

Abstract

This action research developed as a response to the researcher's experience in teaching science in rural Alaska to Native Alaskan students during a time of great educational reform. It was designed to determine the best of three different best practice teaching methods for this unique population. Data about student on-task behavior and preferences for methods of learning was gathered while best practice teaching methods were employed. Data was gathered by non-participant observations, a student survey, teacher reflection journal, and student journals.

Data analysis suggests that all three teaching methods tested are indeed effective and beneficial for these students. Designing lessons and units around cultural and traditional knowledge systems can have a positive impact on student learning in science. Results suggest further research possibilities in other teaching methods or programs designed to teach Alaska's rural students.

