

Students Perceptions Of Classroom Learning In East Asia

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Student Perceptions of Classroom Learning Environment and Relationship with Disposition in Mathematics

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The Effect of Using Problem-based Learning in Middle School Gifted Science Classes on Student Achievement and Students' Perceptions of Classroom Quality IAP

Students are beneficiaries of the educational system, yet little is known about their perceptions of the system. Furthermore, despite an increased focus on educational technology, many questions persist. Several previous studies about technology perceptions have focused on high school and college students. This study was designed to explore elementary students' perceptions of educational technology. A qualitative study was conducted in a third grade and a fifth grade classroom, where 16 technology lessons were observed between November 2009 and February 2010. Both classroom teachers were currently enrolled in a Master's degree program in Instructional Technology. In addition to the observations, 24 focus-group interviews were conducted with 3 students in each group. An inductive, grounded approach was used for data analysis. This study began with a conceptual framework consisting of three main parts: Technology and Its Affordances, Teachers as Designers of Curriculum, and Students' Experienced Perceptions. The focus of this research was at the intersection of those three areas, that is Students' Perceptions about Educational Technology. Specifically, the goal of the study was to find out what students like about technology, what they dislike about technology, and how they work with others during technology activities. Data analysis revealed that most of these students maintained a positive perception about educational technology despite some frustrations with issues of functionality. Furthermore, most of these elementary students believed that technology makes their school work more enjoyable as well as improving its quality. This study suggests that teachers take students' technology perceptions into account when designing lessons. It also offers additional recommendations for classroom use.

Collaborative Learning GRIN Verlag

Burgoon's expectancy violation model posits that nonverbal rule violations will be evaluated according to the perceptions toward the violator and the behavior itself. However, the violator may have perceptions regarding the appropriateness of the rule. This study measured the perceptions of high school students regarding the rules for classroom interaction. It is believed that the rules for classroom interaction are rules which have been learned through the process of socialization and enculturation into the classroom setting throughout students' careers. These rules should be well known by all students by the time they reach tenth grade, the grade being investigated. A survey questionnaire

was developed through a pilot study, and was distributed to 244 students through the English classes of three East Baton Rouge parish high schools. The high schools were chosen by relative drop out rate. Students were grouped by sex, race and age to measure differences in attitude by characteristics of potential dropouts. The study found that males have more negative attitudes toward compliance with laziness rules and the importance of those laziness rules than females. The study also found that Black students have a more positive attitudes regarding the importance of distraction, laziness, and respectfulness rules than non-Black students. Implications regarding the attitudes toward classroom rules are discussed.

Adult Intentions, Student Perceptions Springer Nature
This open access book provides a comprehensive and informative overview of the current state of research about student perceptions of and student feedback on teaching. After presentation of a new student feedback process model, evidence concerning the validity and reliability of student perceptions of teaching quality is discussed. This is followed by an overview of empirical research on the effects of student feedback on teachers and instruction in different contexts, as well as on factors promoting the successful implementation of feedback in schools. In summary, the findings emphasize that student perceptions of teaching quality can be a valid and reliable source of feedback for teachers. The effectiveness of student feedback on teaching is significantly related to its use in formative settings and to a positive feedback culture within schools. In addition, it is argued that the effectiveness of student feedback depends very much on the support for teachers when making use of the feedback. As this literature review impressively documents, teachers in their work - and ultimately students in their learning - can benefit substantially from student feedback on teaching in schools. "This book reviews what we know about student feedback to teachers. It is detailed and it is a pleasure to read. To have these chapters in one place - and from those most up to date with the research literature and doing the research - is a gift." John Hattie
[Student Perceptions of Rules for Classroom Interaction](#) Student Perceptions in the Classroom

Proficiency in mathematics is essential for success in college, career, and life (Reyna & Brainherd, 2007). As a nation, the United States has struggled for decades to strengthen math achievement and to define proficiency in math (Schoenfeld, 2004). An important but often overlooked component of proficiency is math disposition (Kilpatrick, Swafford, & Findell, 2001; NCTM, 1989). Students who lack a productive math disposition often exhibit lower performance in math, lack academic self-efficacy, suffer from math anxiety, and do not pursue higher levels of mathematics (Boaler, 2014; Bouchey & Harter, 2005; Fennema & Sherman, 1978; Reyes, 1984). The

purpose of this sequential, explanatory, mixed methods study was to examine the relationship between classroom learning environment (CLE) and the math disposition of third graders attending public schools in a small, suburban district in the Northeast. The study assessed students' perceptions of classroom environment and math disposition through a combination of surveys and responsive interviews (Rubin & Rubin, 2011). While interest in the area of learning dispositions has increased, few studies have focused on elementary students in the United States. The following research questions were explored: 1. What is the relationship between classroom learning environment (personalization, participation, independence, investigation and differentiation) and disposition (enjoyment of mathematics and self-efficacy) in mathematics? 2. Is there a significant difference between males and females with respect to disposition in mathematics? 3. Is there a significant difference between males and females with respect to classroom learning environments? 4. To what extent and in what manner is variability in self-efficacy explained by classroom learning environment? 5. How do students describe elements of classroom learning environment that contribute to productive math disposition? This study sought to expand the body of research regarding how CLE relates to math disposition. Significant findings were found relating to personalization, participation, and independence, and four salient themes emerged. Educators may benefit from understanding how these elements of classroom environment may relate to productive math disposition (PMD). By improving CLE, more students may develop PMD, which may lead to more enjoyment of math and greater interest in higher-level mathematics.

The Role of Students' Perceptions of Classroom Climate in Predicting Academic Motivation and Assigned Grades in Middle School Mathematics Universiti Malaysia Sabah Press
Restorative justice (RJ) is an idea whose time may have finally arrived. Although the concept has ancient roots and the term has existed in Western societies since the 1970s, only recently has it gained general public recognition. In schools, RJ's popularity is rising world-wide. In fact, education is the fastest growing area for the practice of RJ. Despite an increasing number of schools embracing the approach, it is not clear what educational RJ practitioners are trying to achieve. *Adult Intentions, Student Perceptions: How Restorative Justice is Used in Schools to Control and to Engage* focuses on the use of RJ in one school in Scotland and one in Canada. While important to understand the intentions of educators in using RJ in schools, those aims must be examined alongside the actual impact that such practices have on students. RJ can be understood and experienced in dramatically different ways by those implementing it. For some, RJ is about creating an environment of and for student engagement that challenges traditional systems of discipline and facilitates learning. For

others, RJ is simply another tool for solidifying compliance and meting out punishment, albeit in a kinder, gentler way. *Adult Intentions, Student Perceptions* provides the opportunity to delve deeply into the stories of two schools and the adults and young people who inhabit them, and consider the broad impact that differing educator understandings of RJ have on students. *Adult Intentions, Student Perceptions* is a timely book for RJ advocates and critics alike. It challenges a common assumption of some RJ advocates that implementing RJ necessarily creates a classroom environment of social engagement (where students are empowered to engage with one another and think critically, and school relationships and hierarchies are transformed). The student experience relayed in this book shows that RJ can as readily be mobilized to create classroom environments of social control (where students are taught obedience and compliance, and authority and hierarchy are reinforced). Reimer argues that RJ, by itself, does not guarantee certain qualities of relationship, but RJ does allow us to examine relational qualities and ask questions of how school relationships are used to engage and/or control students.

Elementary Students' Perceptions of Classroom Technology Routledge

"Online learning is on the rise in K-12 education and, with the lockdowns and social distancing measures implemented as a result of COVID-19, has gained increased prominence. While the demand for online learning is on the rise, many U.S. students lack adequate Internet connectivity to have a successful online learning experience. Connectivity issues, particularly when they impact audio, can cause students to tune out or even drop out of online learning. This is problematic for online schools and course providers who often have no control over the speed of a student's home Internet connection. Online schools also have to balance student perceptions, which have been linked to their achievement. This mixed methods study examines the role of Internet connectivity on the perceptions of highly gifted students on the quality of their fully online English course on six domains: (a) appeal, (b) challenge, (c) choice, (d) meaningfulness, (e) self-efficacy, and (f) communication. In this study, highly gifted students who attended an online public school (N=19) that utilizes synchronous and asynchronous learning methods reported their perceptions on the six domains of online course quality and also their Internet download speed, which were used to divide them into two groups - low and high Internet download speeds. The results of the quantitative survey, a modified version of the Student Perceptions of Classroom Quality (Gentry & Owen, 2004; Gentry & Springer, 2002), were then analyzed based on the two independent groups. No statistically significant difference was found in student perceptions on any of the six domains based on the participant's Internet download speed. This finding may be limited based on the small sample size available for data analysis in this study. Focus groups supported the findings of the statistical analysis. A total of 12 themes emerged from the focus groups to help explain the students' perceptions of their online courses. An additional two themes were identified as common technical issues caused by Internet connectivity in online learning and three themes related to troubleshooting technical issues. This study contributes knowledge to the fields of online education, gifted education, impact of student perceptions, and transactional distance in online learning."--Boise State University ScholarWorks.
Differences in Special Education Students' Perceptions of Classroom Support in Cluster Vs. Integrated Classroom Settings
Lawrence Erlbaum Associates

As the student body in the United States continues to become more diverse, it is critically important to understand the factors that influence African American and Latinx students' engagement, including what they bring to the classroom, and their perceptions of what is occurring in the classroom. During early adolescence, youth are making meaning and internalizing the proximal influences their classrooms have on their sense of self and subsequent academic outcomes. Among school variables, teaching quality accounts for some amount of variation in student achievement. This dissertation project explored whether there were gender differences among 205 middle school students' perceptions of classroom practices. The study also assessed whether differences in boys' and girls' perceptions of classroom practices had different influences on their self-systems (e.g., components of ethnic-racial identity and social efficacy with teacher), and classroom engagement. Study results suggest that boys and girls rate similar exposure to social-emotional classroom practices from their teachers, however invariance tests demonstrate these practices have different meanings for boys and girls. In addition, results indicate that exposure to social-emotional classroom practices is affirming for components of boys' ethnic-racial identity, such as their racial centrality, public regard, and private regard, which in turn predicted higher classroom engagement. Whereas for girls, classroom practices only affirmed their private regard which in turn predicted higher classroom engagement. Social efficacy with one's teacher did not mediate the association between classroom practices and classroom engagement as previously hypothesized for neither girls nor boys. This study also found that girls' grade level was an important covariate in the model, which implies there are

important developmental considerations in the dynamic relationship between the classroom context and students' self-systems. Findings from this study suggest some important implications for policy and curricula development around teacher training and teaching practices that enhance academic and social outcomes for students of color. In particular, practices that encourage collaboration and sharing of ideas and knowledge among African and Latinx students are both developmentally, and culturally responsive for students' sense of self and engagement in class.

Student Feedback on Teaching in Schools Universal-Publishers
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.

Students' Perceptions of Learning Science Routledge
Much research in the past several years indicates that many students have conceptions about chemical principles that are inconsistent with scientifically accepted ideas. Much of this research ignores students' perceptions of the roles of the teacher and the student and neglects the affect of the classroom setting on students' learning. In constructivist theory students are said to construct their own understandings of scientific principles. It would seem reasonable, then, that students construct their own understandings of the purposes of education, and of the goals of the tasks set for them. The original purpose of this semester long descriptive study was to explore issues of student learning as they developed in a university classroom setting (of which I was the teacher) designed with conceptual understanding as a goal. The students worked cooperatively during class on conceptually challenging problems, and all of these sessions were audiotaped and transcribed. In addition, the students were interviewed twice over the course of the semester concerning their ideas about the teaching and learning. The results of this research indicate that students viewed as their primary, perhaps only, role to attain a correct answer, which generally included an explanation, which primarily consisted of support for what was believed to be correct. The students generally equated achieving conceptual understanding of a system or concept with knowing an algorithm, term, or equation. While the students wanted to support their answers, they did not necessarily question what they believed to be true. Many times the students relied on answers they thought they knew from the lecture or the textbook. In addition, the students viewed the primarily role of the teacher as explainer. The narrowness with which the students perceived the roles of the teacher and the student has implications on instruction. If conceptual understanding is a goal of education, the results of this research indicate that students need to encounter explicit and consistent lessons stressing conceptual understanding and that we as teachers need to be more careful about "helpful" rules, equations, and definitions that we use to make solving problems easier for our students.

Students' Perceptions and Experiences in a Learning Environment that Uses an Instructional Game as a Teaching Strategy
This study affirms the need for teachers of middle school mathematics to be attentive to pedagogical choices, classroom norms, and the nature of classroom opportunities. The study identifies status issues that arise from certain types of mathematics pedagogy and calls for transparency in classroom norms and strategic grouping practices to improve learning opportunities for lower achieving students.

The Impact of Middle School Students' Perceptions of the Classroom Learning Environment on Achievement in Mathematics
This article reports the results of a project that examined student perceptions of the psychosocial learning environment in a distance education classroom. The study utilized a survey instrument, Distance Education Learning Environments Survey (DELES) that was distributed as a pre-test/post-test to three sections of the same course taught in three distinct formats: traditional classroom instruction, distance learning, and hybrid (partially on-line/partially face-to-face). The DELES survey is a web-based tool specifically designed to assess the learning environment using a standardized, validated instrument. At the beginning of the project, the DELES-Preferred was administered to the three pilot groups. It measures the perception of the "actual"

environment, perceptions of the preferred environment, or the "ideal" learning environment of the students. In addition, a brief overview of the DELES instrument is described as well as the implications of the research project findings. Project results, based on the DELES administration, indicate that "Instructor Support" was rated highest by the students enrolled in the course taught in the traditional manner (4.68 mean) closely followed by the Hybrid course (4.66 mean) while the course taught totally at a distance averaged a 3.62 mean. However, "Student Interaction and Collaboration" averaged higher scores in the course taught in the Hybrid manner (4.23) followed by the traditional course (3.97) and then the distance course (3.12). Specific scales of "Personal Relevance," "Authentic Learning," "Active Learning," "Student Autonomy" and "Satisfaction" (scale of affect) are further addressed in the article.

Hong Kong Students' Perceptions of Language Learning Activities in the Classroom in a Band One School

This study investigated the perceptions and expectations of students in a Year 7 science class in an attempt to elicit and make sense of what constitutes a learning environment conducive to engagement with science learning, and what role the teacher's pedagogy might play in the development.

Students' Perceptions of Their Feelings as Classroom Participants

The purpose of this study was to explore the impact of the Problem Based Learning (PBL) units developed by a large suburban school district in the mid-Atlantic for the middle school gifted science curriculum on: a) students' performance on standardized tests in middle school Science, as measured by a sample of relevant test questions from a district-managed test bank; and b) students' perceptions of classroom quality according to the constructs of: meaningfulness, challenge, choice, self-efficacy, and appeal as measured by the Student Perceptions of Classroom Quality scale (SPOCQ) (Gentry & Owens, 2004). A group of students taught using PBL and a comparison group of students taught using traditional instruction were studied. Between the two groups, a total of 457 students participated in the study. Pre and post student achievement data were collected using a 25 item multiple choice test that aligned with state and local objectives. It was hypothesized there would be no significant differences in gain scores or perceptions between a group of students taught using PBL in comparison to the group taught using traditional methods. Data analysis indicated statistically significant gain scores in both of the groups with a higher gain score in the PBL group. Data analysis also

Students' Perceptions of E-learning Incorporated Into Lower Secondary Mathematics Classroom Learning Environment
The purpose of this study was to investigate the students' perceptions of multimedia classrooms at East Tennessee State University regarding technologies in multimedia classrooms, students' learning achievements, instructors' instructional methods, and students' learning styles. Two surveys in multimedia classrooms and traditional classrooms were designed to measure and compare students' perceptions of multimedia classrooms. The VARK (Fleming, 2002) learning style survey was used to calculate the students' learning styles. The research was conducted during Spring semester, 2002. Participants in this study included 187 students in multimedia classrooms and 110 students in traditional classrooms at East Tennessee State University. The majority of students were from the School of Business and the College of Applied Science and Technology. The results of data analysis showed that there were no significant differences in students' perceptions of multimedia classrooms regarding technologies, learning achievements, and learning styles. However, there were significant differences in students' perceptions of multimedia classrooms regarding instructors' instructional methods. Students in multimedia classrooms had better perceptions of instructors' instructional methods than students in traditional classrooms. Furthermore, the majority of students in multimedia classrooms and traditional classrooms had positive attitudes towards multimedia classrooms. Several recommendations for future research, VARK learning styles, and administrators and policy makers at East Tennessee State University resulted from this study. A future study with a larger and more diverse population using both quantitative and qualitative methodology is recommended to further explore the effectiveness of multimedia classrooms in higher education. Reinforcement of training, technical support, and classroom maintenance are recommended to administrators and policy makers at East Tennessee State University in order to use multimedia classrooms more effectively.

Student Perceptions in the Classroom

The purpose of this study was to describe and interpret students' perceptions and experiences in a learning environment that included a game as a teaching and learning tool. Researchers indicate learning environments are powerful forces that influence students' perceptions and experiences of the educational process, yet few studies have analyzed college students' perceptions of the learning environment in higher education settings. This qualitative study used hermeneutic phenomenology to understand how students experienced a learning environment that included an educational game as part of the course

curriculum. This study occurred in an introductory level course in Parks, Recreation and Tourism Management at North Carolina State University, and the game designed for the course was called Leisureopoly. Thirty students agreed to share their insights and experiences about their perceptions of this type of learning environment. Using the students' written reflections, two peer observers' feedback, and a personal research journal, data were triangulated to serve as a mechanism for reducing bias and ensuring accuracy of the data. Data were analyzed using ATLAS. Open, axial, and selective coding techniques were combined with van Manen's selective and detailed approaches for isolating themes in phenomenological studies. First, data were analyzed to reflect common themes in the students' perceptions and experiences of the overall classroom as a whole. The six themes that emerged were: (1) environment, (2) activity, (3) student characteristics, (4) knowledge, (5) instructor characteristics, and (6) structure. Then, all of the data specifically related to Leisureopoly were re-coded and analyzed to determine the influence of the game on the learning environment. Twenty-nine of the students mentioned Leisureopoly in their reflections. Leisureopoly had an influence on the learning environment in four main ways: (1) community in the classroom, (2) the perception of time, (3) the.

Students' Perceptions of Multimedia Classrooms at East Tennessee State University

This book's two primary objectives are to present theory and research on the role of learners' achievement-related perceptions in educational contexts and to discuss the implications of this research for educational practices. Although contributors share the view that students' perceptions exert important effects in achievement settings, they differ in diverse ways including their theoretical orientation, their choice of research methodology, the perceptions they believe are of primary importance, and the antecedents and consequences of these perceptions. They discuss the current status of their ideas and provide a forward look at research and practice.

Embracing the Uncertainty of Community

Students acquire knowledge in the classroom from a variety of sources, such as the teacher, learning activities and the academic environment. Yet, there is limited research on student perceptions of their own learning in the classroom. This study is a preliminary investigation of how students aged 8 to 12 think they learn best in the classroom. A sample of 229 students answered the question 'how do you learn best at school?' Out of the 229 responses, 210 responses were used. Thematic analysis was used to examine student answers. The results demonstrated that students were able to recognize different relationships within the classroom that help them learn best. Areas defined include classroom tools, classroom management, and student readiness. Findings support that students were aware of their classroom environment and how it can affect their learning, whether it be in a positive or negative manner.

Students' Perceptions of the Roles of the Teacher and the Student and the Effect on Classroom Interaction

The purpose of this research study is to examine the perceptions of seventh grade mathematically gifted students of their classroom learning experiences on the dimensions of interest, challenge, choice, and enjoyment in Lebanese private schools and to compare the perceptions of the mathematically gifted students to the perceptions of their classmates and to the perceptions of their teachers. Two hundred fifty one seventh grade students and nine seventh grade mathematics teachers from six private schools in Beirut participated in this study. Eight students of the sample were identified as mathematically gifted using the Test of Mathematics Abilities for Gifted Students (Ryser & Johnsen, 1998), The Raven test (Raven, Raven, & Court, 1988), and teacher nomination. The perceptions of the mathematically gifted students, their classmates, and the mathematics teachers were examined using "My Class Activities" (Gentry & Gable, 2001). The results indicated that the mathematically gifted students perceived their classroom learning experiences as challenging and as giving them choices only somewhere between seldom and sometimes and as interesting and enjoyable only

sometimes. The comparison between the perceptions of the mathematically gifted students and the perceptions of their classmates showed that mathematically gifted students reported less challenge, less enjoyment, and less interest than their classmates. No difference was found between the two groups on the dimension of choice. The comparison between the perceptions of the mathematically gifted students and the perceptions of their teachers showed that mathematically gifted students reported less challenge, less interest, and less enjoyment than their teachers. However, no difference was found between the perceptions of mathematically gifted students and the perceptions of their teachers on the dimension of choice.

Students' Perceptions of Classroom Factors that Impact Success for African American Students in Higher Education Settings

Student Perceptions in the Classroom Routledge *A Preliminary Exploration of Students' Perceptions of Their Own Learning*

The purpose of this study was to determine if the students of teachers who are career switchers perceive a difference in classroom quality when compared to students taught by teachers who are from a traditional pathway. Additionally, this study investigated whether career switchers report that they plan instruction differently than traditional pathway teachers. A mixed methods design was used to compare students' perceptions of teacher quality as defined by the Student Perception of Classroom Quality (SPOCQ) (Gentry and Owen, 2004) in the classes of four pairs of high school teachers in a small and diverse suburban school district who were matched on content. Four of the teachers gained entry into the classroom through a traditional academy-based pathway, and four came through a career-switcher program. Their students were surveyed using the SPOCQ while teachers completed the Teacher Experience Survey (TES) and were interviewed using the Teacher Interview Guide (TIG). Major findings of this study indicated that students of traditional pathway teachers perceived higher levels of appeal ($p = .003$), challenge (p

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