

埋下幸福的種子：以東眼山自然教育中心過夜型 環境教育課程為例

王喜青^{1*}、周儒²

¹ 國立臺灣師範大學環境教育研究所博士候選人

² 國立臺灣師範大學環境教育研究所教授

摘要

本研究嘗試以東眼山自然教育中心《FBI:930 檔案》過夜型校外教學課程為例，評估課程在環境教育成效與幸福感的效果，探討幸福感來源，與環境教育成效和幸福感之關係。研究於 103 年和 104 年以不對等前後測控制組設計執行，運用問卷針對 134 位參與課程，及 103 位未參與課程的六年級學生蒐集資料並進行分析。研究結果顯示學生的環境技能、環境知識、環境態度、正向情緒、心理幸福感、學習滿意感皆顯著提升，顯示課程有助於環境教育方案達成成效與增進幸福感受。學生幸福感來源包括接觸生物、學習新知、正向人際等，其中又以親近自然與生命為主，回應了自然具提升幸福感的潛力。整體環境教育成效與幸福感的正向情緒、心理幸福感、學習滿意感呈正相關，負情緒則呈低度負相關，表示增加正向情緒、心理幸福感、學習滿意感、降低負情緒有助於學生的環境學習，而且增進心理幸福感也有助於環境態度的塑造。最後再依據結果，提出環境教育課程規劃、教學、與後續研究等面向的建議。

關鍵字：心理幸福感、方案評估、幸福感、自然教育中心、環境教育成效

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* 通訊作者

估研究的厚實度，來回應自然教育中心在教育與研究面向之功能。

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作者簡介：

王喜青 國立臺灣師範大學環境教育研究所博士候選人

電話：0937-735-734

電子郵件：sgreen1125@gmail.com

通訊處：11677 臺北市文山區汀州路 4 段 88 號環境教育研究所

周儒 國立臺灣師範大學環境教育研究所教授

電話：02-7734-6568

電子郵件：t73003@ntnu.edu.tw

通訊處：11677 臺北市文山區汀州路 4 段 88 號環境教育研究所

Wang, Hsi-Ching

Doctoral Candidate, Graduate Institute of Environmental Education, National Taiwan Normal University

Tel: 0937-735-734

E-mail: sgreen1125@gmail.com

Address: No.88, Sec. 4, Tingzhou Rd., Wenshan Dist., Taipei City 11677, Taiwan (R.O.C.)

Chou, Ju

Professor, Graduate Institute of Environmental Education, National Taiwan Normal University

Tel: 886-2-7734-6568

E-mail: t73003@ntnu.edu.tw

Address: No.88, Sec. 4, Tingzhou Rd., Wenshan Dist., Taipei City 11677, Taiwan (R.O.C.)

Planting the Seeds of Wellbeing: An Example of the Overnight Environmental Education Program at Dongyanshan Nature Center

Hsi-Ching Wang^{1*}, Ju Chou²

¹ Doctoral Candidate, Graduate Institute of Environmental Education, National Taiwan Normal University

² Professor, Graduate Institute of Environmental Education, National Taiwan Normal University

Abstract

The study intends to take program, “FBI: File 930” from Dongyanshan Nature Center, as an example to assess the effects of programs on the effectiveness of Environmental Education (EE) and well-being, exploring the sources of well-being and the relationships between EE effectiveness and well-being in the program. The investigation was conducted in 2014 and 2015, applying nonequivalent pretest-posttest control group design. Data were collected through questionnaires from 134 program participants and 103 non-participants. According to the ANCOVA results, significant improvements were found in the environmental skills, environmental knowledge, environmental attitude, positive emotions, psychological well-being and learning satisfactions of the participants. It is implied that the curricula had helped the program achieve its EE objectives and increased the well-being. The sources of well-being include contacts with creatures, learning new things and positive interpersonal relationship. In particular, contacts with creatures correspond to the fact that nature has the potential for increasing people’s well-being. The EE effectiveness is positively correlated with the positive emotions of well-being, psychological well-being and learning satisfaction, but negatively correlated with the negative emotion. The results represent that the increase of positive emotions, psychological well-being, learning satisfactions and the decrease of negative emotions would help environmental

learning of the students; while the increase of psychological well-being also helps to shape one's environmental attitude. The research provides suggestions for EE programs planning and future studies based on the results, with the expectation of contributions to both practices and academic studies.

Keywords: psychological well-being, program evaluation, well-being, nature center, effectiveness of environmental education