
**IRANIAN EFL LEARNERS' VIEWS ON E-PORTFOLIOS: INVESTIGATING
POSITIVE AND NEGATIVE ENGLISH COMMENTS**

Soodeh Babaee

Kosar University of Bojnord, Department of English Language, North Khorasan, Iran

Hamide Vahidi Borji

Kosar University of Bojnord, Department of English Language, North Khorasan, Iran

ABSTRACT

In this article, we intend to analyze Iranian EFL learners' E-portfolios to find out their positive and negative points about this educational tool. These points can help researchers to better conceptualize how EFL learners process sensory data and organize information. To this end, we have analyzed 250 E-portfolios to find out the way learners think about this specific educational tool. This is a qualitative study done in order to find out and categorize the themes underlying the learners' comments on E-portfolios. The results showed that EFL learners mostly use metacognitive strategies to recognize learning; record learning; reflect on learning; validate learning; plan new learning, and assess learning. The results of this study showed that E-portfolios are very powerful tools to help learners benefit from different positive points related to E-portfolios. EFL learners also mentioned some suggestions to improve the quality of E-portfolios. This study contributes positively to L2 learning and teaching contexts.

Key Words: EFL learners; E-portfolio; Foreign language context; Learners' comments.

INTRODUCTION

One of these alternative assessments used for teaching EFL is the adoption of E-portfolios. An E-portfolio is a collection of electronic artifacts, in which hard work, collaboration and creativity are displayed. According to Cooper and Love (2007), E-portfolios mean an organized collection of artifacts in which knowledge, skills, values, or achievements are demonstrated and the relevance, credibility, and meaning of the presented artifacts are articulated. In recent years, the interest in the use of E-portfolios is increasing for teaching and learning due to its benefits. E-portfolios represent an advantage over traditional portfolios in terms of storage, access, management, interactivity, real-time functionality and presentation method (Chang, Tsang, Yueh& Lin, 2011).

Abrami and Barrett (2005) asserted that E-portfolios are digital containers, which are capable of storing visual and auditory content. The tool may be identified as an electronic platform, which is used to structure, store and retrieve information, including text, graphics, audio and video materials (Butler, 2006). According to Andre (2010), an E-portfolio has a number of significant features including a personal repository, a personal diary, and feedback and collaboration systems. It offers the user absolute control and can record linked abilities, events or plans. In the process of creating E-portfolios, the learners' development, critical

thinking, decision-making and problem-solving skills, as well as negotiation with educators about the contents of portfolios, all facilitate learning (Baturay&Daloğlu, 2010). Barrett (2001) claimed that designing an E-portfolio can be daunting, but it becomes less difficult when viewed as a series of stages that accommodate different goals and activities.

A number of researchers have asserted that the purpose of using E-portfolios defines their characteristics, and a key factor to the successful integration of an E-portfolio system is identifying its purpose (Ritzhaupt, Singh, Seyferth, &Dedrick, 2008). Therefore, E-portfolios have been categorized differently according to the purposes they serve. For instance, McDonald (2012) divides E-portfolios differently according to the needs they meet. These are presentation E-portfolios, learning E-portfolios, and work E-portfolios. Presentation E-portfolios present professional achievements. Learning E-portfolios focus on the learning process. The students collect and choose materials to present a body of work that shows their progress over the course of their education, and then they reflect on this work making significant connections around personal and educational goals (Mason, Pegler, & Weller, 2004).

Besides the positive points of the E-portfolios, there are some challenges confronting them. Critics of E-learning consider online classrooms as neutral spaces devoid of human connection, interpersonal relationships, and interaction with educators or peers. It is challenging for educators to use social media effectively to provide opportunities for learners to make emotional connections with peers just as they do in the face-to-face classroom (Baird & Fisher, 2005). An important factor to address the issue of lack of interpersonal relationships in an online environment is to support learners to construct relationships with their peers (Baird & Fisher, 2005). Student collaboration is the key factor in creating a constructivist learning environment, allowing students to interpret data and use their individual life experiences (Goldman-Segall, 1998). Other challenges in integrating social media and learning to include time constraints and technical difficulties (Lockyer& Patterson, 2008). To address these challenges Lockyer and Patterson (2008) emphasised the need for subject designers and educators to put time and effort into planning the use of the Web 2.0 technologies prior to the start of the academic session. They believe that students may not want to implement technology in their formal learning, when it may take time to master. The support of educators is required so that the time to learn is not considered to be a burden. They also suggest that educators need to support their students by helping those who are new to such technologies. In this paper, two research questions are followed:

1. What do Iranian EFL learners think are the most important advantages of utilizing E-portfolio?
2. What do Iranian EFL learners think are the most important disadvantages of utilizing E-portfolio?

2. REVIEW OF THE LITERATURE

More often than not, effective E-portfolio practice always considers the elements contained within the general idea of metacognition—encouraging learners to reflect on their work and think about their progress in learning. Bransford, Brown, and Cocking (2000,p. 21) define metacognition as “an internal conversation” in which learners monitor their own interpretation and state that teachers should clearly highlight metacognition since it “can enhance student achievement and develop in students the ability to learn independently.” E-portfolios provide

good chances for metacognition via periodic (and often required) reflections which can help learners develop a range of outcomes and skills. Reflection on activities kept in E-portfolios can

- create learners' personal and academic characters as they finish complex tasks and reflect on their capabilities and progress,
- facilitate the combination of learning as students attach learning alongside courses and time,
- be focused on improving self-assessment capabilities in which students evaluate the nature of work utilizing similar criteria experts use,
- help students manage their own academic route as they come to interpret what they know and are capable to do and what they still require to learn.

An E-portfolio is a digital collection of the students, work and reflections describing their learning experiences and professional accomplishments (Chen, 2013). This kind of assessment affects learning positively. Chang (2008) support this claim, as his research about webfolio assessment indicated that how using webfolio assessment strategy affected learning. He researched about achievement and self-perceived learning performance. Also, he claimed that using webfolio assessment system significantly improved self-perceived learning. Another research study conducted by Lopez-Fernandez and Rodriguez-Illera (2009) investigated students, perceptions, attitudes and behavior when using an E-portfolio. The result showed that the learners had positive opinions and self-efficacy through the E-portfolio as a tool for assessing and managing learning. Learners emphasized that the electronic portfolio was a personal development learning tool. Other instructors and learners can provide feedback and comments. Ease of revising and possibility of fast online feedback make E-portfolios more fruitful. Students can also show their electronic portfolios to employers when interviewing for jobs.

There are various benefits of using electronic portfolio. The most essential one is that they are more available than paper-based portfolios. Also, Using technology and making E-portfolios in education prepares a new environment for learning which differs from the previous conventional classes. Furthermore, Electronic portfolios provide easy access to the blog, or web or through other technological media like the video, or CD rooms and learners do not need a huge storage system and can access their portfolios from anywhere, any time while their teacher in another place is able to access the E-portfolios and follow the students' learning process and achievement. By using E-portfolios, it is possible to create E-portfolios allow cross links between all the different kinds of work that is to be presented (Yasser, 2002).

A number of researchers support the idea that utilizing E-portfolios is beneficial. Its benefits include motivate students to learn, students become active independent learners, promotes mastery learning and self-assessment, promotes collaborative learning, assessment tool for teacher and Institutions, promote teacher peer feedback (Alawdat, 2013; Burstein, 2004; Labissiere & Reynolds, 2004).

Implementation of technology and making E-portfolios are of growing importance than traditional portfolio. The reason behind this popularity is the benefits of E-portfolios over the traditional portfolio. Creswell (2000) also supported this claim, as they stated the portfolio is not as effective as web-based portfolios. They further stated that they are different "in terms of inquiry, update, storage and management with particular difficulties in documenting various

types of information” (p.265). In the same line, Bergman (1999) believes that learners have more flexibility through the use of E-portfolios because of its potential to reference works. As a result, portfolios can provide access to smaller group of people such as students; therefore, there is no need to make many copies for various categories. Besides, traditional instructor, and parent. On the contrary, the opportunities to spread all over the world is possible by the use of E-portfolios. This opportunity is caused by the internet and learners are able to post anything. Finally, the environment for collaboration and revision is provided through electronic portfolios.

3. PURPOSE OF THE STUDY

The goal of this study is to analyze Iranian EFL learners’ views regarding the positive and negative aspects of E-portfolios. These viewpoints can help the learners to improve the quality of E-portfolios. This is a concern for novice learners to know more about how they can improve their E-portfolios. This can have a great influence on their ultimate achievement in L2. Therefore, this study is going to find out the underlying themes behinds learners’ comments on E-portfolios.

4. METHODOLOGY

4.1. Subjects

The research done in this paper is part of a large-scale study, which was done in the context of the private language institutes in Iran, involving 150 high school EFL learners from Iran. We study the educational positive and negative points about the utilization of the E-portfolio as an instrument for assessing students where the viewpoints of learners about the advantages and disadvantages of E-portfolios are provided.

4.2. Instrument

A two-part questionnaire is used in this study. The first part contains overall and demographic information. The second part contains four questions considering the advantages and disadvantages considering the utilization of E-portfolio. Evaluating the significance of the positive points of E-portfolio is relevant to the scale included seven items ranked based on a five-grade scale that assesses the importance of E-portfolio's positive points. The scale enjoys a high Cronbach's Alpha score (0.814). The results showed that the seven-question E-portfolio has a very good level of reliability.

As related to the assessing of the significance of disadvantages of E-portfolio, the grades included seven items graded on a five-point scale, which assessed the significance of the negative points of E-portfolio. The grade obtained substantial Cronbach's Alpha score (0.856). Moreover, the results showed that the seven-question E-portfolio grade evaluation has a satisfactory level of reliability, too.

5. RESULTS AND DISCUSSION

5.1. Pros and Cons: Frequencies and Percentages

The results of this study showed that for the Iranian EFL learners, the factors mentioned in Table 1 are amongst the advantages of E-portfolio:

Table 1 Assessing the significance of advantages of E-portfolios

	Totally agree (%)	Partly agree (%)	Neither agree nor disagree (%)	Partly disagree (%)	Totally disagree (%)	Average Terms (%)
Learning focuses on the learner	33 (15.3)	118 (54.9)	50 (23.3)	10 (4.7)	4 (1.9)	3.77
The student is actively involved in assessing his progress	45 (20.9)	106 (49.3)	52 (24.2)	9 (4.2)	3 (1.4)	3.84
Eportfolio allows the assessment of a wide range of cognitive skills of the student	40 (18.6)	102 (47.4)	59 (27.4)	10 (4.7)	4 (1.9)	3.76
Eportfolio encourages collaboration between student and teacher	51 (23.7)	85 (39.5)	63 (29.3)	13 (6.0)	3 (1.4)	3.78
Projects can be shared, developed, searched and presented from different perspectives	65 (30.2)	99 (46.0)	45 (20.9)	5 (2.3)	1 (0.5)	4.03
The work is released from the paper	71 (33.0)	95 (44.2)	36 (16.7)	8 (3.7)	5 (2.3)	4.02
Eportfolio increases the student's participation and care	32 (14.9)	85 (39.5)	79 (36.7)	14 (6.5)	5 (2.3)	3.58

As it is mentioned in Table 1, around 33% totally agreed that one of the advantages of E-portfolios is 'the work is released from the paper'. In this case, most learners try to get rid of traditional paper-and-pencil methods of learning. The next level is that the 'projects can be shared, developed, searched and presented from different perspectives'. In this case, around 30% of the learners argued for this level. The next level with approximately 23% frequency is 'E-portfolio encourages collaboration between student and teacher'. What is interesting in this case is that learners believe that E-portfolios can improve the interaction between learners and the teachers. The positive collaboration between learners and teachers has always been a concern for modern approaches and methods to language learning, such as communicative language learning. The next category is 'the student is actively involved in assessing his progress'. E-portfolios are not only a means for learning but a very good tool for assessment. The next category is 'E-portfolio allows the assessment of a wide range of cognitive skills of the student'. Cognitive skills have been always a concern for language teachers and researchers. E-portfolios are very good tools to gauge cognitive skills of the individuals. E-portfolios allow the learners to talk about and record the cognitive processes underlying the tasks they do. The next advantage is 'learning focuses on the learners'. E-portfolios are very good tools that shift the focus from the teacher to the learners. New approaches towards second/foreign language learning. The least totally agreed category in Table 1 is 'E-portfolio increases the students' participation and care'. Learners' engagement in the process of language learning is so precious since they can receive feedback from the environment and correct themselves. Table 1 is a manifestation of how E-portfolios can help learners improve their learning experience. In this regard, E-portfolios are useful to enhance the

process of learning in different aspects. This tool is very beneficial to improve social and cognitive aspects of learning. Learners can learn outside the classrooms by creating their own E-portfolios. Therefore, E-portfolios should be considered seriously in language learning context.

Amongst the disadvantages, Table 2 shows the disadvantages of E-portfolios and the distribution amongst Iranian EFL learners:

Table 2 Assessing the significance of disadvantages of E-portfolios

	Totally agree (%)	Partly Agree (%)	Neither agree nor disagree (%)	Partly Disagree (%)	Totally disagree (%)	Average Terms (%)
Assessment of the eportfolio is a laborious and time - consuming process	42 (19.5)	86 (40.0)	57 (26.5)	27 (12.6)	3 (1.4)	3.64
Appropriate equipment and specialized assistance are required in some cases	121 (56.3)	68 (31.6)	22 (10.2)	4 (1.9)	0 (0.0)	4.42
It emphasizes the student's strengths despite his weaknesses	23 (10.7)	77 (35.8)	84 (39.1)	24 (11.2)	7 (3.3)	3.40
It focuses on assessing the student's products rather than the processes leading to these products	34 (15.8)	91 (42.3)	67 (31.2)	18 (8.4)	5 (2.3)	3.61
The credibility of the student's score	19 (8.8)	78 (36.3)	81 (37.7)	26 (12.1)	11 (5.1)	3.32
The diversity of rating criteria by evaluator	27 (12.6)	91 (42.3)	71 (33.0)	21 (9.8)	5 (2.3)	3.53
The disadvantage of students who do not have family help	82 (38.1)	79 (36.7)	38 (17.7)	14 (6.5)	2 (0.9)	4.05

Although E-portfolios have many advantages, they also suffer from some disadvantages mentioned by the learners. Left unsaid in the table is that institutes has a periodic assessment technique in which agencies of school read student paintings sampled from E-portfolios to look to what quantity college students are achieving university preferred education dreams. This technique is a sort of established mirrored image for teachers on scholar achievement, course goals and assignments and serves to guide subsequent making plans and teaching. Rotating through multiple university desires every year, institutes have a method that takes gain of the wealth of statistics ready to be analyzed and interpreted inside collections of scholar paintings. They wisely limit the amount of scholar work assessed at any individual time in order that the process is manageable. Teachers from other institutes also recognize the mutual benefits to college students and instructors.

5.2. Qualitative analysis

In this part, a qualitative analysis of the advantages and disadvantages of E-portfolios is presented. To this end, we asked the learners to write down their views about how they judge E-portfolios. The following quotations are extracted from the learners' views about E-portfolios:

1-

The E-portfolio supplied me with a risk to recognise the talents I need to be gaining knowledge of in university and there are ways in which I can hold music of how I am doing. I was no longer taught the manner to think in phrases of consequences of competencies so it has been pretty challenging initially. Once I was looking to work out what kinds of knowledge, abilities, or skills I had learned from volunteer or internship experiences, it had been very beneficial to journey to the Pathways Outcomes in my E-portfolio and agree with how they implemented to the experiences I was writing approximately for my public portfolio.

Structured reflections helped this pupil examine her gaining knowledge of experiences to expose and apprehend results that might in any other case have been missed. However, course plans and college catalogs may refer to what learning is supposed to be like, the structured reflection required as a default for an E-portfolio can push students to “own” studying consequences after they describe their development and cite particular proof of studying within their collections of work.

2-

I honestly have had many awesome opinions with E-portfolios, however I didn't in reality recognize what they intended or how all of them in shape together... Even, I understand patterns and themes within the work I in reality have been doing, how things fit together. The artwork I've been doing in fact makes sense... there was some path thereto proper along. I also recognize that my art work can be a mirrored photograph of me which my identification and ancient past have continuously accomplished an element in my learning... I understand how I certainly have already made a distinction in my class.

This person writes approximately integration of learning—“how everything matches together”—as a result of E-portfolio and reflection. She additionally refers to her developing self-information and self belief in her potential to work successfully in specific settings.

3-

I didn't recognize what an e-portfolio changed into when I first heard approximately it in class....My teacher advised to me that I broaden the “approximately me” phase of my e-portfolio because there, I would have the possibility to write greater approximately myself and so I did. In that first e-portfolio I wrote about Isfahan, the city wherein I changed into born in, and I wrote about Tehran, where I used to spend my holidays of school....And I wrote approximately the cultural assimilation technique I turned into going through. The second time I was asked to increase my e-portfolio, I had a lot more to share.

I was in 1/3 semester at Tehran and I had already taken maximum of the classes connected to my major, so I decided include my academic paintings and desires that could make my circle of relatives happy with me....My priority changed into cognizance on my personal increase in my schoolwork and what I became getting to know at Tehran. After setting up my projects in my e-portfolio, I then commenced to think more approximately my destiny and my career. Now, with more understanding of pc applications for growing Web pages, I decided to use my e-portfolio as an opportunity to expose and display all the skills that I have learned during my journey at TehranAll together, my e-portfolio demonstrates me as a professional who's looking in the direction of her destiny and who has many dreams to reach. Not best have I won technical skills, but I've learned the way to express myself as a serious pupil and a tough worker. The extraordinary sections of my e-portfolio made me comprehend the critical things about how I see myself starting at Tehran, how I see myself now and in my destiny. My enjoy with e-portfolio at Tehran has made me see greater of whom I need to be and the way I can accomplish my goals.

E-portfolios can be used for different functions which could shift as college students move via their programs. This network college scholar consciously (with teacher guidance) commenced with self-exploration and [removed]the “about me” phase of her E-portfolio), transferring on to communicating her mastering and academic dreams to her family. Finally, she emphasised professional aspects of learning by way of posting her most valued work from her primary to symbolize her vast achievements and studying over time. This essay shows impressive development and self-attention as the student takes manipulate of her personal, academic, and professional planning and accomplishments.

4-

I sense that the system has superior my information of the overall higher training experience I actually have constantly felt careworn and indignant by the dearth of connection among my general education requirements and my core department necessities. I think that the e-portfolio is a first-rate manner to hyperlink the two styles of classes that you take for the duration of a while at this school. I am a very visual person and the template of the e-portfolio became smooth to observe and it genuinely helped to acquire the goal of linking my personal work to my personal goal. I also consider that this method become very empowering for me. It is easy to get discouraged with paintings which you complete at some stage in training due to the fact you whole a paper, receive a grade, and then that paper is without a doubt saved in a folder to your computer. This technique helped me to appearance back at the work that I had finished in prior instructions and region more cost on the work that I had created. I turned into capable to value the work due to the fact each task that I whole I even have taken one step closer to finishing a personal or professional goal of my own. It was encouraging to peer that I become no longer attending classes simply to receive a piece of paper that

pronounces I graduated from university, I was attending university for my own non-public and professional growth.

The student who wrote this declaration has realized a range of benefits from the E-portfolio experience. The integrative feature is highlighted in the feedback approximately connecting general education requirements with mastering inside the major. The structure and even the appearance of the portfolio template helped to organize the student's questioning and enhance his educational planning—"linking non-public work to my personal goal." There is the conclusion that through creating a collection of completed assignments and looking returned through the gathering for coherence and meaning, one better understands progress toward dreams and learns to realize the work. Finally, there is the very powerful realization that going to university is approximately greater than the degree—the mastering is important and, upon reflection, makes sense.

5-

I didn't comprehend the importance of the work I was doing... all the talents I changed into learning while doing research.... When I had a threat to mirror on it and became requested to explain happiness to others in my e-portfolio, I found out that I had learned plenty extra than I thought. I turned into so targeted on moving into commercial enterprise school, that if I had no longer had the space to forestall and mirror on my experiences, I would have by no means known how I definitely received from the entirety I accomplished my first year.

Reflection can be an awakening for students and serves to clear what that means from experiences. Indicating a performance on a musical instrument of different quality, a teacher of one of the institutes as quickly as said "there's gold in that gravel." Reflection is like panning for gold, locating the precious nuggets from a number of the gravel of every day campus experience. Even for university students with a focus on goals, as regarded to be the case for this student, pausing to reflect proved to be important to creating valuable gaining knowledge of aware and much more likely to be used within the future.

They had no problem listing sports on and on-off campus as properly as publications that had been essential to them. The project turned into in extracting which means from their work and the way they could satisfactory connect, certainly produce, their modern-day goals, non-public philosophy and a coherent knowledge of the understanding and competencies they possessed. These college students met the project largely through a process known as generative interviewing (a way of knowledge retrieval that is part of the E-portfolio process) wherein they had been guided and found out to guide every different to extract meaning and connection. The college students who have participated in those early pilot publications have described them as "transformative." The independence and velocity of studying of those students are noteworthy and it'd be particularly interesting to research whether or not subsequent agencies of leaders gain in similar methods from their portfolio experiences. This teacher also notes that these students have stronger their potential to transfer mastering to new situations. Teachers, of course, are responsible for designing and assessing the assignments that may be covered in college students' E-portfolios. Considered from a gaining knowledge of-centered perspective,

assignments define effects through what we ask students to do, foster outcomes at some point of the procedure of being finished, provide opportunities for formative and/or summative assessment, and generate records on pupil studying that can be analyzed for methods to improve scholar mastering.

Given the time and effort spent by instructors and students alike on assignments, it makes experience to get as a great deal out of every piece of pupil paintings as possible. From what students write about looking at their very own paintings in E-portfolios, it's far clear that they are able to maintain to analyze from assignments through guided reflections even after the assignments have been completed and graded. Teachers, programs, and institutions also can study about student achievement through reflecting and assessing pupil assignments sampled from E-portfolios. If what we want is to deepen studying and to facilitate switch of knowledge, for the first time, E-portfolios provide an approach that permits college students to archive their paintings over time. The vital element is that they also use the ones artifacts for intentional and promoted reflection that helps to connect the mastering across publications and disciplines and to their own lives and passions. In this way, E-portfolios grow to be a scaffold of studying reviews from the curriculum and the curriculum that scholars use to illustrate and articulate the increasing sophistication and complexity of their expertise and thinking at some point of their educational career and beyond.

6. CONCLUSION

A digital portfolio requires a fragment of the physical storage area wanted for a broadcast portfolio. It can be stored on a difficult drive, website, CD or other external garage device. An E-portfolio can be emailed to potential employers, is straightforward to duplicate and does not show wear and tear like published materials. Electronic portfolios also can be greater with sound, snap shots and interactive elements. Among the cons, software conflicts whilst viewing files are a capability problem with E-portfolio, as are huge file sizes which can overwhelm a capability employer's electronic mail account. An E-portfolio can also be tough to use all through a job interview in case you do not have get admission to a computer. Finally, in case your work isn't always already in electronic form, it will want to be scanned and formatted for inclusion on your E-portfolio.

When students enroll in institutes, maximum do no longer consider being liable for their own studying. They trust that, somehow, instructors make them analyze or, in a few cases, save you from studying. Many even see assignments, required courses, and assessments as boundaries to get around at the manner to their ticket to the future—the degree. While there has been talk for decades approximately teachers transferring from “sage at the stage” to “guide at the side,” E-portfolios are growing as a teaching/studying context where that is in all likelihood to happen. The practices related to E-portfolio—e.g., designing “authentic” assignments, the use of engaging and energetic pedagogy, periodic self-, peer- and teacher-formative assessments, and requiring students to reflect on their learning—help to transport each teacher and students right into a teacher/learner courting where “guiding” honestly works. Emphasis shifts from handing over content toward training and motivating college students as they are attempting to solve problems which can be of real interest to disciplines, professions, or communities. While additional studies will be completed on E-portfolios in step per se, there is already promise in the fact that properly E-portfolio programs use a mixture of practices already shown individually to

be powerful in helping college students learn (see, for example, studies on such practices in Bransford, Brown, and Cocking [2000]). E-portfolios are gaining assist as a way for college students, faculty, applications, and establishments to learn, assess, and improve through a mutual consciousness on the work that students entire over time—paintings that may both facilitate and report more than a few ambitious gaining knowledge of outcomes.

REFERENCES

- Abrami, P. C., & Barrett, H. (2005). Directions for research and development on electronic portfolios. *Canadian Journal of Learning and Technology*, 31(3), 1-15.
- Alawdat, M. (2013). Instructional design model for well-structured and ill-structured problem-solving learning outcomes. *Educational Technology Research and Development*. 45(1), 65-94.
- Andre, K. (2010). E-portfolios for the aspiring professional. *Collegian*, 17(3), 119- 124.
- Baird, D. E., & Fisher, M. (2005). Neomillennial user experience design strategies: Utilizing social networking media to support "always on" learning styles. *Journal of Educational Technology Systems*, 34(1), 5-32.
- Barrett, H. (2001). Electronic teaching portfolios: Multimedia skills + portfolio development = powerful professional development. Proceedings of the Society for Information Technology and Teacher Education International Conference (pp. 1111-1116). ERIC Document Reproduction Service No.ED 444 514.
- Butler, P. (2006). A review of the literature on portfolios and electronic portfolios. Retrieved from <https://eduforge.org/docman/view.php/176/1111/ePortfolio%20Project%20Research%20Report.pdf>
- Baturay, M. H., & Daloğlu, A. (2010). E-portfolio assessment in an online English language course. *Computer Assisted Language Learning*, 23(5), 413-428.
- Bergman, T., (1999). Feasible Electronic Portfolios: Global Networking for the Self-Directed learner in the Digital Age, Retrieved January August, 2010 from the World Wide Web:// www.mehs.educ.state.ok.us/portfolios/why-digital-portfolios.html
- Bransford, J. D., A. L. Brown, and R. R. Cocking, eds. 2000. *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burstein, J. (2004). Automated essay evaluation: The criterion online writing service. *Ai Magazine*, 25(3), 27.
- Chang, C. C. (2008). Enhancing self-perceived effects using web-based portfolio assessment. *Computer in Human Behavior*, 24, 1753-1771.
- Chen, M. K. (2013). The effect of language on economic behavior: Evidence from savings rates, health behaviors, and retirement assets. *American Economic Review*, 103(2), 690-131.
- Chang, C. C., Tseng, K. H., Yueh, H. P., & Lin, W. C. (2011). Consideration factors and adoption of type, tabulation and framework for creating e-portfolios. *Journal of Computer and Education*, 56(2), 452-465.
- Cooper, T., & Love, T. (2007). Electronic portfolios in e-learning. In N. Buzzetto-More (Ed.). *Advanced principles of effective e-learning*. Santa Rosa: CA. Informing Science Press. Australian Association for Research in Education Conference papers, Retrieved January12, 2010, from the World Wide Web: [http:// www.aaredu.au/01pap/coo01346.htm](http://www.aaredu.au/01pap/coo01346.htm).

- Creswell, A. (2000). Self-monitoring in student writing: developing learner responsibility. *In ELT Journal*, 54(3).235-244.
- Goldman-Segall, R. (1998). Points of viewing children's thinking: A digital ethnographer's journey. Routledge Psychology Press, Mahwah, NJ: Lawrence Erlbaum Associates.
- Kirkpatrick, J., T. Renner, L. Kanae, and K. Goya. 2007. *Values-driven ePortfolio journey. Final report*, Kapi'olani Community College, University of Hawai'i.
- Kuh, G. D. 2008. *High-impact educational practices: What they are, who has access to them and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Labissiere, Y. & Reynolds, C. (2004). Using reflective portfolios to enhance student learning. *Creative College Teaching Journal*, 1(1), 49-61.
- Lockyer, L. & Patterson, J. (2008). Integrating social networking technologies in education: A case study of a formal learning environment. Eighth IEEE International Conference on Advanced Learning Technologies, Santander, Spain. Retrieved from <http://ro.uow.edu.au/edupapers/73/>
- Lopez-Fernandez, O., & Rodriguez-Illera, J. L. (2009). Investigating university students' adoption to a digital learner course portfolio. *Computer & Education*, 52, 608-616.
- Mason, R., Pegler, C., & Weller, M. (2004). E-portfolios: An assessment tool for online courses. *British Journal of Educational Technology*, 35(6), 717-727.
- McDonald, B. (2012). Portfolio assessment: Direct from the classroom. *Assessment & Evaluation*, 37(3), 335-347.
- Ritzhaupt, A. D., Singh, O., Seyferth, T., & Dedrick, R. (2008). Development of the electronic portfolio student perspective instrument: An e-portfolio integration initiative. *Journal of Computing in Higher Education*, 19(2), 47-71.
- Savery, J. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 2-20.
- Yasser, A. (2002). Portfolio assessment: Motivating ESP students to write better through continuous assessment. In Troudi, S., Riley, S., & Coombe, C. (Eds.), *EFL Challenges in the New Millennium*. TESOL Arabia 2001 Conferences Proceedings Vol.5.