Abstract

This qualitative action research study documented the observed and reported experiences of a high school environmental science teacher and sixteen of his honors students when traditional classroom practices were replaced with outdoor educational techniques. The study centered around a series of outdoor projects that required students to abandon their pre-conceived notions of the outside world, and explore the connections between themselves and a local aquatic ecosystem. The study suggests that when outdoor educational techniques are utilized, the students will increase their connections to the outdoors, learn how to work together, and gain a better understanding of their place the world.