

The Effect Of Classroom Environment On Student Learning

Students' learning is impacted by a number of variables. One major factor that has a large impact on the learning process is the classroom environment. When considering what objects form the classroom environment, one might think of the desks and chairs that are in the classroom. Although these do affect students' learning, the classroom environment consists of so much more. The two major areas of the classroom environment that affect the learning process are the physical and psychosocial atmospheres. The physical environment consists of things such as the desks, walls, organization, and layout. The psychosocial environment deals with relational issues. This area, more specifically, covers the interaction between the teacher and the students; as well as, student to student interaction. By gaining a better understanding of how both these environments work together, a more beneficial atmosphere can be created for learning.

Created by an international team of designers concerned about our failing education system, The Third Teacher explores the critical link between the school environment and how children learn, and offers 79 practical design ideas, both great and small, to guide readers' efforts to improve our schools. Written for anyone who has school-age children in their life, from educators and education decision-makers to parents and community activists, this book is intended to ignite a blaze of discussion and initiative about environment as an essential element of learning. Including a wealth of interviews, facts, statistics, and stories from experts in a wide range of fields, this book is a how-to guide to be used to connect with the many organizations, individuals, and ideas dedicated to innovating and improving teaching and learning. Contributors include children's singer and advocate Raffi, author and advocate Raffi, author and advocate Raffi, and other experts who are working to create fresh solutions to problems and create a new blueprint for the future of education.

Student dress codes exist to protect the learning environment at school. The purpose statement from Washington County School District's (WCSD) 2013 policy on student dress states "every student in the schools should have the opportunity to learn in an environment which is safe, conducive to the learning process, and free from unnecessary disruption." Dress codes are in place to protect students' physical safety, as noted by the section 3.1.4. of the WCSD policy on student dress. "Gang behavior, apparel or grooming is not appropriate at school," and dress codes are in place to protect school decorum as noted by section 3.1.2. "Students have the responsibility to avoid apparel that causes a distraction or disruption, interrupting school decorum and adversely affecting the educational process." Continuing in the WCSD policy, modesty seems to be the one thing that is especially important regarding distractions, disruptions, and decorum.

The Effect of Classroom Environment on Teacher's Rate and Type of Referral for Behavior and Learning Problems

Effects of Flipping the Classroom on Learning Environment and Student Achievement

Studies in Educational Learning Environments

The Classroom Environment's Effect on Student Learning

The Effect of a Controlled Classroom Environment on Student Performance

Worldviews

The Effect of Modesty on Learning

This study identified how 3rd grade teachers use the physical classroom environment as they implement a balanced literacy program in order to improve their students' literacy outcomes. Teachers' perceptions of the classroom environment with regard to literacy were explored, as were the ways in which they used the classroom to support implementing the various techniques and strategies associated with balanced literacy methods. The study found that teachers believed that the classroom design should be aligned to the educational theory and methodology being implemented. While many of the prescribed environmental attributes for balanced literacy were achieved in different classrooms, some were not. Findings show that teachers and students use the physical environment as a tool and a setting for balanced literacy, and as such, it may positively impact literacy outcomes.

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Structural Equation Modeling (SEM) is a statistical approach to testing hypothesis about the relationships among observed and latent variables. The use of SEM in research has increased in psychology, sociology, and economics in recent years. In particular educational researchers try to obtain the complete image of the process of education through the measurement of personality differences, learning environment, motivation levels and host of other variables that affect the teaching and learning process. With the use of survey instruments and interviews with students, teachers and other stakeholders as a lens, educators can assess and gain valuable information about the social ecology of the classrooms that could help in improving the instructional approach, classroom management and the learning organizations. A considerable number of research have been conducted to identify the factors and interactions between students' characteristics, personal preferences, affective traits, study skills, and various other factors that could help in better educational performance. In recent years, educational researchers use Structural Equation Modeling (SEM) as a statistical technique to explore the complex and dynamic nature of interactions in educational research and practice. SEM is becoming a powerful analytical tool and making methodological advances in multivariate analysis. This book presents the collective works on concepts, methodologies and applications of SEM in educational research and practice. The anthology of current research described in this book will be a valuable resource for the next generation educational practitioners.

A Special Issue of Cognition and Instruction

Effective and Reflective Practices

What We Know

First Results from TALIS

Creating Inclusive Classrooms

How 3rd Grade Teachers Use the Physical Classroom to Implement a Balanced Literacy Curriculum

The aim of the Handbook is to present readily accessible, but scholarly sources of information about educational research in the Asia-Pacific region. The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region. In so doing, the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues. Moreover, since new problems and issues are constantly arising, the articles in the Handbook also indicate the likely directions of future developments. The different articles within the Handbook seek to conceptualize the problems in each specific content area under review, provide an integration of the research conducted within that area, the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified. Thus, the articles do not involve the reporting of newly conducted research, but rather require a synthesis of the research undertaken in a particular area, with reference to the research methods employed and the theoretical frameworks on which the research is based. In general, the articles do not advocate a single point of view, but rather, present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research. Furthermore, it should be noted, that the Handbook is not concerned with research methodology, and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region.

This publication is the first report from the OECD's Teaching and Learning International Survey (TALIS). It provides qualitative, policy-relevant information on the teaching and learning environment in schools in 23 countries.

Scientific Study from the year 2012 in the subject Pedagogy - Common Didactics, Educational Objectives, Methods. Jai Narain Vyas University Jodhpur (Department of Management Studies), language: English, abstract: Sense of humor in the classroom is essential and healthy for students of all ages. It makes the classroom for the students more interesting. It helps in breaking the monotony and keeps students tuned in to the classroom. The aim of the paper is to find out the importance of humor in the classroom and its impact on student satisfaction. The student teacher relationship can be made valuable by the inputs of human emotions to create the connections and caring for the total fraternity. The student satisfaction depends on various variables but the value of humor impacting the classes creates the stress free environment for the better exchange and interaction. The aim is also to build the strategy for enhancing the better exchange through the healthy and humors interaction between the student and teacher.

School Dress Code Policies and the Classroom Environment

Brain, Mind, Experience, and School: Expanded Edition

The Effect of Classroom Environment on Reading Motivation

Learning, Using and Designing Spaces

The IEA Classroom Environment Study

Observation and Evaluation of the Classroom Utilization of Instructional Television in the Public Schools of Philadelphia, Pennsylvania

Investigating Participant Structures in the Context of Science Instruction

This fascinating book examines theories of children's perceptions of space and place and explores how these theories are applied to the world of children. The focus is on children in large real world spaces; places that children live in, explore and learn from. An international team of authors compare the experiences of children from different cultures and backgrounds. This book will appeal to environmental and developmental psychologists and geographers, and also to planners by linking research on children's understandings and on their daily lives to recommendations for practice.

'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.?' Written in a style which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfall, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! --David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE)

The study of classroom and school learning environments and their effects on students' learning has been going on for more than a century. Past efforts in the study of the learning environment and its determinants have indicated that it plays a major role in improving teaching and learning in primary, secondary and higher education.This book covers various dimensions of the learning environment, its underlying theory, the impact on learning, the curriculum and classroom management. It is organized in such a way as to provide a cross-national and multi-cultural forum for presenting and discussing research findings, as well as development and applications of various techniques and instruments in learning environment research.

Textbooks and Achievement

Teaching in a Digital Age

How People Learn

Contemporary Approaches to Research on Learning Environments

The Impact of School Infrastructure on Learning

Identity Safe Classrooms

Responsive Classroom and Its Effect on Classroom Environment

How Students Learn: Science in the Classroom builds on the discoveries detailed in the best-selling How People Learn. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. Organized for utility, the book explores how the principles of learning can be applied in science at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction. Their recounting of personal teaching experiences lends strength and warmth to this volume. This book discusses how to build straightforward science experiments into true understanding of scientific principles. It also features illustrated suggestions for classroom activities.

This study utilized an explanatory mixed-methods research design to investigate the effect of learning environment on student mathematics achievement, and mathematics self-efficacy, and student learning style in a ninth grade Algebra I classroom. The study also explored the lived experiences of the teachers and students in the three different learning environments and the effect students' learning style had on preference for learning environment. Key findings of the study were: 1) students in the Flipped Active and Flipped Mastery learning environments scored significantly higher on mathematics achievement than students in the Traditional learning environment; 2) students in the Flipped Mastery learning environment scored significantly higher on mathematics self-efficacy than students in the Traditional learning environment; 3) students in both the Flipped Active and Flipped Mastery learning environments appreciated the level of control over the learning process but were dissatisfied by the inability to ask real-time questions; 4) students in the Flipped Mastery learning environment enjoyed working at an individualistic pace but struggled with falling behind; and 5) students preferring active, sensing, sequential, and verbal learning experiences expressed satisfaction with both the Flipped Active and Flipped Mastery learning environments. The study findings suggest that classroom teachers should utilize the Flipped Instructional approach to make more in-class time for active learning strategies; and implement mastery learning strategies to promote student responsibility, self-regulation, and ownership of the learning process. Future research should investigate the effect that Flipped Instruction has on the learning environment at the middle and high school level as well as in subject areas other than mathematics.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods-to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Flipped Instruction

The Effect of the Physical Classroom Environment on Literacy Outcomes

Classroom Environment (RLE Edu O)

An Evaluation of the Effect of the Classroom Environment on Pupil Behaviour

The Effect of Classroom Environment on the Vision of School Children

The Effect of Implementing a Positive Classroom Environment on Kindergarten Students' Social Skills

Guidelines for Teaching and Learning

The Smart Classroom Management Way is a collection of the very best writing from ten years of Smart Classroom Management (SCM). It isn't, however, simply a random mix of popular articles. It's a comprehensive work that encompasses every principle, theme, and methodology of the SCM approach. The book is laid out across six major areas of classroom management and includes the most pressing issues, problems, and concerns shared by all teachers. The underlying SCM themes of accountability, maturity, independence, personal responsibility, and intrinsic motivation are all there and weave their way throughout the entirety of the book. Together, they form a simple, unique, and sometimes contrarian approach to classroom management that anyone can do. Whether you're an elementary, middle, or high school teacher, The Smart Classroom Management Way will give you the strategies, skills, and know-how to turn any group of students into the motivated, well-behaved class you love teaching.

Creating an inclusive classroom means understanding federal legislation as well as national and state standards, but the practical and streamlined seventh edition of Creating Inclusive Classrooms: Effective and Reflective Practices recognizes that it means more than that. This text goes beyond the typical inclusion text, translating theory and research into practices you can use in your inclusive classroom by illustrating the principles of effective inclusion through classroom scenarios, online footage, and successful strategies. The text has the most current vision of today's inclusive classroom, which truly helps you create a successful educational experience for all students. New to This Edition: NEW! UDL and You features throughout the text guide you in understanding and implementing the principles of universal design to help all learners access the general education curriculum and succeed in inclusive classrooms. NEW! MyEducationLab notes throughout chapters direct you to online learning experiences and examples of best practices that use video footage and IRIS simulations to illustrate chapter concepts. Updated and Reconsidered! What Would You Do in Today's Diverse Classroom? features integrate interactive online learning experiences from MyEducationLab into each chapter. These end of chapter features take you online to see inclusive classrooms, then ask you to apply what you've learned in the chapter to the situations. NEW! Up to date coverage of Response to Intervention (RTI) is introduced early in the text and picked up with specific classroom guidance in Chapter 12. Expanded and latest research on universal design for learning (UDL), autism spectrum disorders, co-teaching arrangements, instructional technology, differentiating instruction, Positive Behavioral Supports, student diversity and motivation, fostering students' literacy and mathematics learning, research-based teaching strategies, assessing and grading students in inclusive classrooms, teaching and testing accommodations, building social relationshipsand implementing IEPs in inclusive classrooms.

This practitioner-focused guide to creating identity-safe classrooms presents four categories of core instructional practices: Child-centered teaching ; Classroom relationships ; Caring environments ; Cultivating diversity. The book presents a set of strategies that can be implemented immediately by teachers. It includes a wealth of vignettes taken from identity-safe classrooms as well as reflective exercises that can be completed by individual teachers or teacher teams.

Application of Structural Equation Modeling in Educational Research and Practice

Classroom Environment

The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching

a study of student-centred learning in a Saudi university

a Synthesis of the Evidence

The Effect of a One-to-one Learning Environment Among 9th Grade Students

Classroom Teaching Skills

The Effect of Classroom Environment on Teacher's Rate and Type of Referral for Behavior and Learning ProblemsContemporary Approaches to Research on Learning EnvironmentsWorldviewsThe Effect of Classroom Environment on Reading MotivationThe Impact of School Infrastructure on LearningA Synthesis of the EvidenceWorld Bank Publications

From the author of Mindfulness for Teachers, a guide to supporting trauma-exposed students. Fully half the students in U.S. schools have experienced trauma, violence, or chronic stress. In the face of this epidemic, it falls increasingly to teachers to provide the adult support these students need to function in school. But most educators have received little training to prepare them for this role. In her new book, Tish Jennings—an internationally recognized leader in the field of social and emotional learning—shares research and experiential knowledge about the practices that support students' healing, build their resilience, and foster compassion in the classroom. In Part I, Jennings describes the effects of trauma on body and mind, and how to recognize them in students' behavior. In Part II, she introduces the trauma-sensitive practices she has implemented in her work with schools. And in Part III, she connects the dots between mindfulness, compassion, and resilience. Each chapter contains easy-to-use, practical activities to hone the skills needed to create a compassionate learning environment.

This action research project was carried out to determine if flipping the classroom has a positive effect on the learning environment. For nine weeks, I taped a video for each new lesson in my high school algebra 2 classes. Students were assigned to watch these videos as homework on their school-issued tablets in order to maximize time in class to complete problem sets. I aimed to investigate whether flipping the classroom increased student engagement, collaboration among peers, and interaction time with the students and teacher. To do so, I kept a teacher journal, administered a student survey, and held a focus group interview. I also examined how flipping the classroom affected student achievement; so I compared the experimental group to my previous year's algebra 2 students who received traditional in-class lectures. Common assessments were given to both groups and independent t-tests were used to evaluate academic achievement. Data analysis indicated collaboration with and amongst students increased, while overall academic performance did not change at a statistically significant level. Student engagement levels were not substantially higher while watching video lectures versus traditional in-class lectures, but students were noticeably more engaged during problem set completion time.

TALIS Creating Effective Teaching and Learning Environments First Results From TALIS

Educators' Perceptions of Social Media and Its Effect on Classroom Learning Environment

An Investigation of the Effect of the Physical and Human Classroom Environment on Students' Learning from Instructional Television

A Primer

The Smart Classroom Management Way

Does Background Music in the Classroom Effect the Learning Environment

Student Voices in the Construction of Classroom Environment

Student voice expresses itself in many ways in the classroom. If allowed, students collaborated with their teachers in the development of classroom norms and rules, curriculum, content, activities and assessment. Teachers assess the influence of student voice in both informal and formal ways, including dialogue, class meetings, surveys, questionnaires and journaling. Feedback from students helps the teacher understand student perceptions about the degree of their expression of voice and its impact on their learning. Student voice affects many aspects of the learning environment. This article explores the perceptions of one class of high school students at a suburban high school. It inquires into expressions of voice of the members of this community and the effect that the expression of voice has upon the students' learning. Considering the effect of voice in several areas, this inquiry focuses on the students' own perceptions as they gain progressively greater control over the content, activities and spatial arrangements of the classroom environment.

The purpose of this casual-comparative study was to investigate the impact of a one-to-one learning environment among ninth-grade students. The study sought to determine the effects of a one-to-one learning environment on student achievement and student attendance in an English Language Arts (ELA) classroom. The quantitative data gleaned from this study indicated no significant difference in student achievement between a traditional classroom and one-to-one learning environment. There was a significant difference in student discipline referrals between the two learning environments. The findings of this study will be beneficial to school districts to determine the effect a one-to-one learning environment have on student achievement, student attendance, and student engagement

The increasing impact of performance based judgments on schools and teachers in the classroom has its critics and supporters. Some oppose the trend and seek to deny the importance of quantitative measures. Others have sought to find ways of implementing educational measurement constructively and with understanding of the concerns. Classrooms are where the operational business of learning takes place and it is on the quality of life within the classroom that the broader process of learning, concerns for the wider community and others, is nurtured. The climate of the classroom has a large impact on the final outcome measure to which so much interest is directed. To help our understanding of the dynamics involved much work has been done in the development and refinement of quantitative studies to this area by studying essential information about how teachers and students perceive the environments in which the work. Research on classroom climates has reached a practical and theoretical maturity and this volume offers an account of the developments that have taken place and the potential for understanding the classroom as a vital component of the curriculum. This book will also be an essential resource tool for anyone engaged in classroom research.

Impact of Humor in Student Satisfaction

Stress Free Environment in Classroom

An International Perspective

The Third Teacher

The International Handbook of Educational Research in the Asia-Pacific Region

10 Years of Writing From the Top Classroom Management Blog in the World

79 Ways You Can Use Design to Transform Teaching & Learning

This book reports the design, execution, and results of a cross-national study of classrooms in eight countries. Students were administered tests and completed questionnaires at the beginning and the end of the study. Teachers also completed questionnaires. Classrooms were visited by trained observers on the average of eight times during the study. The data were analyzed in a variety of ways: simple summaries, sequential analyses, and multivariate analyses. The results of these analyses are presented and discussed. Conclusions based on these findings as well as recommendations for further research are presented.

An Investigation Into the Effect of Learning Environment on Student Self-Efficacy, Learning Style, and Academic Achievement in an Algebra I Classroom

Science in the Classroom

Children and Their Environments

Classroom Environment and Its Effect on Learning

The effect of the student-centred classroom environment on student learning and self-concept

How Students Learn