

Learning Environment Perception and Achievement Goals

Patricia Schieghart

North American Center of Education (NACE), The BASE, Chapel Hill, NC 27510, USA

"I don't believe a mistake-free learning environment exists."

—Astro Teller

THE interpersonal relationships in the classroom are a crucial part of the learning environment for students. Through positive teacher-student and student-student contact, students can experience a more supportive learning environment during the instructional process, which supports their learning motivation and helps them develop decision-making skills and a sense of responsibility.

Evaluation of instruction, including instructor feedback, is a vital component of such interaction. School evaluation is a valuable instrument for assessing the efficacy of classroom instruction and teaching practices that are intimately connected with student learning processes. The majority of academics agree that instructional evaluation is multidimensional. It might be a teacher's appraisal of students, a student's evaluation of instructors, or an evaluation between students. The evaluation of students by instructors permits teachers to examine what students have learned in previous lessons, identify their learning issues, and compensate for their inadequacies in subsequent instruction. Thus, the evaluation data can be employed in full to modify instructional tactics (Wang, 2020). Students get the opportunity to analyze classroom instruction and identify its merits and downsides during teacher evaluations. This is the most straightforward and efficient method for

© 2022 Insights Publisher. All rights reserved.



Creative Commons Non Commercial CC BY-NC: This article is distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 License

(<http://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-commercial use, reproduction and distribution of the work without further permission provided the original work is attributed by the Insights Publisher.

teachers to collect suggestions for future development, and it exemplifies the concept of teaching and learning promoting each other. Interactive activities among classmates, such as group discussion in class and group assignments after class, have increased significantly as the popularity of student-centered instruction has grown; students now have more opportunities to communicate and share ideas with their peers, thereby enhancing their understanding of their peers (Wu, 2016). Consequently, the value of interaction-based peer evaluation increases.

The Relationship between Middle School Students' Learning Environment Perceptions and Achievement Goals in Science (Kahraman, 2022) is an empirical study based on a sample of 407 middle school students from two public schools in eastern Turkey. According to the study's findings, student progress in science is correlated with their perceptions of interpersonal relationships and instructor feedback. This paper makes a compelling case that the ability of students to construct their learning through contact with others is essential to their academic performance and long-term development. It is hoped that this study will inspire additional research on the impact of constructivist learning environments on student academic development.

References

- Kahraman, N. (2022). The relationship between middle school students' learning environment perceptions and achievement goals in science. *Science Insights Education Frontiers*, 12(1):1643-1660. Doi: <https://doi.org/10.15354/sief.22.or059>
- Wu, H. F. (2016). Teaching paths of college physical education based on teacher- student interaction. *Human Resources Development*, 2016(18):154-155. DOI: <https://doi.org/10.19424/j.cnki.411372/d.2016.18.115>
- Wang, S. Q. (2020). Promoting learning through evaluation: Evaluation frameworks for online precision teaching. *Popular Literature*, 2020(19):172-173.

Correspondence to:

Patricia Schieghart, PhD
North American Center of Education (NACE)
The BASE
Chapel Hill,
NC 27510
USA
E-mail: patricia.schieghart@basehq.org

Conflict of Interests: None.

Doi: 10.15354/sief.22.co016