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| Advantages  | Disadvantages  |
|---|--|
| <ul style="list-style-type: none"> <li>• offer global stories</li> <li>• demand for media tents/power/big-budget facilities</li> <li>• pull on generator</li> <li>• offer media people obstructions</li> <li>• provides global audience with the human face of disaster</li> <li>• intrusive in crisis operation</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Invisible journalists impede</li> <li>• Inaccessible for update</li> <li>• Blurry distinction of journalism</li> <li>• More media opportunities</li> <li>• mistakes</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Global audience better understand contextual information of the disaster</li> <li>• Journalists' analysis of the data may inform communication team too</li> </ul>   | <ul style="list-style-type: none"> <li>• Time to find and verify</li> <li>• Journalists demand for 'exclusive'</li> <li>• Time conflicts between journalism and help</li> </ul>  |
| <ul style="list-style-type: none"> <li>• disaster in context for global audience</li> <li>• Journalists kept safe</li> <li>• Globalisation of widespread damage emits sympathy from global audience</li> <li>• Possibly more financial donations</li> <li>• Possibly more inter-country help</li> <li>• Provides better community face of the disaster</li> </ul> | <ul style="list-style-type: none"> <li>• May annoy and scare people</li> <li>• Privacy concerns</li> <li>• Inexperienced pilots</li> <li>• Inability to identify hotspots</li> <li>• Need to provide power</li> <li>• Some journalists unaware of regulations or airstrip locations</li> </ul> |

### Disadvantages

- Many experts and experienced people say that, due to such technology in education, students' imagination is affected, their thinking ability is reduced.
- Also its sometime time-consuming from teacher's point of view.
- It is costly to install such technology.
- There can be health issues too when used over limit.
- Some students can't afford modern computer technologies



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### Advantages and Disadvantages of Eportfolio Implementation in Primary Education

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**Abstract.** The research presented in this article attempts to capture the views of teachers of elementary education about the advantages, disadvantages, difficulties and obstacles in the application of the portfolio as a rating and self-evaluation tool by the students. The survey, which constitutes the second part of a major research within the context of master thesis, was conducted in the second semester of 2016-2017 school year using anonymous written and electronic questionnaires, filled in by 215 elementary education teachers of all specialties from the first educational area of Athens. Most respondents are cautious about the benefits of using eportfolio, drawing attention to caution, lack of culture as barriers to its implementation, as well as basic problems such as lack of appropriate classroom infrastructure and the absence of eportfolio-related training.

**Keywords:** eportfolio; Student assessment; Advantages of eportfolio; Disadvantages of eportfolio

#### Introduction

Student assessment as well as the incorporation of ICT in education are a bet of all modern educational systems (Konstantinou, 1998). Eportfolio is an innovative approach of alternative assessment (Lorenzo & Itelson, 2005) which is based on ICT. Bibliographic research related to the eportfolio is reported: a) in theoretical part (Abrami & Barrett, 2005; Lorenzo & Itelson, 2005), b) The advantages of its using (Barrett & Knezek, 2003; Challis, 2005; Stradler & Wetzel, 2005), c) in case studies and applications at all levels of education (Sofos & Liapis, 2007; Papscharalambous, 2008; Papathanasiou & Manousou, 2011), sometimes using speciality systems (Nikolou & Georgopoulos, 2012; Sotopoulos, 2012; Stylianou, 2013) by simultaneously recording the views of everyone involved (Benesford & Cobham, 2011; Knight et al., 2006; Ritzhaupt et al., 2008; Tosh et al., 2005).

Regarding previous surveys, there are few documented surveys concerning the advantages and disadvantages on the difficulties and obstacles from using the portfolio (Coutinho & Bortentat, 2008; Parker et al., 2012; Apostolopoulos, 2012). This article attempts to bridge this gap.

#### Background

Eportfolio is an online collection of digital artifacts such as documents, photos, videos, music composition, presentations and soon (Abrami & Barrett, 2005) which are designed to support pedagogical processes and evaluation purposes. It is the electronic version of the portfolio. Its most important aspect that students decide what eportfolio will contain (Lorenzo & Itelson, 2005a). Eportfolio belongs to the alternative forms of assessment that have been developed as a counterweight to traditional methods, aiming at





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