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Beyond Traditional Lectures: Comparative Evidence on e-Portfolio Effectiveness for Student Performance in Economics

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Abstract

While traditional lectures often fail to promote deep understanding, the teaching portfolio offers a practical framework for meaningful learning by requiring students to document, reflect upon, and connect complex concepts. This study evaluates the effectiveness of e-Portfolios as a metacognitive tool within an Economics course. We conducted a quasi-experimental study (N=141) comparing two distinct pedagogical approaches. The experimental group (n=76) engaged in a Self-Regulated Learning (SRL) model via e-Portfolios, whereas the control group (n=65) followed a standard participatory lecture format. Initial homogeneity between groups was statistically confirmed (p>.05) through a diagnostic pre-test. Data collection involved validated perception scales (Cronbach's Alpha) and standardized academic assessments. Our findings show a clear performance gap: 73.7% of the portfolio group achieved over 90% of the learning objectives, compared to just 32.3% in the control group. Qualitatively, 94.7% of the experimental students reported enhanced creative capacity, a figure that dropped to 20% in the traditional setting. Independent samples t-tests confirmed that the portfolio group's academic gains were significantly higher, showing a robust effect size. Ultimately, although the portfolio demands higher student commitment and instructional effort, it proves more effective than standardized testing for internalizing economic theory. The results suggest that prioritizing process over final product fosters greater autonomy and a more durable connection with economics science content.

Keywords: Formative Assessment; Metacognition; Self-Regulated Learning; Student Engagement; Active Learning