

The Classroom Outside the Classroom

"A didactics in Territory"

María Irene Celis Arias, Rosely Ramírez Villamizar, Carlos Alberto Vásquez, Kelly Johana Gómez

Instituto Universitario de la Paz, UNIPAZ, Colombia
Email: maria.celis@unipaz.edu.co

Abstract

This research study is based on the educational experiences of the UNIPAZ Bachelor of Arts program, developed during the years 2022, 2023 and 2024. These experiences foster the academic and personal development of students, as well as their teamwork skills, which reinforces their connection with the world in diverse sociocultural contexts. The main objective of this process was to focus the classroom strategy outside the classroom, as a didactic in the academic and personal development of students, promoting teamwork skills and connection with diverse sociocultural contexts.

The classroom strategy outside the classroom facilitates the analysis of specific situations through inclusive inter-actions. This allows students to live and interact in a broad and diverse environment.

Didactics in context in the training of trainers promotes active learning instead of memorization according to, (Sams, 2019), this approach has evolved along with the tools that teachers can use to invert their classes. (Romero, 2019) By addressing different sociocultural contexts, it is possible to dynamize strategies that allow a deeper analysis of particular situations, favoring inclusion and interaction between students in an enriching educational environment. This didactic is based on constructivism, a pedagogical and philosophical current that maintains that learning is an active process in which students build their own knowledge through experiences and reflections.

Instead of receiving information passively, learners interact with their environment, integrating new ideas with their previous knowledge, based on the author (Vygotsky, 1978), he emphasized the role of the social and cultural context in learning. He introduced the concept of "zone of proximal development", which refers to the distance between what a learner can do alone and what he can do with help. For Vygotsky, learning is a social process of diverse interpretations, highlighting the importance of interaction, experience and context in the learning process. His focus on active learning and knowledge construction has significantly influenced contemporary educational practices.

Keywords: Didactics, Constructivism, Classroom outside the classroom.

1. Introduction

The Magdalena River region is crossed by the Magdalena Trunk, which connects northern, central and southern Colombia. In its center is a valley rich in agriculture, livestock, mining and fishing, highlighting the cattle ranching and oil refining in Barrancabermeja. (Barrancabermeja, 2013-2023) This city has grown rapidly due to the immigration of displaced populations, which shows constant changes and the need to integrate artistic processes into the social and educational structures of the region.

Based on the above, the Bachelor of Arts program with high-quality accreditation of UNIPAZ is projected as a high-quality benchmark in the Middle Magdalena, (UNIPAZ, Informe de Auto Evaluación, Licenciatura en Artes, 2020) for the training of Graduates in Arts competent in pedagogical, didactic, artistic and research processes and in context; valuing the identities and the memory of the peoples of the Middle Magdalena.

In this way, the Bachelor of Arts program, based on the concept of didactics by HEIs, in recent years, corresponds to the dynamic and creative forms that impact their teaching and learning models, focused on competencies of the program, such is the case of the Bachelor of Arts, which has specific dimensions to develop in students such as: To train an educator of the highest scientific and ethical quality. To develop pedagogical theory and practice as a fundamental part of the knowledge of the educator. To strengthen research in the pedagogical field and in specific knowledge. Prepare educators at the undergraduate and graduate levels for the different levels and Forms of provision of the educational service.

One of the challenges and areas in HEIs is the mastery of new skills, behaviors and practices associated with change; according to (Díaz, 2010), teaching-learning environments are aimed at developing the ability to learn and adapt to changes; that involves innovation and not precisely correlated with technology, Focused on contemporary discourses in Latin America, in the words of (Blanco, 2000) Innovation is the relationship between curricular processes and research, which generates a polysemy to methodological change, this means that didactics has evolved in its concept in recent years, in the words of (Kolb, 2014) Didactics must include cycles of experience, reflection, conceptualization and experimentation, as well as (Dewey, 1983), He believed that education should be based on concrete experiences, where students learn best when they can relate theory to practice, allowing them to think critically about what they have lived from experience in order to extract meanings from the lessons.

2. Methodology

For this information process about the classroom outside the classroom of the Bachelor of Arts program at UNIPAZ, the reports and logs of (Artes, 2023), from which the most significant experiences of students and teachers were extracted, as well as a bibliometric review of some research articles that have addressed the experience as part of educational innovation.

The research adopts a quantitative methodology with a cross-sectional design and an exploratory and descriptive approach. A questionnaire with open-ended questions focused on pedagogical dimensions was used to evaluate the mixed inclusive strategy that combines flipped classroom and collaborative work in the university classroom.

The study is based on the learning patterns model, analyzing students' satisfaction with the flipped classroom didactic experience. Authentic self-regulation profiles are identified, as well as learning profiles that vary from external regulation to passive regulation. Between 2022 and 2024, 130 students of the subject "Regional Processes" participated, who ended the semester by completing a questionnaire and generating reflections on their satisfaction with the classroom outside the classroom.

The results show a more cordial relationship between teachers and students in the classroom context. Greater satisfaction was observed among the students, who demonstrated a higher level of significant participation and pedagogical reflection. During the discussions on the results, the relevance of designing personalized learning pathways, based on a specific domain of regulatory strategies, was underlined. Therefore, the design of training actions must take into account the regulation profile of students, adapting to their particular characteristics to ensure the success of the didactic strategy.

2.1 Constructivism

Constructivism is a theory of learning that postulates that individuals construct their own knowledge and understanding of the world through experiences and reflections on them. (Piaget, 1973), Instead of passively receiving information, learners actively interact with the content, integrating new ideas with their previous knowledge. For its part (Granja, 2015), He highlights that constructivism is based on principles that emphasize active learning, where students actively participate in their learning process, exploring, questioning, and experimenting. In addition, context is critical, as it allows students to connect with their previous experiences and encourages collaboration. In this approach, group work and social interaction are valued, considering learning as a social process.

Based on, (Serrano, 2011) It analyzes constructivist approaches in the educational field, dedicating monographic works to the paradox of constructivism, which confronts different ways of understanding it. According to (Coll, 2001) It breaks down some dominant constructivist theoretical views in developmental psychology.

Cognitive constructivism is based on Piaget's psychology and genetic epistemology. On the other hand, constructivism with a sociocultural orientation is inspired by the ideas and approaches of Vygotsky. In addition, constructivism related to the social constructionism of Berger and Luckmann (2001) and postmodern approaches in psychology situates knowledge in discursive practices (Edwards, 1997; Potter, 1998).

From the above perspective, the student has a unique way of learning and understanding the world, which implies that the educational process must be flexible and adapt to different learning styles, therefore, constructivism has influenced various areas, including education, psychology and the theory of cognitive development in learning processes.

2.2 Didactics

Didactics is a model for transmuting the forms of teachers' professional work, in which they propose, define and highlight their successes and limitations in the face of teaching and learning processes. In the words of, (Abreu, 2016) Didactics is the discipline that deals with the study and practice of teaching and learning. It focuses on the methods, strategies and techniques that facilitate the transmission of knowledge and skills, as well as the way in which students acquire and process that information.

Based on the authors, (Prats, 2002) and, (Hernández Rojas, 2006) They emphasize that didactics must be adapted to the needs and characteristics of the students, prioritizing the importance of the context in the educational process. On the other hand, the pedagogues (Retamozo, 2015) and, (Bruner J. , 1976) They have defined the concept of didactics as a science of teaching and learning processes, focused on the interaction between teacher and student, considering the social and cultural reality of the student, promoting significant learning. Didactics focuses on exploration and discovery by the student, contributing significantly to the understanding and evolution of didactics in the educational field. Didactics can be applied in different educational contexts, from formal education in schools and universities to informal and non-formal education.



Ilustración 1: Aula fuera del Aula (La dorada 2022)

2.3 Didactics in context

Didactics in context refers to the adaptation of teaching and learning strategies to the specific characteristics of the environment in which the educational process takes place. This involves considering factors such as culture, student needs, available resources, and the particularities of the place.

In the words of, (Romero, 2019) A teacher is a social educator, who must identify the context and risk factors that allow actions to adapt, reflect and improve the processes of socio-educational intervention. Each context requires different didactics and concepts; It is important to have the text of the context as it is stated, (Marta, 2006) and, (Font, 2007) Students in teacher training are able to analyze discourses and elements in practice that allow them to generate educational analogies, strengthening collaborative activities, debates and problem solving, where the teacher plays the role of guide and facilitator. The interaction between students and teachers is enriches, allowing address doubts and delve into the topics in a more dynamic way.

Some studies indicate that out-of-classroom practices are context-oriented didactic that deliver positive educational outcomes, while others point to the limitations associated with this methodology. In the classroom outside the classroom, student achievement and learning satisfaction can be improved; However, the challenges include the additional time needed to redesign the course. Schlairet, Green, and Benton (2014), cited by (Gökçe, 2018), They mention that some students may fail because they do not manage their time properly to understand the didactic content of learning outside the classroom.

The roles of the teacher change, since they must be experts in the design of didactic units, good lecturers, reliable, experts in the art of formulating questions and creative to reach the community. From the experience of the teachers, (Bergmann, 2018) It offers advice and guidelines, which determine that formative learning depends on the behavior of the student in the space, where their commitment and dedication are part of the training process. In addition, they propose interactive activities that allow an extracurricular lesson capable of resolving learning dynamics in other spaces.

Classroom outside the classroom



Figure 2: Classroom outside the classroom (Juana Sánchez, 2024)

From the Chair of Regional Processes of the Bachelor of Arts program of UNIPAZ, the didactic strategy "Classroom outside the Classroom" has been developed, which allows students of the eighth semester to confront the regional context and understand the need for artistic and cultural processes.

Table 1: Classroom visits outside the classroom

Pedagogical Output	Place	Year
The route of the handicrafts	Juana Sánchez, Mompox y Banco Magdalena	2024
The River Route	La dorada y Honda	2023
Pedagogical expedition	San Vicente de Chucurí	2022
Pedagogical Output	Yondó-Antioquia	2019

The experimental expedition of the "Classroom outside the Classroom" is approached in an interdisciplinary way, offering a territorial perspective that integrates the arts and allows students to perceive, learn, analyze and sensitize the body as a common space for creation and imaginative possibilities. According to (Vásquez, 2019), "navigating between the traditional and the contemporary generates creativity and interpretative impulses for a new pedagogical look at encounters between art".

Based on recent experience in riverside municipalities such as Mompox, Juana Sánchez and Banco Magdalena, the teacher (Celis I. , 2024) He states that "there are multiple ways of making and learning art. Therefore, all human beings have a particularity that, added to that of others, allows them to learn more and teach better, which, from the collective, will always be edifying and transformative."

From the experiential pedagogical perspective, according to (Dewey, 1916) From the Chair of Regional Processes of the Bachelor of Arts program of UNIPAZ, the didactic strategy "Classroom outside the Classroom" has been developed, which allows students of the eighth semester to confront the regional context and understand the need for artistic and cultural processes.

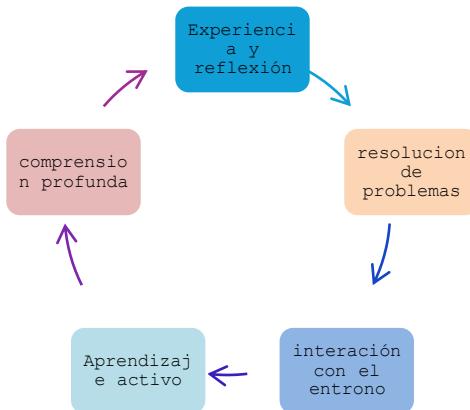


Figure 1: Aspects to be developed in the Approach to Dewey (1916)

The Bachelor of Arts' "Classroom Outside the Classroom" has shown that students learn best when they are actively involved in relevant activities both practically and personally.

Providing them with experiences that allow them to interact directly with the environment helps them to confront the theoretical in real situations, breaking with the traditional structures of classes. This generates excitement, reinvigorates interest in learning, and fosters interdisciplinary connections, social skills development, teamwork, and curiosity to explore and investigate.

3. Results

During the years 2019, 2022, 2023 and 2024 from the chair of regional processes oriented in semester VIII, more than 134 students are in the final phase of their career, this didactics of the classroom context outside the classroom becomes indispensable in their training, since it allows them to recognize the territory and the artistic and cultural processes, the management in education that is immersed in each of them and, as from their places, generate dynamics of articulation with the community.

Every year from the curricular programming together with teachers and students of UNIPAZ Bachelor of Arts, territorial visits have been made: Yondó, Dorada, Banco Magdalena, Juana Sánchez Bolívar, San Vicente de Chucurí and Mompox; connecting students with the needs of the territories, which through their research projects understand the problems and generate proposals from artistic education as a contribution to social development. (Artes, Informes de procesos regionales, 2024)

In this way, it has been possible to generate impact and intervention projects in the Middle Magdalena region and in Barrancabermeja, such as that humanistic and artistic contribution that from education is committed to the community and its contexts, as part of the missionary

projection of the program and the institution. (UNIPAZ, UNIPAZ, 1987)

The results indicate that 80% of students reported greater satisfaction with classroom didactics outside the classroom compared to traditional methods. In particular, an increase in commitment and motivation towards academic activities was observed, as well as an improvement in teamwork and problem-solving skills.

Table 1: Level of satisfaction of students in the classroom didactics outside the classroom-2022 to 2024

Level of satisfaction	Number of students	Percentage
Very satisfied	80	80%
Satisfied	35	35%
Neutral	10	10%
Dissatisfied	10	10%

In addition, analyses of questionnaires, logs, videos, and reflective essays revealed that students felt that activities outside the classroom enriched their understanding of theoretical content and facilitated a more practical application of it. The teachers also noticed an improvement in the quality of class discussions and in the participation of the students, evidenced in their reflections consistent argumentation in the face of the experience and how it favors the teaching and learning processes for their work also as a future graduate in arts.

4. Discussion

The "Classroom Outside the Classroom" strategy not only improved student learning, but also facilitated the application of theoretical concepts in practical, real-world contexts. This suggests that students were able to transfer their knowledge to everyday situations, promoting more meaningful and lasting learning. In addition, interaction with diverse sociocultural contexts contributed to greater empathy and understanding of diversity.

The "Classroom Outside the Classroom" strategy not only improved student learning, but also facilitated the application of theoretical concepts in practical, real-world contexts. This finding aligns with previous studies that have demonstrated the effectiveness of experiential learning in higher education (Kolb, 2014).

Los estudiantes mostraron un aumento significativo en el compromiso y la motivación, lo cual es crucial para el aprendizaje efectivo. Como (Dewey, 1916) He suggested, the connection between theory and practice can make learning more relevant and meaningful for students. The opportunity to apply theoretical concepts in real-world contexts, such as museum visits and community work, provided students with richer and more memorable learning experiences.

The implementation of the strategy also contributed to the development of teamwork skills. 75% of students reported improvements in their ability to collaborate with others, which is an essential skill in the world of work. This improvement can be attributed to the group activities and collaborative projects that are part of the flipped classroom model.

Another highlight was the improvement in the understanding and appreciation of sociocultural diversity. The activities outside the classroom exposed students to different contexts and perspectives, promoting empathy and cross-cultural understanding. This result is consistent with the theories of (Vygotsky, 1978) that emphasize the importance of the social and cultural context in learning.

Despite the positive results, this study has some limitations. The sample was composed only of students of the Bachelor of Arts of UNIPAZ, which may limit the generalization of the results to other educational contexts.

The findings of this study suggest that flipped classroom and "Classroom Outside the Classroom" strategies may be effective in improving learning and student satisfaction. Educational institutions should consider adopting these approaches to promote more active and participatory learning. Future research could explore the application of these strategies in different disciplines and educational contexts.

In summary, the implementation of the flipped classroom model and the "Classroom Outside the Classroom" strategy in UNIPAZ's Bachelor of Arts program has proven to be beneficial for students' academic and personal development. These strategies have not only improved student satisfaction and engagement, but have also facilitated a better understanding and application of theoretical content.

5. Conclusions

The experimental expedition of the "Classroom outside the Classroom" is approached in an interdisciplinary way, offering a territorial perspective that integrates the arts and allows students to perceive, learn, analyze and sensitize the body as a common space for creation and imaginative possibilities. According to Vásquez (2019), "Navigating between the traditional

and the contemporary generates creativity and interpretative impulses for a new pedagogical look at encounters between art."

Based on recent experience in riverside municipalities such as Mompox, Juana Sánchez and Banco Magdalena, Professor Celis (2024) states that "there are multiple ways of making and learning art. Therefore, all human beings have a particularity that, added to that of others, allows them to learn more and teach better, which, from the collective, will always be edifying and transformative."

From Dewey's (1916) experiential pedagogical perspective, students learn best through direct experiences with their environment, making this strategy part of a deep and meaningful learning approach. This approach promotes a progressive and constructivist education, where learning occurs when students reflect on their direct experiences.

The Bachelor of Arts' "Classroom Outside the Classroom" has shown that students learn best when they are actively involved in relevant activities both practically and personally. Providing them with experiences that allow them to interact directly with the environment helps them to confront the theoretical in real situations, breaking with the traditional structures of classes. This generates excitement, reinvigorates interest in learning, and fosters connections interdisciplinary, development of social skills, teamwork and curiosity to explore and investigate.

The experience presented from the study of how the "Classroom Outside the Classroom" strategy and the flipped classroom model can transform education in the context of UNIPAZ's Bachelor of Arts program. The experiences and results reported indicate that these strategies can significantly improve student learning and satisfaction, although they also present challenges that must be carefully managed.

This analysis suggests that such pedagogical approaches can be highly beneficial for other educational programs that seek to integrate practical and contextual experiences into their curriculum, promoting deeper and more meaningful learning.

The implementation of the "Classroom Outside the Classroom" strategy and the flipped classroom model turned out to be highly beneficial for students, improving both their academic performance and their satisfaction with the educational process. These pedagogical approaches not only fostered more active and participatory learning, but also facilitated the integration of practical experiences that enriched the integral formation of students. Future research could explore the application of these strategies in other educational contexts to validate their effectiveness and adaptability.

The results indicate that 85% of students reported greater satisfaction with the flipped classroom model compared to traditional methods. In particular, an increase in commitment and motivation towards academic activities was observed, as well as an improvement in teamwork and problem-solving skills.

5.1 Gratefulness

This experience was born from discussions between teachers and the need to connect the training of graduates with the realities of the territory. The leadership of teachers and students of the Bachelor of Arts and the management team of the University Institute of Peace and the School of Sciences is highlighted

it has been possible thanks to the direction of the director of the School of Sciences, Kelly Johana Gómez, and the coordinator of the Bachelor of Arts program, Rosely Ramírez. Her leadership allows students and teachers to immerse themselves in this valuable pedagogical experience every semester, confronting and enriching their knowledge through the regional context.

5.2 Financing

This research has no external funding, This research was funded by IUNIPAZ, with the project between bodies I.

5.3 Authors' contribution

Research design, Celis María Irene; Ramírez Rossely data analysis; methodology Carlos Alberto Vásquez; revision of the manuscript Kelly Johanna Gómez; All authors have read and approved the version submitted to the journal.

References

1. Artes, L. e. (2024). *Informes de procesos regionales*. UNIPAZ, Santander. Barrancabermeja: UNIPAZ. <https://drive.google.com/drive/folders/0B-GuWhfkC24Ta2hQdjFkZ0Q5ZVU?resourcekey=0-Ka03ydjT7ypCcJxcqntHmw>
2. Artes, L. e. (2023). Procesos regionales. Barrancabermeja. https://www.youtube.com/channel/UCnBywyDnJWaz0bb078lL6iQ/videos?view_as=subscriber
3. Abreu, M. &. (2016). La Didáctica: Epistemología y Definición en la Facultad de Ciencias Administrativas y Económicas de la Universidad Técnica del Norte del Ecuador. *Universidad Técnica del Norte Ibarra*. www.redalyc.org
4. Barrancabermeja, A. (2013-2023). *Plan Decena de Cultura*. Gobierno en Obras.

5. Bergmann, J. S. (2018). Aprender al revés. Flipped Learning 3.0 y metodologías activas en el aula. *Barcelona: Paidós Educación*, 240. <https://doi.org/http://dx.doi.org/10.6018/riite.343561>
6. Bruner, J. (1976). *The Process of Education*. Harvard university. <https://www.hup.harvard.edu/books/9780674710016>
7. Blanco, R. &. (2000). Estado del arte sobre las innovaciones educativas en América Latina. . *Convenio Andrés Bello-UNESCO*.
8. Celis, I. (2024). *Informe de Aula fuera del Aula 2024* A. UNIPAZ. <https://drive.google.com/drive/folders/0B-GuWhfkC24Ta2hQdjFkZ0Q5ZVU?resourcekey=0-Ka03ydjT7ypCcJxcqntHmw>
9. Coll, C. (2001). Constructivismo y educación: la concepción constructivista de la enseñanza y el aprendizaje. *Psicología de la educación escolar*, 157–186. https://www.scielo.org.mx/scielo.php?script=sci_nlinks&ref=6599998&pid=S1607-4041201100010000100007&lng=es
10. Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. . New York: Macmillan.
11. Dewey, J. (1983). Experience and education. . *Kappa Delta Pi*. <https://doi.org/10.2307/1179820>
12. Díaz, B. A. (2010). Los profesores ante las innovaciones curriculares. ., *Iberoamericana de Educación Superior*, 1, 37-57.
13. Font, V. (2007). Comprensión y contexto: una mirada desde la didáctica de Española, . *Gaeta de la Real Sociedad*, págs. , 427-442.
14. Gökçe, A. &. (2018). El aula invertida: un repaso a sus ventajas y retos. *ELSEVIER*, 126, Páginas 334-345. <https://doi.org/doi.org/10.1016/j.compedu.2018.07.021>.
15. Granja, D. O. (2015). El constructivismo como teoría y método de enseñanza. *sophia.ups(19)*. <https://doi.org/https://doi.org/10.17163/soph.n19.2015.04>
16. Hernández Rojas, G. (2006). Didáctica general. Teoría y práctica de la enseñanza. *Editorial Pirámide*.

17. Kolb, D. A. (2014). Experiential learning: Experience as the source of learning and development (2nd ed.). Pearson Education. .
<https://doi.org/https://doi.org/10.4324/9781315632001>
18. Marta, S. P. (2006). Didáctica de la Literatura: El contexto en el texto y el texto en el contexto. (U. A. Nebrija, Ed.) *Carabela, Madrid*, ., págs. 59, 5-23.
19. Piaget, J. (1973). To understand is to invent: The future of education. . *New York: Grossman Publishers*. . <https://doi.org/https://doi.org/10.1037/0003-066X.34.10.949>
20. Prats, J. (2002). Hacia una definición de la investigación en didáctica de las ciencias sociales. *Enseñanza de las ciencias sociales: revista de investigación*(1), 81-89. <https://doi.org/>, <https://raco.cat/index.php/EnsenanzaCS/article/view/126132>
21. Retamozo, M. (2015). La epistemología crítica de Hugo Zemelman: política y metodología (o una metodología política). *Scielo*(36).
https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-16162015000300002
22. Romero, C. (2019). *Aplicación de estrategias Didácticas en contextos menos favorecidos*. Universidad Nacional.
23. Sams, A. B. (2019). Flipped classroom. *Revista Interuniversitaria de Investigación en Tecnología Educativa*(7), 12. <https://doi.org/http://dx.doi.org/10.6018/riite.343561>
24. Serrano, J. M.-T.-T. (2011). El Constructivismo hoy: enfoques constructivistas en educación. *Scielo*, 13.
https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1607-40412011000100001&lng=es&nrm=iso&tlng=es
25. UNIPAZ. (1987). *UNIPAZ*. Instituto Universitario de la Paz:
<https://unipaz.edu.co/mision-vision-historia.html#:~:text=Contribuye%20al%20desarrollo%20humano%2C%20urbano,la%20armon%C3%ADA%20con%20la%20naturaleza>
26. UNIPAZ. (2020). *Informe de Auto Evaluación, Licenciatura en Artes*. Santander. Barrancabermeja: UNIPAZ. chrome-extension://efaidnbmnnibpcajpcglclefindmkaj/<https://unipaz.edu.co/assets/informe-autoevaluacion-renovacion-lic-artes.pdf>
27. Vásquez, C. (2019). *Informe de Procesos regionales*. UNIPAZ.
<https://drive.google.com/file/d/1leimIwPTxifhBn7aRRAfOvAucFEAthJp/view>

28. Vygotsky, L. S. (1978). The development of higher psychological processes. *Harvard University Press.*, 174. <https://doi.org/https://doi.org/10.2307/j.ctvjf9vz4>