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USING EXPERIENCE SAMPLING METHOD TO UNDERSTAND THE ENVIRONMENT FOR REFLECTIVE LEARNING

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The purpose of this study was to identify the appropriate learning environment for reflective learning during a five-day wilderness adventure program by measuring participant's perception of "yutori", which was a similar concept to "leisure as a state of mind", using Experience Sampling Method (ESM). This study was conducted under the assumption that a learning environment where participants perceive "yutori" is appropriate for spontaneous reflective learning, based on Nishino's studies that positive mood appears when perceiving "yutori" (Nishino & Chinen, 1998) and that perception of "yutori" relates to intrinsic motivation and freedom of choice for the behavior (Nishino, 1999).

The subjects were thirteen university students who enrolled in a five-day wilderness adventure camp program. They were divided randomly into three groups based on sex, major, and outdoor experience. The camp program included campsite setting, a one-day natural and historical trip, two days of backcountry hiking, reflective activities, and breaking down the campsite. The instrument included the questions of, "What are you doing?," "Who are you with?," and "Where are you?" at that time, as well as the Yutori Scale developed by Nishino et al. (1998), which indicates how much people perceive "leisure as a state of mind." It was administered throughout the camp programs using the Experience Sampling Method (ESM) developed by Csikszentmihalyi and Larson (1987). The electronic pagers, which subjects carried through the program, were operated from 6:30 a.m. to 9:30 p.m., seven or eight time a day at random.

Three hundred sixty four responses were obtained. The results showed that subjects perceived significantly higher degrees of leisure during chatting and meals, rather than during the other planned activities, such as hiking, the field trip, and reflective activities. This finding supports that we should consider "down time," not only planned reflective activities, for spontaneous reflective learning. The other results indicated significantly lower degree of perceived leisure when they were with other group members and the opposite gender. This finding suggests that we should give participants opportunities away from group members and that we need more consideration of a pair of opposite gender for perceiving leisure time. The final result showed that they perceived significantly higher degree of leisure in the staff site and public places, rather than the group tent site and kitchen. These findings suggest that we should make public areas more accessible for all participants for spontaneous reflective learning.

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