University of Huddersfield Repository

Abdullah, Fazil, Ward, Rupert, Catterall, Stephen, Hill, Pat and Wilson, David

An investigation of the factors that influence engagement with CPD within e-portfolios used for accredited Higher Education course

Original Citation


This version is available at http://eprints.hud.ac.uk/id/eprint/19368/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
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 Poen (2012, p.340) "employability is an important issue and has become a major concern for government, universities and graduates..." To increase student’s independence learning and employability, the use of e-portfolios in higher education is constantly growing (Gerbic 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 engage with CPD e-portfolios
Engagement with Continue Professional Development (CPD) e-portfolios has been shown to improve graduate employability when e-portfolios are re-assessed they strongly link student commitment. For example, in a study 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 suggests 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 proposes to identify and analyse the factors that influence engagement with CPD within e-portfolios, focusing on two 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 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). 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 prepared, 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 within e-portfolios? Are they:
- Intrinsic Motivation (e.g., enjoyment)?
- Extrinsic Motivation (e.g., employment)?
- Social Influence (e.g., teacher’s influence)?
- Self-Efficacy (e.g., personal judgment on their 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?

CPD E-portfolio
E-portfolios are e-learning tools that enable students to collect and manage evidence of what they know and can do, and present these to a potential audience, including teachers, patrons, career consultants and employers who are viewing to assess CPD and learning and provide support and feedback accordingly. Figure 1, CPD e-portfolio and stakeholders

Figure 1, The proposed integrated research model and hypotheses


Figure 2, The proposed integrated research model and hypotheses

