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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 Poyn (2012, p.330) “employability is an important issue and has become a major concern for the government, universities and graduates.” To increase students’ independence and employability, the use of e-portfolios in higher education is constantly growing (Gibbs 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 used to supplement and/or verify 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, 87 per cent 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 their perceived benefits in 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 the fundamental disciplines (technology (e-portfolios) and education. In particular, the level of engagement with formal CPD and the choices students make are examined.

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 revolves 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 proposed, based on prior research and the model’s constructs which can then be tested 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. employment)?
- Intrinsic Motivation (e.g. enjoyment)?
- Social Influence (e.g. teacher’s influence)?
- Self-Efficacy (e.g. person’s judgment of his/ her capability to use an e-portfolio 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?

Task Characteristics (TAC)

Technology Characteristics (TEC)

Social Influence (SI)

Extrinsic Motivation (EM)

Intrinsic Motivation (IM)

Self Efficacy (SE)

Figure 1. CPD e-portfolio and stakeholders

Figure 2. The proposed integrated research model and hypotheses


