USC Center for Excellence in Teaching

# Classroom environment

## WHAT IS THIS RESOURCE?

A selection of literature resources discussing the impact of classroom environment on student learning.

**Hattie, J. (2009). *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*(p. 103). London: Routledge.**

Learning outcomes are positively correlated with a supportive, cohesive classroom environment.

**Steele, C., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology, 69*(5), 797–811.**[**https://doi.org/10.1037/0022-3514.69.5.797**](https://doi.org/10.1037/0022-3514.69.5.797)

Demonstrates that details of classroom environment disproportionally decrease performance, and increase stress measures, of Black college students relative to White students.

**Canning, E., Muenks, K., Green, D., & Murphy, M. (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. Science Advances, 5(2), eaau4734.**[**https://doi.org/10.1126/sciadv.aau4734**](https://doi.org/10.1126/sciadv.aau4734)

Faculty perspectives on student ability (fixed vs. growth mindset) correlate with student performance and motivation in their courses. In particular, students from under-represented groups in STEM courses, when taught by faculty with fixed-ability mindsets, demonstrate greater underperformance relative to White and Asian students.