The Effect Of Classroom Environment On Student Learning

This special edition of the Educational Communications and Technology Yearbook Series bears a title of "Learning Environment and Design: Current and Future Impact". It provides a timely forum to share theoretical and practical insights in both the local and international contexts in response to the fact that new media and technologies have infiltrated and shaped the learning environments from mere physical spaces into multifaceted possibilities, impacting the ways individuals teach and learn. Designs of learning environments to harness technologies appropriately to engage learners better, as well as the roles of learners and educators play in this changing learning environment, are examples of important global issues in the discourse of the contemporary educational development. Having gathered a diverse collection of research papers written by scholars and practitioners in the fields of education, communication and humanities across Asia, Australasia, Europe and the United States, this book gives readers a cross-cultural background on the developments of technological designs and educational practices, investigating areas in redefining of quality education online learning and blended learning; new media in education; gamification, AI, and innovative learning technologies. Aimed to catalyze knowledge exchanges and provide fresh views on interdisciplinary research, the book sheds light on how emerging technologies can be adapted in the fields of education and communication, so as to facilitate the current and future designs of learning environments to improve learners' performances.

In this important new Handbook, the editors have gathered a range of leading contributors to introduce the theory and practice of multilevel modeling. The Handbook establishes the connections in multilevel modeling, bringing together leading experts from around the world to provide a roadmap for applied researchers linking theory and practice, as well as a unique arsenal of state-of-the-art tools. It forges vital connections that cross traditional disciplinary divides and introduces best practice in the field. Part I establishes the framework for estimation and inference, including chapters dedicated to notation, model selection, fixed and random effects, and causal inference. Part II develops variations and extensions, such as nonlinear, semiparametric and latent class models. Part III includes discussion of missing data and robust methods, assessment of fit and software. Part IV consists of exemplary modeling and data analyses written by methodologists working in specific disciplines. Combining practical pieces with overviews of the field, this Handbook is essential reading for any student or researcher looking to apply multilevel techniques in their own research.

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.

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.

The term Intelligent Environments (IEs) refers to physical spaces in which IT and other pervasive computing technologies are combined and used to achieve specific goals for the user, the environment, or both. The ultimate objective of IEs is to enrich user experience, improve management of the environment in question and increase user awareness. This book presents the proceedings of the following workshops, which formed part of the 12th International Conference on Intelligent Environments (IE16), held in London, UK, in September 2016: the 5th International Workshop on Smart Offices and Other Workplaces (SOOW'16); the 5th International Workshop on the Reliability of Intelligent Environments (WoRIE'16); the 1st International Workshop on Legal Issues in Intelligent Environments (LIIE'2016); the 2nd International Symposium on Future Intelligent Educational Environments (SOFIEE'16); the 2nd International Workshop on Future Internet and Smart Networks (FI&SN'2016); the International Workshop on Intelligent Environments Supporting Healthcare and Well-being (WISHWell'2016); the International Workshop on Computation Sustainability, Technologies and Applications (CoSTA'2016); the Creative Science 2016 (CS'16) and Cloud-of-Things 2016 (CoT'16); the Workshop on Wireless Body Area Networks for Personal Monitoring in Intelligent Environments (WBAN-PMIE); and the Physical Computing Workshop. The workshops focused on the development of advanced intelligent environments, as well as newly emerging and rapidly evolving topics, emphasizing the multi-disciplinary and transversal aspects of IEs, as well as cutting-edge topics. The book will be of interest to all those whose work involves them in the use of intelligent environments.

There has been a call for change regarding secondary accounting curriculum by the Accounting Education Change Commission in hopes of developing active learning for students utilizing case studies in the classroom (Libby, 1991). Teachers need to enhance their conventional teaching techniques from the traditional format for students to be able to develop their critical thinking and problem-solving skills. When students can think critically, they will develop a deeper understanding of the content and will be developing the 21st century skills required in the workplace. The purpose of this study was to gain the perceptions of students' attitudes towards accounting during and after the instruction when cooperative learning strategies were implemented. Permission was obtained from 26 parents and students from one classroom at Blaine High School. A pre- and post-survey was used to compare the student perceptions and confidence after the cooperative learning, and a paired t-test was used to analyze the data. The Blaine accounting program is taught by a licensed/certified business and marketing teacher and the results of the study showed a slight increase in student confidence about completing the activities after the cooperative learning took place. The results demonstrated beneficial outcomes when cooperative learning is utilized in the classroom setting.

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 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 tradtional 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.

This book offers a realistic, practical and accessible model to allow teachers to incorporate the best of recent brain-based research into their teaching. The five steps involve: making learning multi-sensory ensuring activities match the dominant intelligence of the learner matching types of learning to the gender of pupils using the lesson structure to fit the natural attention span of the brain managing the classroom environment to make it brain-friendly and active in supporting learning. Illustrated throughout with classroom examples from a wide range of subject areas, the book is highly practical in its focus and the ideas it contains can easily be adapted to work with all age ranges and types of school.

The 1th Seminar and Workshop for Education, Social Science, Art and Humanities (SEWORD FRESSH#1)-2019 has been held on April 27, 2019 in Universitas Sebelas Maret in Surakarta, Indonesia. SEWORD FRESSH#1-2019 is a conference to promote scientific information interchange between researchers, students, and practitioners, who are working all around the world in the field of education, social science, arts, and humanities to a common forum.

Doctoral Thesis / Dissertation from the year 2013 in the subject Pedagogy - Common Didactics, Educational Objectives, Methods, grade: Secondary, Nova Southeastern University, course: Peer Mediation, language: English, abstract: The problem addressed in this study was the inappropriate behavior of students at the target middle school located in a southeastern state. Teachers were concerned about the behavior of students in the classrooms and elsewhere in the school. The purpose of this study was to determine the effect of the Make Your Day (MYD, 2012) school-wide citizenship program on student academic achievement, attendance, and short-term behavior suspensions at the target middle school.

Applied Social Sciences: Education Sciences is a collection of essays specific to the field of education. The volume contains both essays on general issues in education (education in antiquity, discipline in early childhood, quality of the educational process, formative assessment, pedagogical approaches to literature, teacher training, gender stereotypes in education, and education and media) and essays on education in elementary school (curriculum design options, and science achievement in early adolescence), in high school (age and learning context, performance evaluation, argumentation in the teaching of fiction, truancy, and student leadership styles), and in higher education (communication skills, student's time, scholarly digital curation, Facebook-mediated teacher-student relationship, initial teacher training, quality of pre-service teacher training, teacher's professional profile of the teacher-researcher, and teaching at tertiary level). This volume will appeal to a wide range of readers, including counsellors, doctors, managers, psychologists, researchers, social workers, students, teacher trainers, and teachers of all subjects and of all levels, who wish to improve both personally and professionally. It will also be of great use to all those who interact, one way or another, with both students and teachers.

De ongelijkheid in de wereld verklaard Waarom hebben de Australische aboriginals niet de wereld veroverd? Of de Mexicaanse indianen of de Amerikaanse nomaden? Wat is bepalend voor de ontwikkeling van volkeren? Zijn dat genetische verschillen of spelen andere oorzaken een rol? Jared Diamond toont op toegankelijke wijze aan dat volkeren zich verschillend hebben ontwikkeld als gevolg van klimatologische en bactériologische factoren. Genetische factoren blijken ondergeschikt. De ontwikkelde delen van de wereld hebben hun positie niet aan zichzelf, maar aan een speling van de natuur te danken. Diamond won met dit boek, waarvan meer dan 20.000 exemplaren zijn verkocht, de Pulitzer Price. Jared Diamond heeft een boek met een enorme reikwijdte geschreven (...) een van de belangrijkste en meest lezenswaardige werken die over de geschiedenis van de mensheid geschreven zijn.' Nature Jared Diamond is hoogleraar fysiologie aan de University of California in Los Angeles. Hij verricht onderzoek op het terrein van de evolutionaire biologie en is bekend als auteur van populair-wetenschappelijke boeken. Wereldwijd werden van deze megabestseller ruim een miljoen exemplaren verkocht.

Uniquely Future Schools not only provides design guidance on themes in schools architecture and a wealth of recent innovative projects drawn from the UK but also an understanding of the socio-political and economic context that any practice must work within when taking on a schools project. It balances beautiful visuals and innovative case studies with in-depth discussion of the thought processes and issues to consider in good school design. Reflecting on ambitious projects during the BSF period of high investment and post-BSF creativity and innovation during austerity it considers the next phase of school design shaped by growing student numbers, diversity in project types and routes and the growing opportunities for smaller practices as work on existing buildings becomes more common.

This collection brings together a series of empirical studies on topics surrounding classrooms of Chinese as a second language (L2) by drawing on a range of theoretical frameworks, methodological strategies, and pedagogical perspectives. Over the past two decades, research on classroom-based second language acquisition (SLA) has emerged and expanded as one of the most important sub-domains in the general field of SLA. In Chinese SLA, however, scarce attention has been devoted to this line of research. With chapters written by scholars in the field of SLA—many of whom are experienced in classroom teaching, teacher education, or program administration in Chinese as a second language—this book helps disentangle the complicated relationships among linguistic targets, pedagogical conditions, assessment tools, learner individual differences, and teacher variables that exist in the so-called 'black-box' classrooms of L2 Chinese.

The purpose of this study was to determine the effect of using concept mapping under two modes of learning, cooperative and individualistic, on biology achievement and classroom environment. The subjects for this study were 38 students in two Grade 10 biology classes at the American Community School in Beirut. The subjects were divided into four groups: A, B, C, and D. Students in Group A used concept mapping under the cooperative mode of learning, students in Group B worked under the cooperative mode of learning without the use of concept mapping, students in Group C used concept mapping under the individualistic mode of learning, and students in Group D worked under the individualistic mode of learning without the use of concept mapping. Biology achievement was measured by two biology achievement tests that were developed by the researcher who conducted this study following Bloom's taxonomy of the cognitive domain. The content validity and the cognitive level of the test items were checked by the researcher and two science educators. The Kuder-Richardson-20 internal consistency reliabilities obtained for posttest one and posttest two were 0.97 and 0.99, respectively. Classroom environment was measured by My Class Inventory. Student Actual Short Form (MCI) that was developed by Fraser (1989a). One tailed t-tests at the 0.05 and 0.1 levels of significance were used to investigate the differences between the students' responses on the pretests, posttests and the retention test. This investigation was done to compare the achievement of the students who used concept mapping with vs the achievement of the students who did not use it and the achievement of the students who studied under the cooperative mode of learning with the achievement of students who studied under the individualistic mode of learning. Moreover, differences between the achievement of the different groups was investigated using one way analysis of variance (ONE WAY ANOVA) followed by post hoc comparisons using Fisher's Least Significant Difference (LSD) at the 0.05 level of significance. The mean scores of the five classroom environment aspects (satisfaction, friction, competitiveness, difficulty, and cohesiveness) that were assessed by the MCI were used to construct profiles of the students' responses on the questionnaire before and after conducting the study. One tailed t-tests for paired samples at 0.05 level of significance were performed to investigate the difference between students' scores on the five classroom aspects of the MCI. The results of this study indicated that the mean scores of the students who used concept mapping were higher than the mean scores of the students who did not use concept mapping. However, the differences between them were not significant in all cases. Even though the mean scores of the students who studied under the individualistic mode of learning were higher than the mean scores of the students who studied under the cooperative mode of learning, the difference between them was not statistically significant. The mean scores of the students who used concept mapping under the individualistic mode of learning were higher than the mean scores of the students in the other groups on posttests one and two. However, the mean scores of the students who used concept mapping under the cooperative mode of learning were higher than the mean scores of students in the other groups on the retention test. Finally, results obtained from administering the MCI indicated that combining the use of concept mapping and cooperative learning has positive effects on students' perception of their classroom environment Nothing provided

The Sage Handbook of Research on Classroom Assessment provides scholars, professors, graduate students, and other researchers and policy makers in the organizations, agencies, testing companies, and school districts with a comprehensive source of research on all aspects of K-12 classroom assessment. The handbook emphasizes theory, conceptual frameworks, and all varieties of research (quantitative, qualitative, mixed methods) to provide an in-depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area. It presents classroom assessment research to convey, in depth, the state of knowledge and understanding that is represented by the research, with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior. Editor James H. McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research, making significant contributions to this prominent and hotly debated topic in education.

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 from 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. ABSTRACT This study is aimed to determine the impact of the physical environment, including lighting and seating, on a student's ability to pay attention. Through surveys of elementary students in general education classes and their teachers as well as an observational case study of students with mild to moderate special needs, the researcher drew a few following conclusions. First, sufficient lighting, which includes both natural and artificial light sources, is key to a student's attentiveness. Second, periodically working away from assigned desks is beneficial. Finally, constant flexibility with the environment, considering the various needs of students in special education, is vital to creating a classroom environment that fosters focus. The study showed there are strong ties to a student's level of attention and the physical environment in the classroom.

The purpose of this study was to examine the influence of affect, motivation, and classroom environment on creativity of computer-based music compositions. Participants were high school students ages 14 to 18 (N = 146) enrolled in non-traditional computer-based music courses from three schools across two states (k = 3). Surveys on motivation and mood provided the social-psychological data. A survey on classroom environment provided the contextual data. Participants created digital compositions using GarageBand on classroom computers to serve as the creative task. The compositions were rated for originality, craftsmanship, and aesthetic appeal using the Consensual Assessment Technique, which provided the creativity data. Data analysis included Pearson correlation analysis, exploratory factor analysis, maximum likelihood confirmatory factor analysis, and maximum likelihood structural equation modeling. Results of the CFA indicated strong loadings of all observed variables on the proposed latent factors, resulting in good model fit ([chi]2 = 56.245 (41), p = .06), (RMSEA = .08, p = 0), (TLI = .96), (CFI = .97), (SRMR = .06). Results of the SEM indicated a moderate effect of classroom environment on creativity ([beta] = .14), and of classroom environment on Motivation ([beta] = .17). Motivation had a small but meaningful effect on creativity ([beta] = .08).

Active learning is a teaching practice that involves students in the learning process as more than mere passive listeners, and there is ample evidence of its benefits. Learning is placed more in the hands of the students rather than the teacher, and this affects the authority relationship in the classroom. Authority is commonly defined as being in power by virtue of one's position or title. Authority has also been defined by virtue of expertise. While the topics of authority and expertise have been discussed often, this work extends the discussion to an active learning environment in a Computer Science classroom. This study examines both authority and expertise in the context of an active learning space and observes the role that the two play in a tutorial session. The data used for analysis consists of video recordings of a lecture and four tutorials for an introductory programming course in an Australian university. The lecture and one tutorial are led by an instructor, whereas the other three tutorials are led by hired or former student tutors. These have been analysed individually as well as comparatively, scrutinising student participation and exchanges in the classroom (between student-tutor or student-student). Through detailed analyses of the recordings, this work comments on the effect of authority and expertise on the behavior, interaction, and active learning environment in a C8 tutorial. While both authority and expertise significantly affect classroom interaction and participation, authority also impacts the student-tutor relationship and overall classroom environment. When the tutor is someone more like a peer, rather than someone in an authority position, students form a friendly and informal relationship with the tutor. The general classroom atmosphere is conversational and students collaborate on tasks. Moreover, when the tutor demonstrates expertise in the tutorial material, students ask fewer questions and seem to have a better understanding of the concepts. They are also able to work independently, building their own solutions. We make additional comments on the significance of authority and expertise in active learning. This book is the result of research from over fifteen countries, asking which background and environmental factors influence achievement in mathematics and science. This research is based on data from the Third International Mathematics and Science Study (TIMSS), which was conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) in 1995 and 1998. In many countries researchers have started secondary analysis of the data in search for relationships between contextual factors and achievement. In these analyses two different approaches can be distinguished, which can be characterised by the metaphors of 'fishing' and 'hunting'. In the 'fishing' approach, researchers begin with an open mind, considering all possible context variables as potentially influential. Applying analysis techniques such as regression analysis, Lisrel, PLS, HLM, and MLN, they then identify important factors within their countries or across a number of countries. In the 'hunting' approach, researchers hypothesise certain context variables and trace the effect of these variables on achievement and/or science achievement. In today's modernised world, implementing technology into the infrastructures of communities has become a common custom. The idea of digital economy has proven to be an efficient, dynamic, and highly adaptable mode of performance, and regions across the globe have begun applying these digital approaches to their populated foundation. One region of the world that has recently begun using modern technologies is Eurasia. As they continue their technological transition from "theory" to "practice," significant research is needed on the emergence of sustainability in these countries. Toward Sustainability Through Digital Technologies and Practices in the Eurasian Region is a pivotal reference source that provides vital research on the implementation of digital initiatives within Eurasian countries and their social and economic principles. While highlighting topics such as educational technologies, mobile applications, and sustainable business, this publication explores the cultural aspects and social interaction of digital applications within this region of the world. This book is ideally designed for economists, IT professionals, educators, researchers, social scientists, policymakers, academicians, and students.

Robotics equipment become the new approach to provide students with hands-on experience while learning STEM subjects. This study implemented a 15-day robotics program in 6 th grade classrooms within three magnet schools. The goal was to understand students' and teachers' perceptions of their classes, their attitudes toward robotics and effect of robotics on student motivation. My Class Inventory (MCI), Test of Science-Related Attitude Motivarev version (TOSRA2), Science Teaching Efficacy Beliefs Instrument (STEBI), interviews, and observations were used in this study. According to our results, students perceived more friction, less satisfaction from their classroom environment, while their enjoyment of science lessons decrease. It is important to consider teachers personal beliefs and attitudes, while implementing new content and pedagogy such as robotics in their classroom. This study suggests different factors summarized in the conclusion for a successful implementation of robotics program in the future.

This book presents mixed-methods research into Chinese students' willingness to communicate (WTC) in an EFL classroom context. The interrelationships between WTC and motivation, communication confidence, learner beliefs and classroom environment are examined using structural equation modelling on data collected in a large-scale survey. These results are then complemented and expanded upon in a follow-up multiple case-study that identifies six themes which account for fluctuations of WTC over time and across situations. The qualitative and quantitative data provide the grounds for the proposition of an ecological model of WTC in the Chinese EFL university classroom, which reveals that WTC is socioculturally constructed as a function of the interaction of individual and environmental factors inside and beyond the classroom walls.

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.

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.