

The Study of Status and Development of Experiential Education in Malaysian Chinese Society

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The purpose of this study was to explore the current situation and future development of experiential education in the Chinese society in Malaysia. Using the qualitative research orientation, the interview was conducted with a snowball and a sample of 9 subjects, combined with the semi-structural interview outline. The results of this study were as follows:

Experiential education in the past development of the Malaysian Chinese society in the development of the main learning experiential education source was Taiwan, a relatively small number of Malaysian environment began. Experiential education, formerly known as exploratory education, was established in 2015 by the Malaysian Experiential Education Development Council, and now there were organizations in the Chinese society that were already implementing experiential education, while the majority of first-time contact groups receive concepts related to experience education.

The future of experiential education in the Chinese society in Malaysia includes (I) future development: improving the organizational certification system and training system, the understanding of the promotion of experiential education throughout the Chinese society, the participation of Malaysian government units, and the cultivation of experiential educators. (II) Promotion mode: the promotion of participants, from the education sector to the promotion, the best use of organizational strength to promote.

According to iceberg theory extension experiential education in the Chinese society of Malaysia, the hidden part of experiential education contains (I) dilemma: the quality and quantity of the pilot's ability was insufficient, the language ability was lacking, the language conversion needs accurate expression and interpretation, the vast geographical environment in Malaysia and the social environment for the curriculum was not clear, the experiential education curriculum income was unstable, the curriculum model difference. (II) Impact: Positive impact, differences with learners' original values, increased interaction with race, and differences in racial values. (III) Meaning and expectation: real interaction and communication, learning from reflection, allowing participants to maintain an open mind to face life, self-awareness and self-worth.

Keyword: Experiential education, Chinese society, Malaysia