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Outdoor Learning Strategies for Tourism Students

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Abstract

This article presents a literature review exploring outdoor learning strategies for tourism students, focusing on suitable models of out-of-classroom learning in the context of contemporary tourism education. The purpose of this article is to examine the out-of-classroom learning models for students majoring in tourism and related fields. The study covers various aspects including definitions, learning models in tourism education, the application of learning methods and curricula, and assessment techniques. The findings reveal several key learning models, such as experiential learning, where students learn from real-life experiences; outdoor learning, which involves outdoor activities; and field trips, which provide educational visits outside the classroom. Additionally, extracurricular learning, non-formal education, and beyond the classroom learning are highlighted as important elements. Other strategies such as internships and work-based learning, role-playing and simulations, project-based learning, and community-based tourism (CBT) engagement are also examined. The study also considers the value of study abroad and exchange programs, business English for tourism, and trends in the tourism industry. These learning models are found to be appropriate for the current situation and the structure of tourism curricula. Their application depends on real-world contexts and the adaptability of the learning approaches.
Keywords: Outdoor learning strategies, Tourism students.

Background and Statement of the problem

Several researchers and educational organizations have explored the benefits and applications of outdoor learning, particularly in relation to experiential education and its impact on student development. Rickinson et al. (2004) are notable for their work emphasizing experiential learning's role in shaping students' attitudes, beliefs, and interpersonal skills, which are essential for success in fields like tourism. Ali (2020) has contributed findings on how outdoor lessons enhance student enjoyment, confidence, well-being, and academic outcomes such as literacy and numeracy. More recently, Croft & Wang (2023) have examined interdisciplinary outdoor learning projects in hospitality and tourism, highlighting skills gained in event planning, customer service, and teamwork. Warmansyah et al. (2023) further expand this by investigating the integration of digital tools like virtual and augmented reality to enrich outdoor learning experiences in tourism education.

Beyond tourism education specifically, broader studies on outdoor education and experiential learning have been conducted. For example, teacher academy platforms and educational blogs discuss how outdoor education fosters personal, social, and environmental growth through hands-on activities, which enhance problem-solving, resilience, and mental well-being. These studies also underline the importance of connecting classroom concepts to real-world applications, which boosts engagement and academic performance. Collectively, these works provide a strong foundation for understanding outdoor learning's multifaceted benefits and its evolving pedagogical approaches.

Despite the growing body of research on outdoor education and experiential learning, several knowledge gaps remain, particularly in the context of tourism education. First, while existing studies demonstrate the general benefits of outdoor learning on student engagement and skill development, there is limited comprehensive analysis on how these benefits specifically translate into career preparedness within the tourism and hospitality sectors. The nuanced ways that outdoor learning influences industry-relevant competencies-such as adaptability, customer service skills, and sustainability awareness-require deeper exploration.

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Second, the integration of emerging technologies (e.g., augmented reality) and sustainability principles into outdoor tourism education is relatively new and under-researched. Although Warmansyah et al. (2023) note the potential of digital tools, there is a lack of empirical studies evaluating their effectiveness in outdoor learning environments tailored for tourism students. Similarly, the role of community engagement and field-based research in fostering practical skills and cultural awareness in this field has not been fully articulated.

This article aims to fill these gaps by systematically examining the effectiveness of outdoor learning models in tourism education, focusing on skill development, student engagement, and career readiness. The objective of this literature review is to identify and evaluate effective outdoor learning strategies that align with the evolving needs of tourism education and support experiential, real-world learning. By analyzing best practices and emerging trends, it will provide valuable insights for curriculum designers and educators seeking to enhance pedagogical strategies. Ultimately, this research contributes to the evolving discourse on preparing students for dynamic careers in tourism and hospitality through innovative, experiential outdoor learning approaches.

This article review employed a systematic literature search across academic databases using keywords including "outdoor learning in tourism education" and "experiential learning." The analysis focused on peer-reviewed studies from 2000-2024 that examined outdoor, experiential, and non-formal learning approaches in tourism education. The literature was organized into four thematic categories: experiential learning, extracurricular activities, project-based programs, and industry trends. Through this structured review, the article identifies significant gaps in current research, particularly regarding assessment methodologies and long-term program effectiveness. The analysis reveals that while outdoor learning shows strong potential for enhancing tourism education, the field requires more robust empirical studies and standardized evaluation frameworks to fully understand its educational impacts and optimize implementation strategies.

Contents
1. Traditional classroom problem statement

Traditional classroom-based tourism education faces significant limitations in providing students with practical skills necessary for the industry. One major constraint is the lack of a realistic environment that simulates actual tourist destinations. Classrooms are confined spaces that cannot replicate the dynamic nature of tourism operations, limiting students' exposure to real-world experiences. Furthermore, traditional teaching methods often fail to incorporate modern tools, technologies, and practical training opportunities that are essential for developing industry-relevant skills. Without hands-on experience, students struggle to adapt to the fast-paced and customer-oriented nature of the tourism sector.

Another critical challenge is the difficulty in assessing students' practical skills and preparing them for professional networking. As Sarkodie and Adom (2015) highlight, traditional classroom settings do not effectively evaluate students' abilities in managing real-world scenarios or customer interactions. The lack of engagement with industry professionals further limits students' opportunities to build connections and gain insight into industry demands. Additionally, crucial soft skills such as customer service, stress management, and teamwork—which are fundamental in tourism careers—are difficult to develop in a purely theoretical learning environment.

To bridge the gap between classroom learning and industry expectations, scholars emphasize the need for more experiential learning opportunities. Ahlawat et al. (2024) identify key challenges in tourism education, including students' preparedness for professional conduct, problem-solving, and workplace adaptability. They argue that integrating internships, field trips, and hands-on training can significantly enhance student learning. Moreover, closer collaboration between educational institutions and industry stakeholders is crucial for aligning curricula with labor market needs. By incorporating competency-based training and real-world exposure, tourism education can better equip students with the necessary skills for a successful career in the industry.

2. Outdoor Learning

Outdoor learning is an educational approach that extends beyond traditional classroom settings to provide experiential learning opportunities. It is not a separate subject with specific learning standards like science or mathematics but rather a teaching method designed to enhance learners' understanding of their environment. Priest (1990) identifies six key components of outdoor learning, including its experiential nature, emphasis on sensory engagement, integration of multiple disciplines, and focus on human-nature relationships. These elements contribute to a holistic learning experience that deepens students' connection to real-world contexts.

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Outdoor education is vital to 21st-century learning, connecting classroom theory with real-world practice. By participating in hands-on activities, students enhance key skills like observation, exploration, critical thinking, and creative problem-solving. It also promotes collaboration and communication, helping learners interact more deeply with their environment. This method supports modern educational objectives, emphasizing interdisciplinary learning and student-centered approaches.

According to Plook Teacher (2024), outdoor learning also strengthens key future-ready skills, including teamwork, digital literacy, adaptability, and self-directed learning. Engaging in real-world learning experiences, such as field trips, community projects, and nature-based activities, enables students to develop problem-solving skills and resilience. These competencies are vital for success in both academic and professional settings. Overall, outdoor education is an effective strategy for cultivating well-rounded individuals who can navigate an increasingly complex and dynamic world.

3. Outdoor Learning Modes

Out-of-classroom learning plays a crucial role in education by providing students with direct experiences that enhance their understanding and engagement. According to Fang, Hassan, and LePage (2023), environmental education benefits significantly from diverse teaching strategies beyond traditional classroom settings. Activities such as reading and writing about environmental issues, conducting case studies, and participating in value-based discussions help students develop a deeper understanding of sustainability. Brainstorming and treemapping allow learners to visualize connections between concepts, while debates and group learning enhance communication, teamwork, and ethical awareness. These methods promote student-centered learning and foster critical thinking skills necessary for addressing complex real-world problems.

Experiential activities, such as environmental arrangement tasks and hands-on workshops, further enrich learning experiences by encouraging active student participation. Fang et al. (2023) highlight that workshops on farming and animal husbandry provide learners with practical insights into ecological management. Additionally, game-based learning, which incorporates open-ended play and simulated environments, engages students in interactive ways to explore environmental sustainability. These approaches align with the principles of experiential learning, which emphasize learning through direct experience, reflection, and active involvement in problem-solving.

Moreover, out-of-classroom learning strengthens the connection between education and real-world applications. Environmental action activities, as described by Fang et al. (2023), enable students to engage in ecological management, legal advocacy, and sustainability projects. By participating in such initiatives, students develop a sense of responsibility and empowerment in tackling environmental challenges. The integration of interdisciplinary subjects, such as geography, mathematics, and natural sciences, further supports a holistic approach to learning. Overall, out-of-classroom learning fosters a more immersive and dynamic educational experience, preparing students to apply their knowledge in meaningful and impactful ways.

4. Outdoor Learning for Tourism Program

4.1 Experiential learning

Experiential learning plays a crucial role in tourism education as it provides students with real-life experiences that prepare them for the dynamic nature of the industry. Unlike traditional classroom learning, which primarily focuses on theoretical knowledge, experiential learning emphasizes practical engagement through internships, field studies, and educational trips. These hands-on activities help students understand tourism operations, develop problem-solving skills, and adapt to various real-world scenarios. Research suggests that when students actively participate in learning experiences, they develop a deeper understanding of tourism practices and are better prepared to enter the workforce (Mahendra et al., 2024).

One of the key advantages of experiential learning is its ability to bridge the gap between academic knowledge and industry requirements. Traditional classroom education often lacks exposure to real-world tourism environments, making it difficult for students to grasp industry-specific skills such as customer service, tourism management, and hospitality operations. Through experiential learning, students gain first-hand experience in handling tourist interactions, managing travel logistics, and responding to challenges in a professional setting. This exposure not only enhances their technical competencies but also fosters critical soft skills such as teamwork, adaptability, and cultural awareness (Ahlawat et al., 2024).

Furthermore, experiential learning encourages a deeper connection with local communities and promotes sustainable tourism practices. Programs that involve students in community-based tourism initiatives allow them to engage with local stakeholders, understand cultural heritage, and contribute to sustainable development. These

experiences help students appreciate the importance of ethical tourism and environmental conservation, reinforcing the need for responsible tourism management. However, studies also highlight potential challenges, such as the risk of authenticity loss when cultural practices are altered for tourist appeal and the environmental impact of tourism-related activities (Education Technology Insights, 2024).

With the increasing integration of technology in tourism education, experiential learning is evolving to incorporate digital tools such as virtual reality (VR), simulations, and online training modules. These advancements enhance students' learning experiences by providing interactive and immersive environments that mimic real-world tourism operations. Additionally, hybrid learning models that combine physical experiences with digital simulations offer a flexible and scalable approach to experiential tourism education. As the industry continues to evolve, educational institutions must continuously adapt their teaching methods to align with modern technological trends, ensuring that students are well-equipped for the future job market (Mahendra et al., 2024).

4.2 Extracurricular learning

Extracurricular learning plays a crucial role in tourism education by supplementing classroom instruction with practical experiences that enhance students' knowledge and career readiness. Well-structured extracurricular activities (ECAs) provide students with opportunities to engage in hands-on learning, fostering deeper understanding and skill acquisition. According to Rickinson et al. (2004), well-planned fieldwork contributes significantly to students' academic and personal development. It enhances knowledge retention, improves social and interpersonal skills, and creates a strong link between affective and cognitive learning. Similarly, Tiamtree, Choorak, and Chaiwatthanakunwanich (2024) highlight the impact of extracurricular activities in tourism education, particularly through the Council of Tourism Students' (CTS) SCALE program. These activities aid students in knowledge acquisition, career development, and motivation to pursue careers in tourism.

One of the key benefits of extracurricular learning is its contribution to career development. The integration of ECAs in tourism education provides students with valuable exposure to industry professionals and real-world experiences. Rickinson et al. (2004) emphasize that properly structured field experiences foster long-term memory retention and personal growth, allowing students to apply their knowledge in practical settings. Tiamtree et al. (2024) further support this by demonstrating how ECAs equip students with relevant skills that prepare them for future careers in tourism. By engaging in networking events, internships, and hands-on projects, students develop a deeper understanding of industry expectations and professional standards.

Moreover, extracurricular learning enhances student motivation and engagement in tourism education. Activities such as study tours, interactive workshops, and community-based tourism projects create meaningful learning experiences that inspire students to explore career opportunities in the field. Rickinson et al. (2004) caution that poorly designed fieldwork may lead to ineffective learning; however, when ECAs are structured effectively, they significantly enhance students' interest and aspirations. Tiamtree et al. (2024) further affirm that ECAs encourage students to pursue careers in tourism by increasing their enthusiasm and commitment to the industry. Overall, incorporating extracurricular learning in tourism education leads to better-prepared graduates who are knowledgeable, skilled, and motivated to succeed in the tourism sector.

4.3 Non-formal education

Non-formal education plays a critical role in tourism by offering structured yet flexible learning opportunities outside traditional educational institutions. These programs contribute to ecotourism resource management, sustainability awareness, and community empowerment. Unlike formal education, non-formal education focuses on experiential learning, fostering environmental responsibility and practical skills that benefit both local communities and tourism stakeholders (Tauro et al., 2021).

One key area where non-formal education is instrumental is in ecotourism resource management. Community-based non-formal education programs help in improving conservation strategies, raising awareness about biodiversity, and fostering a sense of environmental responsibility. By involving local stakeholders in ecotourism initiatives, these programs encourage participatory decision-making and sustainable resource use. For example, educational workshops and conservation training sessions enhance local knowledge on wildlife protection and sustainable tourism practices, which contribute to broader conservation and sustainability goals (Ariefianto & Hilmi, 2019).

Visitor education initiatives represent another crucial aspect of non-formal education in tourism. These initiatives involve guided tours, sustainability workshops, and informational sessions designed to enhance tourists' understanding of environmental and cultural preservation. For instance, coral reef conservation programs educate visitors about responsible snorkeling and diving practices, thereby minimizing environmental

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degradation. Similarly, eco-tourism programs offer discussions on topics such as waste management and water conservation, ensuring that tourists actively contribute to sustainable tourism efforts (Ariefianto & Hilmi, 2019).

Cultural exchange programs also form a significant part of non-formal education in tourism. These programs provide opportunities for tourists to engage with local communities, fostering mutual understanding and cultural appreciation. Activities such as traditional craft-making, culinary workshops, and folk storytelling not only preserve cultural heritage but also promote responsible tourism. By integrating local traditions into tourism experiences, these programs ensure that tourism development remains inclusive and beneficial to host communities while also supporting local economies (Ariefianto & Hilmi, 2019).

Non-formal education has been particularly effective in empowering street vendors and small-scale entrepreneurs in tourist destinations. Programs that provide business training, financial literacy, and customer service skills help improve the quality of tourism-related services and create economic opportunities for local communities. At "PAPUMA" Malikan White Sand Beach in Jember Regency, non-formal education initiatives have successfully enhanced vendors' business management skills, promoted environmental sustainability, and strengthened local tourism identity. Such initiatives highlight the importance of integrating education with tourism development to achieve long-term economic and environmental sustainability (Ariefianto & Hilmi, 2019).

In conclusion, non-formal education is a vital component of tourism development, supporting sustainability, cultural preservation, and community empowerment. It plays a crucial role in ecotourism management, visitor education, cultural exchange, and small business development, ensuring that tourism remains a tool for both economic growth and environmental conservation. Future research should explore the long-term impact of these programs and develop strategies for integrating non-formal education more effectively into tourism policies and planning.

4.4 Internship & Work-Based Learning

Internship and work-based learning programs play a crucial role in bridging the gap between theoretical knowledge and real-world practice, particularly in the tourism and hospitality industry. These programs provide students with hands-on experience in professional settings such as hotels, travel agencies, airlines, event management companies, and cultural heritage sites (Ko et al., 2025). By engaging in tasks such as front desk operations, tour guiding, and customer service, students gain essential skills that enhance their career readiness. The structured nature of internships allows students to apply classroom learning in practical environments, developing competencies that are highly valued by employers, such as problem-solving, adaptability, and teamwork.

From an academic perspective, internships contribute to curriculum relevance by aligning educational content with industry expectations. Ko et al. (2025) emphasize the importance of collaboration between educational institutions and businesses to ensure that internship experiences are meaningful and structured. A well-designed internship program incorporates mentorship, job rotation, and performance evaluation to maximize learning outcomes. Moreover, these programs serve as recruitment pathways for companies, providing them access to a pool of skilled potential employees while addressing labor shortages. The integration of work-based learning into higher education strengthens industry-academia partnerships, benefiting both students and employers.

To enhance the effectiveness of internship programs, scholars suggest implementing strategies such as clear training objectives, cross-training opportunities, and structured feedback mechanisms. A comprehensive internship manual, as proposed by Ko et al. (2025), can serve as a guideline for students, educators, and employers to ensure smooth internship execution. Additionally, fostering a positive mindset among employers towards interns as future professionals rather than temporary workers can further improve the learning experience. When implemented effectively, internship and work-based learning programs contribute significantly to workforce preparedness, industry sustainability, and the overall development of the tourism and hospitality sector.

4.5 Role-Playing & Simulations

Role-playing and simulation activities have long been recognized as effective pedagogical strategies for enhancing language proficiency, particularly in speaking skills. These approaches allow students to engage in realistic, context-driven scenarios that reflect the challenges they might encounter in real-world interactions. In the context of English language learning, role-playing involves students assuming specific roles and acting out various situations, such as a tourist asking for directions or a hotel receptionist assisting a guest (Tandipayuka et al., 2023). This approach encourages active participation, fosters fluency, and enhances students' ability to communicate effectively in different settings. The research highlights the positive impact of role-playing on improving students' oral fluency, confidence, and language comprehension, as it creates an interactive and supportive environment that promotes natural language use.

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Simulations, another closely related strategy, replicate real-life contexts in a controlled classroom environment, providing students with opportunities to practice language skills in a safe and guided manner. According to Rachman et al. (2023), the practice of simulating tour guide activities, such as delivering commentary during a guided tour, enhances students' vocabulary, grammar, pronunciation, and fluency. These simulations require students to adapt their language use to suit the specific audience and context, refining their communication skills in the process. The structured nature of these simulations, which typically include phases like opening, delivering information, and closing, helps students develop a systematic approach to organizing their speech and conveying information in an engaging way. Through repeated simulations, students build confidence and competence in using English in tourism-related settings, preparing them for real-life professional situations.

Moreover, the integration of role-playing and simulations into English language teaching has been shown to address key challenges in traditional language learning approaches. For instance, Susilo (2014) observed that the shift from grammar-focused instruction to communication-based activities, such as role-play, significantly improved students' participation and enthusiasm. The hands-on nature of role-play and simulation fosters an active learning environment, which contrasts with the passive, textbook-driven methods that often hinder student engagement. Furthermore, these activities help to bridge the gap between theoretical knowledge and practical application, as students can see the relevance of language skills to their future careers, particularly in the tourism industry. The effectiveness of role-playing and simulation as language learning tools thus lies not only in their ability to improve fluency but also in their capacity to boost students' confidence and reduce anxiety, making them invaluable techniques for English language education.

4.6 Project-Based Learning

Project-Based Learning (PBL) in tourism education connects theoretical knowledge with practical experience, engaging students in real-world scenarios like designing tourism packages or creating marketing campaigns. This approach fosters critical thinking, collaboration, creativity, and industry-specific expertise, while also enhancing students' English language skills across reading, writing, listening, and speaking. PBL prepares students for careers in the tourism industry by emphasizing teamwork, problem-solving, and industry-relevant skills, and by promoting active learning through real-life scenarios such as customer service, handling complaints, and negotiating in professional contexts. Additionally, community-based tourism projects encourage students to explore sustainable tourism and engage with local cultures, further enriching their learning.

Incorporating English for tourism into the curriculum is essential for developing students' communication skills, particularly in areas like accommodations, food and beverage services, and tour guiding. Programs that emphasize both hard and soft skills, such as creativity, critical thinking, and teamwork, ensure that students are well-prepared for the job market. Participating in international exchange programs or internships offers students global exposure, enhancing their cultural sensitivity and readiness for the global tourism workforce. By integrating modern teaching methods and real-world problem-solving activities, educators can help students adapt to the evolving tourism industry, preparing them to face future challenges with the skills needed to thrive in a competitive market.

Table 1 The learning and innovation skills in PBL

Literacy	Skills	
	Hard	Soft
Information Literacy	Work preparation	Communicative
Reading Literacy	Work process	Creative and Care for the environment
Media and ICT Literacy	Work result	Discipline and Responsible

Source: Kanca, I. N., Ginaya, G., & Astuti, N. N. S. (2020).

4.7 Study Abroad Programs and Educational Tourism

Study abroad programs (SEPs) have become an essential component of higher education, offering students the opportunity to immerse themselves in a foreign culture, learn a new language, and engage in educational activities in a global context. Gan & Kang (2022) highlight the growing trend of international mobility, with approximately 5.1 million students studying abroad in 2016, a significant increase from 2.1 million in 2000. This rapid expansion of SEPs has captured the attention of researchers, who have examined various aspects of these programs, including their educational and cultural impacts on students. The primary goal of participating in an SEP is not to obtain a degree, but to gain exposure to diverse educational systems,

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cultural experiences, and career development opportunities in a global setting. As SEPs continue to grow, universities worldwide are increasingly opening their doors to international students, contributing to the diversification of student populations across the globe.

The benefits of studying abroad extend beyond academics, offering students valuable insights into the host country's tourism and cultural offerings. Gan & Kang (2022) note that research on SEPs has also focused on the travel motivations of foreign students and their experiences in their host country. Students often choose destinations that offer unique tourist activities and cultural experiences, which enhances the educational value of their time abroad. For instance, travel opportunities have been identified as a significant factor influencing the decision of U.S. students to participate in SEPs in countries like Australia, where students can explore rural areas, local agriculture, and other aspects of the host country's tourism sector. This connection between tourism and education in SEPs fosters a deeper understanding of global issues and provides students with the chance to broaden their perspectives on various fields, including agriculture, business, and social sciences.

Additionally, SEPs play a crucial role in supporting educational tourism and agritourism development in the host country. Gan & Kang (2022) explain that SEPs often involve partnerships between universities and local industries, creating opportunities for students to engage with communities, entrepreneurs, and rural areas to learn about local traditions, agricultural practices, and environmental sustainability. This experience can significantly enhance students' career prospects and professional identities, as they acquire practical knowledge and skills that are highly valued in the global job market. Furthermore, the participation in service-learning programs, particularly in developing regions like Africa and Central America, allows students to contribute to the improvement of local communities through educational collaboration and technical assistance. This highlights the transformative potential of SEPs, both for students and the host countries, making them a powerful tool for fostering cross-cultural understanding and global citizenship (Duke, 2000).

Figure 2 Essential skills for Meeting the Challenges

4.8 Trends in Tourism

The tourism industry is rapidly evolving, driven by technological advancements and a focus on sustainability. SmartGuide (2024) identifies key 2025 trends, including the growing role of AI in enhancing traveler experiences through personalized recommendations, chatbots, and streamlined operations. To meet rising demands for seamless digital interactions, tourism businesses must invest in AI and digital solutions.

Sustainability is also becoming essential, as travelers seek eco-friendly, authentic experiences that prioritize conservation and community involvement. Tourism providers must integrate green practices across transportation, accommodations, and local engagement to meet this demand (SmartGuide, 2024).

Economic factors are equally influential. Siddik et al. (2025) highlight that GDP growth, FDI, inflation, and urbanization shape tourism development. While inflation can limit travel spending, urbanization boosts tourism by offering modern urban experiences. Strategic investment in infrastructure and services is key to fostering sustainable tourism growth amid these shifting dynamics.

5. Outdoor Learning Types - Theory to Practice

Outdoor learning offers a unique approach to education by connecting students directly with their environment, enhancing both academic outcomes and personal well-being. It supports skills like critical thinking, problem-solving, and collaboration, particularly in science, design, technology, and sustainability. Research shows that outdoor activities reduce stress, improve mood, and boost focus. This form of learning integrates with traditional curricula, providing hands-on experiences that allow students to apply theoretical

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knowledge to real-world problems. It also helps students build confidence, motivation, and interpersonal skills while fostering a sense of responsibility and ownership over their learning.

Despite its benefits, outdoor learning faces challenges, such as resistance from educators and misconceptions about its educational value. However, its potential for personal development and its alignment with broader goals like sustainability make it a powerful tool for preparing students for the future. By incorporating outdoor learning into curricula, especially in fields like tourism and hospitality, students gain practical knowledge while also developing leadership and communication skills. The growing emphasis on experiential learning, particularly in sustainable tourism education, further highlights the importance of outdoor learning in fostering both academic and societal growth.

Conclusion

Out-of-classroom activities are widely recognized for enhancing student engagement, skill development, and real-world learning, supported by strong theoretical and empirical evidence. Research shows that while traditional activities are beneficial, they often need redesign with greater supervision, personalization, and digital integration (Fuad et al., 2019). Experiential learning theory (Kolb, 1984; EDUKASIA, 2024) and Vygotsky's sociocultural theory (1978) highlight the importance of hands-on experience, reflection, social interaction, and scaffolding in learning. Studies confirm that activities like volunteering foster leadership, communication, problem-solving skills, psychosocial growth, and social justice (Ajrouch et al., 2016; Primavera, 1999; Saraidi et al., 2020). Research on outdoor and garden-based learning also shows positive effects on students' interest in science and scientific attitudes (Saraç Yildirim & Doğru, 2023).

Educators and policymakers should prioritize integrating well-designed, learner-centered out-of-classroom activities into curricula. Future research should focus on ensuring equitable access, evaluating long-term impacts, and identifying optimal activity structures for diverse learners. Stakeholders across education, policy, and industry can use these insights to foster holistic, sustainable learning.

Out-of-classroom activities enhance skills, knowledge, and experiences beyond traditional learning. Examples include volunteering, workshops, safe-space initiatives, learning through media, discussions on current issues, journaling, and activities promoting science and technology. These foster social skills, creativity, and specialized competencies, tailored to learner interests for sustainable, real-world development.

In tourism, out-of-classroom learning includes Experiential Learning, Outdoor & Field Learning, Internships, Role-Playing & Simulations, Project-Based Learning, and Community-Based Tourism. Global skills are built through Study Abroad, Exchange Programs, and Business English for Tourism, preparing learners for successful careers. The application of research highlights practical implications: educators can design curricula that integrate real-world experiences; policymakers can advocate for funding and support; employers can encourage volunteering for organizational and personal growth. For students and families, these insights emphasize the long-term value of diverse learning experiences. Future research should ensure equitable access, assess long-term outcomes, and identify the most effective activities for different learner profiles.

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