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.327) “employability is an important issue and has become a major concern for the government, universities and graduates.” To increase student’s independency learning and employability the use of e-portfolios in higher education is constantly growing (Gebic, Tzeng & Chen, 2010, 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 un-assessed they tend to lead 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 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 research proposed to identify and analyze 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), and Social Influence (SI) factors. The model focuses on 5 different technology engagement aspects that 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 influences. 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:

- Intrinsic Motivation (e.g., enjoyment)?
- Extrinsic Motivation (e.g., employability)?
- Social Influence (e.g., teacher’s influence)?
- Self-Efficacy (e.g., person’s 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

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