

Abstract of thesis entitled

Relationship between Outward Bound program impact and learning styles

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Abstract

This study investigated whether difference in learning styles influenced the impact of experiential learning program. Participants were 68 undergraduate students in the Chinese University of Hong Kong taking part in a 7-day Outward Bound program. Kolb (1984) proposed in Experiential Learning Theory (ELT) that there involves four stages in the learning process. Each stage of learning has its specific characteristics with two dialects: (a) transformation (Concrete Experience versus Abstract Conceptualization) and (b) prehension (Reflective Observation versus Active Experimentation). Due to the unique characteristics of the Outward Bound program, it was hypothesized that there should be an interaction between the intervention and the styles of learning of participants. Self-Description Questionnaire (SDQ) III and Problem Solving Style Questionnaire (PSSQ) were used to measure their self-concept and learning style, respectively. Significant impact of the Outward Bound program and a significant interaction between the problem solving scale and learning styles were found.