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An investigation of the factors that influence engagement with CPD within e-portfolios used for accredited Higher Education course

Growing use of Continue Professional Development (CPD) e-portfolios

According to Poen (2012, p.330) “employability is an important issue and has become a major concern for both the government, universities and graduates.” To increase student’s knowledge and employability, the use of e-portfolios in higher education is constantly growing (Gibbs, J. et al., 2009, p.327; Tseng & Chen, 2012, p.163). Students are required to reflect on learning and CPD to provide e-portfolio evidence which may be assessed by either teachers and employers.

Students engagement with CPD e-portfolios

Engagement with Continue Professional Development (CPD) e-portfolios has been shown to improve graduate employability, when e-portfolios are in e-assessment. The study evaluates student engagement. For example, in a study of e-portfolios engagement (Emmett, 2011) found that, although students were encouraged to use e-portfolios for learning and employability, 87 percent of the students chose not to use the e-portfolio after completing an assessment task. “This suggests that students were strongly motivated by the assessment and not by suggested beneﬁts to learning and employability” (Emmett, 2011, p.114).

Purpose of the study

This research proposes to identify and analyse the factors that may influence engagement with CPD within e-portfolios, focusing on underlying discipline, technological (e-portfolios) and education. In particular, the level of engagement with e-portfolios and the challenges students are experiencing.

Research model

For the purpose of this study we develop and use a theoretical model (shown in Figure 2) which integrates the Technology Acceptance Model (TAM: Davis, 1986) and Task Technology Fit (TTF) (Goodhue & Thompson, 1995). Consequently, student’s Self-Efficacy (SE), Intrinsic Motivation (IM), Extrinsic Motivation (EM) and Social Influence (SI) factors. The model focuses on 5 different technology engagement aspects that may affect the use of e-portfolios for CPD, including students’ perception about the e-portfolio, fit between CPD tasks and e-portfolio functions, individual differences in self-efficacy, students’ intrinsic and extrinsic motivations, and social influences. Hypotheses are proposed, based on prior research and the model’s constructs which can then be used to undertake a study of sample students.

Research questions

What are the factors that influence students to engage with CPD within e-portfolios? Are they:

- Intrinsic Motivation (e.g., engagement)?
- Extrinsic Motivation (e.g., enjoyment)?
- Social Influence (e.g., teacher’s influence)?
- Self-Efficacy (e.g., person’s judgment of their capability to use e-portfolios for CPD)?
- Task Technology Fit (e.g., the match between the e-portfolio functions and CPD tasks)?
- Perceived ease of use and usefulness of the e-portfolio for CPD?

Figure 1. CPD e-portfolio and stakeholders

Figure 2. The proposed integrated research model and hypotheses
