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 Poyn (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 success in the workplace CPD e-portfolios are an essential part of the student’s training. For example, in a study of face-to-face engagement Ermitt (2013) found that although students were encouraged to use e-portfolios for learning and employability, 87% 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 the suggested benefits for learning and employability." (Ermitt, 2013, p. 114).

Purpose of the study

This research is to identify and analyse the factors that may influence engagement with CPD 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 used a theoretical model (shown in Figure 2) which integrates the Technology Acceptance Model (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 focuses on five 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, student’s intrinsic and extrinsic motivations and social influence. 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 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. personal capability to use e-portfolios for CPD)?
- Task Technology Fit (e.g. match between the e-portfolio 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


