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Learners, Contexts, and Cultures
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How People Learn II
Evaluating Educational Performance
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Looking Back and Looking Forward
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A Special Issue of Cognition and Instruction

HUDSON CARLY

A Synthesis of the Evidence
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.
Classroom Composition and Pupil Achievement ASCD
Little is known about student success in online learning environments, especially how the predisposing characteristics that the learner brings to the learning environment may differentially affect student outcomes. This study explored the question of whether a student's "readiness" to be a self-directed learner is a predictor of student success in an online community college curriculum. The specific goal of this investigation was to determine whether there was a

significant relationship between self-directed learning readiness-as measured by Guglielmino's (1977) Self-Directed Learning Readiness Scale (SDLRS)- and student success-as measured by course completion, grade point average (GPA) and student satisfaction, the latter assessed by student responses to an opinion poll. The subjects of this study were community college students in the state of Washington, enrolled in one or more transfer-level online courses delivered via WashingtonONLINE (WAOL) during fall quarter 1999. Students who voluntarily chose to respond to two elective surveys comprised the study sample. A correlational research design was used to test the explanatory power of self-directed learning readiness and to describe the relationships between variables. Since this study was designed to test hypothesized relationships, the resulting correlation coefficients were interpreted in terms of their statistical significance. The expected outcome of this study was to confirm or disconfirm a statistically significant relationship between self-directed learning readiness and student success in an online community college curriculum. The findings of this study failed to achieve this outcome due to (1) the lack of statistical reliability of the SDLRS among the subject population; (2) the resulting lack of validity of the SDLRS among the study sample; (3) a nonresponse effect; and (4) a self-selection effect. The unanticipated outcome of this study was evidence that student perception of student/instructor interactions is a single variable predictor of student success among community college students in an online learning environment. Recommendations for further study include Web-specific research methodologies that address the potentially deleterious effects of nonresponse and self-selection in cyber-research environments and continued exploration of the multiple facets of student success in asynchronous learning domains.

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

Der Chemieunterricht sieht sich nicht erst seit PISA mit dem Anspruch konfrontiert, einerseits die Lernenden von der Relevanz des Faches zu uberzeugen und andererseits zu gewahrleisten, dass sie genug vernetztes Konzeptwissen erwerben, um eine naturwissenschaftliche Berufslaufbahn wahlen zu konnen. 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. Funf Experimentierphasen dienen als Grundlage, um die Effizienz der jeweiligen Kontexte in Verbindung mit wiederholenden Vernetzungsmassnahmen zu untersuchen. Die gewahlten Messinstrumente ermoglichen 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.

Thirty Years of Learning Environments National Academies Press

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.

The Effect of a Constructivist Learning Environment for Field-dependent and Field-independent Students on Semantic and Syntactic Achievement in Introductory Computer Programming World Scientific

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.

Learning Environment and Design World Bank Publications

Seminar paper from the year 2020 in the subject Pedagogy - School System, Educational and School Politics, , course: Educational Psychology, language: English, abstract: Several factors influence the learning process and the overall performance of human beings. These factors can have either positive or negative influences. According to Okoro, these factors can be classified into three broad categories: the Hereditary and Physiological factors, the Psychological factors, and the Environmental factors. Each of these categories are like tree with many branches, environmental factors for example can be sub-divided into; home factors, school related factors, teacher related factors and societal factors. For the purpose of this paper, discussion will be done exhaustively on how school environments and other related factors affect students’ learning in secondary school.

Does Background Music in the Classroom Effect the Learning Environment Springer

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

Effect of Classroom Learning

Environment on the Personality Development of Sixth Grade Children BRILL
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.

Effects of Flipping the Classroom on Learning Environment and Student Achievement 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.

Influence of Home Environment on the Academic Performance of Secondary School Students in Imo State National Academies Press

Understanding the factors that contribute to a positive learning environment is vital for those working with children from birth to 3 years. Using extensive case study material, Ann Clare focuses on the experiences of babies and toddlers in various care settings, and the role adults play in developing creative and supportive environments. The effect on speech and language development is explored, with reference to recent research and initiatives. Information gathered from parents and childcare workers helps provide a deep consideration of parents' childcare choices.

Brain, Mind, Experience, and School: Expanded Edition How People LearnBrain, Mind, Experience, and School: Expanded Edition

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.

Children's Competencies Development in the Home Learning Environment Routledge

How People LearnBrain, Mind, Experience, and School: Expanded EditionNational Academies Press

Flipped Instruction SAGE Publications

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.

A Sourcebook of Methods, Instruments, and Examples Universal-Publishers

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.

Determinants and Effects Frontiers Media SA

A guide to establishing high-quality social and emotional education programs describes approaches to social and emotional learning for all levels and includes thirty-nine guidelines and field-inspired examples for classrooms, schools, and districts.

A Study of the Effect of the Learning Environment on Selected Factors Related to the Self-concept of School Children W. W. Norton & Company

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

The Effect of Learning Styles and Attitude on Preservice Elementary Teachers' Conceptual Understanding of Chemistry and the Nature of Matter in a Simulation-based Learning Environment OECD Publishing

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

Success Factors Among Community College Students in an Online Learning Environment Springer

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.

The Effect on Humour on Learning and the Learning Environment Taylor & Francis

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 helf a focus group interview. I also examined how flipping the classroom affected student achievement; so I compared the experimental group to my prvious 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 studetns were noticeably more engaged during problem set completion time.

Contemporary Approaches to Research on Learning Environments IGI Global

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.