國立臺灣大學園藝暨景觀學系 【園藝療法】

Chap. 12 Practice of Evaluation (IV)

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【 本 著 作 除 另 有 註 明 外 , 採 取 <u>創用 CC</u> 「姓名標示-非商業性-相同方式分享」台灣 3.0

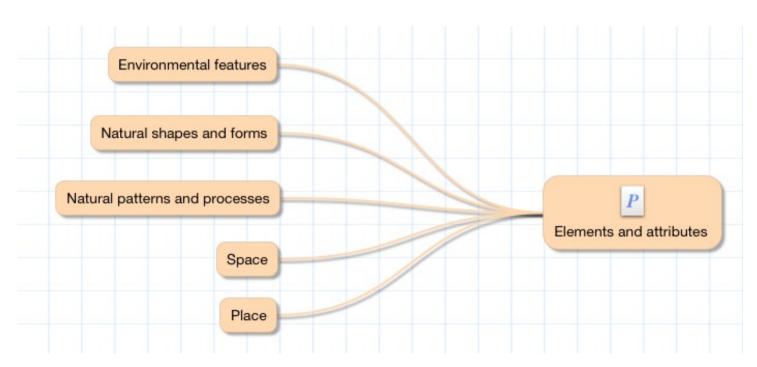


Evaluation content

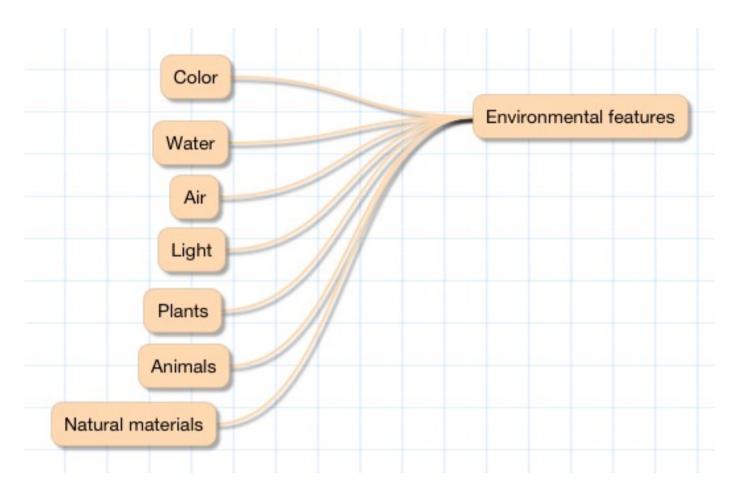
- Setup Goals
- Environment description
- Activity program
- Select indicators of benefits
- Select measurement tools
- Procedure
- Systematic data collection
- Analysis
- Setup standards (if possible)
- Report (according to the goals)



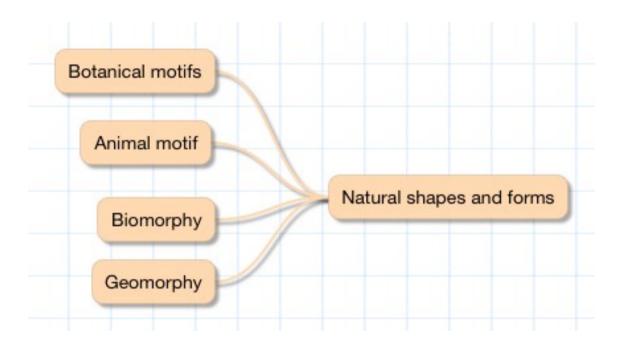
Environment















- Indicators of Benefits
- Psychological indicators
 - Attention
 - Perceived Restorative
 - Preference
 - Flow Experience...
- Physiological indicators
 - Brain wave
 - Muscle tension
 - Skin conductance
 - Finger temp
 - Heart rate
 - Blood pressure...



Perceived restorativeness scale (PRS)

Reference: Hartig, T., Kaiser F.G., & Bowler, P.A. (1997). Further development of a measure of perceived environmental restorativeness. *Working paper No. 5*, Institute for Housing Research, Uppsala University.

		strongly	disagree	disagree	undecided	agree	agree	strongly
				somewhat		somewhat		agree
1	8							
2								
	my day-to-day routine.							
3	It is a place to get away from it all.							
4	Being here helps me to relax my focus on							
	getting things done.							
5	Coming here helps me to get relief from							
	unwanted demands on my attention.							
6	This place has fascinating qualities.							
7	My attention is drawn to many interesting							
	things.							
8	I want to get to know this place better.							
9	There is much to explore and discover here.							
10								
	surroundings.							
11	This place is boring.							
12	The setting is fascinating.							
13	There is nothing worth looking at here.							
14	There is too much going on.							
15	It is a confusing place.							
16	There is a great deal of distraction.							
17	It is chaotic here.							
18	Being here suits my personality.							
19	I can do things I like here.							
20	I have a sense that I belong here.							
21	I can find ways to enjoy myself here.							
22	I have a sense of oneness with this setting.							
23	There are landmarks to help me get around.							
24	I could easily form a mental map of this							
	place.							
25	It is easy to find my way around here.							
26	26 It is easy to see how things are organized.							





Preference Scale

Reference: Herzog, T.R., & Kropscott, L. (2004). Legibility, mystery, and visual access as predictors of preference and perceived danger in forest settings without pathways. *Environment and Behavior*, *36*(5), 659-677.

		strongly				Surpression.		
			disagree	disagree	undecided	agree	agree	strongly
		disagree		somewhat		somewhat		agree
1	How much do you like the setting?							
2	How well does the scene 'hang together?							
3	How easy is it to organize and structure the							
	scene?							
4	How much is going on in the scene?							
5	How much is there to look at? If the scene							
	contains a lot of elements of different kinds,							
	rate it high in complexity.							
6	How much does the setting promise more to							
	be seen if you could walk deeper into it?							
7	Does the setting seem to invite you to enter							
	more deeply into it and thereby learn more?							
8	How easy would it be to find your way							
	around in the setting?							
9	How easy would it be to figure out where you							
	are at any given moment or to find your way							
	back to any given point in the setting?							

Flow State Scale (FSS)

Reference: Tenenbaum, G., Fogarty, G., & Jackson, S. (1999). The flow experience: A Rasch Analysis of Jackson's Flow State Scale. Journal of Outcome Measurement, 3(3), 278-294.

Jackson's Flow State Scale. Journal of Outcome Measurement, 3(3), 278-294.								
			disagree	disagree	undecided	agree	agree	strongly
				somewhat		somewhat		agree
1	1 This experience was extremely rewarding							
2	2 I enjoyed this experience							
3	I wanted to recapture the feeling							
4	This experience left me feeling great							
5	I knew what I wanted to do							
6	I had strong sense of what I wanted to do							
7	I knew what I wanted to achieve							
8	8 I had clearly defined goals							
9	9 I was competent to meet demands							
10	I have abilities that matched this challenge							
11	The challenge and my skills were equally							
	high							





12	2 My skills were able to meet the challenge				
13	I have total concentration				
14	I completely focused on the task				
15	My attention was focused				
16	I could keep my mind on what was				
	happening				
17	I was in total control of my body				
18	I could control what I was doing				
19	I had the feeling of total control				
20	I was in total control				
21	I knew how well I was doing by the way I				
	was performing				
22	I was clearly doing well				
23	I knew how well I was doing while				
	performing				
24	I was aware of how well I was performing				
25	I was aware of what happened automatically				
26					
	automatic				
27	wahat happened performed automatically				
28	8 I could do correct movements without				
	thinking				
29	I could feel time being different from				
	normal				
30	I could feel altered time				
31	I felt like it was in slow motion				
32	It felt like time had stopped				
33	I was not concerned with others				
34	I did not worried about others				
35	It did not concerned with my presentation				
36	I was not worried about my performance				









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