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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.300) "employability is an important issue and has become a major concern for the government, universities and graduates." To increase student's employability and employability, the use of e-portfolios in higher education is constantly growing (Gerbic et al., 2009, p.327; Teng & 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 co-assessed they tend to increase 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, 67 percent of the students chose not to use the e-portfolio after completing an assessment task. "This suggested that students were strongly motivated by the assessment and not by suggested bene fits to learning and employability" (Emmett, 2011, p.114).

**Purpose of the study**
This study was designed to identify and analyse the factors that influence engagement with CPD within e-portfolios focusing on the fundamental disciplines, technology (e-portfolios) and education. In particular, the level of engagement with formative CPD and the choices students make are explored.

**Research model**
For the purpose of this study we developed and use a theoretical model (shown in figure 2) which integrates Technology Acceptance Model (TAM) (Davis, 1986) and Task Technology Fit (TTF) (Goodhue & Thompson, 1995) constructs, students' Self-efficacy (SE), Intrinsic Motivation (IM), Extrinsic Motivation (EM) and Social Influence (SI) factors. The model focuses on five different technology engagement aspects that may affect the use of e-portfolios by 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 developed 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: Extrinsic motivation (e.g. employability)? Intrinsic Motivation (e.g. enjoyment)? Social influence (e.g. teacher's influence)? Self-Efficacy (e.g. a 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 Task)? 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**

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