

### 5.3.1 p:ier ePortfolio, Universität Bremen

The Universität Bremen proposes the *p:ier electronic portfolio tool* for integrating theory and practice within teacher training. The goal is to support students in developing a professional and reflective capacity to act and become *Reflective Practitioners* (Wulf, 2022).

Different practical phases characterise the teacher training in this university – so far, each one has been accompanied by an individual portfolio. Thus, reflective processes and feedback were linked to this portfolio but neither linked to nor built upon each other, staying apart from the study programme itself. Moreover, heterogeneity is named as a unique challenge for all practical teaching experiences and is addressed in theoretical study phases. The p:ier tool is designed to closely link theory and practice, focusing on heterogeneity as a shared challenge. It also links the singular portfolios to one integrated portfolio accompanying the whole student life cycle. Peer feedback from students, peers, mentors and university teachers is incited and facilitated. The tool also allows being used during the Master study phase and the final traineeship (*Referendariat*) in teacher

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<sup>3</sup> As an example (in German) see: <https://www.menti.com/rxitvveuh3>

training. The portfolio tool comprises different tasks related to personal development and reflection both disciplinary and interdisciplinary. The goal is to become *reflective practitioners*, constantly reflecting and systematically designing learning processes.