

Fostering Holistic Development: Exploring the Integration of Positive Psychology, Constructivist Teaching, and STEAM Education in Hong Kong Secondary Schools

HONG CHING YUEN^{1,a,*}

¹*Hong Kong Shue Yan University, Hong Kong, China*
a. 221014@hksyu.edu.hk

**corresponding author*

Abstract: The proposed teaching approach strongly emphasizes students, promotes problem-solving skills, and encourages a positive outlook. The framework incorporates essential techniques such as scaffolding, securing, and flexible cognition, which Magoon has shown to support student learning and development. By adopting this constructive teaching approach, this study aims to cultivate critical thinking skills, resilience, and a sense of empowerment among students. This aligns with the principles of positive psychology and emphasizes the holistic development of students' well-being. This research also explores integrating positive education with STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. Combining two powerful educational approaches anticipates enhanced learning outcomes and increased student engagement. Students can foster creativity, innovation, and collaboration by applying their knowledge and skills in real-world contexts. The study highlights the "Creating a Better World" course offered in Hong Kong secondary schools as an exemplary model. Through this course, students gradually develop STEAM projects while incorporating positive education principles and cultivating a growth mindset. The results demonstrate that integrating positive education and constructivist instruction can upgrade students' autonomous learning and critical thinking skills by providing a motivating and imaginative learning environment. As this integration is applied, teachers are encouraged to explore and innovate continuously to adjust to the necessities of various disciplines and students.

Keywords: positive psychology, constructivism, Hong Kong secondary school, STEAM education, growth thinking

1. Introduction

As a teaching approach, positive education aims to facilitate comprehensive personal development. However, further research is needed to explore the operational mechanisms and effectiveness of positive education, particularly in secondary schools in Hong Kong, when combined with constructivist teaching methods [1-2]. This study aims to address this research gap by examining the implementation of positive education in Hong Kong secondary schools and investigating the impact of its integration with constructivism on students' positive perspectives and critical thinking skills.

On the one hand, the study aims to understand how positive education functions in secondary schools in Hong Kong and to what extent it is effective. By conducting a comprehensive literature review, the theoretical foundations of positive education and constructivist teaching, as well as their current application in Hong Kong secondary schools, will be examined. On the other hand, field observations will be conducted to gain insights into the teaching practices of specific schools. This will involve exploring how the integration of positive education and constructivist teaching is implemented and examining its impact on students.

By investigating the integration of positive teaching and constructivist instruction, this study aims to contribute novel ideas and strategies to secondary education practices in Hong Kong. It seeks to provide practical teaching techniques to teachers, assisting students in developing positive outlooks, critical thinking skills, and creative reasoning [3]. Additionally, the findings of this study will inform future trends in the development of positive education in secondary schools in Hong Kong. Furthermore, it aims to offer recommendations and guidance to educational policymakers, facilitating educational reform.

2. Theoretical Foundation

To effectively implement the constructivist approach, it is essential to integrate positive education with STEAM considering three key dimensions. These include the psychological development of students at their specific age level, the mental health education content system utilized within our educational institution, and the social expectations about the psychological well-being of secondary school students [4]. By doing so, the psychological curriculum can be better tailored to meet the demands of real-world situations.

Through integrating positive teaching and STEAM education, teachers guide and organize the learning process for active student-centered learners rather than just imparting knowledge.

Students' psychological activities are closely linked to real-life social situations. Therefore, positive education theme activities should also relate to life situations to encourage students' personal experiences, help them absorb and adjust to new ideas, and construct the meaning of these ideas.

Under the guidance and direction of teachers, students should participate in lively discussions, exchanges, and idea-sharing. They should work together to develop activity scenarios and actively engage as members of these scenarios [5]. This cultivates a strong sense of community where students can freely share their thoughts and feelings with the entire class, resulting in a deeper level of self-awareness through mutual influence and support.

Integrating positive teaching with STEAM education generates new goals and themes, stimulating creativity and enhancing independent learning.

Educators must communicate objectives through engaging themes that promote student self-value and knowledge acquisition when teaching.

3. Case Study—Taking Hong Kong True Light College as an Example

3.1. The Practical Operation and Effectiveness of Positive Education in Hong Kong Secondary Schools

Observations have revealed that some secondary schools in Hong Kong have started integrating positive psychology into their educational curriculum, emphasizing students' emotional well-being [6]. However, there is a need for a more balanced and efficient integration of positive education across all aspects of teaching. The effectiveness of positive education in enhancing students' satisfaction and positive attitudes requires further examination. Applying STEAM education in programming teaching at the Hong Kong True Light College presents a valuable opportunity to conduct in-depth research on its effectiveness and impact. Through on-site investigations and qualitative data analysis,

it can better understand students' learning experiences and achievements within this teaching model. Field investigations will enable personal experience of the classroom atmosphere, observation of how teachers integrate elements of science, technology, engineering, art, and mathematics, and stimulate students' creativity and problem-solving abilities. Simultaneously, qualitative data analysis will enable a deeper exploration of students' emotions, thinking patterns, and interactional dynamics during the learning process. Students' feedback and perspectives can be captured through interviews, observations, and text analysis, revealing their experiences and growth in STEAM education.

3.2. Integration of Positive Education and Constructivist Teaching

Research indicates that constructivist teaching, which emphasizes critical thinking and autonomous learning, aligns with the objectives of positive education. When positive education is integrated with constructivist teaching, educators focus on guiding students to identify and analyze problems through independent exploration. This integration can enhance students' confidence in critical thinking and create a positive learning environment. Conduct in-depth research on the implementation process and effectiveness through the Hong Kong True Light College case study based on the Love Editor's Positive Education. On-site investigations and qualitative data analysis will provide a deeper understanding of the practical operation of positive education in schools and its impact on students. On-site investigations will allow personal experience of the teaching atmosphere and activities in the school, observing how teachers integrate positive psychological concepts into the curriculum and cultivate students' positive emotions and social responsibility.

Moreover, qualitative data analysis will facilitate a more profound exploration of students' development and changes in positive education. Through interviews, questionnaire surveys, and text analysis, it can understand the development of students' positive attitudes, interpersonal relationships, and problem-solving abilities. This study will provide a comprehensive case study to understand the implementation and effective methods of promoting students' positive emotions and mental well-being through positive education. By conducting on-site observations and qualitative analysis, rich data can be obtained, leading to a comprehensive understanding of the effectiveness of positive education in schools. This will serve as a reference and inspiration for other schools and educational institutions, promoting the widespread adoption and development of positive education throughout the entire education system. Additionally, this study can provide educational policymakers with experiences and suggestions for positive education that promote students' holistic development and well-being.

3.3. Impact on Students' Positive Mindset and Problem-Solving Ability

Through on-site observations, it has been observed that students taught through the integrated model exhibit increased confidence in expressing their thoughts and ideas, leading to improved critical thinking skills. They also demonstrate more significant innovation in problem-solving and seek solutions through collaboration and independent learning [6]. This further confirms the positive impact of integrating positive education and constructivist teaching.

3.4. Significance and Prediction

The findings of this study suggest that integrating positive education and constructivist teaching into the secondary school curriculum in Hong Kong can have a broad and positive effect. This model can promote students' positive outlook and motivation for learning, better equipping them to face academic challenges and achieve personal growth [7]. It can also develop students' critical thinking and autonomous reasoning skills, which are essential for academic and professional advancement.

As education evolves in Hong Kong, integrating positive education and constructivist teaching will play an increasingly significant role in secondary education. Decision-makers can draw inspiration from this study and provide further support and guidance for implementing positive school education. Additionally, schools should focus on demonstrating the efficacy of positive education, developing educational programs, and adapting to changing educational needs. In summary, integrating positive education and constructivist teaching will bring about positive and comprehensive development in secondary education in Hong Kong, preparing students for their future endeavors.

4. Discussion

Recent studies have shown that combining positive education and constructivist teaching effectively enhances students' ability to learn independently and think critically. Constructivist teaching allows students to explore and develop their understanding, which aligns with the objectives of positive education and promotes overall growth [7]. However, educators must tailor their approach to individual disciplines and the circumstances of their students to provide targeted and valuable education. Further research is necessary to determine this approach's effectiveness and long-term impact [8].

This research delves into the application and effectiveness of positive education in Hong Kong's secondary schools, providing valuable insights for educational reform and improvement. The study proposes specific methods for implementing positive education in Hong Kong secondary schools and integrating it with constructivist teaching. Further research and exploration will provide more comprehensive guidance for educational practice. In the future, promoting positive education in Hong Kong secondary schools is expected to be developed and integrated with other educational models, such as STEAM education, creating a challenging and inspiring learning environment for students [9].

However, it is essential to prioritize the quality of positive education implementation and ensure its positive impact on students' overall development. Further research is necessary to determine this approach's effectiveness and long-term effects [10]. This study is valuable for educational reform and improvement by investigating the application and effectiveness of positive education in Hong Kong's secondary schools.

5. Conclusion

In conclusion, this study offers a comprehensive exploration of the integration between positive education and constructivist teaching in Hong Kong secondary schools, shedding light on the critical imperative to enhance the practical implementation of positive education. It underscores the specific focus on addressing individual student needs, providing emotional guidance, and effectively integrating the curriculum.

The findings unequivocally demonstrate that the amalgamation of positive education and constructivist teaching significantly amplifies students' critical thinking abilities and nurtures self-directed learning. This synergistic combination engenders a dynamic and inspiring learning environment that propels students' motivation, self-assurance, and innovative thinking. However, it is incumbent upon educators to perpetually explore and innovate to adapt to the diverse array of academic disciplines and the varied exigencies of students.

While this study yields invaluable insights for educational practice and transformation, it is essential to acknowledge its inherent limitations, including restricted sample size and methodological constraints. Future research endeavors should strive to expand the sample size and employ diverse validation methods to fortify the robustness of the findings. Moreover, further investigation is

warranted to scrutinize the application of positive education across different disciplines and age groups and its seamless integration with other educational models, such as STEAM education. Furthermore, teachers should actively pursue professional development opportunities to give students a more enriching and heterogeneous learning experience.

In summary, integrating positive education with constructivist teaching holds immense promise for fostering holistic development and equipping students with the requisite skills for future success. Educators can forge a positive and empowering learning milieu that nurtures their growth in an ever-evolving world by prioritizing students' emotional well-being and fostering their critical thinking abilities. This study endeavors to make substantial contributions toward improving positive education practices in Hong Kong secondary schools. Through a meticulous evaluation of current programs, the formulation of student-centered approaches, and an exploration of the integration of positive education with STEAM education, this research proffers invaluable insights and recommendations for educational policymakers, school administrators, and teachers. Ultimately, the overarching objective is cultivating students' holistic development and well-being in Hong Kong and beyond.

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