

THE LEARNING ENVIRONMENT IN SCHOOL: CONSISTENCY OF
RELATIONSHIPS WITHIN AND AMONG THE FACETS

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ABSTRACT

In this work, a multi-faceted and multi-variate definitional system of Learning Environment is presented. A theoretical rationale and a mapping sentence were constructed by comparing Social Learning and Cognitive Developmental Theories, two approaches dealing with the socialization and development of values. The mapping sentence defines seven facets: Curriculum; Subject Content; Study Atmosphere; Social Atmosphere; Goal Orientation; Reference Group; Place of the Event. Sample: 910 students from 14 high schools in 42 eleventh grade classes in Tel-Aviv. Method: Smallest Space Analysis. Findings: The correspondence between the definitional system and the theoretical rationale was empirically studied, and was demonstrated within and among the facets by modulation and polarization of Radex structured partitionings of space. a) Consistency was shown in the interrelationships among the Study Atmosphere elements in Bible & History when the space was polarized into three regions: Personal Involvement, Personal Contact with the material, and Cognitive Analysis. b) The interrelationships among the Social Atmosphere elements in Classroom and School: Patriotic Rituals, Encouragement of Independent Opinion and Undemocratic Atmosphere were consistent with the I.E.A findings on Civic Education. c) The fourteen indices of the Learning Environment created a Radex structure in which polarized and modulated divisions consistently correspond to the facets in the mapping sentence. e.g. the Curriculum, polarized the space into Formal and Extra regions. Subject Contents, modulated the space into two concentric circles with History and Social subjects on the inside and Bible and Interpersonal subjects on the outside. The Study Atmosphere, polarized the Formal curriculum region according to three teaching strategies. The Social Atmosphere indices lay between the Formal and Extra Curricula regions. Place of Events, divided the space into three parallel sections, Classroom, School and Community. Classroom Instructional Environment