

# ***S* Student *P* Perceptions *in the* ***C* Classroom****

***Dale H. Schunk • Judith L. Meece***  
***Editors***

# Student Perceptions In The Classroom

**Ying Liu**



## **Student Perceptions In The Classroom:**

**Student Perceptions in the Classroom** Dale H. Schunk, Judith L. Meece, 2012-10-12 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.

**Student Feedback on Teaching in Schools** Wolfram Rollett, Hannah Bijlsma, Sebastian Röhl, 2021-08-12 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

**The Effects of Student Feedback on Student Perceptions of the Classroom Behavior of Secondary School Teachers** David Anthony Masucci, 1973

Student Perceptions of Rules for Classroom Interaction H. Paul LeBlanc, 3rd, 1997-08 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.

*Student Perceptions of Engagement and the Relationship to Student Perceptions of Teacher in the Visual Art Classroom* Kirby Brooks Meng, 2020. Lack of student engagement in high schools is a concerning factor in education. Low levels of engagement can lead to student apathy, academic challenges, disruptive behavior, and a higher dropout rate. The purpose of this research was to examine the relationship between high school students' perceptions of engagement and students' perceptions of the teacher in the visual art classroom. The researcher used social constructivism as a lens through which to explore this topic. The theory of constructivism focuses on active exploration and learning about ideas of personal significance where the teacher plays an essential supportive and guiding role in student learning. The sample for this research was 68 high school students in a large metropolitan school district in Georgia who were enrolled in Comprehensive Art I. The researcher used a survey to collect students' perceptions of their cognitive, emotional, and behavioral engagement in the art classroom as well as perceptions of their teacher. Data from this nonexperimental, cross-sectional, predictive study was analyzed using multiple linear regression where the dependent variable is teacher perception and the independent variables are cognitive, emotional, and behavioral engagement. Key findings include insight on the relationship of student levels of engagement to perceptions of the teacher in the art classroom.

**Teacher and Student Perceptions** John M. Levine, Margaret C. Wang, 1983. *Students' Perceptions of Their Feelings as Classroom Participants* Ray O. Posey, 2003.

**Voices in the Classroom** Frank Pajares, Rodman Webb, University of Florida. Research and Development Center for School Improvement, Broward SDM Project, Project Number 103, 1994. *Student Perceptions Regarding Classroom Environments for Learning* Jean E. Greenwood, 2002.

**Student Perceptions and Classroom Management** Sandra Schweighart Goss, 1984. **Student Perception in the Classroom** Joseph Anthony Corrado, 1982. **Student Perceptions in Classroom** Judith (editor) Schunk, 1992. **Teacher and Student Perceptions of Student Engagement in the Classroom** Joseph S. Bazenas, 2014. The current exploratory, descriptive case study was designed to gain an understanding of teacher behaviors that promote student engagement in the school setting from the perspective of both students and teachers. The purpose of this mixed methods case study was to gain an understanding of what teachers do to engage students in learning and to explore how students perceive these efforts based on their own notion of engagement. Based on the literature, the study sought to explore the application aspects of the meta-construct of student engagement. Of particular interest was the teacher-student relationship in creating a culture of learning to establish a sense of flow in the classroom setting. Three experienced teachers were involved in the study which implicated the need for curriculum expertise as a foundation for effective student engagement in tandem with the willingness to develop respectful student-teacher

relationships Student input garnered the importance of autonomy in learning and connectedness with the learning environment based on student teacher relationships

**Teacher and Student Perceptions of Student Engagement in a 9th Grade Classroom** Kathryn Field,2018 Student engagement is integral to the process of learning Teacher moves or the behaviors that teachers enact in the process of teaching have been shown to influence students engagement Research indicates that students are more likely to engage in learning when they believe their teacher supports student autonomy competence and relatedness Less is known about the precise types of moves that engender these feelings in students and how teacher student relationships play a unique role in student engagement In this qualitative case study I studied teacher and student perceptions of the engagement process and teacher student relationships in a naturally occurring ninth grade classroom Findings support previous self determination literature on how student engagement unfolds in the classroom However the data indicate that the current definitions of teacher moves may be too limited to capture the full range of actions that inspire feelings of autonomy competence relatedness in students Of particular importance teacher moves that inhibited feelings of competence included moves associated with under stimulation for students The data from this study also provide evidence for a more nuanced conceptualization of the role that teacher student relationship building plays in the process of student engagement When discussing the teacher s effect on their engagement some students discussed relatedness moves more frequently than others indicating a personality type that was more attune to noting the role of teacher student relationships in the students engagement Additionally when there were differences between the teacher and students perceptions of the teachers influence on student engagement students frequently commented on teacher student relationship building

Student Perceptions of Attention in the Classroom Patricia A. Brinlee,1984 *Middle School Classrooms* ,2002 *Student Perceptions and Performance in a Virtual Classroom Environment* Susan M. Powers,Jennie Mitchell,1997 *Classroom Climate and Student Perceptions* Judith M. LeRoy,1973 Student Perceptions and Student Achievement in a Higher Education Partially Flipped Classroom Katrina Atkins,2018 The purpose of this non experimental causal comparative and correlational study was to test Knowles 1973 adult learning theory which states adults are self directed and internally motivated The study also examined if student achievement was related to student perception of the flipped classroom in a general education speech communication course for college students N 109 at Florida College FC a pseudonym The Blended Learning Survey BLS was administered to participants in the Fall 2017 semester An independent samples t test was utilized to determine if a difference existed between the two groups high and low achievers Bivariate regressions were utilized to determine if there was a significant predictive relationship between student perceptions and student achievement in the flipped classroom For the t test the independent variable of student achievement was defined as end of course grades and categorized into high A or B and low C or below achievers The dependent variable was defined as students positive perception of the flipped course as determined by the BLS For the regression the criterion variable was

student achievement end of course grades and the predictor variable was student perception as measured by the BLS Results indicate that there is no relationship between high and low achievers and their perceptions of the flipped classroom as well as no relationship between student perception and student achievement in the flipped classroom These findings support empirical evidence that the flipped classroom may not be advisable for general education courses Implications for practice and recommendations for future studies are included in this study **Middle School Classrooms** Tonya R. Moon, Institute of Education Sciences (U.S.), United States. Office of Educational Research and Improvement, 2002

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web sec 16.5 page 743 solution sec 12.3.12.4 page 519 in a saturated potassium nitrate  $\text{KNO}_3$  solution in water  $\text{H}_2\text{O}$  a dynamic equilibrium will be established and the

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web jul 4 2023 density of saturated  $\text{KNO}_3$  solution what mass g of  $\text{KNO}_3$  will crystallize out of solution if exactly 100 g of its saturated solution  $75^\circ\text{C}$  is cooled to  $25^\circ\text{C}$  2nd

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web jan 1 2021 this study reports the density and viscosity measurement of ternary salts consisting of  $\text{Ca(NO}_3)_2$   $\text{NaNO}_3$  and  $\text{KNO}_3$  the addition of calcium nitrate has been

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web the amount of  $\text{KNO}_3$  in the solution is called solubility if the  $\text{KNO}_3$  is less than what the water can handle then it is an unsaturated solution if the amount of  $\text{KNO}_3$  is equal to

**100g of a saturated solution of  $\text{KNO}_3$  was cooled from  $80^\circ\text{C}$**  - Dec 17 2021

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web oct 24 2020 the solubility of  $\text{KNO}_3$  in 100g of water is 32 at  $20^\circ\text{C}$  and 109 at  $60^\circ\text{C}$  i have a doubt on 20g water is evaporated from 200g  $\text{KNO}_3$  statement i'm assuming that as

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potassium nitrate has an orthorhombic crystal structure at room temperature which transforms to a trigonal system at 128 °C (262 °F) on cooling from 200 °C (392 °F) another trigonal phase forms between 124 °C (255 °F) and 100 °C (212 °F) sodium nitrate is isomorphous with calcite the most stable form of calcium carbonate whereas room temperature potassium nitrate is isomorphous with aragonite a slightly less stable polymorph of

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