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Nurturing generic capabilities through a teaching and learning environment which provides practise in their use

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Abstract

Results from a programme level survey at a university in Hong Kong were used to select six departments which had good records in developing graduate capabilities. Focus group interviews were conducted with students in the departments to discover which capabilities students thought were important, how the capabilities were nurtured and the influence of the teaching and learning environment on their development. Analysis of the data showed that the findings were consistent with a previous quantitative model. Capabilities were developed if the curriculum made demands on students to practise the use of the capability. Intellectual capabilities were nurtured through active learning experiences, performed in class or for assessment, which required the practise of the capability. Communication and teamwork skills developed through group projects and activities in which communication was practised. (HRK / Abstract übernommen)