

CHAPTER I

INTRODUCTION

1.1 Research Background

Adult learning, namely andragogy, has evolved as a learning paradigm in recent decades due to its rising popularity. The exponential growth and changing demographics of the adult student population have swayed a huge number of educational practitioners toward andragogy. Today's higher education institutions recognize the critical nature of self-transformation from pedagogy to andragogy (Abeni, 2020; Muduli et al., 2018; Simeon O. Edosomwan, 2016; Fornaciari & Lund Dean, 2014). In this rapidly changing world of technology, educators must involve adults in their own learning and appear to adhere to adult learning principles: incorporate interactivity into teaching whenever possible, look for opportunities to use case studies, brainstorming exercises, facilitated discussion, role-playing, problem-solving, and so on (Livingston-Galloway & George, 2020). Students require opportunities to create connections with subject relevance and relate learning to real-world situations to remain engaged in learning practice. Adult minds learn successfully only when they are motivated to find their area of expertise and are willing to expand their knowledge via interaction and acquiring essential information. They are proficient in their approach to education. Their learning goals and objectives, as well as their application of learning, are distinct.

Adult learners in higher education contexts prefer the andragogy instructional method (Kaddoura & Husseiny, 2021). Knowles' andragogy theory aims to emphasize the characteristics of adult learning. Adults, according to

Knowles (1978), are self-motivated and generally accept responsibility for their role in the learning process. As a result, adult education programs must incorporate this critical perspective. Andragogy has an effect on the associated uncertainties regarding the consequences of learning. Adults, for example, require an understanding of why they should study certain learning materials; adults require experiential learning; adults view learning as critical thinking; and adults learn best when the subject of instruction promotes self-confidence. In its true sense, andragogy indicates that adults place a greater emphasis on process than on judgment. Adult learners benefit significantly from strategies such as contextual analysis, role-playing, simulation, and self-assessment. Given andragogy's pedagogical inclinations, educators and students alike must accept their positions as co-facilitators rather than solo lecturers or students (Knowles, 1978).

While pedagogy, andragogy, and even heutagogy are all employed as principles and approaches to learning, the approaches differ slightly. Blaschke (2019) remarks that while pedagogy is concerned with children's learning, andragogy focuses on adult self-directed learning. On the other side, heutagogy emphasizes self-directed learning. Thus, this is the primary distinction among pedagogy, andragogy, and heutagogy. In other words, Agonács & Matos (2019) stated that in pedagogy, learners are reliant, but in andragogy and heutagogy, learners are self-directed. Moreover, both andragogy and heutagogy emphasize self-study, whereas the instructor determines what and how to learn in a pedagogical environment (Blaschke & Marín, 2020). Furthermore, Blaschke & Hase (2019) asserted that while learning is subject-centered in a pedagogical setting, adult learning is task- or problem-oriented in an andragogical context.

While under the heutagogical method, students apply their prior knowledge to solve problems. Also, another distinction between pedagogy, andragogy, and heutagogy is that in pedagogy, the instructor plays a highly active role, but in andragogy, the instructor performs a passive function as a facilitator. However, in heutagogy, the instructor cultivates the students' skills. Each of the three approaches is employed in the teaching and learning process and varies somewhat from the others (Blaschke & Hase, 2019a).

The learning process's effectiveness requires a compelling motivation to continue. Cochrane & Rhodes (2013) stated that in pedagogy, the learning process is often carried out without regard for the students' personal desires. It implies a degree of student responsibility for the learning process. On the other hand, in andragogy, they study because they perceive a need for a skill they must perfect. In heutagogy, students assume all responsibility for the learning process. While pedagogy is obviously focused on the curriculum utilized by each school, andragogy is goal-oriented and supports cross-disciplinary learning. Heutagogy encourages students to learn independently by confronting the future with uncertainty and complexity (Rasi, 2018). In pedagogy, motivation to learn originates from sources other than the students, such as parents, family, friends, and instructors. Andragogy originates within them, as their self-esteem will be boosted further if they succeed and conquer obstacles. Motivation is derived from their learning experiences in Heutagogy. Besides, in Pedagogy, the instructor becomes a source of knowledge during the learning process. In Andragogy, the instructor takes on the role of a facilitator of the learning process; in Heutagogy, the instructor takes on the role of a trainer, combining opportunities, context, external relevance, and

increased complexity. Sarkawi et al. (2019) remarks that because Heutagogy is not a continuation of Andragogy, it is more appropriate for use in post-secondary education. Someone who has completed formal education must be able to build on what they have learned in formal education facilities, as true knowledge is acquired more outside of school than within. In other words, Heutagogy teaches someone to continue learning throughout their lives.

Learning happens in situations in which well-developed teaching methods in higher education ensure that adult learners maximize their learning experience. The future will likely involve a pandemic-induced shift toward a hybrid age in which online and in-person research coexist. Besides, the spoon-feeding in learning is unsuitable for aspiring instructors or adult students seeking to advance their professions through learning. With this in mind, institutions would be prudent to increase their use of andragogy (student-centered) teaching techniques to optimize educational achievement in a future where students are less likely to be physically present in classrooms or lecture halls. The foundation of the andragogy approach to learning is a process-oriented approach rather than a content-oriented one. Eventually, students investigate, study, discuss, and cooperate in choosing the best solution to real-world circumstances rather than being provided with ready-made knowledge. The lecturer serves as a facilitator, assisting students in analyzing and resolving the difficulties they are presented with. This is related to the necessity for higher-order thinking activities, including autonomous thought, critical analysis, and reflective judgment and practice.

Andragogy is critical in assessing the quality of the learning process, particularly when it comes to teaching productive skills. Adult learners must be

involved in defining their own learning requirements and developing strategies for meeting those needs, according to andragogy (Bansal et al., 2020). Adult education should be active, not passive. Ozuah (2016) asserted that the appropriate andragogy method has a significant impact on the quality of a learning process. With the development of numerous educational theories, it is becoming clear that education not only channels knowledge and skills, but also comprehends knowledge, attitudes, and characteristics of skills in psychology that are addressed holistically.

The foundation of the andragogy approach must be synchronized with relevant assessments, whether process-oriented or outcome-oriented. Assessment plays a critical role in the teaching-learning cycle. Assessment for, assessment as, and assessment of learning are various ways instructors use to collect information and make judgments about student progress (Rathner & Schier, 2020). It also serves as an educator's endeavor to identify flaws and deficiencies in the learning process that has been completed or is still underway. Thus, Bright (2020) stated that in order for assessment to become a significant component of the learning process, educators must alter their perspectives on the assessment process. Schellekens et al. (2021) asserted that assessment for learning involves collecting information about student progress to identify what they know, what they need to learn, and how to support their learning. This type of assessment is used to identify students' strengths and weaknesses and to provide feedback to guide their learning. Assessment for learning can be formative, providing ongoing feedback to students throughout the learning process, or summative, evaluating student performance at the end of a unit or course. Moreover, assessment as learning involves students taking an active role in the assessment process, reflecting on their own learning and progress, and using

feedback to improve their work. In this type of assessment, students are encouraged to self-assess their work and monitor their progress, set learning goals, and evaluate their own learning strategies.

Assessment as learning helps students develop metacognitive skills, such as self-reflection and self-regulation, that can support lifelong learning. Furthermore, assessment of learning involves evaluating student performance against established learning objectives or standards. This type of assessment is often used to assign grades or determine whether students have met the requirements for a degree or certification. Assessment of learning can be conducted through various methods, such as tests, essays, projects, or presentations, and can be used to make decisions about students' academic progress, readiness for the next level of study, or suitability for certain careers. Assessment is an essential component of the teaching and learning cycle, and instructors must approach it with a growth mindset to ensure that it serves its purpose effectively. Whether it is assessment for, assessment as, or assessment of learning, instructors should strive to make it meaningful, relevant, and supportive of student learning. Through this approach, assessment can transform into a valuable instrument that not only enhances the learning process but also fosters students' academic and personal development.

In addition to altering their perspectives on the assessment process, educators must also pay attention to the feedback they provide to students, as it is an important component of the assessment process and can greatly impact student learning and growth. While delivering feedback by educators is a vital element of the assessment process, educators must pay particular attention to this component, given its considerable influence on students (Morrell, 2021; Simonsmeier et al.,

2020; Ani, 2019). Feedback is a critical component of the assessment process. It has a substantial impact on student learning and has been dubbed ‘the single most effective modulator of achievement improvement’ (Putri et al., 2021). The main objective of feedback is to communicate to students how their scores were determined, acknowledge and incentivize specific characteristics of their work, provide guidance on how to enhance their performance, motivate them to take action based on their assessments, and develop their capacity to monitor, evaluate, and organize their own learning (Ferdian, 2020).

In addition, feedback fosters critical thinking among students by encouraging them to reflect on their work and identify areas for improvement, enables them to view their learning in novel ways and derive greater satisfaction from it, and facilitates communication between educators and students. According to Gan et al. (2021) effective feedback from educators assists students in adjusting their learning strategies, helps educators adapt their teaching to meet student learning needs, aids students in becoming self-reliant and reflective learners who are better at evaluating their own work, encourages reflection, interaction, and discussion about enhancing learning, is constructive so that students feel compelled and motivated to improve, has consequences, and hence engages students through requisitions. When feedback is provided, understood, and acted upon, it can be highly advantageous. It is equally important for students to evaluate, discuss, and act on feedback as it is for the quality of the feedback itself (Ferdian, 2020). Through actively embracing feedback, students acquire valuable insights into ways to improve their learning experience.

Along with providing feedback to guide students on how to enhance their learning, assessment requires students to engage in reflective practice. This is especially essential when students are required to reflect on what they have learned in order to further solidify their belief in achieving the learning they are attempting. Since students who develop an awareness of the teaching and learning process increase their own potential for learning, the idea of reflection is central (Amhag, 2020), for it requires students to be aware of and articulate their thinking in order to ‘close the gap’ between what they know and what they need to learn. Luitel (2021) stated that reflective learners integrate new knowledge, connect it to prior knowledge, adapt it to their own needs, and convert thinking into action. They gradually increase their creativity, their capacity for critical thinking about information and ideas, and their metacognitive capacities (their capacity to think their own thoughts). Reflection is referred to as a ‘21st century’ or ‘transversal’ skill, as well as a ‘life skill. Numerous civilizations appreciate individuals who can reflect on and grow from their own ideas and experiences both within and outside the classroom. Besides, it is critical to be able to critically reflect on the work of others.

Self-assessment and self-reflection are highly effective ways of enhancing a student’s educational experience (Wang, 2017). Comprehension of the subject matter and the optimal strategies to acquire knowledge and improve learning outcomes is pivotal for students. Inclusion of assignments that promote critical thinking in relation to their work, techniques, and preferred modes of learning can facilitate identification of knowledge gaps or skill deficiencies, leading to the development of more autonomous learning, profound learning, and metacognitive skills. Students examine their work and reflect on their learning progress during

self-assessment and self-reflection. This encourages them to engage in and takes responsibility for their own learning.

In order to facilitate self-assessment and self-reflection, instructors can incorporate tools such as E-Portfolios, which not only allow students to collect and share their work, but also provide a platform for them to reflect on their learning progress and receive feedback. E-Portfolios enable them to save and share their work, reflect on their learning, and receive feedback electronically. Student accomplishments are acknowledged in this collection of art and the learning adventures they go on. Furthermore, e-portfolios can serve as a valuable tool for instructors to evaluate student learning outcomes and provide targeted feedback. Instructors can acquire valuable understanding of students' thought processes, learning encounters, and their strengths and weaknesses by examining the content and reflections contained within the e-portfolios. This allows them to provide more personalized guidance and support.

In addition, e-portfolios can also serve as a means for students to showcase their achievements and skills to potential employers or educational institutions. Through the presentation of an extensive assortment of their work, reflections, and feedback, students can showcase their progression and advancement over time, emphasizing their strengths and competencies. Moreover, e-portfolios can promote a more collaborative and interactive learning environment. When students share their work and reflections with their peers, they can gain valuable feedback and support, while actively participating in discussions and collaborations that enrich their learning journey. Incorporating e-portfolios into the curriculum can offer numerous benefits for students, instructors, and even future employers or

educational institutions. Through the facilitation of self-assessment, reflection, and collaboration, e-portfolios play a role in fostering a learning experience that is more engaging, effective, and meaningful.

Similarly to E-Portfolios, the use of Padlet can also provide students with a platform to showcase their work and engage in reflection, ultimately contributing to a more personalized and effective learning experience. Students can use this platform to collect their video, audio, pictures, and text to demonstrate the learning process and the end result. The instructor maintains control by observing students' work on the Padlet platform in accordance with the instructions, as shown by their work being displayed on the Padlet-wall. Capturing this learning journey enables them to reflect on their time management abilities, the assessment procedure, and the assessment task's ultimate conclusion. Students who have access to this online tool are more equipped to take ownership of their learning and apply feedback to future tasks. Due to the E-Portfolio's online aspect, students may carry their work with them throughout their educational journey, using it to assess, take notes, and reflect at any time, both in and out of the classroom. It is important for students to understand the educational journey that their instructors have planned for them in order to become independent and thoughtful learners. Becoming a capable reflective learner involves making their learning a more conscious process.

At the Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, the research study conducted within the context of the Advanced Writing course offered to fourth-semester students enrolled in the English Language Education Department. Notably, the course has been previously delivered in a virtual format, in compliance with the institutional guidelines necessitated by the Covid-19

pandemic. As a result, all instruction has been provided online, without any in-person instruction. The instructional approach utilized by the lecturer in teaching the Advanced Writing course is predominantly expository, which is characterized by a more instructor-centric orientation. However, the expository approach is supplemented with a contextual approach, known as CTL, which promotes knowledge construction through active interaction and interpretation with the students' environment. Throughout the learning process, instructors take on various roles, such as demonstrating, mimicking, narrating, conversing, questioning, or discussing real-world scenarios in the students' daily lives. These activities are then elevated to concepts that are studied and discussed in the context of Advanced Writing instruction. Notably, all learning processes are conducted in a virtual setting. Previously, the instructor conducted an assessment of students' performance in order to obtain a more comprehensive understanding of their writing skills in the course. The assessment was designed to evaluate the achievement of lecture objectives and the performance of all students through traditional performance assessment. Moreover, the instructor implemented a group performance assessment, aimed at evaluating the quality of teamwork and cooperation among group members throughout the learning exercises.

In addition to the aforementioned instructional approaches, the role of the instructor in teaching the Advanced Writing course has been substantially expanded and nuanced, particularly with the introduction of technology-based learning tools and the incorporation of heutagogical principles into the pedagogical framework. Firstly, the instructor assumes the role of a facilitator or guide in a technology-based learning environment. The instructor leverages a range of digital platforms and

tools, synchronous and asynchronous communication tools, online collaboration tools, digital content creation tools, and interactive multimedia, to create an engaging, flexible, and interactive learning environment. This enables the instructor to provide real-time feedback, monitor student progress, facilitate group collaborations, and personalize learning to the needs and interests of individual students. In terms of course content delivery, the instructor uses multimedia presentations and video lectures, which not only allows for visual representation of complex writing concepts but also fosters student engagement. To enhance interactivity and collaboration, the instructor promotes the use of online discussion boards, where students can share, discuss, and critique each other's writings.

Moreover, the instructor integrates technological tools in the assessment process, employing online quizzes, peer reviews via digital platforms, and e-portfolios to evaluate students' understanding, writing skills, and progress. It is also possible to track and assess student participation and engagement using digital analytics, providing a holistic picture of each student's learning journey. Secondly, in line with the principles of heutagogy or self-determined learning, the role of the instructor shifts from being the primary knowledge provider to becoming a learning coach or mentor. In this context, the instructor encourages students to take charge of their own learning, fostering learner autonomy, self-efficacy, and lifelong learning skills. This involves creating learning tasks and environments that motivate students to explore, inquire, and create knowledge on their own or in collaboration with peers.

The instructor guides students in setting their own learning goals, devising learning strategies, and assessing their own progress. This includes facilitating

student-led research projects, promoting reflective writing and self-assessment, and encouraging students to seek and use feedback for their improvement. Heutagogical strategies also involve creating opportunities for experiential learning, real-world application of writing skills, and exploration of diverse writing genres, styles, and contexts. As a result, the technology-based and heutagogical instructional approach amplifies the role of the instructor in stimulating higher-order thinking skills, fostering critical and creative writing skills, promoting collaborative learning and community building, and nurturing autonomous, self-regulated, and lifelong learners. The instructor, therefore, is not just a knowledge transmitter, but a catalyst for change, a facilitator of meaningful learning experiences, and a mentor who nurtures the holistic development of learners in the context of Advanced Writing instruction.

The University where this research is conducted does not have any specific guidelines regarding the platform to be used by lecturers for instructional purposes. Additionally, there is no current implementation of a Learning Management System (LMS) within the University. Thus, lecturers are at liberty to select the virtual learning platform that they deem most appropriate, given the range of available options. However, the Merdeka Belajar Kampus Merdeka (MBKM) initiative has underscored the importance of higher education, as detailed in Permendikbud No. 3 of 2020 on National Standards for Higher Education. This program has been designed to offer opportunities and challenges for students to develop their creativity, capacity, personality, and meet their needs. Moreover, it encourages students to cultivate their independence in seeking and discovering knowledge, including through virtual learning modes. The Merdeka Campus is an autonomous

and flexible higher education mode that encourages an innovative, unconstrained, and student-centered learning culture. The learning mode of the Merdeka Campus prioritizes student-centered learning, which is essential in developing their creativity, capacity, personality, and meeting their needs, as well as fostering their independence in virtual learning. Therefore, constructing a Padlet-Based Hybrid E-Portfolio Assessment Instruments could serve as a viable solution to aid students in achieving these learning objectives.

Virtual learning is intended to supplement traditional educational experiences. It does not attempt to duplicate them. Students can access materials and interact in ways that they would not or could not in a physical classroom. In the virtual learning mode, technology has become an integral aspect of the learning process. Almost every language lesson makes use of technology in some way. Language learning has benefited from the usage of technology. Instructors can customize classroom activities with technology, so boosting the language learning process.

Technology's usefulness as a tool to assist instructors in facilitating language acquisition for their students continues to expand. According to Taghizadeh & Hasani Yourdshahi (2020), technology provides language learners with an infinite number of materials. Rafiee & Abbasian-Naghneh (2021) stressed the need of learners locating relevant activities through the use of computer technology in order to be effective with language acquisition. According to Ahmadi (2018), learners can benefit from the utilization of appropriate technology resources. According to Yu & Zhang (2017), computer-based language exercises enhance learners' cooperative learning. Furthermore, Hajimaghsodi & Maftoon

(2020) state that computer-based activities give learners immediate access to relevant information and materials. They continue by stating that online resources push students to learn more. Moreover, Bakir (2020) argued that technology offers instructional materials and extends learning experiences into the world of learners.

Through the use of technology, learners was supplied with a wealth of genuine resources and encouraged to learn a language. Technology has always played a significant role in the teaching and learning process. It is a necessary component of the instructor's job since it enables them to promote learners' learning. When we discuss technological integration in education and learning, the term 'integration' is utilized. With technology pervasive in our daily lives, it is time to reconsider the concept of incorporating technology into the curriculum and instead focus on embedding technology into the teaching process to aid in the learning process. That is, technology becomes an inherent element of the learning experience and a major concern for instructors, beginning with the preparation of learning experiences and continuing through the teaching and learning processes (Lai et al., 2018).

In many universities, mobile technology, tablet devices, smartphones, computers, and laptops have become integral components of the teaching and learning environment (Zaza & Neiterman, 2019). Digital resources and the internet are increasingly recognized by instructors and university administrators as powerful tools that can enhance student motivation, engagement, and support for diverse learning styles, ultimately improving the quality of teaching and learning. It is now considered a necessity for instructors and universities to be technologically

competent, with effective utilization of resources and technology being a hallmark of quality institutions (Denan et al., 2020).

Instructors who embrace technology must also adapt their teaching approach. It takes on new roles such as adviser, facilitator, and coach. As a facilitator, the instructor establishes project objectives, provides guidelines and resources, and moves around the class to offer suggestions and support for student activities. Technology has altered the instructor-student relationship and created opportunities for new teaching strategies and engagement techniques, as well as more autonomy for learners. This has necessitated that instructors offer greater choices to learners to determine how to search for and use content.

Today, every student and instructor utilizes cutting-edge technology to facilitate virtual learning. The way students learn in their homes and classrooms has changed as a result of technological advancements. Students may now easily and quickly comprehend complicated concepts with the updated technological tools. Padlet is one of the cutting-edge technological tools that could be considered. Padlets, like whiteboards, enable students to take notes in a convenient spot. Mehta et al. (2021) stated that it enables students to collaborate on assignments by sharing links, photographs, videos, and other documents. Padlet, formerly known as Wall Wisher, is a free online bulletin board tool. It is used to give users with information on a variety of subjects (Kharis et al., 2020).

Padlet provides an array of features that facilitate versatile and engaging classroom activities. Among these features, users can enter information, record their voices, and add hyperlinks to enrich their contributions. Moreover, students can incorporate multimedia elements, such as images and videos, to make their

posts more visually appealing and interactive. Padlet enables users to customize their walls in multiple ways, including adjusting the background and selecting a theme. Furthermore, this platform offers various security options, such as private or public walls, password protection, and moderation. Instructors can easily monitor and manage the Padlet to ensure a safe and productive learning environment. With its flexible and secure interface, Padlet is a valuable tool for promoting collaborative and self-directed learning.

Padlet is a user-friendly online tool that has shown potential in facilitating effective learning experiences for students across age groups and varying levels of computer proficiency (Tao, 2018; Kim & Ryu, 2019). Through the utilization of Padlet's functionalities, instructors can construct an interactive environment where students can actively engage in conversations about the books they have read, thereby fostering the formation of book clubs within academic establishments. Research indicates that participation in book clubs stimulates students' curiosity, encourages the development of reading habits, and fosters a sense of community (Dunsmore et al., 2020; Clark & Rumbold, 2006). The multimodal nature of Padlet offers students opportunities to explore literary elements and engage in critical discussions about characters, themes, and narrative structures (Kist, 2012; Pandey & Mathias, 2017). Through the integration of visual elements, such as images and videos, Padlet facilitates multiple perspectives on a topic, enhancing students' comprehension and analytical skills (Mayer, 2009). Furthermore, Padlet supports the development of students' writing skills, enabling them to express their ideas effectively and engage in various forms of writing, including persuasive essays and opinion pieces (Vanderbilt University Center for Teaching, n.d.). Through the act

of sharing captivating excerpts from books and engaging in thoughtful reflections on their reading journeys, students can delve deeper into their comprehension and augment their metacognitive capacities (Schön, 1983; Harris, 2016).

Nadeem (2019) observes that Padlet fosters collaboration among students and promotes knowledge sharing. Empirical research by Wang et al. (2017) demonstrates that collaborative online tools like Padlet enhance student engagement, facilitate knowledge construction, and improve learning outcomes. Through the collection and exchange of ideas, students not only enhance their understanding but also develop the ability to approach a particular concept from multiple perspectives (Holzinger et al., 2019; Jonassen, 1999). Furthermore, research by Hsieh et al. (2020) highlights the positive impact of Padlet on students' writing skills. Through active participation in a diverse array of prompts available on Padlet, students can effectively enhance their writing fluency, organizational skills, and critical thinking prowess. Padlet's interactive and dynamic nature encourages active participation and continuous learning across various subjects (Chen et al., 2020). The versatile nature of Padlet makes it suitable for both review and extension activities, particularly in a mixed-ability classroom (Hamzah et al., 2018). Studies by Bergman et al. (2019) and Rankin et al. (2020) emphasize the inclusivity of Padlet as an adaptable tool for different learning contexts and learners of diverse abilities. Padlet provides an inclusive platform that supports personalized learning and accommodates the diverse needs of students (Watts-Taffe et al., 2018).

Institutions of higher learning employ a range of electronic portfolio (e-portfolio) platforms for various purposes. These platforms include free hosted systems, those integrated into institutional learning management systems (such as

Moodle, Canvas, and Edmodo), as well as open-source systems. Some of the commonly utilized platforms include Padlet, Brightspace, Carbonmade, Chalk & Wire, Behance, Foliotek, FolioSpaces, LiveBinders, Mahara, myEdu, Pathbrite, PebblePad, PortfolioVillage, Seelio, Blogger, Edublogs, PBworks (Wiki), Weebly, and Yola. Padlet, in particular, is an online tool that allows users to create and organize information through the creation of bulletin boards (Mehta et al., 2021). This learning canvas is versatile and can accommodate pictures, links, photos, and videos that can serve as digital documentation of student learning. Thus, Padlet is an effective tool for evaluating student progress, promoting self-reflection, and encouraging autonomous learning (Kharis et al., 2020). Despite its cost-effectiveness, Padlet has not been used extensively as an e-portfolio tool. As such, this study examines Padlet's potential for supporting e-portfolio development.

In higher education, the promotion of self-directed learning and student engagement is of paramount importance, and the utilization of electronic portfolio platforms, such as Padlet, can serve as an effective tool in aiding students to plan, curate, and reflect on their own learning progress. From a psychological learning standpoint, self-directed learning requires that students take responsibility for their own learning by planning and reviewing materials actively and participating in the reflection process before the final evaluation (Rashid & Asghar, 2016). Tekkol & Demirel (2018) describe self-directed learning as an individual's ability to recognize their learning needs, define their own learning objectives, identify necessary learning resources, and choose and use the most appropriate ones, with or without the assistance of others. Students must remain engaged in their studies during self-directed learning, avoiding distraction and lack of focus, as this may

negatively impact their learning achievement. Research has demonstrated that involving students in the learning process can enhance their concentration and concentration span, foster the cultivation of advanced cognitive skills, and facilitate authentic and significant learning opportunities. Instructors who adopt a learner-centered pedagogy are more likely to promote student engagement in their courses, leading to the successful attainment of course learning objectives.

In higher education, students' engagement with learning is vital to their academic development, as engaged students are self-motivated and take responsibility for their own learning, while those who are absent both mentally and physically cannot achieve success in their studies. This process is influenced by a range of factors, including student motivation, interest in the topic, and social connections, which interact in a cyclical manner. Furthermore, engagement is linked to other student qualities such as self-directedness, conscientiousness, and agency, according to research (Rivera & Garden, 2021). Bond et al. (2020) have emphasized that academic achievement is affected by students' engagement levels, which are determined by their effort, interest, strategic thinking, and constructive contributions to the lesson plan. Engaged learners are capable of regulating and adapting their behavior to specific settings to achieve their goals (Pedler et al., 2020). Students may direct their engagement toward goals they value or those that they believe others value, or they may engage in activities to obtain extrinsic rewards. However, the degree of intrinsic versus extrinsic value students place on the activity has a moderating effect on the depth of their engagement. Students are more likely to persist and devote extended attention to tasks of high value. Engagement may even involve an obsessive focus on the experience to the

exclusion of all other stimuli. When students are taught or instructed, engaged students act as agents by expressing their preferences, asking questions, and contributing in a variety of ways. Independent learning methods can help students develop their engagement skills.

The integration of e-portfolios has been found to be an effective strategy for promoting self-directed learning and enhancing student engagement. Notably, Beckers et al. (2016), found that students who participated in e-portfolio peer mentorship groups, with a focus on extracurricular activities, demonstrated a greater ability to direct their own learning and were more engaged in the process. E-portfolio technologies have been found to encourage students to take greater ownership of their learning and foster peer collaboration. Despite the documented benefits of utilizing e-portfolios in promoting self-directed learning, challenges related to implementation often arise when incorporating them as a formative pedagogical tool in the curriculum.

In order to confirm successful adoption of e-portfolios as a learning aid, it is important to solicit student feedback regarding their perceptions of these tools and their perceived effectiveness in promoting self-directed learning and enhancing the learning experience. Song (2021) highlights the importance of considering students' opinions when implementing e-portfolios. However, a notable gap in the literature exists regarding students' perceived value of e-portfolios in facilitating self-directed learning activities. The concept of e-portfolios was initially developed with the intention of promoting reflective practice, allowing students to document and monitor their learning progress, create a coherent record of their experiences, and enhance their self-awareness (Syzykova et al., 2021). Therefore, it is essential

to ensure that the implementation of e-portfolios aligns with their intended purpose and that their efficacy is evaluated through the lens of student perceptions.

The objective of higher education is to prepare students for the complexities and rapid changes in the world of work. To achieve this objective, pedagogies that integrate informal and formal learning and foster personalized learning are important. In this regard, educators have been challenged to rethink their use of traditional pedagogies to promote the development of self-directed learning skills and engagement. Heutagogy, which emphasizes self-directed learning, is a learning theory that effectively addresses this challenge by allowing students to choose what and how they learn. This theory is founded on the principles of the learning agent, capacity and self-efficacy, reflection and metacognition, and non-linear learning, and when combined with technology, it can be an effective instructional strategy for developing students' self-directed learning skills and engagement. The e-portfolio is a noteworthy example of this. As an assessment platform and tool, the e-portfolio encompasses the entire spectrum of self-directed learning, including both formal and informal learning, promoting critical elements of learning and reflection, and showcasing the learner's developed skills (Blaschke & Marin, 2020).

The Padlet-Based Hybrid E-Portfolio is an innovative type of E-Portfolio system that integrates multiple E-Portfolio types, including Showcase E-Portfolio, Learning E-Portfolio, and Assessment E-Portfolio, and is built on the Padlet platform. It is designed to assess virtual learning, particularly in the Advanced Writing Course. Despite technical limitations, the use of this system in virtual learning scenarios has been successful. However, the absence of a Learning

Management System (LMS) poses a challenge for virtual assessments. To address this issue, some lecturers have developed novel assessment models utilizing various platforms such as Schoology, Google Classroom, Google Form, Email, Telegram, and WhatsApp. However, the use of these platforms has revealed multiple flaws and limitations in each form of media. To overcome these challenges, this study aims to develop a more dynamic assessment instrument that complements existing course types. The study focuses on the design and development of an effective assessment instrument that can enhance virtual learning and provide a comprehensive evaluation of students' progress in the Advanced Writing Course.

E-Portfolios have gained significant importance in teacher education programs, particularly in the teaching of language skills, amidst the era of 21st-century learning that places a strong emphasis on the use of technology in education (Syzdykova et al., 2021). Integrating e-portfolios in the classroom has the potential to shift the learning experience from a traditional instructor-centered approach to a more student-centered one. It empowers students to take on a more active role in their education. In such a classroom setting, instructors become more than mere guides, while students engage more actively in the curriculum. This engagement is particularly rewarding for educators who witness students completely immersed in their studies. Ideally, a student-centered classroom should leverage a thoughtful combination of instructional technology and face-to-face interaction.

Due to the rapid advancement of technology, a plethora of educational resources that foster creativity, critical thinking, communication, and collaboration are now readily available to both instructors and students. This approach fosters inclusivity, the development of digital literacy skills, and expands learning beyond

the classroom's physical boundaries, thereby exposing students and instructors to new global communities online. This, in turn, instills global awareness, which is a critical component of 21st Century education. Students can enhance their college education and better prepare themselves for future academic and professional pursuits by integrating e-portfolios into the learning process, enabling them to access the finest available resources. Such resources include both new and traditional technologies. Therefore, teacher education institutions prioritize the use of technology-based e-portfolios to equip prospective instructors with the necessary skills to manage the multitude of online resources available today. The future will inevitably demand English instructors who are proficient, imaginative, and adept at utilizing technology. Initiating the utilization of e-portfolios allows future instructors to acquire knowledge about the various digital media options that can enrich the learning experience.

A preliminary study on English Language Education at the university level has emphasized the need for special attention to be paid to the Advanced Writing Course in terms of assessment. In such courses, students are expected to develop their competence in academic writing, such as writing a manuscript for publication, through continuous practice and independent effort. However, informal communication with the students and observations have indicated that students feel they need more time to build their writing competence. Therefore, it is important for instructors to provide adequate opportunities for students to express their originality through advanced writing exercises. While students have a firm grasp of writing theory, they argue that they require more room to develop their writing skills and produce more targeted works. Thus, there exists a balance between theory

and its practical application through writing competence. In this regard, technology plays a critical role in transforming knowledge and media into creativity via various available platforms. Students recognize the importance of writing skills as future instructors who must possess a comprehensive understanding of English language instruction. Hence, it is essential to create space for students to enhance their writing skills through virtual learning while balancing theory and practice of writing, specifically through the use of available technology such as e-portfolios. Moreover, students express the need for more feedback on their papers to identify errors and enhance their writing skills. These are valuable inputs for optimizing the Advanced Writing Course in the subsequent term.

During an informal interview with instructors, it was revealed that they were continuously exploring the best practices for teaching advanced writing courses in a virtual setting. While the current assessment pattern still follows the pre-existing pattern, instructors stated that they were still experimenting with the best approach to cultivate students' innovative, creative, and collaborative habits through the use of technology. Instructors did not rule out the possibility of providing constructive feedback to students, as they expressed reluctance in determining the assessment method for evaluating students' writing products. Currently, students are evaluated using a holistic assessment approach, in which their writing products are submitted and marked with numeric scores. However, the instructors' reluctance is based on the lack of constructive feedback provided to students, which inhibits their ability to improve their academic writing skills.

The reluctance of the instructors has led to the creation of a novel form of assessment model that can benefit EFL students in the Advanced Writing course by

providing them with additional opportunities to develop and showcase their abilities. Portfolios have emerged as a preferred alternative evaluation method for demonstrating students' progress, mastery, and performance. A portfolio is essentially a collection of student work that showcases their efforts, growth, and accomplishments in a particular field. However, with the advent of technology and the internet, portfolio assessment has undergone modifications and innovations in its appearance, usage, and characteristics, resulting in the emergence of a new type of portfolio: the e-portfolio.

An e-portfolio serves as a digital compilation of a student's work that aims to showcase their development and achievements. This compilation may encompass the student's reflections on their learning journey, as well as feedback from instructors, mentors, and peers on their performance. The advent of the digital era has revolutionized the learning environment, positively influencing classroom practices and shaping instructors' perspectives on evaluating and assessing student work. With the proliferation of the internet and computers, university lecturers are now afforded with additional opportunities to broaden students' horizons and expand their knowledge base. As such, an e-portfolio can be a valuable and effective tool in the assessment process, as it offers students a plethora of benefits.

Upon closer examination of the Advanced Writing Course, it becomes apparent that it employs a portfolio assessment mechanism. This assertion is supported by various justifications. Firstly, the instructors of this course are required to assess the students based on all of the assignments and work outputs that pertain to the evaluated performance. Moreover, students are expected to participate in analyzing their progress towards completing various activities and

identifying the changes that occur during the learning process. This expectation is founded on the notion that students are designated as adult learners who must be able to analyze their own progress. Furthermore, portfolio-based evaluations allow for students to be ranked according to their specific accomplishments, while also taking into consideration individual variances. This method provides a more comprehensive and personalized evaluation of each student's performance. Lastly, the implementation of a collaborative assessment process is another incentive for utilizing portfolio-based evaluations. This approach facilitates collective learning, allowing for students to provide feedback on one another's work, which can lead to increased engagement, motivation, and critical thinking.

Given the limited literature available, the purpose of this research is to enhance the Advanced Writing Course in teacher education institutions by introducing e-portfolio tools to facilitate a higher-quality learning process. Specifically, the e-portfolio instruments was technology-based, utilizing the Padlet platform. This mechanism enable students to collaborate on projects by posting their ideas on a shared wall, which can then be reviewed and discussed by instructors and students alike. Incorporating Padlets into the classroom setting can foster a climate where instructors inspire students to think in more innovative ways and actively engage in sharing their work with their peers. This can foster healthy competition among students, as they strive to construct the most compelling and innovative walls. Moreover, such activities provide students with the opportunity to develop their creativity while gaining the recognition and respect of their instructors. It is essential for students to engage actively in class in order to deepen their understanding and expand their knowledge. Utilizing e-portfolio tools like

Padlet enhances students' critical thinking and problem-solving abilities, while also fostering the development of collaborative skills.

According to a recent study, Padlet has been found to facilitate students' engagement in classroom activities more effectively than other tools. The application's features allow students to effectively pose queries and engage in discussions on complex academic topics with both their instructors and peers. Padlet serves as an excellent mechanism for keeping track of changes in the classroom. Instructors can employ this tool to track ongoing and forthcoming class themes and due dates. Moreover, students can enhance their vocabulary by writing new words on their boards every day, thus bolstering their academic performance. Therefore, it can be concluded that this technological tool not only provides students with up-to-date information but also aids in their academic advancement.

The literature on e-portfolios suggests that their impact extends beyond enhancing students' writing performance; they also facilitate self-directed learning and engagement with coursework (Ifinedo, 2017; Yang et al., 2016). While previous studies have shown that e-portfolios have numerous benefits for students' writing skills (Aygün & Aydn, 2016) and motivation (Ciesielkiewicz, 2019), these studies were not conducted in the context of the Advanced Writing Course for prospective English Teachers. Given that English is considered a foreign language in this country, it is necessary to employ different learning approaches. This highlights the need for further research and development aimed at creating e-portfolio instruments specifically for the Advanced Writing Course.

The study was conducted in Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, which is currently implementing a virtual mode of instruction.

Specifically, the focus of this research was on the Advanced Writing course, a mandatory course for English education majors in their fourth semester. The research encompassed the entire duration of one semester, from the commencement of the lecture until its end.

1.2 Research Problem Identification

- 1.2.1 The Advanced Writing course in Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar has transitioned to online-offline learning modes. It makes a substantial gap between the ideal learning environment and the reality experienced by students.
- 1.2.2 Limited time available for students to practice, reflect, and receive feedback on their language skills is a key concern in the hybrid learning environment.
- 1.2.3 Students desire a conducive learning environment for mastering Advanced Writing skills, recognizing its importance for academic, professional, and personal success.
- 1.2.4 The current online-offline learning structure presents challenges in time management and obtaining adequate feedback, resulting in disorientation during the transition between modes.
- 1.2.5 The online component increases workload, leaving insufficient time for practice and reflection, while limited opportunities for feedback impede progress in advanced writing.
- 1.2.6 Students express a preference for technology-based projects that enhance writing achievement, provide self-directed learning opportunities, and increase engagement.

1.2.7 Integrating technology into the learning process can help students navigate the online-offline structure, leading to a more immersive and interactive experience that promotes skill development.

1.2.8 A new approach for assessment is needed to meet students' expectations for technology-based projects and instructors' effort to demonstrate progress and performance in advanced writing.

1.2.9 The assessment should be technology-based, capable of presenting students' learning progress, improving advanced writing achievement, and providing self-directed learning opportunities and engagement throughout the writing process.

1.2.10 The use of a Padlet-based E-portfolio is necessary to fulfill the requirements of technology-based assessment in the hybrid learning platforms.

1.3 Research Scope and Limitations

This research is centered on the development and implementation of Padlet-Based Hybrid E-Portfolio Assessment Instruments in the context of an Advanced Writing course within a virtual learning environment in higher education. The primary focus is to address challenges faced by students related to time management, feedback, and engagement while also enhancing their academic achievement, self-directed learning, and overall engagement with the course. The study aims to promote student-centered learning and collaboration, fostering creativity, critical thinking, communication, and collaboration skills. The research involves fourth-semester undergraduate students at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, and its scope is limited to this specific group. The

study utilizes a design and development research approach. It incorporates various data collection instruments, such as questionnaires, document analysis, interviews, and tests. The analysis focuses on evaluating the impact and effectiveness of the Padlet-Based Hybrid E-Portfolio Assessment Instruments on multiple dimensions of the Advanced Writing course.

However, the research has certain limitations. The findings may be influenced by factors such as the sample size and the specific characteristics of the participants. The study's generalizability to other courses or educational contexts might be limited due to the specific focus on the Advanced Writing course and the use of Padlet as the technology platform. Additionally, the research does not explore long-term effects as it primarily aims to assess the immediate impact of implementing the Padlet-Based Hybrid E-Portfolio Assessment Instruments. Nevertheless, the research provides valuable insights into the potential benefits of integrating e-portfolios in higher education and promoting student-centered learning experiences.

1.4 Research Questions

- 1.4.1 What specific types of E-Portfolio Assessment are needed for the Advanced Writing course?
- 1.4.2 How can Padlet-Based Hybrid E-Portfolio Assessment Instruments be developed for the Advanced Writing course?
- 1.4.3 To what extent are Padlet-Based Hybrid E-Portfolio Assessment Instruments effective in enhancing students' academic achievement in the Advanced Writing course?

- 1.4.4 To what extent are Padlet-Based Hybrid E-Portfolio Assessment Instruments effective in promoting students' self-directed learning in the Advanced Writing course?
- 1.4.5 To what extent are Padlet-Based Hybrid E-Portfolio Assessment Instruments effective in promoting students' engagement in the Advanced Writing course?
- 1.4.6 What are students' perceptions of Padlet-Based Hybrid E-Portfolio Assessment Instruments in the Advanced Writing course?

1.5 Research Objectives

Based on the research questions presented above, the following research objectives are proposed:

- 1.5.1 To identify the specific types of E-Portfolio Assessment that are required for the Advanced Writing course.
- 1.5.2 To develop Padlet-Based Hybrid E-Portfolio Assessment Instruments for the Advanced Writing course.
- 1.5.3 To determine the extent to which Padlet-Based Hybrid E-Portfolio Assessment Instruments are effective in promoting students' academic achievement in the Advanced Writing course.
- 1.5.4 To investigate the extent to which Padlet-Based Hybrid E-Portfolio Assessment Instruments promote students' self-directed learning in the Advanced Writing course.

1.5.5 To evaluate the extent to which Padlet-Based Hybrid E-Portfolio Assessment Instruments promote students' engagement in the Advanced Writing course.

1.5.6 To examine students' perceptions of Padlet-Based Hybrid E-Portfolio Assessment Instruments in the Advanced Writing course.

1.6 Research Significance

This research is expected to have theoretical and practical significances as follow:

1.6.1 Theoretical Significance

The theoretical significance of this study is multifold. It impacts several areas of Teaching English as a Foreign Language (TEFL) and English Language Teaching (ELT) methodologies, as well as contributing to theories on digital pedagogies, self-directed learning, and engagement in higher education.

1.6.1.1 Traditional teaching methods are often focused on classroom-based, teacher-led models. This study, through the development of Padlet-Based Hybrid E-Portfolio Assessment Instruments, contributes a practical and innovative approach to TEFL and ELT methodologies. It proposes a more student-centered, technology-driven pedagogy, challenging the traditional structures of TEFL and ELT and offering a new framework for teaching writing skills to EFL learners.

1.6.1.2 The research theoretically enriches the body of knowledge on digital pedagogies by introducing and validating the use of Padlet as an e-portfolio tool. It potentially encourages other instructors to rethink and redesign their

teaching and assessment strategies, fostering the integration of more digital tools in the educational landscape.

1.6.1.3 The use of Padlet-Based Hybrid E-Portfolio Assessment Instruments underlines the principle of self-directed learning, thereby contributing to the growing body of research supporting this pedagogical approach. The study emphasizes the importance of students taking responsibility for their own learning journey, and the findings lead to more sophisticated theories about how self-directed learning can be facilitated and enhanced in a digital environment.

1.6.1.4 This study also explores the influence of Padlet-Based Hybrid E-Portfolio Assessment Instruments on student engagement in the Advanced Writing course. This can further substantiate existing theories of engagement in higher education. It offers new perspectives on how technological interventions can enhance the learner's interaction and engagement levels.

1.6.2 Practical Significance

In addition to the theoretical significance, This research carries a wealth of practical significance that hold potential transformative impacts on various stakeholders.

1.6.2.1 For Students

The Padlet-Based Hybrid E-Portfolio Assessment Instruments designed in this study pave the way for students to embrace a more self-directed and engaged form of learning. The use of these tools allows students to assemble a tailored

portfolio and showcases their academic accomplishments. This approach promotes reflection, deepening their understanding and grasp of course materials. The opportunity to self-assess is key in fostering self-guided learning and critical thinking. It encourages students to take a proactive role in their learning journey. This stimulates increased student engagement and motivation. It ultimately leads to enhanced academic performance and a heightened sense of achievement. The e-portfolio aims to serve as an instructive guide for students in writing manuscripts for publication. It utilizes the versatile platform of Padlet to create an interactive and organized learning experience. Upon entry, students are greeted with an introductory section that emphasizes the significance of manuscript writing in academic and research pursuits. The core of the e-portfolio consists of sequential sections, each dedicated to a specific step in the manuscript writing process. The e-portfolio guides students through the manuscript writing process for publication. It covers selecting a research topic, conducting literature reviews, choosing research methodologies, data collection and analysis, manuscript structuring, citation and referencing styles, language and style tips, peer review and revision, and the submission and publication process. To augment the learning experience, interactive elements like quizzes and discussion boards are integrated throughout the e-portfolio.

1.6.2.2 For Instructors

Instructors stand to benefit from the implementation of the Padlet-Based Hybrid E-Portfolio Assessment Instruments by streamlining their assessment processes. These instruments simplify exam creation, administration, and

evaluation, saving instructors valuable time and energy. The versatility of the tools facilitates both formative and summative assessments, freeing instructors to invest their resources into innovative teaching strategies. Detailed feedback, an inherent feature of the product, guides students' growth and development. Instructors can also employ the data tracking capabilities to refine the assessment format, improving its reliability and effectiveness. Hence, the Padlet-Based Hybrid E-Portfolio Assessment Instruments serve as a holistic solution for assessment management, enabling instructors to elevate their pedagogical practices and student outcomes.

1.6.2.3 For Academics and Researchers

The development of the Padlet-Based Hybrid E-Portfolio Assessment Instruments offers a significant contribution to academics and researchers looking to innovate in the area of educational assessments. This study provides a reliable benchmark for those interested in creating similar assessment instruments, particularly e-portfolio formats. The findings of this research offer valuable insights, suggesting additional components that could enhance the effectiveness of future assessments. Academics and researchers can extrapolate these insights, broadening their assessment frameworks to include a variety of student activities, assignments, and course integrations. This study, therefore, paves the way for further innovations in assessment design, propelling the evolution of effective tools that support students' academic success.

1.7 Novelty of the Research

This research introduces several novel and innovative contributions to the field of education. Firstly, it aims to develop new and advanced educational assessment instruments using the online platform of Padlet. This hybrid e-portfolio assessment instrument is specifically tailored for application in higher education, with a focus on the Advanced Writing course. The utilization of Padlet in this context represents a unique and novel application. Secondly, the research adopts a multi-dimensional evaluation approach. It allows instructors to gather and organize evidence of the pedagogical practices from diverse perspectives. This comprehensive approach sets the new assessment instrument apart from previous instruments, which have lacked such versatility. Thirdly, the integration of formative assessment into the instrument is an important aspect of this research to promote a supportive learning environment and enhance the learning outcomes. Furthermore, the Padlet-Based Hybrid E-Portfolio Assessment Instruments have a specific focus on promoting student engagement. The research seeks to create a platform that encourages regular interaction and collaboration among students, with the ultimate goal of enhancing student engagement. In addition to enhancing engagement, the research also emphasizes the encouragement of self-directed learning. The assessment instrument is designed to track students' ability to apply their acquired knowledge to new challenges and courses. It empowers them to take charge of their own learning. Another significant aspect of the research lies in its uniqueness in the literature. There is no previous studies have been identified that specifically focus on the development of Padlet-Based Hybrid E-Portfolio Assessment Instruments and their impact on students' achievement, self-directed

learning, and engagement. This research addresses a substantial gap in the literature. It contributes valuable insights to the educational community. Lastly, the specific context of application for the developed instrument is noteworthy. Its development and use in the teaching of English as a foreign language in higher education set it apart. It provides valuable perspectives and potential applications for language learning and teaching in diverse educational settings.

