

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.

5.3.2 Study Journal Cologne International School of Design (KISD)

At the Cologne International School of Design (KISD), students mainly work on projects they can choose from a broad catalogue and organise themselves with the support of teachers. With this high degree of freedom, also challenges occur regarding the documentation, reflection and dissemination of the results, respectively learning outcomes. The university values this freedom and autonomy for students but at the same time wants to support them specifically in their learning processes. This is why the Study Journal was introduced. The e-portfolio is compulsory for all students throughout the whole study programme and was designed to help students plan their studies, identify and enhance individual ways of thinking and working, and develop individual competence profiles. The artefacts of the portfolio are not only intended to foster individual reflection and self-assessment processes. However, they are also prerequisites for receiving credits in every course, the basis for the professional feedback of teachers, and discussions with personal mentors, who accompany the whole student life cycle. Furthermore, students are encouraged to seek and give peer feedback (Großhans et al., 2019).

Core elements are:

- Course reports: compulsory reports (written, visual, or audio-visual) reflecting on content, (learning) process, and (learning) outcomes of every project completed and lecture attended. The comparison to reports of fellow students is possible. In contrast to traditional project reports, the course reports do not focus on the project result itself but on individual thinking, working and learning processes. Course reports are partial assessments and are paired with other elements such as presentations (Großhans et al., 2019).
- Semester reports: compulsory reports at the end of each semester reviewing and assessing the results of the semester. Students are asked to set goals for the upcoming semester and reflect on the ones of the last semester. The aim is to enhance the students' assessment literacy and foster their ability to reflect their performance and competences genuinely instead of giving themselves a good mark. This is why semester reports are not graded as course reports but only awarded passed or failed (Großhans et al., 2019).
- KISDspace: social learning environment hosting the Study Journal. Every student has her/his own member space for uploading the artefacts of the portfolio. Because most of the artefacts are visible to other KISD members (peers, teachers, mentors), comparison and exchange between members are easily possible (Köln International School of Design [KISD], 2022).
- Mentoring concept: All students are paired with a personal mentor at the beginning of their studies. Mentors can view the course and study reports at any time, which enables a "forward looking feedback" (Großhans et al., 2019).
- Guidelines support students in creating their reports and using their Study Journals optimally. Guidelines differ for bachelor, master and international guest students (Großhans et al., 2019).