

Developing SCoRE Learning: Self-and Co-Regulated E-Portfolio Model for English in Vocational Health Promotion Programs

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Abstract

This study addresses the growing need for innovative English learning models in vocational health education that integrate digital technology, authentic communication, and learner autonomy. In Health Promotion programs, English instruction should not only develop general language proficiency but also prepare students to communicate effectively in professional healthcare and community contexts. This study aims to design and validate SCoRE (Self- and Co-Regulated E-Portfolio) Learning, an ESP- and OBE-oriented instructional model for vocational English learning. The study employed a Research and Development (R&D) approach using the ADDIE framework, focusing specifically on the Analysis, Design, and Development stages to produce and validate the initial prototype of the learning model prior to classroom implementation and large-scale evaluation. The research was conducted in three vocational higher education institutions offering Health Promotion programs. Data were collected through questionnaires, interviews, observations, focus group discussions, and expert validation sheets involving students, lecturers, and educational experts. The findings revealed that students experienced major difficulties in speaking, writing, vocabulary, and grammar, while current instructional practices remained largely teacher-cantered with limited formative feedback. Both students and lecturers demonstrated strong readiness for technology-integrated learning and expressed the need for authentic, collaborative, and reflective learning activities. The SCoRE model integrates Self-Regulated Learning (SRL) and Co-Regulated Learning (CoRL) principles through an e-portfolio system that facilitates reflection, peer feedback, authentic writing tasks, and professional health communication practices. Expert validation results indicated that the model was highly feasible in terms of content relevance, pedagogical design, technical usability, and language appropriateness, with average scores above 4.6 out of 5. The study concludes that SCoRE Learning provides a transformative framework for vocational English instruction by bridging digital learning, reflective practice, and workplace-oriented communication competence in health promotion education.

Keywords: *Co-Regulated Learning, E-Portfolio, SCoRE Learning, Self-Regulated Learning, Vocational Education*

Introduction

English instruction in vocational Health Promotion programs should not only develop students' general language proficiency but also prepare them to communicate effectively in professional healthcare and community contexts. In vocational education, English functions as a practical communication tool for delivering health information, conducting public campaigns, preparing educational media, and interacting with diverse communities. Therefore, English learning needs to align with the principles of English for Specific Purposes (ESP) and Outcome-Based Education (OBE), which emphasize authentic communication, contextualized learning outcomes, and workplace-oriented competencies. However, English instruction in many vocational health programs remains predominantly teacher-centered and textbook-oriented, limiting opportunities for students to engage in reflective, collaborative, and authentic communication practices (Basturkmen, 2021; Hyland & Hamp-Lyons, 2002; Tarnopolsky, 2012). As a result, students often experience difficulties in productive skills such as speaking and writing, as well as in vocabulary and grammar application needed for professional communication. One potential solution to this issue is the integration of Self-Regulated Learning (SRL) and Co-Regulated Learning (CoRL) into digital e-portfolio-based instruction. SRL encourages learners to plan, monitor, and evaluate their own learning processes (Zimmerman, 2000, 2008), while CoRL emphasizes peer interaction, collaboration, and shared responsibility in learning (A. Hadwin & Oshige, 2011; Panadero, Broadbent, et al., 2019). In language learning contexts, these approaches support learner autonomy, reflective practice, and collaborative knowledge construction (Allal, 2019; Lam, 2019; Saariaho et al., 2018; Schunk, 2011). Previous studies have demonstrated that e-portfolios can enhance writing performance, learner engagement, reflection, and authentic communication practices (Aygün & Aydın, 2016; Banhegyi & Fajt, 2024; Fathi & Rahimi, 2022; Kusuma et al., 2021; Sharma & Barrett, 2007). Nevertheless, many e-portfolio implementations still function primarily as repositories for assignments rather than as interactive pedagogical systems that support self- and co-regulated learning. To address this gap, the present study develops SCoRE (Self- and Co-Regulated E-Portfolio) Learning, an ESP- and OBE-oriented instructional model designed for English learning in vocational Health Promotion programs. The model integrates reflective learning, peer feedback, authentic communication tasks, and digital portfolio practices to support workplace-oriented communication competence in vocational health education.

Review of Related Literature

English for Specific Purposes (ESP) and Outcome-Based Education (OBE) in Vocational Education

English for Specific Purposes (ESP) emphasizes language learning that is closely connected to learners' academic and professional needs. In vocational education, ESP focuses on developing practical communication skills that support workplace performance and professional interaction (Basturkmen, 2021). In Health Promotion programs, students are required to communicate health information effectively through presentations, public campaigns, educational materials, and digital media. Therefore, English instruction should provide authentic and contextualized learning experiences that reflect real communication practices in healthcare and community settings. (Hyland & Hamp-Lyons, 2002) emphasize that ESP instruction becomes more meaningful when learning activities are directly linked to students' future professional contexts and communicative purposes.

The implementation of ESP in vocational education is closely related to Outcome-Based Education (OBE), which emphasizes measurable learning outcomes and competency achievement (Spady, 1994). OBE requires instructional activities, assessments, and learning materials to be aligned with expected competencies and workplace demands. In vocational Health Promotion programs, this means that English learning should not only focus on linguistic knowledge but also on students' ability to perform authentic communication tasks relevant to public health contexts. Accordingly, integrating ESP and OBE principles can help vocational students develop workplace-oriented communication competence that is both functional and professionally relevant.

Self-Regulated Learning (SRL) and Co-Regulated Learning (CoRL)

Self-Regulated Learning (SRL) refers to learners' ability to actively control and manage their cognitive, motivational, and behavioural learning processes through planning, monitoring, and self-evaluation (Zimmerman, 2000, 2008). SRL is considered important in language learning because it encourages learner autonomy, reflective thinking, and responsibility for learning progress. Students who apply SRL strategies are generally more capable of identifying their weaknesses, setting learning goals, and revising their work independently (Schunk, 2011). In writing instruction, SRL supports students in managing the recursive processes of drafting, revising, and editing.

In addition to self-regulation, collaborative learning processes are also essential in language education. Co-Regulated Learning (CoRL) emphasizes shared regulation through peer interaction, collaboration, and social support during learning activities (Hadwin et al., 2018). Through peer feedback, discussion, and collaborative revision, students learn to negotiate meaning, evaluate ideas, and improve their communication performance together. (Panadero, Lipnevich, et al., 2019) explain that co-regulation enables students to internalize assessment strategies and reflective practices through interaction with peers and teachers. Similarly, Lam (2019) argues that effective co-regulated learning depends on classroom interaction patterns, collaborative activities, and supportive instructional design. Therefore, integrating SRL and CoRL can create a more reflective, collaborative, and learner-centered environment in vocational English classrooms.

E-Portfolio in Language Learning

E-portfolios have been widely recognized as effective tools for supporting reflective and technology-integrated learning. Sharma & Barrett (2007) explains that e-portfolios facilitate documentation, reflection, self-assessment, and continuous learning development. In language learning contexts, e-portfolios enable students to collect assignments, monitor revisions, receive feedback, and demonstrate learning progress over time. Unlike conventional assessment systems, e-portfolios encourage students to actively participate in evaluating and improving their own work. Previous studies have shown positive impacts of e-portfolios on language learning outcomes. Aygun and Aydin (2016) found that e-portfolios improve students' writing skills by facilitating feedback, revision, and multimedia integration. Kusuma et al., (2021) further reported that e-portfolios enhanced learner engagement in speaking courses during online learning contexts. Similarly, Fathi and Rahimi (2022) demonstrated that collaborative electronic writing portfolios significantly improved students' writing performance and peer interaction. More recently, Banhegyi and Fajt (2024) highlighted that portfolio-based learning promotes authenticity, learner reflection, and professional preparedness in ESP instruction. Despite these advantages, many e-portfolio implementations still function

mainly as assignment repositories rather than as pedagogical systems integrating reflective learning, collaboration, and learner regulation. Therefore, there remains a need to develop e-portfolio-based instructional models that integrate SRL and CoRL principles to support authentic and workplace-oriented English learning in vocational Health Promotion programs.

Research Questions

To address this gap, this study develops SCoRE (Self- and Co-Regulated E-Portfolio) Learning, an ESP- and OBE-oriented instructional model for English learning in vocational Health Promotion programs. The model integrates reflective learning, peer feedback, authentic communication tasks, and professional health promotion contexts through a digital e-portfolio system. This study employs a Research and Development (R&D) approach using the ADDIE framework, focusing on the Analysis, Design, and Development stages to produce and validate the initial prototype of the model.

Specifically, this study addresses the following research questions:

1. What are the English learning needs of Health Promotion students?
2. How is the SCoRE Learning model developed for vocational Health Promotion programs?
3. How are ESP, OBE, SRL, and CoRL principles embodied within the SCoRE Learning model?

Methodology

Research Design

This study employed a Research and Development (R&D) approach to develop and validate SCoRE (Self- and Co-Regulated E-Portfolio) Learning for English instruction in vocational Health Promotion programs. The study adopted the ADDIE instructional design framework consisting of Analysis, Design, Development, Implementation, and Evaluation phases (Branch, 2009). However, this research was limited to the first three stages—Analysis, Design, and Development (ADD)—to produce and validate the initial prototype prior to classroom implementation. The R&D approach was selected because it enables systematic development of educational products grounded in theoretical foundations, contextual needs, and expert validation (Gall et al., 2003).

Research Context and Participants

The study was conducted in three vocational higher education institutions offering Health Promotion programs: Faculty of Vocational Studies UNY, STIKES Surya Global, and POLTEKKES UMMI KHASANAH. Participants included students and English lecturers selected purposively to provide information regarding learning difficulties, instructional practices, communication needs, and readiness for e-portfolio integration. In the validation stage, four experts in Health Promotion, English language teaching, educational technology, and instructional design were involved based on their expertise and publication background.

Data Collection and Instruments

This study employed both qualitative and quantitative data collection techniques. Qualitative data were obtained through observations, interviews, focus group discussions (FGDs), and document analysis to explore students' learning needs, classroom practices, and challenges in vocational English instruction. Quantitative data were collected using

needs analysis questionnaires and expert validation sheets evaluating the model's content relevance, pedagogical feasibility, technical usability, and language appropriateness. The instruments included questionnaires, interview guidelines, observation sheets, and expert validation forms. The instruments were designed based on ESP, OBE, SRL, and CoRL principles and were reviewed by experts prior to use to ensure content validity.

Research Procedures

The study consisted of three stages. First, the analysis stage identified students' English learning needs, instructional challenges, and technological readiness for e-portfolio learning through surveys, interviews, observations, and document analysis. Second, the design stage formulated the SCoRE Learning framework by integrating ESP, Outcome-Based Education (OBE), Self-Regulated Learning (SRL), and Co-Regulated Learning (CoRL) principles into authentic and reflective learning activities. Third, the development stage produced the prototype consisting of an instructional guide, e-portfolio structure, and ESP-based learning tasks. The prototype was subsequently validated by experts focusing on content relevance, pedagogical feasibility, technical usability, and language appropriateness.

Analysis

Qualitative data from interviews, observations, FGDs, and expert comments were analysed interactively through data condensation, data display, and conclusion drawing following Miles et al. (2014). Meanwhile, quantitative data from questionnaires and expert validation sheets were analysed descriptively using mean scores and percentage distributions (Creswell & Creswell, 2018). The validation results were categorized into validity levels ranging from low to very high validity based on predetermined score conversion criteria. Qualitative feedback from experts was further used to revise and refine the SCoRE Learning model.

Needs Analysis

The needs analysis was conducted through questionnaires, interviews, observations, and document analysis to identify students' English learning difficulties, instructional practices, vocational communication needs, and readiness for e-portfolio-based learning in Health Promotion programs. The findings revealed several challenges that support the development of SCoRE (Self- and Co-Regulated E-Portfolio) Learning.

Students' English Learning Difficulties

The findings indicated that students experienced considerable difficulties in productive language skills, particularly speaking (41%) and writing (32%). The major contributing factors included limited vocabulary mastery (25%), insufficient grammar control (22%), and lack of writing practice. Interview data further revealed that students frequently relied on machine translation tools and encountered difficulties expressing ideas accurately and coherently in English. One student stated, "Vocabulary is the barrier in developing students' writing skills," while another explained "students still depend on Google Translate." These findings suggest the need for a learning model that facilitates vocabulary development, contextual grammar application, and continuous writing practice through reflective and feedback-oriented activities.

Teachers' Instructional Practices

The results showed that English instruction remained predominantly teacher-centred. Lecturers generally relied on lectures, slide presentations, and assignment submission

through digital platforms such as Google Classroom. However, these platforms mainly functioned as repositories rather than interactive learning environments. Opportunities for formative feedback, peer collaboration, and iterative writing activities were still limited due to restricted instructional time and block scheduling systems. Interview findings also indicated that learning activities were dominated by lecturer explanations followed by assignment completion and final assessment. Consequently, current instructional practices have not adequately supported self-regulated or collaborative learning processes in vocational English classrooms.

Vocational Communication Needs

Both students and lecturers identified speaking and writing as the most essential communication skills for vocational purposes, with 76% of respondents emphasizing the importance of productive skills in workplace communication. English was considered important for delivering health information, conducting presentations, developing health promotion media, and engaging in public communication. Students emphasized the importance of creating posters, leaflets, blogs, and digital campaign content, while lecturers highlighted presentation and reporting skills as essential workplace competencies. These findings indicate that vocational English learning should prioritize authentic and workplace-oriented communication tasks relevant to health promotion contexts.

Technological Readiness for E-Portfolio Learning

The findings also demonstrated strong readiness for technology-integrated learning. Most students (86%) agreed that English learning should involve staged writing processes such as brainstorming, drafting, revising, and publishing. In addition, 53% of the respondents preferred website-based e-portfolio systems that enable assignment submission, feedback exchange, progress monitoring, and reflective learning. Both students and lecturers viewed e-portfolios positively because they support documentation of learning progress and continuous improvement. One student stated, “students must know their own progress, not only lecturers,” indicating the importance of reflective and self-monitoring learning environments.

Table 01: Summary of Needs Analysis Findings and Implications for SCoRE Learning

Aspect	Key Findings	Implications for SCoRE Learning
Students' English learning difficulties	Students experienced difficulties in speaking (41%), writing (32%), vocabulary mastery (25%), and grammar application (22%). Many students also relied heavily on machine translation tools.	The model should support continuous writing practice, vocabulary enrichment, contextual grammar use, and reflective learning processes.
Instructional practices	English instruction remained predominantly teacher-centered with limited formative feedback, peer interaction, and collaborative learning activities.	The model should integrate self-regulated and co-regulated learning through peer feedback, reflection, and collaborative tasks.
Vocational communication needs	Most respondents (76%) emphasized the importance of speaking and writing for presentations, health campaigns, digital content creation, and public communication.	Learning activities should emphasize authentic ESP-based communication tasks relevant to workplace practices.
Technological readiness	Most students (86%) supported staged writing activities, while 53% preferred website-based e-portfolio learning systems for feedback and progress monitoring.	E-portfolio integration is pedagogically and technologically feasible to

		support reflective and interactive learning.
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Findings and Discussion

Overall, the needs analysis revealed a mismatch between current instructional practices and the communicative demands of vocational Health Promotion programs. While students require authentic, collaborative, and reflective English learning experiences, classroom practices remain largely instructor-centered and minimally interactive. At the same time, the positive perception toward digital learning environments indicates strong pedagogical and technological support for developing SCoRE Learning as an ESP- and OBE-oriented instructional model for vocational English education.

Design of SCoRE Learning

The design stage aimed to transform the results of the needs analysis into SCoRE (Self- and Co-Regulated E-Portfolio) Learning, an ESP- and OBE-oriented instructional model for vocational English learning in Health Promotion programs. The model was designed to integrate authentic communication tasks, reflective learning, and digital collaboration through an e-portfolio system.

Alignment with ESP and OBE Principles

The learning objectives were formulated based on ESP and Outcome-Based Education (OBE) principles, emphasizing measurable competencies in attitude, knowledge, and skills. The model focused on vocationally relevant communication abilities, including producing health promotion materials such as posters, pamphlets, digital campaigns, and public information texts. Learning activities, assessments, and digital tools were aligned with clearly defined outcomes to ensure that students could demonstrate workplace-oriented communication competence.

Integration of Self-Regulated and Co-Regulated Learning

SCoRE Learning integrates Self-Regulated Learning (SRL) and Co-Regulated Learning (CoRL) throughout the instructional process. Students are encouraged to plan, monitor, and evaluate their learning through individual e-portfolio activities, while peer feedback, collaborative drafting, and group reflection facilitate co-regulated learning. The model adopts the IPCR cycle (Introduction–Practice–Composition–Reflection) as its instructional framework. Through this cycle, students gradually develop responsibility for their learning while engaging in collaborative support and reflective revision processes.

Authentic and Reflective Learning Activities

The model incorporates authentic vocational tasks that reflect real communication practices in Health Promotion contexts. Students engage in activities such as composing health campaign posters, writing blog articles, preparing public health information materials, and developing digital promotional content. Reflection and formative feedback are embedded within each learning cycle through e-portfolio journals, peer review, and revision activities. These processes promote learner autonomy, collaboration, and metacognitive awareness.

Digital Learning Flow and Participant Roles

The instructional flow is organized through the IPCR framework supported by the E-Portfolio 2.0 platform. The platform enables students to upload assignments, monitor progress, receive feedback, and document learning development. In this model, lecturers function as facilitators and feedback providers, while students act as active learners, collaborators, and self-regulated writers responsible for their learning progress.

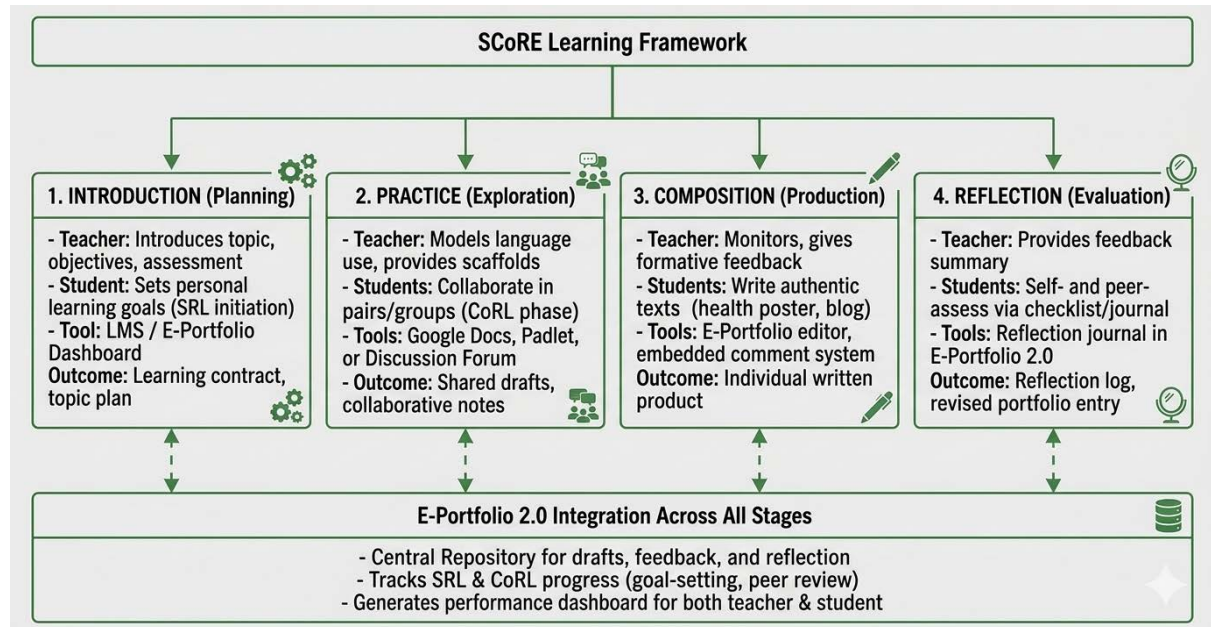


Figure 1. Instructional Design of SCoRE Learning

Overall, the design stage demonstrates that SCoRE Learning provides a coherent pedagogical framework integrating ESP, OBE, SRL, and CoRL principles into vocational English instruction. The model emphasizes authentic communication, reflective learning, collaborative engagement, and digital portfolio practices to support students' professional communication competence in Health Promotion programs.

Development and Expert Validation

The development stage focused on producing and validating the prototype of SCoRE (Self- and Co-Regulated E-Portfolio) Learning. The prototype consisted of the instructional framework, e-portfolio structure, learning activities, and ESP-based materials for vocational Health Promotion programs. Expert validation results indicated that the model was highly feasible across four aspects: content relevance, pedagogical feasibility, technical design and usability, and language appropriateness.

Content Relevance

Experts confirmed that the model strongly aligns with ESP and OBE principles, particularly in vocational and health-related communication contexts. The learning tasks, such as creating persuasive health messages, public announcements, posters, and digital campaign materials, were considered relevant to authentic workplace communication needs. The validation results showed high feasibility scores, with mean values ranging from 4.58 to 4.75. Experts also emphasized that the model effectively connects English learning with professional communication practices in Health Promotion programs.

Pedagogical Feasibility

The model was positively evaluated for integrating Self-Regulated Learning (SRL) and Co-Regulated Learning (CoRL) principles into the instructional cycle. Through the IPCR framework (Introduction–Practice–Composition–Reflection), students are encouraged to plan, monitor, revise, and reflect on their learning processes while engaging in peer feedback and collaborative activities. Experts noted that these features promote learner autonomy, reflective learning, and active participation. The pedagogical aspect achieved a mean score of 4.33, categorized as Highly Feasible.

Technical Design and Usability

The E-Portfolio 2.0 platform was evaluated positively in terms of accessibility, organization, and usability. Experts highlighted the platform’s clear layout, intuitive navigation, and effective integration of multimedia resources that support assignment submission, progress monitoring, and feedback exchange. The technical feasibility scores ranged from 4.40 to 4.67, indicating that the platform is suitable for supporting independent and collaborative learning in vocational English instruction.

Language Appropriateness

The language used in the instructional materials and learning guides was considered clear, contextualized, and appropriate for vocational undergraduate students. Experts stated that the materials successfully balanced professional English use with comprehensibility for learners at different proficiency levels. The language aspect received mean scores ranging from 4.60 to 5.00, categorized as Highly Feasible.

Table 2: Summary of Expert Validation Results

Validation Aspect	Mean Score	Category
Content relevance	04.58	Highly Feasible
Pedagogical feasibility	04.33	Highly Feasible
Technical design and usability	04.54	Highly Feasible
Language appropriateness	4.80	Highly Feasible

Overall, the validation results demonstrate that SCoRE Learning is theoretically grounded, pedagogically coherent, technologically feasible, and contextually appropriate for vocational English learning in Health Promotion programs. Minor revisions suggested by reviewers included improving technical guidance and enhancing visual references; however, these recommendations did not affect the overall feasibility of the model. Therefore, the findings confirm that SCoRE Learning is ready for limited classroom implementation and further evaluation in future studies. (

Table 1. Independent Sample Size Effects.

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
	Cohen's d	.996	0.019	-0.516	0.555

AI-based tools improve the overall quality of language teaching/learning.	Hedges' correction	1.010	0.019	-0.509	0.547
	Glass's delta	.793	0.024	-0.511	0.560
AI can help provide personalized learning experiences for students.	Cohen's d	1.042	-0.399	-0.938	0.143
	Hedges' correction	1.056	-0.394	-0.925	0.141
	Glass's delta	1.167	-0.356	-0.899	0.195
a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control group.					

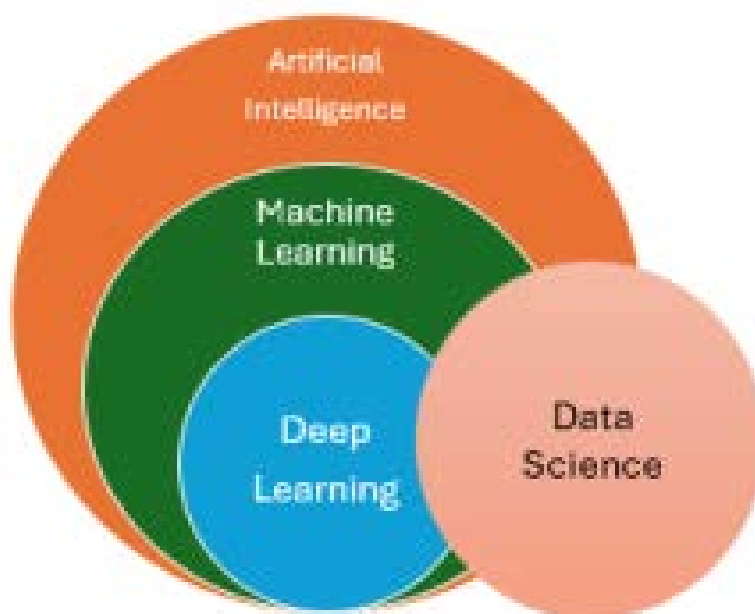


Figure 1: Subsets of AI

Conclusion

According to the World Bank (2020) and the University Grants Commission (2023), only a small proportion of Sri Lankan students' progress to higher education, reflecting the highly competitive and limited nature of the system. Slow learners in 1C schools face added barriers such as poor academic support, socio-economic challenges, and lack of parental involvement (UNESCO, 2021; Iloanya, 2019). These schools often lack science streams and access to modern learning technologies, limiting inclusive teaching approaches (World Bank, 2020). Traditional, teacher centered methods dominate, leading to disengagement and high dropout rates

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