

Jefferson Educator: Domain of Learning Environment Management

The Jefferson Educator facilitates a collaborative and inclusive community with awareness and consideration of the learning context, as well as the tools available to engage and support learners.

A learning environment is any place where the learner is trying to take in new information, connect concepts, apply information, complete an assignment or practice a new skill. This could be a classroom, a clinical environment, or an online experience. The physical, virtual and cultural spaces impact learning. An effective learning environment is created by intentional design choices. A good learning environment is a safe space to share and learn without overwhelming the cognitive load. It is also an inclusive environment that supports a diverse range of learners.

Learning Environment Management is a continuum of flexibility and design, with varying degrees of control. Dynamic choices can be incorporated to achieve learning outcomes.

When might I use Learning Environment Management?

- Designing learning experiences that are inclusive and welcoming.
- Organizing a classroom space.
- Selecting appropriate tools and technology to support the learning goal.
- Planning a clinical experience.
- Developing a simulation or other virtual experience.
- Developing a syllabus.
- Reducing learning distractions (moderating the signal-to-noise ratio).
- Handling disruptive students.
- Ensuring academic honesty.
- Managing expectations.

Key Principles of Learner-Centered Teaching

Effective learning environments are inclusive and welcoming of all and value learners' perspectives, encouraging all to engage and contribute. It is necessary to be familiar with the strengths, weaknesses, threats, and limitations of the space in which you teach and support learning.

Effective learning environments respond to academic and non-academic conduct that impacts learning. It fosters peer-to-peer as well as learner-to-instructor dialogue, with a focus on motivation and ownership in the learning process.

Teaching activities selectively use a range of teaching and technology resources in support of learning, including a diversity of examples and resources. These involve all agents in the learning space to maximize learning experiences. They tap into relationships, interprofessional roles, members of the team, peers, patients, clients, etc.

How can I get started?

To create an inclusive learning environment:

- Set the tone on/before the first day:
 - [ACUE Video Resources](#) (@3.5 minutes)
- Increase learners' sense of belonging.
 - Imposter syndrome can be defined as a collection of feelings of inadequacy that persist despite evidence of success. Mitigating imposter syndrome can go a long way

toward motivating students, calming anxieties of not belonging, and increasing overall student success (ACUE text).

- Corkindale, G. (2008, May 7). Overcoming imposter syndrome. Harvard Business Review. <https://hbr.org/2008/05/overcoming-imposter-syndrome>
- Establish opportunities for peer-to-peer support/networking.
- Set/create shared expectations for respectful dialogue.
- [Balance participation](#) in discussions.
- Understand and mitigate the impact of [stereotype threat](#) and [microaggressions](#).
- Use examples and resources that reflect a diverse society.
- Assist learners access and use campus-based resources.

Selected Resources

Barr, J. J. (2016). Developing a Positive Classroom Climate. IDEA Paper #61. In *IDEA Center, Inc.* IDEA Center, Inc.

Collis, S. (2016). *What is a flexible learning environment?*

<https://elearning.tki.org.nz/Teaching/Innovative-learning-environments/What-is-a-flexible-learning-environment>

DiPietro, M. (2012). [Applying the seven learning principles to creating LGBTQ-inclusive classrooms](#). *Diversity & Democracy*, 15(1), 5-7.

Ellis, K. (2004). [The impact of perceived teacher confirmation on receiver apprehension, motivation, and learning](#). *Communication Education*, 53(1). <https://doi.org/10.1080/0363452032000135742>

Hess, J. A., Smythe, M. J., & Communication 451. (2001). [Is teacher immediacy actually related to student cognitive learning?](#) *Communication Studies*, 52(3), 197-219. <https://doi.org/10.1080/10510970109388554>

Hirschy, A. S., & Braxton, J. M. (2004). [Effects of student classroom incivilities on students](#). *New Directions for Teaching and Learning*, 2004(99), 67-76. <https://doi.org/10.1002/tl.160>

Hoidn, Sabine. (2017). *Student-Centered Learning Environments in Higher Education Classrooms*. Springer.

Müller, F. H., & Louw, J. (2004). [Learning environment, motivation and interest: perspectives on self-determination theory](#). *South African Journal of Psychology*, 34(2), 169-190. <https://doi.org/10.1177/008124630403400201>

Warger, T. & Dobbin, G. (2009, October 29). *Learning environments: Where space, technology, and culture converge*. Educause. <https://library.educause.edu/resources/2009/10/learning-environments-where-space-technology-and-culture-converge>

Resources have been linked to University Library holdings or the original source. You may be prompted to enter your Thomas Jefferson University credentials for access.

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