ELECTRONIC PORTFOLIOS AS AN INNOVATIVE LEARNING TOOL FOR IMPROVING THE ACADEMIC PERFORMANCE OF FRESHMAN STUDENTS IN PHILIPPINE HISTORY: BASIS FOR STRATEGIC PLAN

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ABSTRACT

The pervasiveness of digital technology beginning the second half of the 20th century has been beneficial to education. It has transformed education into a more dynamic and learner-centered process by shifting the focus from traditional teacher-led instruction to approaches that prioritize student engagement, personalization, and active participation. By creating engaging, interactive, and adaptive learning environments, digital technology has made education dynamic. Digital technology has made education a more learner-centered one by empowering students to take ownership of their learning, promoting collaboration, and ensuring instruction meets individual needs. The given transformation in education requires innovative approaches in terms of monitoring, assessing, and improving the academic performance of students. One of these innovative approaches is the integration of electronic portfolios in enhancing the students' learning and academic performance. Tools that can serve as digital collections of students' academic work, reflections, and achievements.

Compared to traditional paper portfolios, e-portfolios are more accessible because they can be accessed and reviewed anytime with an internet connection (Lam, 2024). This flexibility empowers students to self-reflect, revise their work, and receive feedback from their teachers. As cited by Lopez-Cuesco et al. (2022) in Lorenzo and Ittelson (2005), e-portfolios promote active and reflective learning. Students engage in metacognitive processes that involve evaluating their progress, identifying areas for improvement, and setting goals for future development as students curate their work. Such reflective practice enhances self-awareness and deepens students' understanding of the connections between learning experiences. With the technological advancements and promising benefits of e-portfolios in education, there are educators who have shifted to using the latter in monitoring, assessing, and enhancing the academic performance of their students.

As educational institutions like schools continue to embrace digital tools, the integration of e-portfolios has the potential to modify practices on assessment and improve the overall academic performance of students. Given the promising contributions of e-portfolios, it is vital to examine the relationship between the use of e-portfolios and enhancing students' academic performance. This study explores the use of e-portfolios as an innovative approach in enhancing the academic performance of students. Specifically, this study aims to highlight the effectiveness of e-portfolios in encouraging self-reflection, promoting active learning, supporting personalized learning, and developing 21st century skills.

KEYWORD – Electronic Portfolio