







an alternative to enhance learning. What's more, it might be important to minimize students' time to adapt to a new learning environment and an attractive and user-friendly ePortfolio system which require minimal or no training is preferred. Also, developing a sense of belonging to the online community seemed to be key factors of demotivation, as well.

Last but not least, it would be important for HEIs to think about developing clearer instructions for reflective learning assignments and perhaps develop common directions for all. At present, different teachers have different practices and this may adversely affect students in the development their reflective habits.

The major limitation of this study is the subjective nature of this article. Recommendations are based strongly on the author's observation. Though supplement data is provided, the low response rate of the telephone surveys and small sampling size of the telephone interviews may not provide a very comprehensive picture of the issue. However, despite these limitations, it is hoped that by sharing this experience, discussions over ePortfolios could be further provoked.

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