

TABLE VI Survey of Life science students' views on the importance of personal motivation for the improvement of personal capabilities.

Attributes	Agree	Strongly agree	Disagree	Strongly disagree
	Percentage			
	Life science students			
Creative talents	46.98	15.43	8.72	2.01
Critical thinking skills	46.98	12.75	5.37	1.34
Personal responsibilities	51.01	20.13	4.70	1.34
Interpersonal communication skills	44.30	14.77	8.05	1.34
Talents to pursue answers through experiments	47.65	16.78	2.68	1.34
Ability to make well-informed judgment	42.95	9.40	4.03	2.01

4. Discussion and Conclusion

The data of the present study indicated that soft skills, such as creativity, critical thinking, personal attitudes, and teamwork, as well as factual knowledge were considered as important by the majority of LSS. Most of the LSS preferred practical learning methods rather than traditional classroom learning. In terms of the assessment methods, the study suggested that the assessment scheme should be diversified while the test for factual knowledge should be balanced. Importantly, novel assessment method evaluating the personal attitudes of LSS should be devised and incorporated into the assessment scheme. When compared with non-LSS, there were more LSS revealing satisfaction with their personal capabilities; nonetheless, the proportions of LSS unsatisfied with their creative talents, mastery of factual knowledge, and interpersonal communication skills was higher than those of non-LSS. This observation suggested LSS might have overestimation of their personal responsibilities and ability to make decision; but on the

other hand, LSS might also under-estimated their creative talents, the factual knowledge they mastered, and their interpersonal communication skills. It is worth noting that the LSS admitted their personal motivation was less important to the development of their creative talents and interpersonal communication skills. Conclusively, the training of LSS on creative talents and interpersonal communication skills in university should be further strengthened; while further studies should be conducted to investigate whether the emphasis on factual knowledge should be reduced in the curriculum or any novel teaching methods on factual knowledge should be implemented for the university education of life science.

References

- [1] "Reform Proposal for the Education System in Hong Kong," Education Bureau, The Government of Hong Kong Special Administrative Region. September 2000.
- [2] "About HKDSE," Hong Kong Examination and Assessment Authority. 2008.