

## Exploring In-service Teachers' Perspectives in Implementing Outdoor Environmental Education

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### Abstract

As the Environmental Education Act has taken effect in 2011, schools are mandatory to offer four-hour environmental education (EE) courses for teachers and students in Taiwan. The Ministry of Education began to promote outdoor education since 2015, which emphasized outdoor learning in EE facilities certificated by Environmental Protection Administration. Because of these policies, more and more schools struggled to develop quality outdoor environmental education (OEE). Thus, this qualitative study aims to explore teachers' perspectives in implementing OEE in order to assist them to develop better OEE teaching activities. Data were collected through focus group interviews and grounded theory was used to analyze data. Four major themes were found to represent teachers' perspectives in implementing OEE. It is concluded that if more resources, such as teaching strategies, financial support, and personnel are provided, more teachers will be willing to be involved in professional development and, thus, form a community of OEE.

**Keywords:** in-service teachers, outdoor environmental education, teachers' perspective

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# 影響在職教師執行戶外環境教育之因素探討

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## 摘要

臺灣自民國 100 年起實施環境教育法，國中小每年需要進行至少四小時之環境教育課程。教育部也自 104 年加強推動戶外教育，並鼓勵學校在環境保護署認證的環境教育場所進行課程。這些政策的推動也讓許多學校需要設法發展優質的戶外環境教育。有鑑於此，本研究主旨於探索在新政策下在職教師對於進行戶外環境教育的看法，並期望研究成果可以協助教師在未來發展出結合理論及實務的戶外環境教育課程。本研究運用焦點團體訪談法以及紮根理論來蒐集與分析資料。資料分析顯示主要有四大要素影響在職教師實施戶外環境教育，如果可以在教學策略、經費與人事上有足夠資源支持，教師會更願意投入戶外環境教育的專業精進並發展戶外環境教育社群。

**關鍵字：**在職教師、戶外環境教育、教師觀點