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Nota di contenuto	Contents ; Preface ; From the Editors ; About the Contributors ; Chapter 1 Classroom environment, students' perceptions of assessment, academic efficacy and attitude to science: A LISREL analysis; 1. Background ; 2. Design of Present Study ; 3. Results ; 4. Discussion ; 5. Conclusion ; References Chapter 2 Reflective analysis of teachers' behaviour and students' perception of classroom interaction 1. Introduction ; 2. Theoretical Framework for Interpersonal Behaviour ; 3. Development of Questionnaire on Teacher Interaction (QTI) ; 4. Validity and Reliability of the QTI 5. Past Use of the QTI 6. Possible Use of QTI in Teacher Professional Development ; 7. Singapore Case Studies ; 8. Follow up with the Trainee Teacher ; 9. Summary and

Conclusion ; References
Chapter 3 Factors influencing students' perceptions of their Teachers' interpersonal behaviour: A multilevel analysis
1. Introduction ; 2. Teacher-student Interpersonal Behaviour ; 3. Variables Affecting Students' Perceptions of Their Teacher's Communication Style.
; 4. Research Questions
5. Method 6. Results ; 7. Discussion ;
References ; Chapter 4 Improving the classroom laboratory learning environment by using teachers' and students' perceptions
; 1. Introduction ; 2. The Science Laboratory: A Unique Learning Environment
3. Opportunities for Long-term Developments and Implementation: The Israeli Case

Sommario/riassunto

Learning environment research has undergone considerable growth in the past thirty years and has now reached a stage of notable diversity and internationalization. Earlier studies often used questionnaires to assess learning environments, but today both qualitative and quantitative approaches are used. Many contemporary studies are a productive combination of these two approaches. This volume brings together prominent educators and researchers from around the world to share their contemporary research on educational learning environments. The chapters provide information on recent trends and
