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生態自我體驗學習成效之初探

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摘要

本文探討生態心理學單元課程之學習成效，透過設計多元體驗教學活動，引領學生理解生態自我，喚醒其覺知與自然之情感連結，進而能於生活中實踐生態自我。

學習成效資料蒐集以學習單方式，運用質性文件分析法歸納學生之學習成效如后：

1. 體驗濕地：體認到濕地之美和置身於其中的愉悅，瞧見人為垃圾污染，形成美與醜的對比，也發現良好的生態環境是當地人努力付出的結果。
2. 照顧黃金葛：觀其成長變化發現具有心理療育作用，並能激發出堅定意志與生命光芒。
3. 生態自我意涵：瞭解到自然的多變和自我的渺小，生態自我認同得以發展，則人類與自然可平等對待。
4. 人與自然主觀置換觀點：大部分學生認同自然有其生命本體、永續發展的權力，要實踐對其將心比心之理解。不認同學生則認為自然意義是人賦予的，兩者不同。
5. 課程後之改變：認知上體會到照顧自然生命的價值和植物的感受力，更認同沒有自然就沒有自我之平等存在的意識。情感上能從自然感受到平靜、安定、力量及心靈滿足感。行為上則更能感受自然的生命力、與自然為友，生活中產生自發性愛護生態的行動。

總之，透過本單元的教學設計，學生在觀念上、情感上和行為上都有微妙改變，但本課程設計仍有待改進之處。

關鍵詞：生態心理學、生態自我、體驗學習

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preliminary study on the effectiveness of ecological self through experiential learning

Abstract

This paper explored the learning effectiveness of the ecological psychology unit course. Through the design of multi-experiential teaching activities, it led students to understand the ecological self, awaken the emotional connection between their awareness and nature, and then be able to practice the ecological self in life.

The data collection of learning effectiveness was based on the study list, which was analyzed by the qualitative method of document analysis. The learning effectiveness of the students was summarized as follows.

First, after the wetland tour, the students could sense the beauty of wetland and experience pleasure over time. They realized that this good ecological environment was protected hardly by the people. However, it was a pity to find there was still artificial pollution, such as a contrast of beauty and ugliness. Secondly, after taking care of golden geese and observing its growth for a month, success was felt like a psychological healing, and the students were stimulated or enlightened. Thirdly, they found little self of human being by comparing to the changeable nature, and realized the ecological self could be identified, both human being and nature could be equal existence. Fourthly, through the activity of subjective replacement of perceiving human being and nature, most students agreed that nature has its own life, the power of sustainable development, and we should have sympathy with nature. However, those who didn't agree thought that the meaning of nature was defined by human being, and it was hard to make sense of ecological self. Fifth, after this course and all the experiencing activities, the student stated that they have understood the value of caring natural plants cognitively and been more consciously aware of it in life. They also realized that both nature and human being are equal existence. In nature, they could feel calm, stable, and spiritually satisfied emotionally. In addition, they would like to be good friends with nature and cherish it spontaneously in action.

In short, through the teaching design of this unit, students have subtle changes in concept, emotion, and behavior, but the design of this course still needs to be more improved.

Keywords: Ecological psychology, Ecological self, Experiential learning

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