

3 Reasons Why You Can't Ignore the Power of Outdoor Learning

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Brief #23
December 3, 2015

There are many other considerations that should be given to the implementation of outdoor learning programs in our schools, but the most obvious among them are the physical, cognitive, and social benefits of outdoor learning. As your school or district considers investing in or expanding an outdoor classroom, keep in mind the many advantages this type of education facility will have for your students.

The topics of outdoor learning and outdoor classrooms are trending in education conversation and research. Recently, there have been many articles in education and scientific journals as well as in popular magazines and websites on the many reasons schools should embrace outdoor learning. Outdoor learning is increasingly viewed as a powerful way to engage students in the educational experience and to foster a greater appreciation for the natural world.

1. Outdoor Learning Positively Affects Physical Health

First, outdoor learning gets students moving. The USA has a gathering storm from the factors of childhood malnutrition, obesity, and lack of physical activity. Second, outdoor

learning reconnects kids with the power of 'solar energy'. We are all aware of the need for vitamin D, which the sun provides to us naturally. Students who are stuck indoors during the school day can miss out on this very needed health benefit.

2. There are Cognitive Benefits to Outdoor Learning

Recently, there have been a number of articles on how outdoor learning can make kids smarter, improve children's memory and attention, and even help kids with autism. We now know that children's awareness, reasoning, and observational skills are improved in their cognitive development with an increased exposure to nature (Pyle, 2002).



3. Outdoor Learning Helps the Socialization of Students

Finally, researchers have noted that outdoor learning leads to positive outcomes in students' social development. Some have argued that nature stimulates social interaction between children much more than indoor learning environments (Bixler, Floyd, & Hammit, 2002).

[Read full blog.](#)

Reference

- Bixler, R. D., Floyd, M. E. & Hammit, W. E. (2002). Environmental socialization: Quantitative tests of the childhood play hypothesis. *Environment and Behavior*, 34(6), 795-818.
- Pyle, R. (2002). Eden in a vacant lot: Special places, species and kids in community of life. *Children and Nature: Psychological, Sociocultural and Evolutionary Investigations*. Kahn, P.H. and Kellert, S.R. (eds) Cambridge: MIT Press.