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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.330) "employability is an important issue and has become a major concern for the government, universities and graduates." To increase student’s knowledge and employability the use of e-portfolios in higher education is constantly growing (Gettie 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 an assessed they tend to lead student commitment. For example, in a study of e-portfolios 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 the suggested beneﬁts to learning and employment" (Emmett, 2011, p.114).

Purpose of the study

This research proposed to identify and analyze the factors that influence engagement with CPD e-portfolios, focusing on the fundamental discipline, 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 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 focuses 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 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., goal-oriented?)
- 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 task)?
- Perceived ease of use and usefulness of the e-portfolio for CPD?

Figure 1, CPD e-portfolio stakeholders

Figure 2, The proposed integrated research model and hypotheses

