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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 Poole (2012, p.430) "employability is an important issue and has become a major concern for the government, universities and graduates". To increase student's employability, the use of e-portfolios in higher education is constantly growing (Gerbic et al., 2009, p.327; Tzeng & 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 assessed by teachers and employers. This research includes the study on student engagement Emnett (2011) found that, although students were encouraged to use e-portfolios for learning and employability, 87 per cent 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 bene fits to learning and employability" (Emnett, 2011, p.114).

**Purpose of the study**

This research proposed to identify and analyse the factors that may influence engagement with CPD within e-portfolios, focusing on two fundamental disciplines, technology (e-portfolios) and education, in particular the level of engagement with various 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). The model includes the following constructs which can then be used to undertake a study of sample students:

- **Self Efficacy (SE)**
- **Intrinsic Motivation (IM)**
- **Extrinsic Motivation (EM)**
- **Social Influence (SI)**
- **Task Technology Fit (TTF)**

**Research questions**

What are the factors that influence students to engage with CPD within e-portfolios? Are they:

- Extrinsic motivation (苏, employment)?
- Intrinsic motivation (e.g., enjoyment)?
- Social influence (e.g., teacher's influence)?
- Self-Efficacy (e.g., personal judgment of one's capability to use e-portfolios for CPD)?
- Task Technology Fit (e.g., the match between the e-portfolio functions and CPD tasks)?

**Figure 1. CPD e-portfolio and stakeholders**

**Figure 2. The proposed integrated research model and hypotheses**


