# Towards more sophisticated views of teachers about inquiry-learning: The contribution of diverse experiences in the outdoor environment

Science teachers’ views of inquiry-based learning as being merely experimental, causal, and controlled are being challenged in our study. We studied science teachers enrolled in professional development programs that consisted of three different inquiry-based learning experiences in the outdoors: ecology, sociology, and archeology. These investigation included online collaborative planning, fieldwork and collaborative online data analysis, and online communication of findings. Data collection include pre- and post-PD, open-ended questionnaires, interviews and written reflections. Qualitative content analysis is informed by the literature referring to procedural and epistemic aspects of inquiry-based-learning and allows emerging themes as well. Our findings show a clear shift in teachers’ views about inquiry toward more sophisticated views.