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Nota di contenuto	To Hon Fai Solomon; Table of contents; Foreword by Prof. Dr. Alan Ewert; Foreword by Prof. Dr. Annette Scheunpflug; Preface; List of Tables and Figures; List of abbreviations; 1 Introduction; 1.1 Import of experiential education; 1.1.1 Experiential education in Hong Kong; 1.1.2 Promotion of the use of experiential education/adventure-based practice; 1.2 Personal development as human function of coping and living; 1.3 Experiential education and personal development; 1.4 Purpose and design of the study 1.4.1 Key concerns of investigation: Self-concept, self-efficacy, learning climate and spiritual dimension 1.4.2 Research question and purpose of the study; 1.4.3 Design of the study; Summary; 2 Literature review and clarification of research question; 2.1 Experiential education: Explication of the concept; 2.2 Experiential education and adventure-based practice: Conceptual framework; 2.2.1 Learner-

centered orientation; 2.2.2 Construction of learning environment/condition; 2.3 Review on the effects of adventure-based practice; 2.3.1 Benefits of adventure-based practice 2.3.2 Empirical results from related literatures 2.3.3 Research focus of adventure-based programs in this study; 2.4 Clarification of research question; 2.4.1 Peripheral layer; 2.4.2 Central layer; 2.4.3 Contextual layer; 2.4.4 Restating the purpose of this study in brief; Summary; 3 Methodology and methods of data collection; 3.1 Case study design; 3.1.1 Methodological decision; 3.1.2 Limitation of using case study; 3.1.3 Researcher's role; 3.2 Data collection methods; 3.2.1 Internet website analysis; 3.2.2 Institute profile; 3.2.3 Interview to teachers and practitioners 3.2.4 Episodic interview to adolescent participants 3.2.5 Observation; 3.2.6 Quantitative survey; Summary; 4 Findings: Case record in layers; 4.1 Peripheral layer: Circumstantial information of the adventure-based programs; 4.1.1 Expectation of adventure-based programs; 4.2 Central layer: Learning process and product of adventure-based programs; 4.2.1 Learning product in questionnaire; 4.2.2 Learning process in episodic interview; 4.2.3 Learning process in observation; 4.3 Contextual layer: Hong Kong school context; 4.3.1 The historical development of experiential education in Hong Kong 4.3.2 Understanding of the terms "experiential education" and "spirituality" 4.3.3 The reception of experiential/adventure-based elements in Hong Kong secondary schools; Summary; 5 Discussion and conclusion; 5.1 Interpretation on findings of central layer: Learning in adventure-based programs; 5.1.1 Perceived self-concept and perceived self-efficacy; 5.1.2 Participants' perceived learning climate; 5.1.3 Participants' perceived spiritual dimension; 5.1.4 (In)Complete adventure-based program learning process as a whole 5.2 Interpretation of findings of contextual layer: Adventure-based practice in the secondary school context of Hong Kong

Sommario/riassunto

Adventure-based programs have become prevailing in the schools in Hong Kong. Due to the little empirical examination to the frequent use of experiential education, Chung Kwan Ackie Cheung uses mixed methods to establish its first phenomenal picture, addressing the scale of the use of experiential education and the impact of it on adolescents' development with regard to the globalizing phenomenon of Hong Kong. The findings show that experiential education, esp. adventure-based program, has been widely-spread and there is positive impact in the specified aspects self-concept, self-efficacy, learning climate and spiritual dimension of its adolescent learners.
