

Research Article

Χαρτοφυλάκιον/*Scrinium*: An integrating activity for monitoring and assessing the learning of classical languages

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Abstract

This article presents an adaptation of the recent e-portfolio learning strategy, named *Χαρτοφυλάκιον* in ancient Greek and *Scrinium* in Latin, which significantly enhances the learning and assessment of classical languages in a philosophical academic setting. Developed at the University of La Sabana, this approach synergises constructivist and experiential learning theories to actively involve students in their educational journey, encouraging deeper engagement with the acquisition of ancient Greek and Latin. The e-portfolio encompasses a comprehensive spectrum of student work, from translations and grammatical exercises to philosophical reflections and cultural analyses, all while integrating the creative element of ancient artistic inspiration. The assessment of this didactic strategy employs a custom e-rubric, designed to evaluate organisational skills, independent study, engagement with primary sources, artistic integration, and coherent philosophically reflective insights. Feedback garnered from an anonymous student survey indicates that the e-portfolio not only substantiates students' intellectual growth but also significantly enriches the learning experience, as evidenced by increased student interest and critical inquiry. The results affirm the e-portfolio's role in fostering a holistic and interactive learning environment that promotes the students' autonomy and critical thinking. This research contributes to pedagogical discourse by providing a model for applying reflective, project-based learning frameworks to classical studies. This paper is a product of the project *Proteus I: Development of Virtual Environments for Experiential Learning in the Humanities*.

Keywords: Classical Languages; E-portfolio; Constructivist Learning; Experiential Learning; Philosophy

Introduction

The study of Ancient Greek and Latin has long held an important place within the realm of humanistic education. These languages offer students a gateway to delve into the foundations of Western culture and thought, allowing them to access the works of ancient authors in their original linguistic forms. In the case of philosophy, the study of the thinking of ancient philosophers since the pre-Socratics is fundamental because it provides the historical and conceptual bases on which later philosophical traditions were built. Besides philosophers frequently draw upon ancient classical texts to uphold their arguments and cultivate their own philosophical insights. Furthermore, the study of classical languages can cultivate essential skills, such as critical thinking and the capacity to decipher and analyse intricate texts. At the University of La Sabana in Chía, Colombia, the Faculty of Philosophy and Human Sciences has recognised the profound significance of classical languages for philosophy students. As part of our curriculum, each student is required to complete two levels of Ancient Greek during their first year and two levels of Latin during their second year, with a weekly intensity of three hours per level.

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However, teaching classical languages to philosophy students presents a distinctive set of challenges. For this reason, our educational endeavour has focused on enhancing the teaching-learning processes through a series of action research cycles since 2017 (Forero Álvarez, 2018). These cycles underscore the importance of continuous teaching-learning innovation, with a primary consideration being the valuable input derived from students' opinions and needs (Forero Álvarez *et al.*, 2022). This approach has facilitated our ability to readily adapt to diverse contexts, including those demanded by the Covid-19 pandemic, when a shift to virtual modality and subsequently to a hybrid one was essential (Forero Álvarez & Triana Perdomo, 2022). In the early stages of this research initiative, we faced the formulation of an effective pedagogical approach integrating the teaching of classical languages within the philosophical context. This challenge prompted fundamental questions, such as how to optimise a full year dedicated to teaching a new language from its foundational elements while nurturing a philosophical basis in our students. We also contemplated the harmonious integration of language acquisition with the enhancement of critical thinking skills.

Within this context, our paper introduces an innovative approach custom-tailored for the instruction of classical languages to philosophy students. This innovation consists of the utilisation of e-portfolios as dynamic tools for both documenting and assessing the students' learning process. The activity, named *Χαρτοφυλάκιον* and *Scrinium*, was devised from the blending of

invaluable inputs from students' feedback and the professor's observations, recorded in three sources: 1) students' self-assessments in *Virtual Sabana*¹, 2) students' institutional evaluations of the professor², 3) and the professor's field diary³. These inputs advocate for more didactic strategies and a clearer integration of philosophy into the teaching-learning processes, as we can elucidate from the following remarks:

2021-II: "I really liked the inclusion of phrase translations and songs!"⁴ (student's self-assessments).

2021-II: "It is necessary to promote active participation through digitally didactic aids in this case, while also precisely explaining what will be done in class, and complementing the above by indicating the intended learning outcomes in each class." (students' institutional evaluation of the professor).

2018-II: "When exploring philosophical and cultural topics through the analysis of ancient maxims or artworks, which are sometimes discussed in connection with scenarios from the textbook or daily life, students demonstrate heightened engagement and pose inquisitive questions for a deeper understanding" (professor's field diary).

The implementation of the e-portfolio approach is intended to motivate students to embrace active roles in their learning process, particularly considering the limited classroom-based instruction time. E-portfolios provide students with a dynamic platform for comprehensive reflection on their learning experiences and offer an effective means for them to present their academic achievements. Within the sphere of classical language instruction, these e-portfolios function as multifaceted repositories, housing an array of products ranging from translations and exercises to reflective writings and elements of cultural significance. As such, they serve as indicators of the students' linguistic and philosophical development, fostering their ability to articulate insights into ancient texts and concepts.

Our approach to the teaching-learning process of the classical languages through e-portfolios has garnered positive responses from students. They have expressed appreciation for the opportunity to apply their classical language skills to the exploration of philosophical concepts and convey their understanding of ancient texts through creative and personalised means.

In the subsequent sections of this paper, we will conduct a succinct review of literature pertinent to the pedagogy of classical languages and e-portfolios. We will outline the methodology that informed our adaptation of the e-portfolio, the results of its implementation during the first semester of 2022 and its refinements made in response to student feedback. Additionally, we will engage in a critical discussion of our research findings before concluding with a summary of our key insights.

Literature Review

In recent years, the landscape of classical language instruction has witnessed a significant transformation, influenced by a shift towards a more comprehensive approach to linguistic proficiency. This approach extends beyond the conventional emphasis on reading and incorporates listening, speaking, and writing skills. A reference for this change is undoubtedly the *Standards for Classical Language Learning* (SCLL) by The American Classical League, The American Philological Association, and Regional Classical Associations (Gascoyne, *et al.* 1997). The SCLL recognised the importance of reading and understanding texts by ancient authors

as a fundamental component of comprehensive linguistic proficiency. It expanded the concept of language learning to encompass the aforementioned communication skills, aligning with the core goals of classical language instruction. The SCLL standards are not solely about language proficiency; they guide students towards a comprehension of classical culture manifestations, including philosophy: in Goal 2, "Culture", we found that the students should "demonstrate knowledge of philosophy, religion, and the arts of the ancient Greeks or Romans, gained from their reading of Latin or Greek authors, and relate that knowledge to an understanding of Greek or Roman perspectives"; in Goal 3, "Connections", they should "demonstrate in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin or Greek"; and in Goal 4, "Comparisons", they should "compare and contrast elements of the literature, mythology, and philosophy of their own world with those of the ancient world". This approach to classical language instruction, with its rich philosophical underpinnings, transcends rote learning and provides a holistic perspective on language acquisition. Furthermore, Kenneth Scott Morrell's influential work, "Language Acquisition and Teaching Ancient Greek Applying Recent Theories and Technology" (2006), in the book *When Dead Tongues Speak*, emphasised the importance of creating a holistic learning environment that fosters the ability to read and understand texts by ancient authors. Morell advocated for a comprehensive approach to linguistic proficiency, which included listening, speaking, and writing. He recommended an approach that provided comprehensible oral and verbal input while minimising student anxiety.

Equally significant in this multifaceted approach is the exploration of student portfolios, a topic that has gained traction and relevance in the context of language education. L. Q. Allen's paper "Implementing a Culture Portfolio Project within a Constructivist Paradigm" (2004) sheds light on how portfolios can be integrated effectively within language instruction. Students engage in projects that challenge them to reflect on and examine stereotypes about both the target culture and their own. They conduct research and provide a vivid demonstration of their thinking process, explaining how various sources of information led them to accept or reject their hypotheses. The role of portfolios in this constructivist paradigm becomes apparent as students demonstrate their learning process. Moreover, J. S. Delett, S. Barnhardt and J. A. Kevorkian's paper "A Framework for Portfolio Assessment in the Foreign Language Classroom" (2001) provides a guide for teachers seeking to integrate portfolios effectively. This framework helps teachers establish the purpose and objectives of portfolio assessment, decide on portfolio contents, and create meaningful criteria for the assessment process, recognising the potential for portfolios to serve as authentic records of student achievements. Portfolios, as described in "Global Trends in Language Learning in the 21st Century" by Sarah Elaine Eaton (2010), are seen as powerful tools that facilitate not only learning but also the provable demonstration of this learning. Robert Patrick's paper "Making Sense of Comprehensible Input in the Latin Classroom" (2015) offered practical insights into implementing Comprehensible Input in the Latin classroom.

The portfolio approach is aligned with the SCLL standards, emphasising the importance of creating a learning environment that fosters all aspects of linguistic proficiency. In essence, the emphasis on portfolios in language education has become increasingly prominent. Portfolios are collaborative endeavours between students and teachers, providing clear demonstrations of a

student's progress and achievements over time. They contain evidence of knowledge and authentic language use, encompassing written work, digital and multimedia projects that showcase oral and listening competencies. Thanks to the integration of technology, e-portfolios are gaining ground, allowing students to take ownership of their learning route and engage in self-monitoring and self-assessment. This multifaceted approach advocated by contemporary scholarship and educational guidelines seeks to transform classical language instruction. It aligns classical language teaching with the natural language acquisition process while providing students with a comprehensive engagement with the ancient world, supported by e-portfolios as clear and irrefutable demonstrations of learning. This approach resonates with global trends in language education, which emphasise a shift towards asset-based assessment methods, marking a significant evolution in language education practices.

E-portfolio Development

Constructivism and experiential learning

In our pursuit of motivating the study of classical languages to philosophy students, we decided to adopt e-portfolios as an instructional strategy, a choice rooted in compelling reasons. E-portfolios align with constructivist principles, advocated by Piaget (1947/1950)⁵, Vygotsky (2018) and Bruner (2009), empowering students to take charge of their learning journey and creating a profound connection between personal experiences and knowledge acquisition. These principles were aligned with the *Standards for Classical Language Learning* (Gascoyne et al. 1997), which encompass language proficiency, including listening, speaking, and writing skills, and a comprehensive understanding of classical culture. These dynamic e-portfolios offer a multifaceted platform for students to document their progress, fostering metacognition, self-regulation and independent study, vital aspects of modern education⁶. They also provide a comprehensive view of students' growth and development over time, particularly relevant in the context of language acquisition and philosophical exploration.

Furthermore, the selected methodology was strongly influenced by the principles of experiential learning, as articulated by Kolb (2015) and Dijkstra et al. (2015). This perspective emphasises that students learn best when actively engaged in meaningful experiences. Thus, the e-portfolio approach was meticulously designed to immerse students in the realms of classical languages and ancient philosophical concepts. Through this dynamic approach, the typically passive process of language acquisition has been transformed into an active, immersive experience. Notably, one of the students played a pivotal role in shaping this innovative e-portfolio approach. Her unique perspective as a student, actively involved in creating the e-portfolio example and contributing to the research as one of the authors of this paper, added authenticity and depth to our study. Her participation also inspired her peers, fostering a spirit of collaborative learning. In a broader context, her involvement ignited enthusiasm among educators to engage students in research projects, underscoring the growing trend of collaborative research between students and educators, and enhancing students' research skills and methodologies (Beldarrain, 2006).

Curriculum Alignment

Our process of adapting e-portfolios for classical language instruction began with a comprehensive review of the curriculum

and the learning objectives within the classical language courses, thoughtfully aligned with the *Educational Project of the Philosophy Program*⁷. These foundational courses form the bedrock of linguistic and philosophical exploration at the University of La Sabana. Central to our Philosophy program is recognising classical languages as the gateway to engagement with the main philosophical traditions. By equipping students with the linguistic tools essential for this intellectual odyssey, we empower them to actively participate in substantive discussions within the discipline. Moreover, we underscore the pivotal role of cultivating a profound understanding of the philosophical tradition. This understanding equips our students with the means to make accurate contributions to the ongoing construction of sociocultural realities and worldviews.

The adaptation of the e-portfolio to the classroom of classical languages has been deployed since the first semester of 2022. The *Χαρτοφυλάκιου/Scrinium* is presented as a pivotal tool that transitions students from passive receptacles of knowledge to proactive, central participants in the process of content assimilation. It encourages them to openly articulate questions, engage in introspection, and deliberate on considerations triggered by the subject of study. In this way, the student learns by doing. This is encouraged via project-based learning, through which responsibility for conducting one's own learning is motivated (Delmastro, 2005). Within the framework provided by the e-portfolio's guidelines, students were able to delineate the concepts they have grasped and the knowledge they have acquired. The role of the instructor transforms into that of a mediator, bridging the gap between the content presented and the support offered as guidance to students. Thus, the student assumes the role of the architect of their autonomous process of reflection and knowledge construction.

E-portfolio's pilot

To ensure the portfolio activity catered to the needs of Philosophy students at the University of La Sabana, conducting a pilot test of the teaching strategy in the first semester of 2022 was found to be essential. In this regard, a student was tasked with creating an e-portfolio that would serve as an example for other students, while considering the following minimal requirements:

- **Video Demonstrations:** Video recordings illustrating the practical application of acquired vocabulary in specific contextual scenarios. These scenarios included activities like introductions of themselves and family members, dialogues with fellow classmates about personal profiles, academic pursuits, and other relevant topics.
- **Reflection on Activities:** An overview of the activities performed during the mid-term assessment. The reflections were to clarify both the straightforward and challenging aspects encountered and to provide reasoned justifications on the ease or difficulty experienced during these activities.
- **Translation and Philosophical Analysis:** The e-portfolio's final component involved the translation of selected maxims discussed in class, accompanied by a philosophical analysis of each.

In addition, platforms that not only enhance organisation but also offer innovative design options were recommended. Among the viable alternatives are *Canva*, *Flipsnack*, *Wix*, *Instagram*, *Jimdo*, *Journio*, *Wordpress*, and *Crevado*. Most of these platforms require



Figure 1. Pilot of the e-portfolio strategy developed in 2022-1.⁸

user accounts, providing both free and premium subscriptions, along with pre-designed online templates. Upon the creation of the e-portfolio by the student, we identified the necessity of incorporating three additional elements into the minimum requirements: document organisation, utilisation of ancient sources, and inspiration from ancient art for e-portfolio design. Taking these aspects into consideration, a guideline document was created including the exemplary e-portfolio (see Figure 1). This document not only introduced the activity but also encompassed the evaluation criteria outlined in the subsequent section.

Formative Assessment

It is crucial to underscore that the assessment we are introducing aligns closely with the intended learning outcomes of our courses. These criteria represent the skills that students are expected to acquire by the conclusion of the semester. In this context, the utilisation of the e-portfolio assumes a critical role as both a tool for independent study and a catalyst for the philosophical development of our students. It effectively enhances their critical-thinking abilities, particularly in relation to ancient cultures, which serve as the basis of contemporary humanity. Keeping this perspective in mind, the e-portfolio serves as a guiding light for students to cultivate a range of competencies, including:

- 1) Developing a foundational understanding of Ancient Greek and Latin grammar.
- 2) Committing essential vocabulary to memory, facilitating the comprehension of classical texts.
- 3) Proficiency in expressing basic personal information in Classical Greek and Latin.
- 4) Grasping the core philosophical concepts essential for philosophical inquiry.
- 5) Recognising key Greek and Latin terms associated with ancient philosophical schools.

To effectively evaluate the impact and efficacy of the e-portfolio, we meticulously devised an e-rubric. This e-rubric places a significant emphasis on formative assessment, aiming not solely to gauge students' performance but, equally important, to provide them with constructive feedback to navigate their continuous learning journey. The e-rubric comprises the following criteria:

- a) **Organisation:** This criterion assesses the structure, clarity, and logical flow of the e-portfolio's content. It serves as a beacon, guiding students to ensure that their e-portfolios exhibit sound structural organisation and coherence, underscoring the significance of structured presentation in effectively conveying their ideas.
- b) **Independent Study:** This criterion evaluates the extent to which students showcase their independent study and engagement with classical languages. It encourages students to take ownership of their learning journey, underscoring the value of self-directed study and the development of essential research skills.
- c) **Utilisation of Ancient Sources:** This criterion delves into the incorporation of ancient texts and sources within the e-portfolio. It evaluates not only students' proficiency in integrating primary sources into their work but also their capacity for critical engagement with classical texts, fostering a deeper comprehension of the material.
- d) **Inspiration from Ancient Art:** This criterion assesses the integration of images and artistic elements from Greek and Roman art. It encourages students to experiment with the visual culture of the classical world, forging connections between art, language, and philosophy, enriching their multifaceted understanding of ancient civilisations.
- e) **Reflective Insights:** This criterion gauges the depth of reflective insights offered by students regarding their learning process, challenges faced, and achievements gained. It underscores the importance of metacognition and self-reflection, empowering students to track their progress and pinpoint areas for improvement.

Results

Students' survey

In the pursuit of evaluating the effectiveness of the e-portfolio activity, we administered an anonymous survey to our students, seeking to gain valuable insights into their experiences with this learning approach. This survey encompassed a range of questions designed to uncover their perspectives on the efficacy of the e-portfolio, its impact on their learning, and potential areas for improvement. It is imperative to emphasise that student participation in the survey was entirely voluntary, and we strictly

adhered to ethical guidelines, ensuring that we obtained informed consent from all participants and preserving the anonymity and confidentiality of all collected data.

At the end of the first semester of 2022 the anonymous survey was carried out among the students enrolled in the courses to identify their appreciations and opinions. The survey, which consisted of three questions, had eight participants out of a total of 19 students across three courses, representing a participation rate of 42.1%. The student distribution was as follows: ten students in Greek I, four in Latin I, and five in Latin II. The following Tables 1, 2 and 3 will present the data derived from the students' responses

Table 1. Positive aspects of the portfolio indicated by the students

I. What positive aspects could you point out about the <i>Χαρτοφυλάκιου/Scrinium</i> activity implemented in the Greek and Latin courses?	Number of comments
It verifies learning.	6
It promotes the organization and creativity of the student by summarizing all the learning in the same file.	4
It exposes the student's reflection on learning.	3
It indicates what remains to be learned.	2
It enhances the use of classical languages to express opinion.	1
It displays the relationship with the art and culture of antiquity.	1
It widens the usefulness of knowledge in classical languages with philosophy.	1
It is a complementary activity.	1

Table 2. Negative aspects of the portfolio indicated by the students

II. What negative aspects could you point out about the activity mentioned above?	Number of comments
None.	3
It takes a lot of time.	3
It may be "too much" to include all activities.	2
It is not such a useful activity.	2
Frequently, it is difficult to form sentences to express an opinion.	1

Table 3. Suggestions about the portfolio indicated by the students

III. Do you have any suggestions related to <i>Χαρτοφυλάκιου/Scrinium</i> ?	Number of comments
None.	3
Make the relationship between the <i>Χαρτοφυλάκιου/Scrinium</i> and philosophy more evident.	2
Include more grammar and vocabulary content.	1
Expand the way of developing the reflection exercise (letter to the teacher, a series of aphorisms, or sentences).	1
Make it an optional activity that serves as a review.	1

to each question, with the frequency of comments indicating the recurrence of specific remarks made by students. The outcomes of the survey are outlined below, organised into categories of student responses according to the method established by Taylor and Bogdan (1992).

Interpretation of Student Survey Results

The anonymous survey conducted among students who participated in the e-portfolio pilot for Greek and Latin courses unveiled essential findings. The e-portfolio played a key role in validating learning, fostering organisational and creative skills, nurturing reflective thinking, and identifying learning gaps. It also encouraged the application of classical languages, established connections with ancient art and culture, integrated with philosophy, and complemented overall learning.

On the other hand, some students encountered challenges. Three students' comments found the e-portfolio time-consuming, emphasising the need for effective time management and potential streamlining of the process. Additionally, two comments expressed concerns about content overload within the e-portfolio, highlighting the importance of maintaining a balance between comprehensiveness and feasibility. Furthermore, two comments perceived the e-portfolio as less beneficial, warranting further research to identify areas for improvement. Lastly, one comment pointed out the difficulty of formulating sentences to express opinions, underscoring the ongoing importance of language proficiency development.

Valuable suggestions for improvement were proposed. Students recommended strengthening the connection between the e-portfolio and philosophy, aligning it more closely with philosophical concepts. They also asked for expanded content related to grammar and vocabulary within the e-portfolio to address language fundamentals comprehensively. Additionally, there was a willingness to diversify reflection exercises, including incorporation of letters to the instructor or a series of aphorisms, showcasing an openness to exploring various forms of self-expression and metacognition. Finally, some students suggested making the e-portfolio an optional activity for review purposes, providing flexibility to address different student preferences and needs.

The survey results offer insightful perspectives on the e-portfolio's impact on students' learning experiences. While positive aspects such as validation of learning and skill development were celebrated, challenges related to time management and content comprehensiveness were acknowledged. The suggestions for enhancement underscore the importance of aligning the e-portfolio with philosophy, expanding content coverage, and offering flexibility in its implementation. These findings provide a foundation for refining and optimising the e-portfolio-based learning approach to better serve the diverse needs of philosophy students.

Modification of the initial e-portfolio

The initial e-portfolio proposal was modified based on the students' comments in the survey so that a more structured organisation was established that would respond to the search for the precision of the learning content to be examined. Thus, it is

Table 4. Rubric used to assess the portfolio

Organization	Evidence of autonomous study	Use of ancient sources	Inspiration in ancient art	Reflection around learning
The Χαρτοφυλάκιον is divided into at least 5 sections (πρωτόκολλον, λέξεις φιλοσοφικά, ἀρχαῖαι γνῶμαι, εὐκολὰ ἀσκήσεις, δύσκολαι ἀσκήσεις) (5 points)	The student solved in his/her Χαρτοφυλάκιον all the activities to be developed in the classroom and outside of it (5 points)	The ancient sources used by the student for the presentation of his/her Χαρτοφυλάκιον were carefully selected. (5 points)	The student's selection of images for his/her Χαρτοφυλάκιον shows great interest in the knowledge of Greek and Roman art and its influence (5 points)	The reflections of the students in their Χαρτοφυλάκιον about his/her learning process are evidence of their great interest in achieving the PLR (Predicted Learning Results) (5 points)
The contents of one section of the Χαρτοφυλάκιον are mixed others (πρωτόκολλον, λέξεις φιλοσοφικά, ἀρχαῖαι γνῶμαι, εὐκολὰ ἀσκήσεις, δύσκολαι ἀσκήσεις) (4 points)	The student solved in his/her Χαρτοφυλάκιον most of the activities to develop in the classroom and outside of it (4 points)	Most of the ancient sources used by the student for the presentation of his/her Χαρτοφυλάκιον were carefully selected. (4 points)	Most of the images selected by the student for his/her Χαρτοφυλάκιον show interest in the knowledge of Greek and Roman art and its influence (4 points)	Most of the student's reflections in their Χαρτοφυλάκιον about his/her learning process are evidence of their interest in achieving the PLR (Predicted Learning Results) (4 points)
The contents of two sections of the Χαρτοφυλάκιον are mixed with others (πρωτόκολλον, λέξεις φιλοσοφικά, ἀρχαῖαι γνῶμαι, εὐκολὰ ἀσκήσεις, δύσκολαι ἀσκήσεις) (3 points)	The student solved in his/her Χαρτοφυλάκιον some of the activities to develop in the classroom and outside of it (3 points)	Some of the ancient sources used by the student for the presentation of his/her Χαρτοφυλάκιον were carefully selected. (3 points)	Some of the images selected by the student for his/her Χαρτοφυλάκιον show interest in the knowledge of Greek and Roman art and its influence (3 points)	Some of the student's reflections in their Χαρτοφυλάκιον about his/her learning process are evidence of their interest in achieving the PLR (Predicted Learning Results) (3 points)
The contents of three sections of the Χαρτοφυλάκιον are mixed with others (πρωτόκολλον, λέξεις φιλοσοφικά, ἀρχαῖαι γνῶμαι, εὐκολὰ ἀσκήσεις, δύσκολαι ἀσκήσεις) (2 points)	The student solved in his/her Χαρτοφυλάκιον a few of the activities to develop in the classroom and outside of it (2 points)	A few of the ancient sources used by the student for the presentation of his/her Χαρτοφυλάκιον were carefully selected (2 points)	A few of the images selected by the student for his/her Χαρτοφυλάκιον show interest in the knowledge of Greek and Roman art and its influence (2 points)	A few of the student's reflections in their Χαρτοφυλάκιον about his/her learning process are evidence of their lacking interest in achieving the PLR (Predicted Learning Results) (2 points)
The contents of four sections of the Χαρτοφυλάκιον are mixed with others (πρωτόκολλον, λέξεις φιλοσοφικά, ἀρχαῖαι γνῶμαι, εὐκολὰ ἀσκήσεις, δύσκολαι ἀσκήσεις) (0 points)	The student did not solve in his/her Χαρτοφυλάκιον a few of the activities to develop in the classroom and outside of it (0 points)	The sources used by the student for the presentation of his/her Χαρτοφυλάκιον were selected without any criteria (0 points)	The images selected by the student for his/her Χαρτοφυλάκιον do not show interest in the knowledge of Greek and Roman art and its influence (0 points)	The student does not reflect in his/her Χαρτοφυλάκιον about his/her learning process, which shows insufficient interest in achieving the PLR (Predicted Learning Results) (0 points)

suggested that the *Χαρτοφυλάκιον/Scrinium* be divided into five sections:

1. *Πρωτόκολλον/Frontispicium*: this is the cover of the e-portfolio, which must contain the name, the student's code, the name of the course (Greek I, II, or Latin I, II) and the academic period (first or second semester). In this section, a video of the student's personal presentation should be placed, in which they talk about who they are, the place where they study, what they study, and how their family nucleus is made of.
2. *Λέξεις φιλοσοφικά/Vocabula philosophica*: contains at least the definition of one of the philosophical concepts that are stipulated in the Program of the subject, for example: *φύσις/natura*.
3. *Αρχαῖαι γνῶμαι/Sententiae antiquae*: this section includes the maxims of ancient authors accompanied by a personal reflection on its content and questions that these maxims give rise to.
4. *Εὐκολὰ ἀσκήσεις/Exercitia facilia*: it is made up of the registration of at least one exercise per midterm that has been easy to carry out.
5. *Δύσκολαι ἀσκήσεις/Exercitia difficilia*: as in the previous category, at least one exercise must be included per midterm whose performance has been particularly difficult.

What is sought, as detailed in the example below (Figure 2), is that the student writes down along each midterm which activities

were easy and which ones were not, to write their appreciations, that is, why and how they were developed so that they were easy or a little more challenging, and expose their thoughts on both their favourite ancient maxims and the proposed philosophical concepts discussed throughout the midterm. We present as a result one of the most comprehensive e-portfolios we have received. This work surpasses the basic requirements, featuring sections recording words challenging to memorise and well-structured grammar explanations.

The analytical e-rubric, therefore, and the guide was also modified, so that it would account for the adjustments made. We present in Table 4 the current version of the e-rubric that accompanies the guide for creating the e-portfolio, since it is essential that students know the evaluation criteria in advance.

Discussion

The implementation of the *Χαρτοφυλάκιον/Scrinium* e-portfolio in classical language courses at Universidad de La Sabana represents a pedagogical advancement in the teaching of ancient Greek and Latin. The results of this study indicate that the e-portfolio approach, underpinned by constructivist and experiential learning principles, has fostered a deeper engagement with classical languages and philosophical concepts among philosophy students. The active role assigned to students in documenting their learning journey aligns with the contemporary educational focus

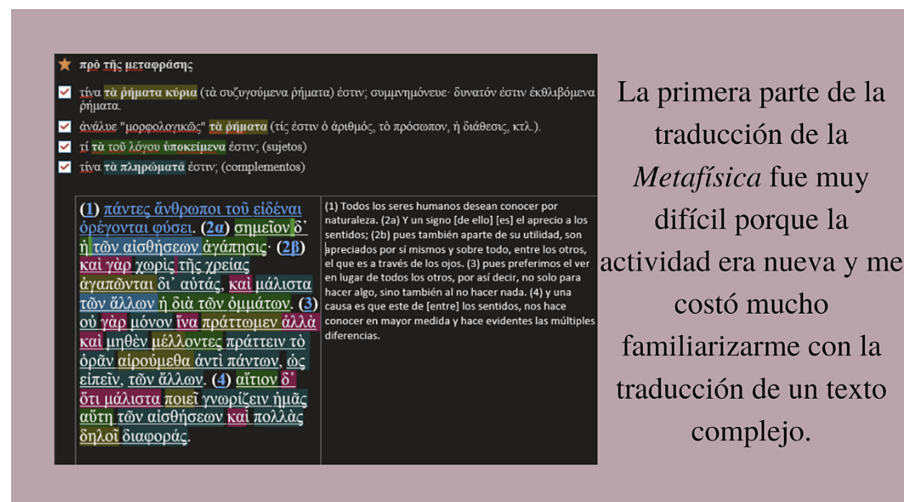


Figure 2. E-portfolio strategy modified after students' suggestions.⁹

on student-centred learning and metacognition. The e-portfolio serves as a versatile tool, enabling students to integrate linguistic skills with philosophical inquiry. This integration is crucial, considering the intrinsic relationship between language and thought in classical studies. The students' ability to articulate reflections on ancient texts showcases their understanding through creative mediums, indicates connections with ancient art and culture, and evidences the e-portfolio's efficacy in promoting a holistic understanding of classical languages. The positive feedback from students, as reflected in the survey results, underscores the e-portfolio's role in enhancing learning experiences. The emphasis on organisation, autonomous study, and reflection within the e-portfolio framework mirrors key competencies required in contemporary education. These competencies extend beyond the scope of classical language learning, preparing students for broader academic and professional challenges. Furthermore, the e-portfolio approach resonates with global trends in language education, emphasising formative assessment methods. This shift from traditional exam-centred evaluation to a more dynamic and reflective assessment method represents a contribution in educational practices, particularly relevant in the context of classical studies.

The findings of this study contribute to the growing research advocating for innovative approaches in classical language instruction. Aligning with the *Standards for Classical Language Learning* and the constructivist paradigm, the e-portfolio approach bridges the gap between traditional language instruction and contemporary educational methodologies. Future research could explore the long-term impact of the e-portfolio on students' linguistic and philosophical competencies. Additionally, further refinement of the e-portfolio, based on ongoing feedback from students and educators, would ensure its continued relevance and effectiveness in an evolving educational landscape. The *Χαρτοφυλάκιου/Scrinium* represents a significant step in classical language education, aligning with modern pedagogical principles and meeting the unique needs of philosophy students. Its successful implementation at the University of La Sabana incorporates innovative, student-centred learning approaches in classical studies.

Conclusions

The *Χαρτοφυλάκιου/Scrinium* didactic strategy implemented at the Universidad de La Sabana has charted a new course in the

realm of our classical language instruction, blending traditional learning with innovative approaches. This e-portfolio is not just a tool for learning; it represents a paradigm shift towards a more student-centred, creative, and reflective approach to education. Central to the e-portfolio's success is its emphasis on student autonomy and expression. It empowers students to engage critically and creatively with the course content, offering them the freedom to articulate their perspectives within the framework of formal guidelines. These guidelines ensure the appropriate use of Greek and Latin and the integration of classical art sources and images, thereby enriching the learning environment with diverse viewpoints and interpretations. Moreover, the e-portfolio encourages students to delve into the culture, history, and social contexts of ancient Greek and Roman civilisations. This exploration is not a passive reception of knowledge; instead, it involves active searching and selection of sources and materials that resonate with each student's interests and likings. Through this process, the independent study becomes a dynamic activity enriched by various insights into the cultural and historical aspects of the languages being studied. The implementation of the e-portfolio is also marked by the responsibility it places on students for their learning. This responsibility is a catalyst for the development of skills such as research, analysis, and self-introspection. Students learn to recognise and harness their individual learning styles, contributing to a deeper and more personalised understanding of the content. The e-portfolio thus serves as a comprehensive record of the learning process, stimulating experimentation, reflection, and research. It becomes a dialogue with the learning process, highlighting problems, achievements, and key moments, and culminating in a reflection of each student's unique perspective. Furthermore, the versatility of the e-portfolio format allows students to experiment with various methods of documentation and study aids. The student's example recording vocabulary registries, akin to personalised lexicons, and grammatical explanations with conjugation and declension tables, demonstrate how the e-portfolio can foster creativity and decision-making. These tools are particularly beneficial for students grappling with the complexities of ancient languages, providing them with custom resources that serve their specific learning needs. The *Χαρτοφυλάκιου/Scrinium* is a proof of the transformative power of innovative educational practices through action research. It aligns with contemporary educational trends, focusing on student

agency, creativity, and reflective learning. This initiative blends tradition with innovation, serving as a starting point for projects in the teaching and learning of classical languages.

Notes

1 The adapted version of Moodle, customised to meet the specific needs of the University of La Sabana, has its own distinctive features, accessible at <https://virtual.unisabana.edu.co/>.

2 Students conduct semesterly evaluations of their professors through the Oracle PeopleSoft platform, called *Siga Academico*: <https://sigaacademico.unisabana.edu.co/>. This system enables professors to access anonymous evaluations once the semester concludes and grades are submitted. The evaluation process comprises two parts: 1) a quantitative section assessing a) disciplinary expertise, b) pedagogical practices, c) learning assessment, d) responsibility, e) interpersonal relationships, and f) practical relevance of the content. The qualitative section allows students to provide comments on the positive aspects they appreciate in the professor and areas where they believe improvements can be made. For the action research cycles we mentioned earlier, our focus is primarily on these qualitative aspects.

3 Initiated in the second semester of 2018, the field diary was an integral part of the development of the lesson plan designed for reading, interpreting, and translating the introduction to Aristotle's *Metaphysics* (980a-982a), as detailed in Forero-Álvarez & Triana-Perdomo (2019). This diary has served as a dynamic repository, capturing not only the teacher's observations but also incorporating students' insights through both self-assessments and informal feedback. The recorded entries have proven invaluable for subsequent research endeavours, forming a fundamental part of the reflection stage in the action research cycles, and significantly contributing to the evolving pedagogical conceptions in our classical languages courses (Forero Álvarez, Triana Perdomo, Jiménez Cuadros & Gutiérrez Sánchez, 2022).

4 The student refers to the Seikilos Epitaph (transmitted by Inscr. Tralles 150; cf. *TM* 860527) and the first stasimon of Euripides' tragedy *Orestes* (transmitted by MPer 5.65-73 (P.Vindob. inv. G 2315); cf. *TM* 59935; *LDAB* 1047). The melodies of these pieces are easy to sing, and versions can be found on YouTube. This offers an excellent opportunity to engage in discussions about music, tragedy, epigraphy, and papyrology.

5 See Waite-Stupiansky (2017).

6 See Järvelä & Hadwin (2013).

7 *Proyecto Educativo del Programa de Filosofía* by the Faculty of Philosophy and Human Sciences (2019): https://www.unisabana.edu.co/fileadmin/Archivos_de_usuario/Documentos/Documentos_Programas/Documentos_Pregado/Filosofia/Acreditacion/DOC.P-DOCS_PROGRAMA/DOC.P-3_PEP_FILOSOFIA_2019.pdf

8 See more in the following link https://www.canva.com/design/DAE5IpNjXZI/rLiOX3SyYvQkXrEWEX9yrg/edit?utm_content=DAE5IpNjXZI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

9 See more in the following link: https://www.canva.com/design/DAFJb5LMYn8/FRHNOdMFbge06X-rfsN9MQ/edit?utm_content=DAFJb5LMYn8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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