

Project pedagogy, educational bag (portfolio) as a model

بيداغوجيا المشروع، الحقيبة التعليمية (البورتفوليو) أنموذجا

mebrak moussa¹

moussa.mebrak@ummto.dz

Received: 20/05/2025

published: 15/09/2025

تاريخ النشر: 2025/09/15

تاريخ الاستلام: 2025 /05/20

Abstract

By adopting the analytical method, this paper explores the role of project pedagogy and the portfolio (*Le portfolio*) as tools of active learning that place the learner at the center of the educational process. Within the Algerian context, despite ongoing reforms, these methods remain underutilized. The study highlights the portfolio's value in fostering student autonomy, motivation, and personal project development, and advocates for its broader implementation to support modern, learner-centered education.

Key words : project pedagogy ; portfolio ; learner autonomy ; active learning.

الملخص :

من خلال اعتماد المنهج التحليلي، تستكشف هذه الورقة دور بيداغوجيا المشروع وملف الإنجاز (*Le portfolio*) كأدوات في التعلم النشط تضع المتعلم في قلب العملية التعليمية. وفي السياق الجزائري، ورغم الإصلاحات الجارية، لا تزال هذه الأساليب غير مفعلة بالشكل الكافي. تبرز الدراسة قيمة ملف الإنجاز في تعزيز استقلالية المتعلم، ودافعيته، وبناء مشروعه الشخصي، وتدعو إلى تعميم استخدامه لدعم تعليم حديث متمركز حول المتعلم.

الكلمات المفتاحية : بيداغوجيا المشروع، البورتفوليو، استقلالية المتعلم، التعلم النشط .

¹ - universite mouloud mammeri tizi ouzou

1 - Introduction

The idea of project pedagogy falls within what is known as active learning or self-learning, where the learner is an active and effective element who personally contributes to building his learning, within the framework of the constructivist or socio-constructivist approach, which places the learner at the heart of learning, or in other words, the latter is the focus of learning, as these modern approaches were based on rescuing that classical approach that makes the learner a passive element receiving knowledge who does not contribute to building it, and the negative effects of this on the learner's cognitive and academic acquisition, considering that the issue of learning, whatever this learning is, whether it is school learning, an educational activity, or a personal project. Or as the owners of the paradigm (paradigm) or cognitive approach say, "We only learn what we know

Examples of active pedagogies include learning through problem solving, cooperative learning, individualization of education, and learning through building projects, or what is known as project pedagogy (pédagogie du projet). As one of the emerging models in this field, we find the "educational portfolio" or what is now known by the Latin term (Le portfolio). In this research paper, we will try to highlight its importance as a pedagogical procedure that contributes to supporting the teaching-learning process and achieving the learner's future project.

2-Research problem:

Despite the passage of a long time since the educational reform that our country Algeria has known for its educational system, which was based on the old classical methods in the learning process, and the adoption of a new system based on modern pedagogies that place the learner at the heart of learning, including the adoption of a pedagogy project

(Perennoud Philippe) went to it, without the availability of a strong desire and eagerness to learn and without the availability of the idea of the project, whether it is a collective or individual project, the learning process will not take place in the desired manner, which makes the issue of achieving the personal or future project, whether academic or professional, a difficult matter to achieve, because simply this desire must come from within the student himself, because no one can be a substitute for the student in his relationship with knowledge, or be a substitute for him in thinking (Philippe Perennoud, 2001).

within the student's personal project comes the strategic technique (school bag) or what is known as the Latin term Le portfolio) (which aims to achieve that independence in the teaching-learning process, and to make the learner an active element in this process and an effective contributor to building his learning in light of what is called active learning or active pedagogy, a pedagogy that aims to accompany students psychologically and pedagogically in the teaching-learning process.²

he follower of educational affairs in our country Algeria, despite the ministerial circulars that refer to psychological and pedagogical support, especially in examination departments, and the ministerial circulars related to psychological and pedagogical care for students directed to the school and vocational guidance and counselling department, especially the circular related to helping the student achieve his future project, they do not explicitly refer to the portfolio technique as a modern pedagogical technique in accompanying the learner psychologically and pedagogically

4-Importance of the research:

The importance of the research lies in enriching educational literature with a modern pedagogical technique or strategy that inevitably contributes to raising the educational level of students and keeping pace with the development in educational research. Our research may also contribute in one way or another to attracting the attention of those in charge of our educational system to adopt such a pedagogical approach that most of the leading educational systems in the developed world work with, in addition to raising the interest of the parties surrounding the learner in his pedagogical aspect, represented by the teaching staff, which is responsible for the effectiveness of the educational process within the framework of pedagogical accompaniment of learners, which the educational supervisory authorities have been urging and focusing on, as well as the bodies that have been assigned psychological and advisory accompaniment, represented by the school guidance and counseling departments that the educational system has created for psychological and pedagogical accompaniment of learners.

5-Research concepts :

5- 1 Linguistic concept

Project (projet): A set of operations that aim to achieve a certain goal, in a specific situation and during a specific period of time. (le petit Robert) On the other hand, the project is an open process; since the previous action has not yet occurred, and therefore it is characterized by change, and this is one of the basic features of every project. In addition, the project does not carry the character of coercion and compulsion, and is not considered a strict closed framework, or a binding contract, but rather requires consensus whether during preparation, implementation, management or evaluation (Farid hadji.n.d) .

5-2: The terminological concept

It is very difficult to find an accurate definition that educators almost agree on, but we will try to mention the contributions of some contemporary researchers through the works of (Philippe Perrenoud), where the latter defines the project by saying: "The idea of the project as a pedagogical process or procedure is considered the basis of the approach (project pedagogy) as a mechanism for building knowledge in the classroom."

Isabelle Bordallo and Jean-Paul Ginestet also point out in this context: "The activation of project pedagogy as a pedagogical approach is to take into account that students actually learn when they are active."

(Isabelle Bordallo, Jean-Paul Ginestet, 1993. p.15).

6- Project pedagogy: a historical vision:

The historical roots of project pedagogy as a pedagogical approach like other active pedagogical approaches go back to the beginning of the twentieth century in the United States of America at the hands of (John Dewey), the American philosopher and psychologist, when he approved his famous method "learning by doing", which stipulates that learning is done through action and practice, and his school, which is called the school-laboratory (école-laboratoire), where in this approach realistic activities are proposed to the student that respond to the innate desire to learn that we find in students.

Dewey (1859-1952) believed that education should be pragmatic (utilitarian) and that it should start from the daily interests of students, which would create autonomy in the learning process for them. Dewey wants to make the experience that the student can gain through the project, and to make learning centered around the learner, not the teacher. The learner must be an active element in the learning process, not a passive element, and the child must learn to complete his projects, so that he can take experience, as through these projects, the child will be able to translate this experience that he has gained. This conception requires that the learner, in order to acquire knowledge, must practice or "do" (doit faire) and that we cannot learn if we are passive in the learning process. We also find that "Ovide Decroly" (1871-1973), the Belgian physician, psychologist and pedagogue, believes that the child's interest contributes to his growth, as the projects proposed to the learner are likely to excite and attract his interest.

In addition to "Célestin Freinet" (1896-1966), who believes that we must make students active in order to create motivation for learning in them, considering that knowledge is acquired through the process of research and active projects

Project pedagogy is also included within the philosophical foundations of the constructivist approach through the works of the Swiss epistemologist (Jean Piaget) who focuses on the activity assigned to the learner, and that the issue of cognitive acquisition by the learner is done through the activity that the individual (the learner) practices on things, and that the students must choose their projects as long as it is related to involving them in the learning process, but in most cases the projects are suggested by the teacher, and this constitutes an obstacle in the application of project pedagogy.

Jean Piaget mentions in his book entitled “Education: Where to?”

“Pedagogically, programmed education may lead to learning rather than creativity, unless we work to have the child contribute to this programming himself.”

In the same context, (Gérard de Vecchi) points out, “In order to engage in any project, the student must have the personal will

(Catherine Reverdy, 2013 :47)

7 - Project types :

Projects are divided into several categories, including :

7-1 The institution’s project (Projet d’établissement): A dynamic approach to managing the institution, which, according to this approach, sets its own objectives and an appropriate action plan to achieve these objectives. It works to implement the plan and review it from time to time when necessary. All of this is done with the participation of the students, their parents, school staff, and its partners in the project.

7-2 The project in education:

The idea of the project in education appeared in the mid-seventies, where work was being done with what is known as the pedagogy of objectives centered around the goals of learning, and this was the beginning of the birth of a group of experimental innovative pedagogical projects in departments and schools, then projects related to cultural and educational activities (PACTE) as well as projects for educational action (PAE), projects for priority educational areas (ZEP), and finally the institution project (PE), in 1999. Thus, through the project, all parties at the level of education became concerned, the student in his school path, the teacher in his pedagogical practice, and the head of the institution and employees in the organization and management of the institution.

7-3 The pedagogical project

It is related to the learning situation and professional practice of the teacher, and therefore, it is better concerned with the learners and their teachers. When students from regular or special classes are grouped into groups with different levels in such a learning situation learners , and the teacher uses the pedagogy of differences , it does not leave some students feeling marginalized. And so that the pedagogical project is not limited to the teacher only, the subject should be determined through negotiation between the learner and the teacher, based on the fact that the pedagogical action is an action carried out by two parties, in which the learner has the active role. It is not possible to acknowledge the existence of a project and its implementation in the system unless there is an articulation between it and other projects that help create an atmosphere of interaction between the teacher, the learner, and other departments in the institution.

7-4 Educational Action Projects

This type of project is designed to reduce educational inequality, open the school institution to its environment, develop the spirit of initiative among students and teach them the meaning of responsibility, prefer working in groups between teachers, learners and other partners in education and develop the pedagogy of the project. Educational action projects can give the institution the possibility of developing activities derived from educational programs, which help the learner to discover what is hidden in his environment, with the necessity of these activities maintaining their educational character. As for the nature of the activities of educational action projects, they are related to work, human relations, daily life, and material and cultural products, all of which serve to prepare the learner for the social reality that awaits him, or to complete his knowledge of the local, national or global environment.

7-5 Student Project:

This type of project reflects the goal that the learner sets for themselves, along with the planned path to achieve it. The personal project enables the learner to take an active role in their education and helps shape the direction they have chosen. As a source of motivation, the project gives meaning to the learner's presence at school—it becomes a positive experience, as it is tied to a goal they have personally defined, leading them toward academic success.

Furthermore, the learner's commitment to their project fosters a sense of partnership in shaping their educational journey, rather than seeing themselves as a passive participant. Through this process, the learner begins to define their own identity. Importantly, this motivation must come from within; no one else can replace the learner in their relationship with knowledge or in the act of thinking (op.cit)

8 – The concept of the student's personal project:

The student's personal project is a set of activities that enable the student to build his future academic path and determine his direction, which is based on three axes:

1- self-knowledge, 2- Taking care of his schooling, 3- Learning about professions and training paths. (Philippe Perennoud, 2001)

The learner's personal project is considered a dynamic developmental process through which the learner searches for a formula for self-work to achieve the maximum possible compatibility between his abilities and aspirations and the opportunities available to him, whether educational, training or professional opportunities. This process assumes a way of thinking and working and is based on a work plan based on a methodology for managing opportunities and constraints of a psychopedagogical and socio-educational nature, based on an analysis of the data of the self and the school, professional and life environment, and proposing solutions capable of creating

academic adaptation, controlling work methods and programming activities and operations to achieve the desired goals within a horizon of transcending him self and the constraints of reality with the greatest degree of effectiveness, organization, evaluation and planning.

9- What is a portfolio?

The "portfolio" was originally associated, before its use in the educational and professional field, with the fields of art and architecture (photography, sculpture, drawing, and architecture). It refers to a cardboard file that includes samples of the artist's achievements, which highlight the extent of his genius and the development of his artistic level. Recently, the adoption of the digital portfolio, portfolio, numeric, or "e.folio" or "webfolio" has spread due to the effective and efficient services provided provided by the digital version in its completion and presentation in creative forms. The portfolio, is a term that has been adopted in the field of education and training. It generally refers to the accompanying file or bag that accompanies the learner in the process of his learning and personal projects over a period of time that may be short or long, as this bag includes an organized and justified accumulation of documents related to this student, which are related to the subject of the pre-determined portfolio. These documents are freely chosen by the student according to what he sees fit to highlight his level of learning, skills, perceptions and interests related to the subject. The portfolio bag includes some of the student's school achievements or those that he/she completes at another time (CV, selected corrected assignments, souvenir photos, a trace of distinguished achievements made by the student, results of some novels, writings of thoughts and ideas or poems of his/her own production, video recordings ,about the student while he/she is performing certain operations, certificates and notes about the student expressed by others). This bag is considered the private property of the student, and can present it to anyone interested in getting to know him/her.

(Abdeaziz sanhadi et al,2011)

10- Portfolio (conceptual framework):

Great efforts have been made to define this term due to the different points of view of researchers. There is no harm in starting from the general definition provided by the Canadian Office (Quebec) for the French language, which says: "The term portfolio is borrowed from the English language, meaning a folded cardboard containing papers. This term, in turn, is inspired by the Italian language (portafogli). In its origin, the (portfolio) dates back to its early use in art and photography, then its use moved to the educational field at the level of schools, universities and vocational education institutions. It was also defined in the Official Gazette of France as "a personal file that is gradually formed from documents of a different nature enabling a person to acquire skills through training and experience." (Valérie Duvé et al, 2009)

While (Jourquan & Bail) defines it as: “the transition from the educational paradigm to the learning paradigm, and that the learner is the one who builds his knowledge by developing his competencies related to his self-formation with the aim of acquiring competencies.” (op.cit)

In the same context, researchers have identified a number of definitions, the most important of which are:

Arter (1992) and Spandal define it as “a purposeful and focused collection of the student’s work, his efforts and progress in a specific field or academic areas. This work must include the student’s participation in selecting the content of the file, the objectives of this selection, the criteria for judging the quality of the work, and evidence of the student’s reflections and self-reflections.”

(Salah El-Din Mahmoud Allam, 2004, p. 176)

Al-Laqani and others (2004) define the portfolio as: a group of educational materials such as slides, still films, videotape, books, publications, or a programmed book, etc., where these materials work to provide a type of educational experience that achieves a specific goal, and through these different experiences the general goal of using this portfolio is achieved, which helps to acquire diverse educational experiences

(Magdy Aziz Ibrahim, 2004, p. 162).

As defined by (Al-Nabhan, 2004) as: an organized and regular collection of the student’s work that has been completed or displayed to be direct evidence of his efforts, achievement and progress over a specific period of time, provided that he is involved in choosing the portfolio. It also includes all types of work that he has completed, including videotapes, records, and written work and activities of all kinds. (Moussa enabhane, 2004, p220)

11- Portfolio objectives:

The portfolio aims to achieve several objectives, including:

Demonstrate students' academic success and growth over time.

- Make students take responsibility and ownership of their work.
- Enable students to reflect on their work, evaluate it, and show what they can do.
- Provide parents with clear examples of their children's achievements.
- Provide feedback to students, teachers, and administrators interested in student performance.
- Enable teachers, counselors, and mentors to evaluate educational programs.
- Allow students to become partners in the learning process.

)L Kais mohamed said & Lais ismail, 2014, p94 (2014)

12 - Types of portfolio (uses):

In fact, the scope of portfolio use falls into three areas:

12-1 Learning-based portfolio:

It is also called the progress portfolio, which aims to identify the learner’s various achievements that have meaning for him. This enables him to perceive or visualize the

process of his learning and enables him to self-evaluate (evaluate his learning) and put in place the necessary capabilities to accomplish his activities.

12-2 Show-case Portfolio:

In this type of portfolio, the learner is asked to select his best achievements and justify his choices, so that he can have his own view of his strengths and weaknesses, in addition to his motivation and centers of interest compared to his educational goals related to the competencies that he must develop.

12-3 Assessment Portfolio

This type of portfolio aims to reveal the competence or competencies achieved and required at the start of any educational learning program, and that the learner is aware before starting any educational activity that he will evaluate his activity and what aspect will be subject to evaluation?

(Devauche) considers the (portfolio) to be a detector of the learner's identity, and that this technique or strategy falls within the social constructivist approach to the teaching-learning process, or as it is also called (the socio-constructivist approach).

13- Difficulties in evaluating the portfolio:

There are multiple ways and methods to verify the learner's efficiency in acquiring the desired knowledge and skills, whether cognitive or performance-related. Despite the increasing use of the portfolio in evaluating learners' work in many countries, it still suffers from many difficulties, including:

Many teachers lack clear strategies to base their definition of learning outcomes from higher cognitive levels and to determine their components that should be reflected in students' performance and results contained in their portfolios.

- Many teachers are unable to design and build criteria for evaluating portfolio grades (achievement) because designing and preparing them requires high knowledge and efficiency, which many teachers lack, in addition to draining a lot of their time, which makes their achievement difficult to achieve.

- The difficulty surrounding the assessment of portfolios or achievement by teachers due to their lack of control over the skill and the long time it takes, which is often at the expense of the curricula.

- Most teachers lack the necessary financial capabilities required to assess portfolios in the absence of any specialized training in this technique or strategy.

Kais mohamed said & Lais ismail, 2014, pp99-100) (

Conclusion:

At the end of this paper, and despite the relative ambiguity surrounding this new term and the difficulties that may hinder its practical implementation, and despite the difficulties that our educational system is still struggling with as specialists and followers of educational affairs in our country, Algeria, we mean the difficulties

related to the application of the competency approach that has been in place for more than two decades within the framework of the last reform (2003), where we moved from the logic of education to the logic of learning. In the same context, we call for the importance and necessity of applying the (portfolio) technique in our educational system for its positive repercussions on the learner by placing the learner at the axe of interests, and that it contributes in one way or another to helping the student build and achieve his future academic or professional project.

References :

- 1- صلاح الدين محمود علام، (2004) التقويم التربوي البديل أسسه النظرية و المنهجية و تطبيقاته الميدانية ، دار الفكر العربي، القاهرة، مصر .
- 2- عبد العزيز صنهجي مديحة بلعياشي و مختار الحضري، (2011). حقيقة تتبع المشروع الشخصي للتلميذ ، وزارة التربية، المغرب.
- 3- فر يد حاجي ،(د.س). مفاهيم تربوية و بيداغوجية 2014 ، جامعة الوادي، الجزائر .
- 4- قيسي محمد السعيد و لعيس إسماعيل (2014). مشروع برنامج تدريبي لبناء المشروع الشخصي المستقبلي لفائدة تلاميذ المرحلة، الجزائر المتوسطة و الثانوية باستخدام الحقيبة الوثائقية، مجلة الباحث في العلوم الإنسانية و الاجتماعية ، المجلد 2014، العدد 16
- 5- مجدي عزيز ابراهيم، (2004). استراتيجيات التعلم و أساليب التعلم ، ب-ط، مكتبة الأنجلومصرية ، مصر .
- 6- موسى النبهان، (2004). أساسيات القياس في العلوم السلوكية ، ط1، دار الشروق ، الأردن.
- 7- وزارة التربية الجزائر ، المنشور الوزاري رقم 981 المؤرخ في 2007/10/22 المتعلق بالتكفل بتلاميذ الامتحانات الرسمية.
- 8- وزارة التربية الجزائر ، المنشور رقم 530 المؤرخ في 2006/11/20 المتعلق بالاجراءات العملية التنظيمية الرامية إلى مرافقة أقسام الامتحانات الرسمية.
- 9- وزارة التربية المغرب. (2011). أتحيا لإعداد مشروع مستقبلية حقيقية تتبع مشروع شخصي في الثانوي والإعدادي (البورتفوليو).المغرب :

1-Šalāh al-Dīn Maḥmūd ‘Allām, (2004) al-Taqwīm al-tarbawī al-Badīl ususuḥu al-naẓarīyah wa al-manhajīyah wa taṭbīqātih al-maydānīyah, Dār al-Fikr al-‘Arabī, al-Qāhirah, Miṣr

2-‘Abd al-‘Azīz ṣnhjy Madīhah bl-‘yāshy wa Mukhtār al-ḥaḍarī, (2011 (. Ḥaḳīqat tatba‘ al-mashrū‘ al-shakhṣī lltlmydh, Wizārat al-Tarbiyah, al-Maghrib.

3-Farr yad Ḥājjī, (D. S). Maḥāhīm tarbawīyah wa bīdāghūjīyat 2014, Jāmi‘at al-Wādī, al-Jazā’ir.

4-Qaysī Muḥammad al-Sa‘īd wa l’ys Ismā‘īl (2014). Mashrū‘ Barnāmaj tadrībī li-binā’ al-mashrū‘ al-shakhṣī al-mustaqbalī li-fā’idat talāmīdh al-marḥalah al-Mutawassīṭah wa al-thānawīyah bi-istikhdām al-ḥaḳībah al-wathā’iqīyah, mjlṭālbāḥth fī al-‘Ulūm al-Insānīyah wa al-ijtimā’īyah, lmljld 2014, al-‘adad 16, alḥzā’r

5-Majdī ‘Azīz Ibrāhīm, (2004). Istirātījīyāt al-ta‘allum wa Asālīb al-ta‘allum, b-ṭ, Maktabat al’njlwmsryh, Miṣr.

6-Mūsā al-Nabhān, (2004). Asāsīyāt al-qiyās fī al-‘Ulūm al-sulūkīyah, Ṭ1, Dār al-Shurūq, al-Urdun.

7-Wizārat al-Tarbiyah al-Jazā’ir, al-manshūr al-wizārī raqm 981ālm’rkh fī 22/10/2007 al-muta‘alliq bāltkfl btlāmydh al-imtīhānāt al-Rasmīyah.

8-Wizārat al-Tarbiyah al-Jazā’ir, al-manshūr raqm 530 al-Mu’arrikh fy20/11/2006 al-muta‘alliq bi-al-ijrā’āt al-‘amalīyah al-tanzīmīyah alrāmyh ilā Murāfa‘at aqsām al-imtīhānāt al-Rasmīyah.



8-Wizārat al-Tarbiyah al-Jazā'ir, al-manshūr raqm 530 al-Mu'arrikh fy20/11/2006 al-muta'alliq bi-al-ijrā'āt al-'amalīyah al-tanzīmīyah al-rāmyh ilā Murāfa'at aqsām al-imtiḥānāt al-Rasmīyah.

10-(Catherine Reverdy. (2013) *Des projets pour mieux apprendre* Revue Veille et Analyses, n° 82, février.p47 Lyon : ENS de Lyon,France

11-Ladage, C. & Chevallard, Y. (2008). *La place du portfolio dans la conception et l'implémentation d'une organisation didactique : problèmes ouverts*. Colloque international Efficacité & Équité en Éducation, université de Rennes 2,France.

12-Isabelle Bordallo, Jean-Paul Ginestet : *"Pour une pédagogie du projet*. Paris : Hachette, 1993. p.15

13 - Philippe Perrenoud *Apprendre à l'école à travers des projets : pourquoi ? comment ?* faculté de psychologie et sciences de l'éducation, université de Genève ,article sur le net

14-philippe perrenoud. *Le projet personnel de l'élève*, article sur

Le net consulté le (11/12/2018).

15- Valérie Dévé, Remi gagnayre,jean françois d'Ivernois(2009):*éducation et enjeux de sante* vol27n1 france

websites:

16- www.unige.ch/fapse/see/teachers/perrenoud/php_main/php1999/1999_17rtf article en ligne