

The Outdoor Classroom as a teaching Resource: Impact on Academic Performance and Socio-Emotional Development

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ABSTRACT

The contemporary educational paradigm faces questions about the effectiveness of traditional methodologies confined to closed spaces, with the outdoor classroom emerging as a promising pedagogical alternative. Objective: To analyze the impact of the outdoor classroom as a pedagogical resource on the academic performance and socio-emotional development of primary school students. Methodology: An interpretive approach with bibliographic documentary design was used, utilizing source location techniques, systematic recording, and thematic content analysis to examine research from Ecuador, Spain, and Colombia. Results: Evidence documents significant multidimensional benefits: 75% of students experienced substantial improvements in curricular understanding, while 73.7% increased their interest in abstract subjects. Regarding socioemotional development, 71.3% strengthened their personal confidence, and 81% experienced greater connection with peers. Physical benefits included increased motivation for physical activity in 82.5% of participants. Discussion: There is theoretical and empirical convergence between different research perspectives regarding the effectiveness of the outdoor classroom, although systemic barriers such as lack of teacher training and institutional logistical limitations were identified. Conclusions: The outdoor classroom constitutes a pedagogical resource with multidimensionally demonstrated effectiveness, functioning as an integral catalyst for educational processes. Its transformative potential justifies the implementation of educational policies that facilitate its gradual and systematic adoption, positioning it as a high-impact strategy for improving the overall quality of education.

Descriptors: Classroom, outdoors, pedagogical resource, academic performance, socio-emotional development

Biographical Review: I completed my undergraduate studies at the Simón Rodríguez National Experimental University: I graduated with a degree in Comprehensive Education in 2011. In 2022, I began my studies at the Samuel Robinson University of the University of Mexico (UNEM), specializing in Primary Education. I am currently pursuing a Master's degree in Primary Education at the same institution. I have been teaching since 2017 at the Paula Catalina de Pérez High School and currently work as a CRA liaison.