

# **“MY STUDENTS DO NOT PREPARE FOR THE ONLINE CLASS”: USING EPORTFOLIOS AS A FORM OF ASSESSMENT IN THE EFL FLIPPED CLASSROOM**

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## **1. RATIONALE**

One common educational trend in online teaching is the so-called “flipped classroom” (Turan & Akdag-Cimen, 2020). Despite the benefits this methodology brings, one of the biggest challenges teachers face is that students do not prepare for the class as the methodology presumes (Vuong & Lee, 2018). Given this situation, I propose the implementation of an E-Portfolio to assess students’ learning and to ensure students’ preparation for the flipped classroom.

## **2. CONTEXT**

This activity was developed with 16-17 year-old learners of Intermediate English doing an 8-week Online Business English course. The students received two synchronous lessons a week, each lasting 50 minutes. Before the lesson, the students had to do some preworkshop tasks, which were discussed in the synchronous class. All the course materials and classes took place on Microsoft Teams, which allows access to other Microsoft resources such as OneNote, where students kept track of their e-portfolio.

## **3. INNOVATIVE QUALITIES OF THE ACTIVITY**

Although many authors have documented students’ lack of preparation for the flipped classroom (Turan & Akdag-Cimen, 2020), none has offered practical solutions to this issue. The innovative part of using e-portfolio in flipped classrooms resides in that, besides allowing students to keep track of their learning by collecting the preworkshop tasks, it provides teachers some reassurance that students have prepared for the class since students show evidence of their work.

## **4. ACTIVITY GUIDELINE**

### **4.1 LEARNING OUTCOME**

Through this activity, students will be able to

- Reflect on the learning progress and gains from the course; and
- Track their own performance and development of tasks.

## 4.2 PROCEDURE

1. At the beginning of the course, explain the course objectives, structure, and methodology. Make sure students are aware they must do preworkshop tasks to discuss them in the class (For an example of the preworkshop tasks, go to <https://bit.ly/3qivTAv>). I have also found important to explain why you think following a Flipped Classroom methodology could be beneficial to them.
2. Once students have understood the methodology, explain to students that they have to keep a record of the preworkshop tasks, which will be their e-portfolio. Explain in more details what an e-portfolio is.
3. Establish a place where the e-portfolio will be kept. This can be discussed with students. Some options could be [Google Sites](#) (Cao, 2020) and [Blogger](#). In my case, I asked students to keep their work in their [OneNote](#), as they have experience using it. Another reason why I decided to use OneNote is because it is integrated on Teams, thus making all course components (materials, lessons, and assessment) unified in the institutions' Learning Management System.
4. Discuss what aspects of the e-portfolio will be assessed. I used a rubric (To see it, go to <https://bit.ly/3osl6qh>) which I explained to students so they are aware of what you are expecting from their work.
5. Describe the tasks students should include in their e-portfolio. I do not think this is a compulsory step; however, I decided to do it because I did not want students to include all of the preworkshop tasks, only those that related to case studies, giving opinions, or exercises related to the content of study (For an example of one of the tasks, see <https://bit.ly/33MGM8E>).
6. Remind students to keep track of their e-portfolio throughout the whole course and emphasize the importance of keeping it updated.

## 5. RESULTS

Students have shown a positive attitude towards e-portfolios. However, the impact of this activity on their learning has not been determined yet, as students are handing out their e-portfolios this coming week.

## REFERENCES:

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