

Abstract

This study investigates the individually development as well as its significance in junior professional technical education. This study composes of mainly the literature review which provides with background information concerning this issue, and the empirical research which makes use of questionnaires and interviews to collect data. First, the questionnaire concerning ‘multi-dimensional student self-evaluation’ was piloted with a sample of 171 Form One students (2003/2004) in Luso-Chinese Professional Technical School, with the full sample of 171 questionnaires being collected in all. The findings were then being processed and analyzed using “BRIDGES (Brain-based Recommendations for Intellectual Development and Good Education-A Self-Rating System) by Dr. Cheung Kwok Cheung and Mr. Wai Fai Leong.

Lastly, a small sample of cases was chosen to be put into practice for substantial proof. Implications and recommendations for action are brought forward to assist teachers, educators and course coordinators as a kind of reference.

Keyword : General Curriculum 、 Vocational and Technical Curriculum 、 individually education 、 BRIDGES 、 teaching according to talents 、 crystallizing experience 、 paralyzing experience