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# The Effect Of Learning Environment Factors On Students

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## DANIELLE BELTRAN

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### **Classroom Environment and Its Effect on Learning** Advances in Learning Environme

This book addresses main issues concerned with the future learning, learning and academic analytics, virtual world and smart user interface, and mobile learning. This book gathers the newest research results of smart learning environments from the aspects of learning, pedagogies, and technologies in learning. It examines the advances in technology development and changes in the field of education that has been

affecting and reshaping the learning environment. Then, it proposes that under the changed technological situations, smart learning systems, no matter what platforms (i.e., personal computers, smart phones, and tablets) they are running at, should be aware of the preferences and needs that their users (i.e., the learners and teachers) have, be capable of providing their users with the most appropriate services, helps to enhance the users' learning experiences, and to make the learning efficient.

### **A Study of the Effects of Ability-based Classes** National Academies Press

This volume explores the influence of students' background on educational outcomes, ways of contextualising school performance, and current issues and

developments in school effectiveness research. Also investigated is how the research contributes to understanding of school and classroom processes. *An International Perspective* Berkeley, Calif. : McCutchan Publishing Corporation '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 Belfali, 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)  
*Creating a Learning Environment for Babies and Toddlers* ASCD  
 Der Chemieunterricht sieht sich nicht erst seit PISA mit dem Anspruch konfrontiert, einerseits die Lernenden von der Relevanz des Faches zu überzeugen und andererseits zu gewährleisten, dass sie

genug vernetztes Konzeptwissen erwerben, um eine naturwissenschaftliche Berufslaufbahn wählen zu können. An diesem Spannungsfeld setzt die vorgestellte Studie an: anhand eines experimentellen Designs wird der Erwerb von Wissen in lebensweltlichen im Gegensatz zu fachlichen Kontexten evaluiert. Fünf Experimentierphasen dienen als Grundlage, um die Effizienz der jeweiligen Kontexte in Verbindung mit wiederholenden Vernetzungsmassnahmen zu untersuchen. Die gewählten Messinstrumente ermöglichen hierbei eine detaillierte Beschreibung der Effekte der Interventionsmassnahmen beim kooperativen Arbeiten im Chemieunterricht. Especially since the weak results of German students in large-scale assessments like PISA, chemistry education has been challenged: It is supposed to bridge the gap between making it relevant to the learner and ensuring that learners acquire enough content knowledge to cope with university demands. The presented study emanates from this ambiguity by evaluating the acquisition of content knowledge in different contexts. By means of an

experimental design, student learning gains in tasks with a real life problem situation are compared to a laboratory setting. A one-week intervention serves as a basis to assess the effects of such contexts in a collaborative and inquiry-based learning environment. The selected test instruments offer the possibility to shed light on differentiated effects of contexts with relation to learner prerequisites.

**Effects on Achievement of Placing Students in Different Learning Environments Based Upon Identified Learning Styles** Routledge

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 our 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. *Effects of Context-oriented Learning on Student Interest and Achievement in Chemistry Education* Frontiers Media SA Distance learning and remote learning have been developing options within the eLearning and talent training realms for over two decades, yet distance learning has become a significant reality within the past few months, especially as the COVID-19 pandemic has forever impacted the K-12, higher education, and adult training and talent development workforce solutions. Within the rapid shift into remote and distance learning environments, the curricular design and instructional design are understood as necessary. However, there is a need to understand aspects around social learning within eLearning environments. It is important to understand the opportunity of moving towards transformative social learning environmental engagement and experiences within distance and remote learning environments to improve the ability to understand social learning in

eLearning environments. eLearning Engagement in a Transformative Social Learning Environment focuses on supporting and enhancing remote and distance learning (eLearning) instructional experiences, discusses the strategic role of social learning within eLearning environments, and enhances levels of engagement, transformative learning, and talent attainment environments. This book provides insights and support towards policies and procedures within instructional and training decision making around social learning needs and support. The chapters will explore social learning opportunities and support, modeling social learning engagement, communities of practice, and instructional processes of eLearning. The intended audience is teachers, curriculum developers, instructional designers, professionals, researchers, practitioners, and students working in the field of teaching, training, and talent development.

Learners, Contexts, and Cultures World Bank Publications

This book brings together recent research on interpersonal relationships in education from a variety of perspectives including

research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and

social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

### **Learning Environment and Design**

GRIN Verlag

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 Effect of a Constructivist Learning Environment for Field-dependent and Field-independent Students on Semantic and Syntactic Achievement in Introductory Computer Programming* Routledge  
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.  
[Educators' Perceptions of Social Media and Its Effect on Classroom Learning Environment](#) Logos Verlag Berlin GmbH  
There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and

educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

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

*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.

*Creating Effective Teaching and Learning Environments: First Results from TALIS*  
National Academies Press

This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

[Success Factors Among Community College Students in an Online Learning Environment](#) Springer Nature

*Milestones in the Evolution of the Learning*

*Environments Field over the Past Three Decades* / Barry J. Fraser -- *My Journey in the Learning Environments Research Community : Research on Teacher-Student Interactions and Relationships* / Theo Wubbels -- *Developments in Quantitative Methods and Analyses for Studying Learning Environments* / Perry den Brok, Tim Mainhard and Theo Wubbels -- *Looking Back and Looking Forward* / David B. Zandvliet -- *Evaluating the Impact of a Purposefully-Designed Active Learning Space on Student Outcomes and Behaviours in an Undergraduate Architecture Course* / Catherine Martin-Dunlop, Christine Hohmann, Mary Anne Alabanza Akers, Jim Determan, LaKeisha Lewter and Isaac Williams -- *Development and Validation of the Questionnaire Assessing Connections to Science (QuACS)* / Georgeos Sirrakos and Barry J. Fraser -- *Using Classroom Environment Perceptions to Guide Teacher Professional Learning : A Mixed-Methods Case Study* / David Henderson and Melissa Loh -- *Impacts of Learning Environments on Student Well-Being in Higher Education* / Alisa Stanton, David B. Zandvliet and Dhaliwal Rosie.  
[How People Learn II](#) Springer

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

**Promoting Social and Emotional Learning** Taylor & Francis

How People Learn Brain, Mind, Experience, and School: Expanded Edition National Academies Press

Brain, Mind, Experience, and School: Expanded Edition CRC Press

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 they 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.

**Effects of Flipping the Classroom on Learning Environment and Student Achievement** GRIN Verlag

Bachelor Thesis from the year 2019 in the subject Pedagogy - General, grade: 3.8, , language: English, abstract: The general purposes of this study is to find out the influence of home environment on study academic performance. Specifically, the study sets out to examine the influence of parental occupation on the academic performance of secondary school students in Owerri metropolis of Imo state. It tries to find out whether the size of the family to which they belong affect the students academic performance in Owerri metropolis; and to determine the extent to which type of family would affect the academic performance of students. This study will be delimited to government owned secondary schools in Owerri. Municipal of Imo state Nigeria. Over a period of time, it has been observed the students who are exposed to the same lesson by the same teachers are likely to

perform differently when they are evaluated. According to Fagbamiye, the board education or ministry of education world wide suspected teaching methodology and classroom teachers as being the cause at the problem yet it seems to persist. This shows that outside the school environment, students are faced with other factors that influence their academic performances. There is also clear distinction between the gifted children and others, but even at that there are factors that influence the academic of both gifted and non-gifted children which can not be traced to the school environment.

School Effectiveness OECD Publishing

This book focuses on the successes and challenges of an innovative new post-compulsory secondary school in creating an outcomes-focused curriculum.

Classroom Environment (RLE Edu O) IGI Global

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 developments. 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.

*How Students Learn* W. W. Norton & Company

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.