

CURRICULAR OR CO-CURRICULAR?

What relates to students' generic competences?

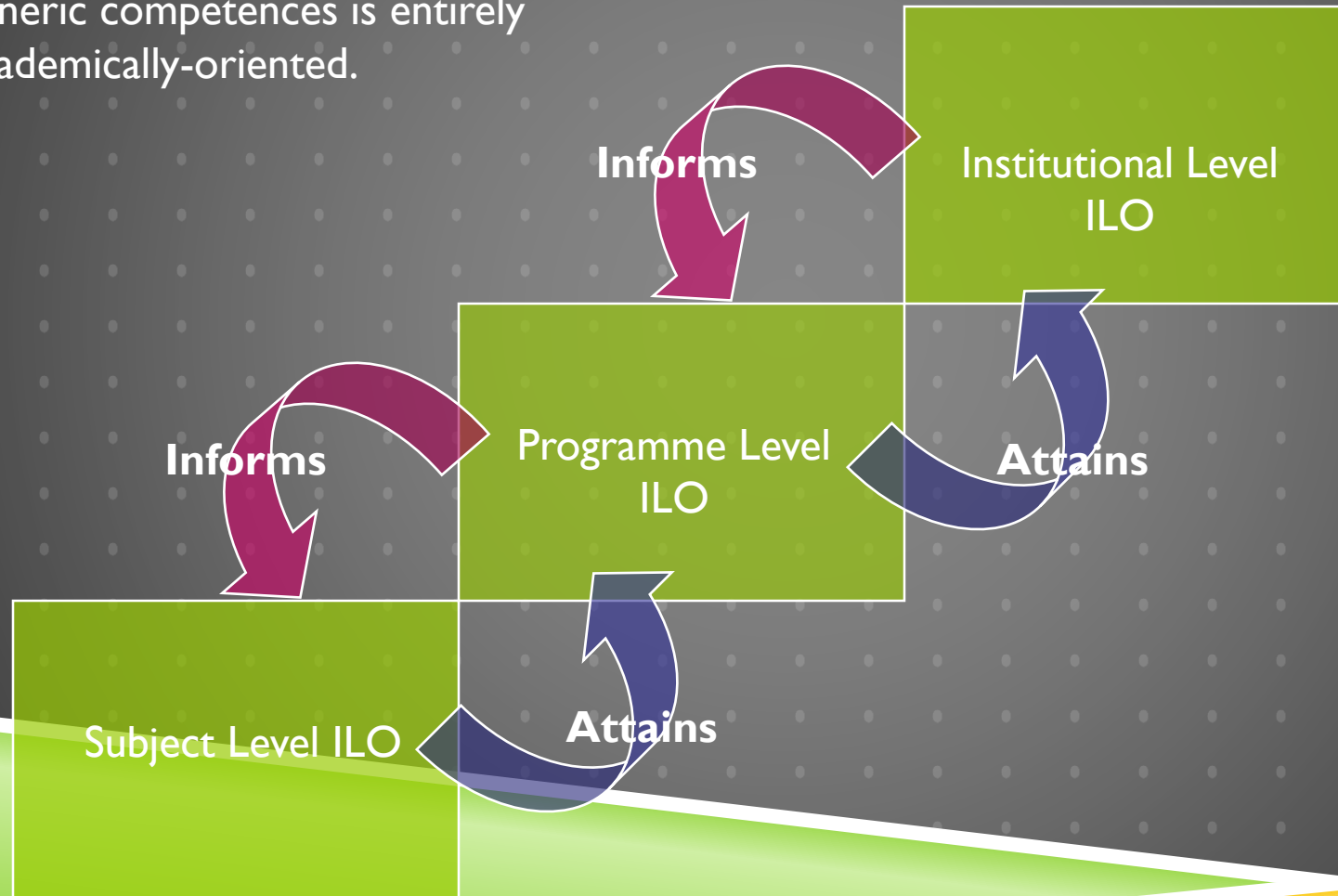
Chan, Pui Ling Ada (2), Lee, Wincy Wing Sze (1)*, So, Chi Ho Joseph (2)*, & Wong, Yau Tak Alvin (2)*.

[1] Department of Curriculum and Instruction, The Education University of Hong Kong

[2] Hong Kong Community College, College of Professional and Continue Education

OUTCOME-BASED EDUCATION IN A NUTSHELL

The development of students' generic competences is entirely academically-oriented.



EXAMPLE OF AN ACADEMIC PROGRAM IN FOSTERING GENERIC COMPETENCES

- ▶ **Six** intended learning outcomes for a two-year full-time sub-degree programme
 - ▶ Lifelong learner:
 - ▶ Competent associate professional
 - ▶ Critical thinker
 - ▶ Effective communicator
 - ▶ Practical problem solver
 - ▶ Ethical citizen
- ▶ All ILOs are measured by CEA (Course-embedded Assessment) measures from GE-compulsory subjects, DS-compulsory subjects and GE-elective subjects
- ▶ Example
 - ▶ Scheme – ILO : IT and Quantitative Skills
 - ▶ Using a compulsory subject 'Information Technology for Business' and Mathematics and Statistics for College Student
 - ▶ Overall subject grade C or above

WHAT'S THE ROLE OF CO-CURRICULAR ACTIVITIES?

- ▶ The outcome-based paradigm has rarely been used in realm of co-curricular activities
- ▶ Nevertheless, co-curricular activities (sometimes thematic program) are designed in the light of the outcome-based paradigm
- ▶ The College organised more than 480 co-curricular activities for its students, and most of the activities aim to help students to attain generic competences and help students to attain intended learning outcomes
- ▶ Example 1: English Enhancement Programme
 - ▶ Through a series of language workshops, such as academic English enhancement workshop, English corner, English writing consultative support, etc. to achieve the ILO of Effective Communicator
- ▶ Example 2: International Summer School
 - ▶ Encouraging students to self-planned their overseas study plans during the summer break to expand their horizon to achieve the ILOs of Effective Communicator and Lifelong learner

OBJECTIVE OF THE PRESENT STUDY

- ▶ Explore the relationship of prior academic performance, prior co-curricular activity engagement with generic competences

Research questions:

- ▶ Does prior academic performance associate with present perception of generic competences?
- ▶ Does prior curricular activity engagement associate with present perception of generic competences?

METHOD

Participants:

- ▶ Total of 1764 students participated in the study voluntarily
 - ▶ 1255 were associate degree students
 - ▶ 509 were top-up degree students

METHOD

Instrument: Cultural Literacy (Hui, 2014) to measure 6 dimensions of generic competences for sub-degree students:

- 1) Lifelong learner ($\alpha = 0.82$);
- 2) Competent professional ($\alpha = 0.64$);
- 3) Critical thinker ($\alpha = 0.83$);
- 4) Effective communicator ($\alpha = 0.75$);
- 5) Practical problem solver ($\alpha = 0.81$);
- 6) Ethical citizen ($\alpha = 0.61$)

Other demographics and information:

- Students' prior academic attainment and prior co-curricular engagement level for further analysis.

RESULTS

Table 1 Descriptive statistics for associate degree students

Variables	Mean (N=1255)	SD
Prior engagement in extra-curricular activities (Secondary form or equivalent)	3.49	0.93
Lifelong	3.61	0.64
Competent	3.96	0.59
Critical	3.57	0.62
Effective	3.78	0.62
Practical	3.73	0.59
Ethical	3.66	0.60

Note. N=1255

Table 2 Descriptive statistics for top-up degree students

Variables	Mean (N = 424)	SD
Prior engagement in extra-curricular activities (Associate degree or equivalent)	3.42	0.83
Lifelong	3.60	0.65
Competent	3.90	0.58
Critical	3.61	0.61
Effective	3.78	0.59
Practical	3.73	0.57
Ethical	3.65	0.62

Note. N=424

Table 3 Correlational matrix for associate degree students

	1	2	3	4	5	6	7	8
1 Lifelong	1							
2 Competent	0.57**	1						
3 Critical	0.65**	0.52**	1					
4 Effective	0.58**	0.54**	0.57**	1				
5 Practical	0.58**	0.58**	0.69**	0.68**	1			
6 Ethical	0.47**	0.53**	0.46**	0.51**	0.53**	1		
7 Engagement	0.37**	0.35**	0.32**	0.43**	0.35**	0.36**	1	
8 DSE Result	0.04	0.05	0.04	-0.01	0.01	-0.02	0.03	1

** $p=0.01$ level (2-tailed)

Table 4 Correlational matrix for top-up degree students

	1	2	3	4	5	6	7	8
1 Lifelong	1							
2 Competent	0.58**	1						
3 Critical	0.65**	0.52**	1					
4 Effective	0.58**	0.58**	0.57**	1				
5 Practical	0.60**	0.65**	0.63**	0.66**	1			
6 Ethical	0.46**	0.53**	0.44**	0.47**	0.52**	1		
7 Engagement	0.35**	0.32**	0.23**	0.35**	0.31**	0.46**	1	
8 Previous GPA	0.00	-0.04	-0.01	-0.00	-0.00	0.01	0.02	1

** $p=0.01$ level (2-tailed)

DISCUSSION

- ▶ Results showed that prior academic attainment does not associate with any generic competences but only prior degree of co-curricular engagement associates with all six generic competences.
- ▶ Results showed that only prior degree of engagement in co-curricular activities associate with their generic competences, but not their prior academic performance.
- ▶ Future studies may delve into understanding the mechanism of generic competences development with reference to a more theoretically-driven co-curricular program with the use of mixed methods.