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

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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 Poon (2012, p.330) "employability is an important issue for the government, universities and graduates." To increase student’s independence, learning and employability the use of e-portfolios in higher education is constantly growing (Geobe, 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 employees.

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 well-assessed and reflection is linked to student commitment. For example, in a study of e-portfolio engagement Emmett (2011) found that although students were encouraged to use e-portfolios for learning and employability, 97 per cent of 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 e-portfolios, focusing on the fundamental disciplines, technology (e-portfolio) and education. In particular the level of engagement with formal CPD and the choices students make are explored.

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) constructs, student’s Self-efficacy (SE), Intrinsic Motivation (IM), Extrinsic Motivation (EM) and Social Influence (SI) factors. The model borrows 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 the e-portfolio functions, individual differences in self-efficacy, students’ intrinsic and extrinsic motivations and social influences. Hypotheses are prepared 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 e-portfolios? Are they:
- Extrinsic motivation (e.g. employment)?
- Intrinsic Motivation (e.g. enjoyment)?
- Social influence (e.g. teacher’s influence)?
- Self-Efficacy (e.g. person’s judgment or his/her 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

Figure 3. The nature of CPD e-portfolios and stakeholders

Datasources: