

## An Effective Learning Model to Support Student Development at The Hong Kong Institute of Vocational Education

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Globally, vocational and lifelong education reform now places greater emphasis on employability skills rather than simply technical skills. Personal development is the cornerstone of lifelong learning and academic and professional achievement. Co-curricular activities are good learning opportunities and support people to develop.

Effective personal development and education adapts different learning methodologies to support students in constructive learning, meta-cognition, co-operative and self-regulated learning. In addition, experiential and lifelong learning needs to be emphasised. All methodologies should be integrated with significant learning approaches such as enquiry-based learning, peer-assisted learning and active learning to support students over the learning journey both inside and outside the classroom.

This study undertakes a thorough review of the vocational education curriculum offered at one institute in Hong Kong in order to explore student development opportunities that support the development of skills useful to both employability and broader personal development. The study also gives an insight for new generations of students to meet the crucial challenges of the 21st century.

Initially, the researcher examined course documents to identify the key areas of student development education. Data was collected from 134 students, eight educators and six human resource practitioners in an attempt to understand these issues more acutely.

The study findings indicate that student development opportunities offered at the pilot institute need review and a revision of existing personal development training is recommended. More innovative new learning strategies should be introduced to facilitate personal development (Kember, 2008). No single training programme can cover all aspects of individual development and learning should be based on personal needs and initiated by

students (Noll, 2009). Furthermore, fostering good attitudes is a key factor in developing students' motivation to learn more (Cotton, 1995). Peers also form an important resource to reinforce students' self-image and self-esteem within the peer group (Thousand, 1994).

In addition, the new method of judging competency comprises: knowledge, performance, outcome, attitude and self-development. Finally, assessment issues are highly controversial and may serve formative, summative or normative purposes, subject to availability of resources and staff professionalism.

This study offers new personal development teaching ideas and a practical guide for educators. Moreover, this study formulates a new learning model for competency and informal learning - critical issues for the vocational education provider in future research and development.

### References :

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