An investigation of the factors that influence engagement with CPD within e-portfolios used for accredited Higher Education course
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Growing use of Continue Professional Development (CPD) e-portfolios

According to Poon (2012, p.130) "employability is an important issue and has become a major concern for the government, universities and graduates." To increase student’s independence, learning and employability, the use of e-portfolios in higher education is constantly growing (Gibbs et al., 2009, p.3.27; 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 support the 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 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

The research proposes to identify and analyse the factors that may influence engagement with CPD within e-portfolios, focusing on the fundamental discipline, technology (e-portfolios) and education. In particular, the level of commitment towards CPD and the choices students make are explored.

Research model

For the purpose of this study we developed 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, students’ Self-Efficacy (SE), Intrinsic Motivation (IM), Extrinsic Motivation (EM), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Towards Use (AT), Behavioural Intention to Use (BI) and Actual Use (U).

Research questions

Why are the factors that influence students to engage with CPD within e-portfolios? Are they: Extrinsic motivation (e.g. employability)?

Intrinsic Motivation (e.g. enjoyment)?

Social influence (e.g. teacher’s influence)?

Self-Efficacy (e.g. personal or her/his 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


