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Undergraduates? learning experience and learning process: quantitative evidence from the East /
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Abstract

This article examines the construct validity of the Course Experience Questionnaire (CEQ) in Hong Kong and investigates the similarities and differences in the process of learning among students in different disciplinary studies. It is based on a survey of 1,563 undergraduate students in two disciplines, humanities and sciences, and of principally Chinese ethnicity. Findings from exploratory and confirmatory factor analyses support the scale structure of the four subscales of a modified version of the CEQ (good teaching, clear goals and standards, appropriate work, and appropriate assessment) in a non-Western context and could provide a basis for cross cultural research and international benchmarking. While there was variation across subgroups, there was a genuine pattern of relationships between the perceptions of learning environment and learning strategies shown by structural modeling. This information could be used to inform the design of discipline-specific programs in the new curriculum. (HRK / Abstract übernommen) Chan, Wincy S. C., E-Mail: wincy@hku.hk