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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.31: "Employability is an important issue and has become a major concern by the government, universities and students." To increase student’s professional learning and employability, the use of e-portfolios in higher education is constantly growing (Gibson 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 engage with CPD e-portfolios

Engagement with Continue Professional Development (CPD) e-portfolios has been shown to improve graduates’ employability when e-portfolios are used as an assessment tool by students. For example, in a study of e-portfolio engagement Ermitt (2011) found that although students were encouraged to use e-portfolios to improve learning and employability, 87 percent of the students chose not to use the e-portfolio after completing the assessment task. This suggested that students were strongly motivated by the assessment and not by-suggested beneﬁts to learning and employment (Ermitt, 2011, p. 114).

Purpose of the study

This research proposes to identify and analyze the factors that may influence engagement with CPD e-portfolios, focusing on the fundamental disciplines, technology (e-portfolios) and education. In particular, the level of engagement with forms of 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, 1989) 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 student’s perception about the e-portfolio, fit between CPD tasks and the e-portfolio functions, individual differences in self-efficacy, students’ social and extrinsic motivations, and social inﬂuence. Hypotheses are presented, based on prior research and the model’s constructs which can then be used to undertake an analysis of sample students.

Research questions

What are the factors that influence students to engage with CPD e-portfolios in terms of: Extrinsic motivation (e.g., employment)?
Intrinsic Motivation (e.g., enjoyment)?
Social Inﬂuence (e.g., teacher’s influence)?
Self-Efficacy (e.g., personal judgment of her/his capability to use e-portfolio for CPD)?
How do they affect the perceived ease of use and usefulness of the e-portfolio for CPD?

Task Characteristics (TAC)
Technology Characteristics (TEC)
Social Inﬂuence (SI)
Extrinsic Motivation (EM)
Intrinsic Motivation (IM)

Figure 1. CPD e-portfolio and stakeholders

Figure 2. The proposed integrated research model and hypotheses


