Issues and Challenges of E-Portfolio in Micro Teaching Class: Students' Perspectives

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Abstract

Technology and innovation are forging ahead the demand of tomorrow's teachers to use technology critically and reflectively. In the era of modern technology self-access learning can be done through online. This means internet has become a popular medium for online educational information retrieval (Hambali, 2016). The use of E-portfolio, specifically in micro teaching class therefore might be one of the solutions to prepare better English student teachers before they face the real world of teaching. This study examines the issues and challenges that have been revealed after the E-portfolio implementation. The E-portfolio was designed to ensure an assessment focus on student learning through intentional teaching practices and the systematic collection of teaching artifacts. The participants involved in this study were the English student teachers enrolling in microteaching class. The A and B classes are chosen purposively as only that class applies microteaching in the morning regular sessions. The number of English student teachers as the participants of this study is fifty-two. However, not all participants were included due to the research feasibility. Some Issues due to the quality of E-portfolio gave clear insights of what the English student teachers expect from the product and how it can be developed more to meet their needs as prospective teachers. The challenges found in its implementation are from the overload informations that can make the English student teachers easily overwhelmed with the excessive, disorganized information in the electronic form, moreover how to use the technology effectively is away challenging.

Keywords: assessment, e-portfolio, English student teachers, micro teaching, perspectives

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