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 Pooin (2012, p.430) "employability is an important issue and has become a major concern for the government, universities and graduates." To increase student's independent learning and employability, the use of e-portfolios in higher education is constantly growing (Gebic et al., 2009, p.327; Tseng & Chen, 2012, p.163). Students are required to reflect on learning and CPD to provide 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 un-assessed they stimulate by learning and employability. 87% of the students chose not to use the e-portfolio after completing an assumption task. "This suggested that students were strongly motivated by the assessment and not just the potential benefits of learning and employability" (Emmett, 2011, p.114).

Purpose of the study

This research proposes to identify and analyze the factors that may influence engagement with CPD within e-portfolios, focusing on the fundamental disciplines, technology (e-portfolios) 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 raises on 5 different technology engagement aspects may affect the use of e-portfolios for CPD, including student's 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 influence. Hypotheses are proposed, based on prior research and the models 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. enjoyment)? Extrinsic motivation (e.g. employment)? Task characteristics (TAC)? Technology characteristics (TEC)?

Figure 1, CPD e-portfolio and stakeholders

Figure 2, The proposed integrated research model and hypotheses

Table 1, The proposed integrated research model and hypotheses


