



# RECONCEPTUALISING THE PORTFOLIO

Enhancing student motivation through the creation  
of an autonomous learning project

Margaret Gomes

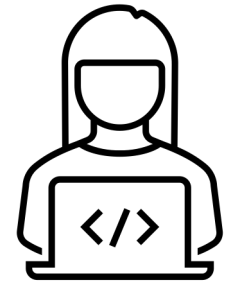


The University of Aveiro | Portugal

mgomes@ua.pt

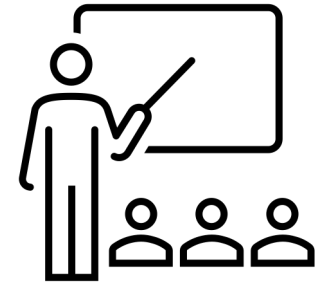
# PRE- PERI- & POST-PANDEMIC TEACHING

- ☐ Pandemic has changed the role of the teacher in the classroom
  - ☐ Blended by force
  - ☐ Blended by design
- ☐ Re-think what we do and how we do it
- ☐ How we can engage and motivate learners and increase autonomy
- ☐ What methodologies are part of such an educational system



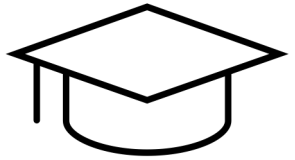
# THE TRADITIONAL CLASSROOM IN CONTEMPORARY SOCIETY

- ❑ Current teaching methodologies date back to the mid-19<sup>th</sup> century
  - ❑ Teacher-centred
  - ❑ Focus on preparation for a job
- ❑ Globalised high-tech world
  - ❑ Rapidly changing global marketplace
  - ❑ Contemporary society is much more heterogeneous
  - ❑ Educational paradigm should shift accordingly



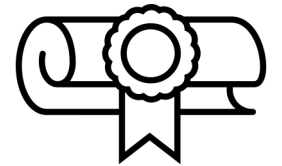
# THE CLASSROOM IN HIGHER EDUCATION

- ❑ Educational methodologies should incorporate new professional demands
- ❑ Transition between the classroom and the workplace has become increasingly difficult
- ❑ What is taught in classrooms today does not necessarily reflect professional demands in different contexts
- ❑ ***Few university graduates are prepared for the realities of work, with even fewer displaying the skills necessary for success in gaining employment*** (Wood & Kaczynski, 2007)
- ❑ Active learning strategies are key to this change



# ACTIVE LEARNING IN HIGHER EDUCATION

- ❑ *The process of having students engage in some activity that forces them to reflect upon ideas and how they are using those ideas* (Collins & O'Brien, 2003, p. 5)
- ❑ Learner-centred approach
- ❑ Methodologies: Task solving | Teamwork | Role play | Authenticity
- ❑ Regular teacher and peer feedback and reflection
- ❑ Learners play an active role in the learning process (programme design and assessment criteria)
- ❑ Greater autonomy | Increased awareness and critical thinking | Enhanced motivation



# KELLER'S ARCS MODEL OF MOTIVATION

*Motivation is key for learners to achieve their desired goals and obtain a feeling of accomplishment (Keller, 2010 )*

## Satisfaction

- Positive outcomes
- Extrinsic Rewards
- Intrinsic rewards
- Sense of accomplishment

Satisfaction

Attention

## Attention

- Perceptual arousal
- Task variability
- Learner participation
- Humour

Relevance

## Relevance

- Authenticity of tasks
- Immediate applicability
- Future usefulness
- Build upon knowledge

Confidence

## Confidence

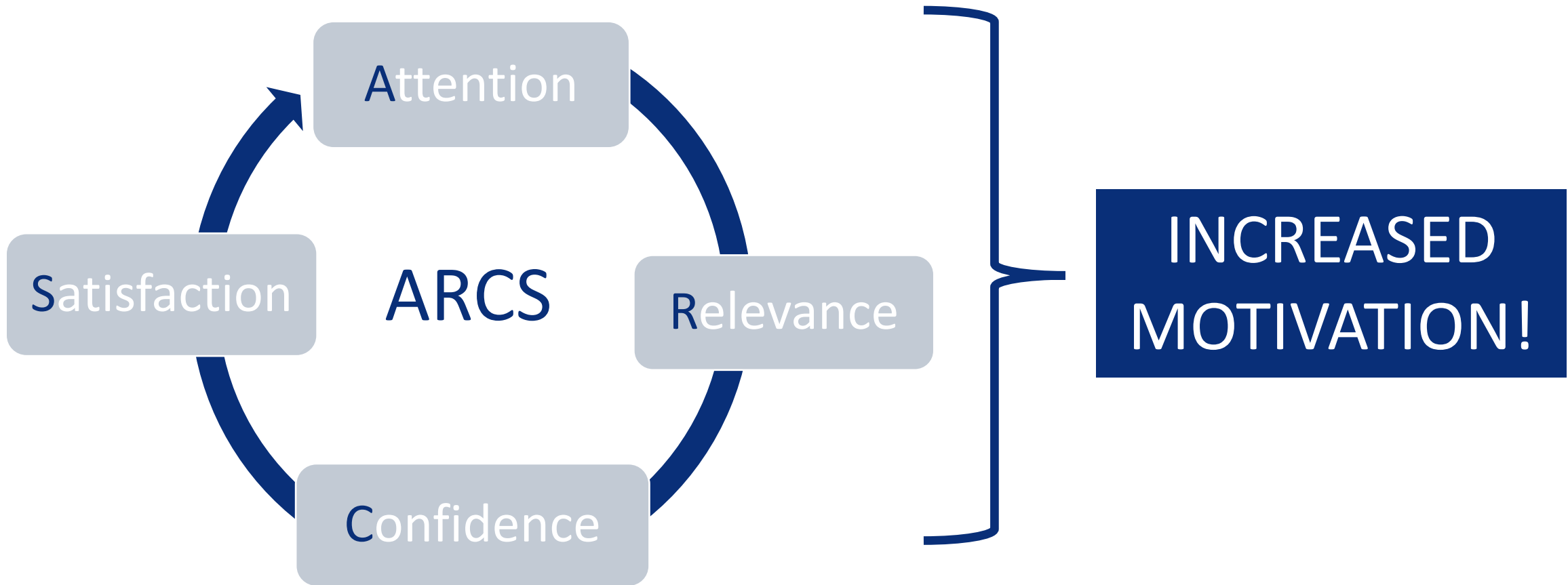
- Needs and expectations
- Challenging opportunities
- Personal responsibility
- Reflection and autonomy

ARCS



# KELLER'S ARCS MODEL OF MOTIVATION

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# ENHANCING MOTIVATION & SUBJECT DESIGN IN THE CLASSROOM

*Motivation consists of the amount of effort a person is willing to exert in pursuit of a goal. ... Consequently, motivational design is concerned with connecting instruction to the goals of learners, providing stimulation and appropriate levels of challenge, and influencing how the the learners will feel following successful goal accomplishment, or even following failure.*

Keller, n.d. ARCS design process

## Motivation enhancing subject design:

- ☐ Subject analysis (audience, contents and current and new strategies)
- ☐ Subject design (design of new motivational strategies and goals and learner assessment)
- ☐ Development of materials
- ☐ Assessment of student reactions to the process





# THE ARCS MODEL IN THE HIGHER EDUCATION CLASSROOM

- ☐ First cycle degree in Translation with specialisation in English and one other foreign language
- ☐ Curricular unit: English II
- ☐ First year | Second semester | Fifteen weeks
- ☐ Focus on film: Creative writing | Biographies | Synopses | Film reviews | Presentation of film

## AUTONOMOUS LEARNING PROJECT

- ☐ Collation of 10 tasks - each divided into three sections: (i) reason for choosing task (ii) task (iii) reflection
- ☐ Brainstorming session in class on different tasks learners could do
- ☐ Project could include a range of tasks or a collation of theme-based tasks
- ☐ Feedback every 2-3 weeks (from teacher and peers)
- ☐ Introduction and Conclusion

***25% of the final mark***



# AUTONOMOUS LEARNING PROJECT: FEEDBACK QUESTIONNAIRE



Students from the academic years 2018/19 and 2020/21 (first and third years)

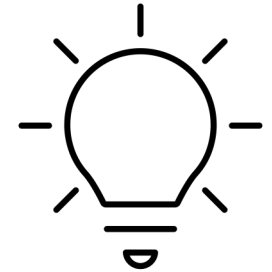
1. In the second semester of the first year of the translation degree you were asked to create an autonomous learning project. Do/did you think it was a good idea? Why/Why not?
2. What was the best thing about doing the autonomous learning project?
3. What was the worst thing about doing the autonomous learning project?
4. What did you learn about English from doing the autonomous learning project?
5. What did you learn about yourself from doing the autonomous learning project?
6. Would you recommend this activity for future translation students? Why/Why not?
7. Do you feel doing the autonomous learning project is/was a waste of time? Why/Why not?
8. Do you feel doing the autonomous learning project motivated you to do more English tasks? Why/Why not?
9. Is there anything you would like to add about creating an autonomous learning project?



# AUTONOMOUS LEARNING PROJECT: QUESTIONNAIRE RESULTS

1. In the second semester of the first year of the translation degree you were asked to create an autonomous learning project. Do/did you think it was a good idea? Why/Why not?

- 23 students
- 95.7%  4.3% 
- Choose work of particular interest
- Increased creativity
- Highlighted areas for improvement and allowed learners to see their progress
- Fun
- Increased autonomy
- Challenging



*Doing the project in parallel  
with the coursework was hard*

# AUTONOMOUS LEARNING PROJECT: QUESTIONNAIRE RESULTS

2. What was the best thing about doing the autonomous learning project?



- Choosing which tasks to do
- Discovering what learners liked doing
- Learners having control over their own learning
- Enhanced creativity
- Increased autonomy
- Improved time management
- Pride in the work produced
- It did not feel like work

3. What was the worst thing about doing the autonomous learning project?

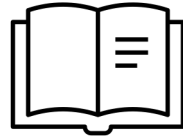


- Difficult to think of different tasks
- Too much freedom
- Patience and time were needed
- Build-up of work
- Tasks left until too late in the semester
- Nothing



# AUTONOMOUS LEARNING PROJECT: QUESTIONNAIRE RESULTS

4. What did you learn about English from doing the autonomous learning project?



- Improved vocabulary and writing
- Improved organisational skills
- Improved translation skills
- Need to practise more
- English is more than just grammar and vocabulary
- Nothing

5. What did you learn about yourself from doing the autonomous learning project?





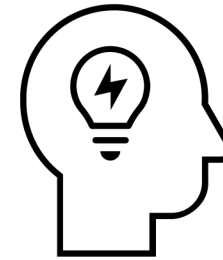
- A greater appreciation of English
- Moving out of learners' comfort zone is good
- It is good to follow instincts
- Interest in different areas with strong opinions
- Better organisation and time management
- No procrastination to not to miss deadlines
- New-found confidence
- Nothing



# AUTONOMOUS LEARNING PROJECT: QUESTIONNAIRE RESULTS

6. Would you recommend this activity for future translation students? Why/Why not?


- 95.7%  4.3% 
- Fun
- Focused on learners' own needs
- Would like to repeat the experience
- An outlet for creativity
- Enriched work done in class
- Enabled self-improvement
- Work was motivating and allowed learners to show their inner self
- Created a closer connection with the teacher

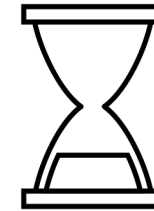




# AUTONOMOUS LEARNING PROJECT: QUESTIONNAIRE RESULTS

7. Do you feel doing the autonomous learning project is/was a waste of time? Why/Why not?

- 100% 
- Time consuming but not a waste of time
- Sense of achievement
- Allowed learners to do things they enjoyed at their own pace
- Encouraged creativity and autonomy
- An opportunity to learn something
- Enabled regular support and encouragement from the teacher
- Helped prepare for the test
- Helped learners grow and enabled them to reflect on their and their peers' work and be critical of it



# AUTONOMOUS LEARNING PROJECT: QUESTIONNAIRE RESULTS

8. Do you feel doing the autonomous learning project motivated you to do more English tasks? Why/Why not?

87% 

- Choosing own tasks
- Learners could change task
- New-found appreciation for English
- Greater self-discipline

13% 

- Extensive workload
- Lack of time to do all the tasks



# AUTONOMOUS LEARNING PROJECT: QUESTIONNAIRE RESULTS

9. Is there anything you would like to add about creating an autonomous learning project?

- Fun
- Freedom to choose
- Creative outlet
- Helped develop time management skills and procrastination negatively impacted the work
- Enabled learners to find a balance between what they liked and needed
- There should be more flexibility e.g., the number of tasks were excessive
- Lack of creativity negatively impacted the final mark



*Perfect*

*Keep teaching this way*



# AUTONOMOUS LEARNING PROJECT: LEARNERS' COMMENTS

Because it allowed us to choose the activities we wanted to do and it kept us more motivated.

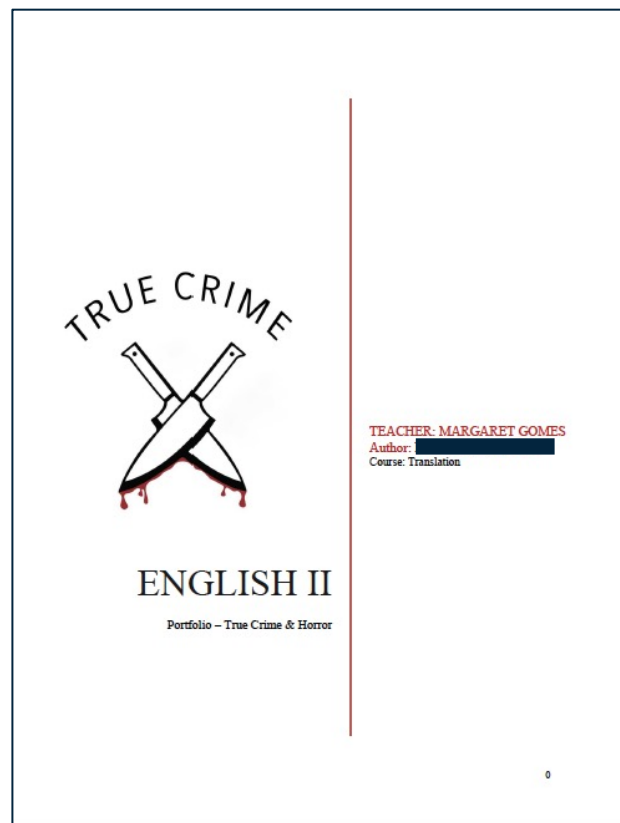
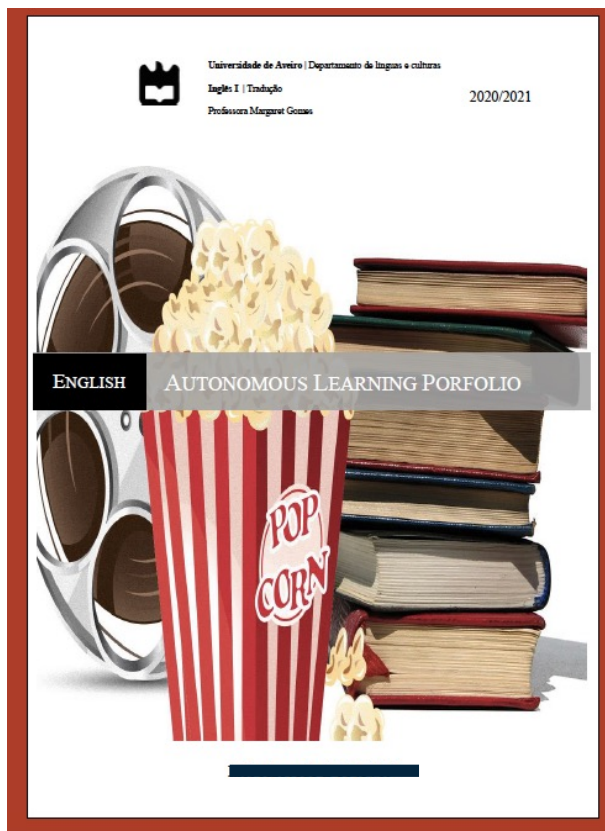
It contributes to us being more autonomous as university students and it helps our learning process as we associate exercises with themes/topics that we enjoy working on.

I think that doing an autonomous learning project allowed me to explore my creativity and imagination in a way I wouldn't be able to do in a regular portfolio with tasks given to us by the teacher.

The best thing of doing was have no guidelines: totally mine, my own work, my own selection, my own research.



# SAMPLES OF LEARNERS' WORK – COVERS | CONTENTS | COMMENTS



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This is going to be a mix of music and films, the things I love the most , cooking that I love too. Of course is going to have Grammar because is very important to improve my English.



# SAMPLES OF LEARNERS' WORK – CONCLUSIONS

Doing all of these tasks helped me to improve my critical thinking and also made me go through all the essential contents that were mentioned or that we learnt during our classes.

With this autonomous learning project, I felt free to do tasks that I genuinely enjoyed doing and I had time to look at my own work and realized what I needed to improve on the most.

Jokes aside, this was a great learning activity to develop throughout the semester and I honestly had a really good time doing it.  
I did tasks at the beach, at unholy hours of the night, while pulling my hair in stress regarding the written test and the presentation of the movie, it was a ride!  
I hope you have a good time going through it and please let me know if you enjoyed the short/pick-your-own story I made for you!





# SAMPLES OF LEARNERS' WORK – CONCLUSIONS

translation process is more laborious and time-consuming than I thought. On a personal level, I think that I was able to develop my autonomy because I chose all the tasks I intended to do and did research for them. Having the freedom to choose what I wanted to do also gave me motivation to keep on working because I was doing what I liked.

This second semester in comparison to the first was a lot more challenging, in a good way I believe, at least with this subject. I think that with this portfolio I got a lot more motivated and prouder of what I did, which is just what it was supposed to happened!

to write or do. I think it really pushed us to think and create something we could give a personal touch to. Thank you so much Maggie, for

to repeat myself and pass the message I have in mind. Overall, this might've the most useful work I did all semester and one I enjoyed doing too.



# CONCLUSIONS

2. Active learning approaches increase learner engagement, motivation and autonomy.

3. Opportunity for learners to do something they felt was fun so there was greater motivation to do the tasks.

5. Learners picked up important skills for future professional settings by increasing their creativity, autonomy and critical spirit.

ATTENTION

RELEVANCE

CONFIDENCE

SATISFACTION

MOTIVATION



1. Learners' perceptions of the project were very positive.

4. Process empowers learners and principles underpinning this experience can be used in other areas.

6. Skills developed may enable learners to succeed in different settings, which may be an advantage in the workplace in the future.

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## *Questions?*

Margaret Gomes



The University of Aveiro | Portugal

mgomes@ua.pt