciplinary fields, including arts, humanities, and social sciences (Piazza, Rizzari, 2020). Numerous researchers (Zhang, Tur, 2022; Mahasneh, 2020) demonstrate that e-portfolio analysis allows the detection of transformations in both knowledge and professional behaviors, especially about codified disciplinary skills. Writing, an integral part of this tool, is central since it significantly contributes to internalizing knowledge and skills, promoting more profound and lasting learning (Aygün, Aydın, 2016; Ayan, Seferoglu, 2011).

The importance of e-portfolios in the professionalism of the teacher and the development of key skills in students

The e-portfolio represents a valid tool for enhancing the teaching-learning process, benefiting both students and teachers. Thanks to the possibility of providing immediate feedback, it helps students identify and correct errors, thus contributing to the development of more aware and effective reflective practices. For teachers, the e-portfolio is configured as a dialogic resource that facilitates identifying and planning professional improvement paths while reducing the risk of self-referentiality in teaching practice. It allows the archive, modification, and expand a variety of documents that testify not only to the evolution of teaching processes but also the development of key skills of students and the teacher's professional skills, promoting continuous and structured growth.

Empirical studies (Zhang, Tur, 2024; López-Crespo et al., 2022; Balaban, 2020) highlight how the e-portfolio construction process promotes a more complex and conscious vision of documentation. Critical reflection, encouraged during the different development phases, encourages practices such as problematization and self-assessment, thus giving value to the evaluation rubrics present in the PTOF of school institutions and has led teachers and students to actively participate in decision-making processes, favoring, in fact, the construction of collaborative learning contexts (Daunert, Price, 2014). Reflective practice thus becomes a fundamental element for improving both the teaching and learning environment, and, as highlighted by Dewey (1961), it is the integration between experience and reflective action that allows teachers to critically analyze their practice, favoring continuous improvement and updating of teaching skills.

The e-portfolio has immediately proven to be an effective teaching tool, configuring itself as a dynamic laboratory where students can construct meanings from the experiences acquired while supporting teachers in monitoring progress concerning the reference professional standards (Harun, Hanif, Choo, 2021). Thanks to its versatility, which allows the integration of

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different formats such as texts, images, audio, and video, it has overcome the limitations of traditional paper portfolios, making it a tangible and structured indicator of the teaching-learning process, capable of strengthening the sense of achievement for both teachers and students (*Ibidem*, 2021). The flexible nature of the e-portfolio allows updates and modifications at any time, thus encouraging continuous and profound reflection on the archived material. This approach is configured as a constantly evolving learning path in which students take on an active and conscious role: in fact, they not only critically reflect on their educational path but also become directly responsible for it, developing self-regulation and autonomous learning skills (Yadav, 2024). The use of writing, through synchronous or asynchronous chats, allows teachers and students to reflect on different points of view, generating interactive and democratic learning that allows us to overcome some consolidated stereotypes and attribute a profound meaning to learning, to the professionalism of teachers and lay the foundations for future teaching practices (Hanukaev, 2023). A high degree of reflexivity, supported by deep learning, manifests itself, however, exclusively when the e-portfolio is implemented authentically (Cheng & Chau, 2013). The perception of students that teachers are observing them can limit their freedom of expression, leading them to modulate or modify the genuineness of their ideas and compromising the authenticity of the reflections produced. Consequently, the portfolio's effectiveness as a critical reflection tool depends on the educational meaning that the teacher attributes to this tool, promoting an environment in which students can express themselves freely without the perception of direct control (Maarof, 2007).

Uses and potential of the Mahara e-portfolio

Mahara is an e-portfolio developed in the early 2000s in New Zealand as part of a government-supported research initiative. This digital tool, designed to be highly adaptable to users' needs, was intended to facilitate continuous skill improvement and critical reflection. It was designed to support students of different school levels, professionals interested in monitoring their professional growth, and teachers or trainers committed to promoting educational approaches based on active learning, collaboration, and self-assessment.

Mahara is an open-source platform that integrates numerous features, including a blog, a resume generator, and social networking tools.

The blog is a fundamental tool to promote reflection, documentation, and sharing of learning: its primary function is to offer users a personalized space

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where they can record thoughts, experiences, and progress in a structured and chronological way, allowing users to generate critical reflection on their educational or professional path and at the same time consolidate awareness of the skills acquired and their areas for improvement. In this section, students have the opportunity to document their projects, note the challenges encountered, and describe the solutions found, creating a narrative of their learning process, while professionals can use the blog to keep track of significant work experiences and reflect on daily practices. The importance of the blog within Mahara consists in allowing all users to share ideas, projects, or simply reflections with a selected audience, promoting dialogue and comparison and, through comments and interactions, you can receive helpful and stimulating feedback that enriches the learning process and allows continuous personal and professional growth.

Another important element of Mahara is the curriculum vitae generator present within it. The latter is a tool that allows users, students, and/or workers to create a detailed and customizable professional profile within the platform, allowing them to simultaneously collect, organize, and present their personal experiences, acquired skills, and results obtained in a structured and visually appealing way. It can also include work experience, study paths, technical and transversal skills, completed projects, certifications, and other significant elements of their professional and educational path. It, therefore, acts as a dynamic showcase for personal and professional results, encouraging interaction between the user and potential employers, academic institutions, or other interested parties. Furthermore, the possibility of integrating one's curriculum vitae with multimedia elements such as images, videos, or links to external projects makes the presentation richer and more engaging than a traditional curriculum; furthermore, it can be continuously updated to facilitate more active management of one’s career.

Finally, Mahara integrates social networking tools to encourage user collaboration and interaction. Among the main features is the possibility of creating groups in which users can collaborate, share ideas and materials, and discuss the most varied topics of common interest. These groups can be open, closed, or by invitation, guaranteeing different access methods and levels of privacy; they use an internal messaging system that allows users to communicate directly with one or more interlocutors. In this section, the user can share pages of their portfolio with other users or groups, allowing direct feedback or collaborative review, which is always dictated by a sense of community that characterizes the tool in question. Elements such as constructive comparison and collaborative learning make, in fact, the Mahara

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e-portfolio not only an archiving tool but also, above all, a dynamic space for personal development and reflective stimulation.

The term Mahara, which in Maori means thought, clearly expresses the goal of the project: to promote more interactive, multimedia, and personalized learning. One of the distinctive features of this platform compared to other e-portfolios is the control offered to users, especially students, on managing the visibility of their content. To regulate access to shared information, the materials to be presented must be organized and grouped in a specific area called an event. Each user can create an unlimited number of events containing a unique selection of papers. Access to these events can be granted to specific people, groups, or entire communities, thus ensuring flexible and secure sharing management (Butler, 2006).

Mahara's design is based on fundamental principles that reflect a user-centered approach to managing one's e-portfolio: each added element can be enriched with metadata and customizable according to the needs of teachers or teams responsible for training programs to ensure greater contextualization and adaptability.

Within its three sections mentioned above, Mahara contains valuable portfolio creation tools (La Rocca, 2015). The first tool is the Table of Events. It aims to guide the user in identifying significant events in their learning path, which are represented through documents that must be reworked in electronic format and accompanied by subjective reflections. This Table is divided into four areas: the cognitive one, which concerns the ability to document, organize, and critically reflect on one's progress and learning results, promoting metacognition and critical thinking; the motivational one, which aims to stimulate personal commitment and self-determination, encouraging users to monitor their goals and celebrate the progress achieved in the learning path. The third area, namely the relational one, aims to promote collaboration and social interaction, allowing the sharing of experiences and feedback in a peer-to-peer perspective to enrich the learning process. Finally, the metacognitive area supports conscious reflection on one's learning processes and helps users evaluate strategies, objectives, and results to improve self-regulation.

The second tool is the Event Graph, which places the selected events in a temporal order and consists of a plane delimited by Cartesian axes: on the abscissa are placed the temporal phases in which the events occurred, on the ordinate the categories in which the events occurred. The upper quadrant should be used to place positive events and the lower for adverse events. The event is, therefore, placed on a plane that allows its immediate visualization as a fact connected, in a temporal sense, to the different contexts of the subject's experience. The QSA represents the third tool, or the Questionnaire

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on Learning Strategies, developed by Pellerey and Orio (1996), which allows the identification and analysis of the cognitive, metacognitive, motivational, and relational strategies adopted by students, promoting targeted interventions to improve the effectiveness of the learning process and self-regulation. Finally, the user can complete the ZTPI (Zimbardo Time Perspective Inventory). This questionnaire investigates how the user relates to time, helping him at the same time to become aware of how temporal orientation influences life choices, relationships, and the sense of well-being and allows him to understand whether the way of perceiving time helps or hinders the achievement of specific objectives (La Rocca, Capobianco, 2020).

Several studies have shown the effectiveness of Mahara over the years (Fanni, Bonaiuti, 2024; Fanni, 2023; Manganello et al., 2020). However, a study conducted by Martin Dobiasch and Stefan Oppl (2021) on students at the University of Krems shows that the use of this tool is often limited to institutional contexts and short-term objectives to the detriment of long-term use that helps the user's professional or personal life. Research data analyses highlight that users create content primarily to meet course requirements rather than as part of a sustainable personal learning activity. This trend is also reflected in access to Mahara, which significantly decreases on weekends and in the summer months. Another key finding that always appears from the study is the discrepancy between the declared intentions and the users' actual behaviors. Although students are willing to continue using ePortfolios beyond the university context, the data show a lack of sustainable usage practices. Users tend to concentrate most of their activities in the final phase of their period of use, suggesting that work on the platform is motivated by deadlines rather than by a real integration into their learning routine. The results, therefore, indicate that it has been mainly used for purposes related to formal education. This suggests a problem in the implementation of the dual use of ePortfolios: there is a need, in fact, for a cultural and philosophical change in the mindset of the student and the teacher to truly value reflective practice over a more traditional approach oriented towards competition and grades (Dobiasch, Oppl, 2021).

Concluding reflections

Contemporary education must necessarily be based on the principles of reflexivity and complexity, essential elements for designing processes of subjectivization aimed at forming qualified professional profiles capable of structuring educational environments suitable for guiding both the thoughts

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and actions of individuals in training and allowing them to acquire versatile and applicable skills throughout their lives. It is the task of educational institutions to promote educational experiences characterized by freedom, openness to dialogue, critical comparison, and search for meanings about global events (Dainese, 2019). These experiences must also integrate the contributions offered by technologies consciously and productively, thus expanding the opportunities for learning and innovation (D'Elia, 2024, p. 4).

Within this process-oriented paradigm, pedagogy is called upon to identify the fundamental path for designing and developing innovative teaching strategies capable of interacting consciously and critically with technologies. Technological tools applied to education stimulate, in fact, the development of a pedagogical approach capable of providing theoretical and practical indications that are useful for all those who participate, to varying degrees, in the dynamics of the educational experience. Taking on the role of a subject in constant research is equivalent to constructing one's destiny, characterized by a dynamic, metacognitive, pluralistic interiority and available for critical comparison and revision of one's certainties (Alam, Mohanty, 2023). In this perspective, the e-portfolio emerges as a central element in today's educational horizon, configuring itself both as an analytical tool for reflecting on oneself and the global context and as a means of orienting one's gaze towards the future, favoring processes of personal and professional emancipation (Ayaz, Gök, 2023).

Adopting an interactionist approach that considers integrating individual, environmental, and social strategies as fundamental pillars of the educational process to prepare the new generations to develop skills is essential. No technology, taken individually, can be sufficient to guarantee the construction of soft skills; only a synergic combination of metacognitive skills and conscious use of technologies aimed at stimulating critical thinking can optimize a training path aimed at developing deep reflection and conscious action on one's abilities (Presti, Zizza, 2024). The e-portfolio, if designed and used appropriately, represents a valid tool to promote the construction of transferable and applicable skills throughout life. Its structure is specifically designed to support this type of training, making it particularly suitable for integrating individual strategies, such as the development of argumentative skills and reflection on one's cognitive processes, encouraging the development of both cognitive and metacognitive skills. It allows students to analyze their learning path through archived documents, promoting the ability to recognize logical fallacies and reflect on personal cognitive biases (Turkey, 2017).

This reflective practice also promotes transferring acquired skills, allowing students to apply them in various personal, professional, and social

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contexts. The ePortfolio, especially in its declination through the Mahara platform, proves to be a practical and accessible tool since it requires limited resources and is easily adaptable to different disciplinary fields at various levels of education. Its conscious and structured use contributes significantly to promoting an education-oriented toward critical thinking, awareness, and flexibility in learning (Pennazio, Fedeli, 2021).

Although its implementation requires considerable commitment from all parties involved, the introduction of the electronic portfolio in schools represents a strategic and conscious choice aimed at promoting more effective education and centered on the person's integral development. Investing in adopting this tool is not limited to providing technical support. However, it actively contributes to forming more critical, reflective individuals capable of orienting themselves in the complexity of the contemporary world.

The e-portfolio, used regularly, is configured as a dynamic space in which students can undertake a partially structured path of exploration of their experiences. This cognitive and emotional journey allows them to acquire greater awareness of the present and plan for the future through the gradual development of essential skills to face the challenges of personal, professional, and social life challenges. The activation of self-direction, self-observation, and self-orientation mechanisms, supported by reflective practices that can be mediated by the teacher or undertaken autonomously, is crucial to promoting educational intentionality and strengthening individual autonomy (Eynon, Gambino, 2017). The latter is based, in particular, on the integration and valorization of key aspects such as creativity, emotions, memories, dreams, and hopes. These dimensions, intrinsically connected to personal experience, are configured as pillars for developing a horizon of authentically personal and profoundly significant meaning.

The e-portfolio, as a space of convergence between cognitive and emotional dimensions, thus emerges as a pedagogical tool of exceptional value. Its ability to support transformative learning lies in its dynamic and versatile structure, which promotes critical reflection on learning processes and stimulates a conscious projection toward the future. Through this practice, the individual is guided to explore and redefine his or her educational identity while expanding his or her awareness of personal potential and the connections between his or her learning path and the broader context of his or her existence.

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