



## Students' Perspectives on Using E-portfolio for Tertiary-level Academic Writing

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### Abstract

This study investigates student perceptions regarding the implementation of electronic portfolios (e-portfolios) in tertiary-level academic writing courses. Utilizing an experimental research design, the study compares the effectiveness and student experiences of e-portfolios against traditional paper-based portfolios within the L2 writing classroom. The research was conducted on two homogeneous groups enrolled in the "English Composition and Communication Skills" course, where variables were kept constant to ensure comparative accuracy. While one group utilized paper-based portfolios, the other group integrated e-portfolios as a core component of their formative assessment. A mixed-methods approach was employed for data collection and analysis. Quantitative data were gathered through a five-point Likert scale questionnaire administered at the end of the semester, while qualitative insights were obtained through focus group discussions (FGDs) using semi-structured frameworks. Quantitative results were processed using Stata statistical software, whereas FGD data underwent a rigorous process of transcription, translation, thematic coding, and categorization. The findings indicate that students using e-portfolios demonstrated superior organizational skills and were better prepared for examinations, despite encountering initial technological hurdles. Ultimately, the research highlights the positive impact of digital tools on student preparation and learning trajectories, offering significant implications for the future of formative assessment in higher education.

**Keywords:** E-portfolio, Academic writing, Composition, Tertiary education

**Acknowledgments:** The author expresses sincere gratitude to the university and the respective departments for providing the necessary facilities and a supportive academic environment that facilitated this research.

### For citation:

Fatema. K., A. Amanat., M. N., Mobtasin, M. M. S. (2026). Students' Perspectives on Using E-portfolio for Tertiary-level Academic Writing. *Journal of Digital Learning and Distance Education*, 24(11), 2009-2019. <https://doi.org/10.56778/jdlde.v4i11.680>

### Introduction

The education at the tertiary level in Bangladesh faces a significant number of challenges due to the coexistence of scarce resources, large class sizes, and increasing demand of technological

integration in the classroom. According to the research of Rahman et al. (2019), these particular obstacles hamper the delivery of quality education, specifically in English as a second language (L2) instruction. These issues significantly impact the effective teaching and learning, particularly in the context of English as a second/foreign language (L2/EFL) instruction. Evaluating the formative assessment and providing feedback in a conventional approach, including maintaining paper-based portfolios, can be tedious, less interesting and unengaging for students. In addition to the challenges posed by traditional assessment methods, many students in Bangladesh struggle to achieve the desired level of proficiency in writing, particularly in the context of EFL. As (Rahman et al., 2024) highlights in her study on writing challenges in the EFL context of Bangladesh, "students are far from achieving such expected writing skills, and now educational institutions are trying to find an effective solution" (p. 30). (Taye & Mengesha, 2024) points out that while students begin learning writing-related skills at the primary level, the instruction provided is often insufficient to enable them to construct meaningful sentences in English. She notes, "Primary level education is not enough to enable a student to write different meaningful sentences in English, and students learn that from the secondary level" (p. 30).

In this era of technological advancement, as Barrett described, e-portfolios allow students to document their work, achievements, reflect on their experience, and demonstrate the development of their knowledge and abilities in a structured, organized platform. It has been acknowledged that e-portfolios can improve learning by encouraging autonomous learning, self-reflection, and digital literacy (Slepcevic-Zach & Stock, 2018). Therefore, by leveraging technology, e-portfolios might become the key in managing large class sizes and scarce resources more effectively, offering a more interactive and accessible way for students to showcase their work and track their progress, especially in L2 instruction.

Formative assessment using technology is necessary to minimize the shortcomings of the existing practices in Bangladeshi EFL writing classes. The situation becomes more complex at higher levels of education, where students are expected to write more sophisticated texts. (Dinsa, 2023) observes that "at the higher education level, students ought to achieve more sophisticated writing skills, and that requires a deep understanding of some related issues" (p. 33). However, she points out that this is often hindered by factors such as limited class duration and a scarcity of senior teachers who can effectively guide students in developing their writing skills. According to (Cheng & Zhang, 2022), "there's a scarcity of senior teachers in universities, which is more acute in private universities" (p. 33).

Furthermore, she emphasizes the importance of engaging experienced teachers in teaching writing skills and providing adequate time for teachers to review and provide feedback on students' work. (Sulistyo et al., 2024) concludes that "universities must engage senior teachers like Associate Professors or Professors in English language courses" (p. 35). In such situations, we require not only efficient classroom facilitators but also trained examiners and feedback providers. Thus, these observations highlight that it is necessary to teach writing skills in a holistic approach which transcends beyond the increasing class time. It promotes to create an environment which inspires students to think analytically and creatively. Those critical thinking will be guided by the necessary support and feedback of experienced educators. Educational institutions can better prepare their students' writing skills to be succeeded academically and professionally by addressing these challenges. This study aims to investigate the perception of the students towards e-portfolios and to comparatively discuss their experiences of using traditional portfolios and e-portfolios in L2 writing classrooms in Bangladesh. While comparing between two experiences, it observes if e-portfolio scaffolds learning by providing accessibility to other learning tools and materials, e-portfolio enhances social learning experiences and e-portfolio helps in self-reflective learning with life-long impact.

This research is significant due to the scarce research on e-portfolios in Bangladesh, especially at the tertiary level. In the tertiary level education of Bangladesh, the integration and use of digital

tools and technology is still in the early stages. E-portfolios have already demonstrated their ability to foster deeper learning, reflection, and digital competencies in developed countries (Gutiérrez-Santiuste et al., 2022). Moreover, this study will describe how the students of Bangladesh perceive the effectiveness of e-portfolios in organizing, submitting, and reflecting on their essays (Yastibas & Yastibas, 2015), mentioned that e-portfolios facilitate reflective learning along with encouraging students to take responsibility of academic progress. It encourages students by engaging them in self-assessment and critical thinking. In L2 classrooms, this is important because reflection on skill development and overall progress shapes the acquisition of the language. By investigating these dimensions, the study attempts to contribute to the broader discourse on digital learning tools in L2 education, especially in environments like Bangladesh where the resources are limited. As (Meyer et al., 2010) highlight, the successful adoption of e-portfolios in educational settings depends on adequate technological infrastructure and support. This research can inform the policymakers and educators in Bangladesh about the potential of e-portfolios in order to enhance student engagement and learning outcomes while also addressing the need for improved digital infrastructure and literacy.

As (Shen & Chang, 2022) assert, “Students will not master these increasingly difficult skills in one first-year course.” Instead, there is a need to “determine how to permeate each student’s higher education experience with opportunities to reach deeper and deeper levels of learning”. This perspective highlights the importance of sustained, campus-wide implementation of e-portfolios to foster “deep, self-directed, lifelong learning”. The insights from this study will help in understanding how to effectively integrate e-portfolios in a developing country context to achieve these educational goals. The questions of this study are- To what extent do students use online materials and AI supports to scaffold their writing skills?; How does e-portfolio assist to enhance writing activities?; Which portfolio has potential to support lifelong learning?.

## Methodology

This study investigated a mixed method data following an experimental research design. One hundred and four undergraduate students of a private university participated in this study. The experiment took place in two separate semesters. In the first semester, the experimental group had 25 students and the controlled group had 23 students. These 48 students were from different departments of the university. In the second semester, we had 28 students in each group and all 56 students were from the Pharmacy Department. All these students were enrolled in course ENG102 (Composition and Communication Skills) which encompasses different types of composition, term paper, curriculum vitae, summary, paraphrasing, response paper, news report, movie review writing. The required quantity of writing ranges from 150 to 1200 words. This course had a 10% score for portfolio based continuous assessment. Therefore, the controlled groups used paper-based portfolios and experimental groups used e-portfolios. Moreover, the written copies are evaluated with feedback according to an assessment rubric by the same course instructor and teaching assistants. For the research purpose, drafts of only three academic essays (descriptive, comparative and argumentative) and their redrafts are considered.

According to the existing open-credit system of the university, thirty students from different departments may enrol themselves in one ENG 102 course anonymously. In this process, the course instructor, the researcher in this case, does not have prior information or preferences in selecting students. For the second semester, the researcher asked for two groups of students with similar backgrounds to keep possible variables constant, however, she still did not have prior knowledge of the individual students. Hence, the first semester’s groups were eclectic, yet homogeneous as they all completed their ENG 101 (Basic English course) as a prerequisite course. The second semester’s students are found homogeneous not only because of their prerequisite courses but also because of their academic background. Overall, in the normality tests, both portfolio (0.870 in attainment and 0.581 in mistakes) and e-portfolio (0.143 in attainments and 0.377 in mistakes) group of the first

semester had P-value more than 0.05. Similarly, the second semester students' normality tests P-value results are more than 0.05 as portfolio group had overall 0.870 in attainments and 0.581 in mistakes compared to the e-portfolio group with 0.143 in attainments and 0.377 in mistakes. In both semesters, P values are more than 0.05 which indicates a normal distribution of the participants.

At the end of the semester, students of Fall 2023 participated in a focus group discussion (FGD) and the students of Spring 2024 responded to a five-point Likert scale questionnaire which also includes two open ended questions. For analyzing the FGD data, the audio files were transcribed, colour coded, thematically categorized and aligned with the research questions of this paper. For analyzing the quantitative data, Stata statistical software has been used to find the percentage, mean and standard deviation of both the sections, and thus compared to find the differences.

## Results and Discussion

The findings of this study can be divided into two sections. The findings from the FGD and questionnaire focus on students' use of online materials and AI tools in their writing, the role of (e-) portfolio in their writing activities, and the students' willingness to use (e-)portfolio in the future.

### *FGD Result:*

Among 48 students, 20 participants from the controlled group and 22 participants from the experimental group contributed in the FGD.

### *Online materials and AI support*

Both portfolio and e-portfolio users used Google, online dictionary, ChatGPT, Grammarly, QuillBot, Google translate, Google Scholar for redrafting their essays. In addition to these, e-portfolio users extensively used Google sites, Google Docs for writing. One of the participants mentioned, "I asked for suggestions from ChatGPT and worked on the mistakes on my own." Using online platforms, e-portfolio users had better growth in their metacognition and ethical use of such online supports. When the question regarding ethical use was asked, e-portfolio users tried to rationalize why they used such applications. However, the paper-based portfolio users had an expression of guilt as they were using other supports and tools without the facilitators' permission. One of the e-portfolio users explained her view on using online supports as described in the following flowchart.

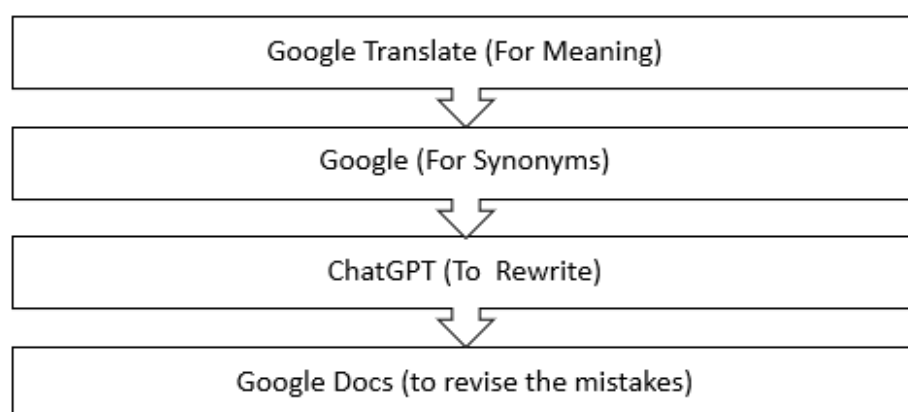


Figure 1. One of the e-portfolio users explained her view on using online supports

It can be observed that the student facilitates each step of her writing with the help of online supports and AI tools rather than blindly following the provided output of these tools. To predict the writing context of the next generation, it can be stated that use of online materials and AI tools will be impossible to restrict. E-portfolio or similar assessment tools may scaffold their learning from

different sources with better moral and ethical perspectives.

### *Assistance of (e-)portfolio*

Students expressed the problems they had during the semester and how they solved eventually alongside using the online assistance. They faced challenges in generating instant idea, constructing appropriate sentence, inferring conclusion, maintaining capitalization as well as punctuation, connecting ideas cohesively, rephrasing, formatting grammatically correct word, managing time, finding English equivalent of a word, writing correct spelling and so on. When they discussed these problems, they showed how self-reflective they had become. The experience of using different online platforms and re-evaluating their own progress made them think about their own state of development (Reyes-Millán et al., 2023). They also mentioned how they depended on rote learning in previous stages of learning and how much they supported the idea of being self-reliant in learning (Akpen et al., 2024). Participant 14 mentioned, “To be very honest, I used to memorize from Chowdhury and Hossain (a text followed for English grammar and composition writing till the Bangla medium higher secondary level of Education in Bangladesh) and wrote it in the examinations.” Peers of his discussion cohort supported as they did the same. After completing the course using e-portfolio, they learned about their mistakes in every step and followed different methods to solve it. Participant 11 said, “The way you are taking portfolio, by breaking down the content in little pieces, is smooth for submission and we do not feel the pressure.” Participant 12 agreed with him and added that simultaneous feedback and evaluation of improvement in each level was very helpful for them. Besides, e-portfolio helped in blended classroom implementation.

During Fall 2023 semester, Bangladeshi educational institutions faced challenges for political turmoil because of the forthcoming national election. During this time, onsite classes were uncertain considering students’ and teachers’ safety at road, and online classes were held with short-term announcements from the universities. Therefore, students with paper-based portfolio had a few scanned copies of composition draft in google classroom, a few in their emails, a few in google drives (Najjar et al., 2025). Because of this, they faced challenges to organize all the drafts and redrafts and submit it at the end of the semester (Gerlich, 2025). On the other hand, e-portfolio saved both time and energy of the students since they did not need to change their submission and feedback process (Derbaix et al., 2025). All of them had access to see each other’s drafts, so it helped them to learn from peers as well.

### *To support lifelong learning*

In both groups, though the number was very low, we found motivated students who intend to preserve their learning materials for future utilization. For everyone’s future learning, e-portfolio showed better potential as students cannot lose the soft copies unless they deliberately delete it from the folder in contrast to their experience of portfolio in the prerequisite course. Almost everyone appreciated the course learning materials as they thought the contents will help them in professional life or in standardized language tests like IELTS. One e-portfolio user said, “Other faculties (teachers) should add e-portfolio as it preserves my works and it has less possibility to get lost.” Moreover, a few students particularly mentioned how softcopies of their drafts could have made their learning easier. One particular paper-based portfolio user said, “Saving the hardcopies is a hassle. I do not even remember what I wrote in my first draft.” As most of them did not use their portfolio from the previous course and lost papers within the on-going semester, long-term/ lifelong use of such paper-based drafts is almost impossible. Finally, students mentioned different challenges of using e-portfolio as well (Ohme et al., 2024). They had problems in using email and document settings which they eventually learned (Jiao et al., 2025). They mainly talked about their unfamiliarity at the beginning of the semester which hindered their motivation (Oksanen et al., 2024). Based on this feedback, the second round of data collection started with a short training session on the form and functions of Google sites as e-portfolio.

*Survey Result:*

Among fifty-six participants, fifty-four students (26 in controlled and 28 in experimental group) participated in the survey questionnaire.

Table 1. Survey Questionnaire

| Variable                   | Portfolio  |       |           | E-Portfolio |       |           |
|----------------------------|------------|-------|-----------|-------------|-------|-----------|
|                            | <u>Obs</u> | Mean  | Std. Dev. | <u>Obs</u>  | Mean  | Std. Dev. |
| <b>Overall Experience:</b> |            |       |           |             |       |           |
| Very Good                  | 26         | 0.231 | 0.430     | 28          | 0.179 | 0.390     |
| Good                       | 26         | 0.538 | 0.508     | 28          | 0.679 | 0.476     |
| Average                    | 26         | 0.231 | 0.430     | 28          | 0.143 | 0.356     |

In addition to normality test stated in the methodology section, the input provided by the course instructor and the research assistants were similar as the groups had almost same satisfaction level for the overall course experience.

*Online materials and AI support*

Online materials and AI supported not only to improve writing sub-skills but also to manage submission time and to handle unexpected challenges.

Firstly, in the following table, we can observe two factors. One, both groups of participants utilized online materials to redraft the essays (as first draft was written as in-class activity) even though the e-portfolio group was only instructed to utilize online materials for submission. That means dependence on online materials and AI tools is inevitable in this time of extensive internet availability. Two, e-portfolio provided better opportunity to explore different other online platforms like Google Docs, Google sites, Google drive, online communication with teammates, sharing online files and computer skills. However, the e-portfolio users were more hopeful to preserve the documents for lifetime utilization.

Table 2. Documents for lifetime utilization.

| Variable                                                 | Portfolio |     | E-Portfolio |     |
|----------------------------------------------------------|-----------|-----|-------------|-----|
|                                                          | Obs       | %   | Obs         | %   |
| <b>Skills developed through portfolio:</b>               |           |     |             |     |
| Improvement of grammar                                   | 26        | 73% | 28          | 87% |
| Content organization                                     | 26        | 46% | 28          | 65% |
| Drafting and redrafting                                  | 26        | 78% | 28          | 73% |
| Using online learning tools                              | 26        | 64% | 28          | 77% |
| Using Google Docs                                        | 26        | 68% | 28          | 88% |
| Using Google Sites                                       | 26        | 23% | 28          | 63% |
| Organizing files in Google Drive                         | 26        | 65% | 28          | 71% |
| Looking for solutions to problems on different platforms | 26        | 46% | 28          | 54% |
| Working with teammates using online platforms            | 26        | 54% | 28          | 77% |
| Using Google Classroom                                   | 26        | 54% | 28          | 58% |
| Sharing online files                                     | 26        | 43% | 28          | 82% |
| Typing skills and editing soft copies                    | 26        | 46% | 28          | 50% |
| Preserving important files for a lifetime                | 26        | 38% | 28          | 54% |

Secondly, time management and portfolio submission process required coordination between

both the teacher and the students. In case of e-portfolio, the submission process was controlled step by step with each draft submission by the students. Therefore, separate submission was not needed if all the files were shared during drafts' submission.

Table 3. the portfolios before examination

| Portfolio                                                            |     |       |           | E-Portfolio |       |           |
|----------------------------------------------------------------------|-----|-------|-----------|-------------|-------|-----------|
| Variable                                                             | Obs | Mean  | Std. Dev. | Obs         | Mean  | Std. Dev. |
| <b>To Get Help of Portfolio Before Exam:</b>                         |     |       |           |             |       |           |
| Always                                                               | 26  | 0.346 | 0.485     | 28          | 0.321 | 0.476     |
| Mostly                                                               | 26  | 0.346 | 0.485     | 28          | 0.464 | 0.508     |
| Sometimes                                                            | 26  | 0.231 | 0.430     | 28          | 0.143 | 0.356     |
| Very Few Times                                                       | 26  | 0.038 | 0.196     | 28          | ...   | ...       |
| Never                                                                | 26  | 0.038 | 0.196     | 28          | 0.071 | 0.262     |
| <b>Faced problems in draft submission and organization:</b>          |     |       |           |             |       |           |
| Always                                                               | 26  | 0.077 | 0.272     | 28          | 0.036 | 0.189     |
| Mostly                                                               | 26  | 0.077 | 0.272     | 28          | 0.071 | 0.262     |
| Sometimes                                                            | 26  | 0.269 | 0.452     | 28          | 0.286 | 0.460     |
| Very Few Times                                                       | 26  | 0.308 | 0.471     | 28          | 0.464 | 0.508     |
| Never                                                                | 26  | 0.269 | 0.452     | 28          | 0.143 | 0.356     |
| <b>Necessity to use online site or app to improve writing skills</b> |     |       |           |             |       |           |
| Always                                                               | 26  | 0.192 | 0.402     | 28          | 0.250 | 0.441     |
| Mostly                                                               | 26  | 0.077 | 0.272     | 28          | 0.429 | 0.504     |
| Sometimes                                                            | 26  | 0.500 | 0.510     | 28          | 0.250 | 0.441     |
| Very Few Times                                                       | 26  | 0.192 | 0.402     | 28          | 0.071 | 0.262     |
| Never                                                                | 26  | 0.038 | 0.196     | 28          | ...   | ...       |

As it is found in Table 3, both the groups needed help from the portfolios before examination, but the paper-based submission faced more problems as the process was face-to-face and manual at the end of the semester. Almost 6% less students never/very few times faced submission-related challenges because of using e-portfolio. Lastly, during the second semester, universities continued online education for two weeks because of extreme heatwave in Bangladesh. This sudden change turned the onsite class assessment a blended one. Students with e-portfolio had not any disruption in their draft submission, peer feedback or teacher/teaching assistants' (TA) feedback (Almusaed et al., 2023). Nevertheless, the portfolio group scanned their papers and sent it to TAs and teacher, and had to print those before final submission.

Table 4. Portfolio group scanned their papers and sent it to TAs and teacher

| Variable                                                                                                   | Obs | Mean  | Std. Dev. | Obs | Mean  | Std. Dev. |
|------------------------------------------------------------------------------------------------------------|-----|-------|-----------|-----|-------|-----------|
| <b>Online submissions and feedback were not disrupted during the online class week (due to heatwaves):</b> |     |       |           |     |       |           |
| Strongly agree                                                                                             | 26  | 0.077 | 0.272     | 28  | 0.357 | 0.488     |
| Agree                                                                                                      | 26  | 0.577 | 0.504     | 28  | 0.321 | 0.476     |
| Neutral                                                                                                    | 26  | 0.231 | 0.430     | 28  | 0.250 | 0.441     |
| Disagree                                                                                                   | 26  | 0.115 | 0.326     | 28  | 0.071 | 0.262     |

Thus, e-portfolio enhanced the online learning experiences by adding additional technological skills and adaptability in a blended context.

#### *Assistance of (e-)portfolio*

Since portfolio is implemented in a writing classroom, it is important to explore to what extent

it has impact on students' writing.

Table 5. Assistance of (e-)portfolio

|                             | Portfolio  |      | E-Portfolio |     |
|-----------------------------|------------|------|-------------|-----|
|                             | <u>Obs</u> | %    | <u>Obs</u>  | %   |
| <b>What Learned:</b>        |            |      |             |     |
| Essay Structure             | 26         | 100% | 28          | 93% |
| Grammar                     | 26         | 42%  | 28          | 68% |
| Punctuation                 | 26         | 54%  | 28          | 71% |
| Usage of transitional words | 26         | 85%  | 28          | 79% |
| Sentence Structure          | 26         | 50%  | 28          | 50% |
| Different Types of Content  | 26         | 65%  | 28          | 43% |
| Organization                | 26         | 38%  | 28          | 50% |
| Others                      | 26         | 12%  | 28          | 32% |

If we compare the impact on students' writing skills, it is prominently visible (Table 5) that students with e-portfolio learned grammar, punctuation and organization with better satisfaction. Besides, they think e-portfolio can facilitate them 20% more than the portfolio groups in other skills.

Table 6. the e-portfolio not only assisted to improve their writing skills

|                        | Portfolio  |     | E-Portfolio |     |
|------------------------|------------|-----|-------------|-----|
|                        | <u>Obs</u> | %   | <u>Obs</u>  | %   |
| Writing Skill          | 26         | 58% | 28          | 64% |
| Overall English Skill  | 26         | 23% | 28          | 21% |
| Study Abroad           | 26         | 4%  | 28          | ... |
| Higher Study           | 26         | 4%  | 28          | ... |
| Research Paper Writing | 26         | 4%  | 28          | 7%  |
| Professional Writing   | 26         | 4%  | 28          | 7%  |
| Communication Skill    | 26         | ... | 28          | 4%  |
| Professional Skill     | 26         | ... | 28          | 11% |

In Table 6, students indicated that the e-portfolio not only assisted to improve their writing skills but also encouraged to contribute to better research paper writing, professional writing, communication skills and professional skills. At the end of the ENG 102 course, 71% participants accepted e-portfolio as an effective tool for writing whereas 42% participants thought paper-based portfolios are effective. From the response of the participants through questionnaire, it can be observed that students have become more self-reflective with the assistance of e-portfolio. In the questionnaire, students were asked to self-evaluate their writing in the prerequisite course of ENG 102 which is ENG 101.

In average, students evaluated themselves 3 out of 5 for ENG 101 course while their average evaluation about themselves in ENG 102 course was slightly higher at 3.5 out of 5. This indicates that students did not merely complete their self-evaluation out of obligation. The difference of 0.5 reflects the genuine student sentiment and they felt that through the use of e-portfolio, their writing skill has improved in ENG 102 course.

Table 7. Comparison of self-evaluation

| Comparison of self-evaluation |                 |                 |
|-------------------------------|-----------------|-----------------|
|                               | ENG 101 Writing | ENG 102 Writing |
| Mean                          | 3.321429        | 3.446429        |
| Median                        | 3               | 3.5             |
| Standard Deviation            | 0.7480132       | 0.7738706       |

### *To support lifelong learning*

According to students' responses, both groups had maintained paper-based portfolios in their previous writing course which indicates they have similar perceptions towards the formative assessment through portfolio. 32%-40% of them lost the paper-based portfolio, and only 6%-11% students (out of the rest 60%) intended to preserve the file until their higher study.

Table 8. the interest of maintaining and preserving of e-portfolio

| Variable                                               | Portfolio |     | E-Portfolio |      |
|--------------------------------------------------------|-----------|-----|-------------|------|
|                                                        | Obs       | %   | Obs         | %    |
| <b>Still have all the documents for the portfolio:</b> |           |     |             |      |
| Yes                                                    | 26        | 92% | 28          | 100% |
| No                                                     | 26        | 8%  | 28          | ...  |
| Indifferent                                            | 26        | ... | 28          | ...  |
| <b>Yes: how have you preserved</b>                     |           |     |             |      |
| PDF DOC                                                | 26        | 15% | 28          | 7%   |
| Bookshelf                                              | 26        | 12% | 28          | 4%   |
| File                                                   | 26        | 23% | 28          | ...  |
| E-File Notepad                                         | 26        | 19% | 28          | 11%  |
| Bag                                                    | 26        | 4%  | 28          | ...  |
| E-Portfolio                                            | 26        | 19% | 28          | 46%  |
| G-Drive                                                | 26        | 19% | 28          | 21%  |
| <b>Yes: how long will keep the portfolio</b>           |           |     |             |      |
| Until Graduation                                       | 26        | 15% | 28          | 4%   |
| Until Semester End                                     | 26        | 12% | 28          | 4%   |
| Until Coverup All Writing Mistakes                     | 26        | 19% | 28          | 7%   |
| Until 10 Years                                         | 26        | 4%  | 28          | 7%   |
| Forever                                                | 26        | 23% | 28          | 43%  |
| Until 5 Years                                          | 26        | 4%  | 28          | 4%   |
| Indifference                                           | 26        | 8%  | 28          | 7%   |
| Until Get a Job                                        | 26        | 12% | 28          | 14%  |

This table indicates that the interest of maintaining and preserving of e-portfolio for a lifetime is almost 20% more than the paper-based ones. Thus, e-portfolio has potential to promote better EFL writing skills as a lifelong platform in Bangladeshi tertiary-level educational context (Arafat et al., 2025).

## Conclusion

To summarize, both portfolios and e-portfolios present valuable support in enhancing the writing skills of students. However, both contain distinct strengths and limitations. Paper-based portfolios encourage students to be more engaged with the physical material while writing. However, students often find it difficult to organize and retain their drafts. As a result, it limits their ability to reflect on their earlier work and limits their lifelong learning. Additionally, the submission of traditional portfolios is difficult compared to e-portfolios. On the other hand, E-portfolios allow

students to have a more accessible and organized alternative to document, retain, and review their work. Even with the initial unfamiliarity with the platform, students were able to overcome the limitations to utilize the benefits of e-portfolios. In e-portfolios, the students were able to use digital tools to enhance their writing which is not so feasible in paper-based portfolios. Integration of e-portfolios in tertiary education, with ethical guidance and training, will maximize the learning outcomes of the students and prepare them to succeed academically and professionally.

### Conflicts of Interest

The authors declare no conflict of interest

### Funding

This research received no external funding.

### Author contribution

**Kaniz Fatema:** Conceptualization; Methodology; Software. **Mohammed Nur-A Amanat:** Data curation; Writing-Original draft preparation. **Munshi Md. Sadman Mobtasin:** Visualization; Investigation. **Kaniz Fatema and Mohammed Nur-A Amanat:** Supervision. **Munshi Md. Sadman Mobtasin:** Software; Validation. **Kaniz Fatema:** Writing-Reviewing and Editing. All authors have read and agreed to the published version of the manuscript.

### Declaration of generative AI in scientific writing

During the preparation of this work, the author used Google translate to improve the language, readability, and structure of the manuscript. After using this tool, the author reviewed and edited the content as needed and takes full responsibility for the final published article.

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