Action Research Exploring Competence-Enhanced Teaching in Higher Education: An Example of Courses in Psychology Department

Nellie S. Cheng * Yen-Chuan Cheng *

To fulfill the demands of knowledge economy and global competition, in recent years there is a trend to put increasing emphasis on the employability. Higher education starts to engage in the dialogue and reflection of employability issues as well. The generic competence for graduates also draws much attention especially under the domestic higher education policy of enforcing the unity of learning and its application. Although some scholars and surveys have some suggestions on the generic competences that a collegiate graduate should be equipped with, the cultivation of competences is still at the initial stage. The present study developed a competence-enhanced teaching model, aiming at enhancing students' generic competence while teaching general courses. Based on the model, teaching plans for enhancing stress-intolerance and teamwork competence were also designed and implemented in real life through a collaborated action research process. The action research team, formed by five faculty members from a psychology department, participated in a collaborated action research process to revise and reconstruct the model through the circulation of action and reflection. Applications of the teaching model and suggestions for practitioners to promote students' generic competence in general courses were provided.

Keywords: generic competence, competence development, competence-based teaching/learning, collaborated action research

* Corresponding Author: Nellie S. Cheng, Associate professor, Counseling & Industrial/Organizational Psychology, Ming Chuan University

** Yen Chuan Cheng, Associate professor, Counseling & Industrial/Organizational Psychology, Ming Chuan University