

Identifying effective learning environments – Part II

Guest editorial

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This is the second part of the special issue on “Identifying effective learning environments.” In the guest editorial of the first part, we wrote: “Obviously, environmental influences can be wide-ranging; studies in this area vary from understanding differences between systems of development (e.g., between nations) and global policies regarding instruction to the manipulation of specific variables in training/practice environments to determine their effectiveness to maximize learning effects” (Schorer, Baker, Stoeger, & Ziegler, 2015, p. 37). This observation also applies to the current issue. Again, the range of topics is enormous. The contributors analyze a wide variety of environments that affect the effectiveness of learning. The environments considered here range from social interaction partners (Reutlinger, Ballmann, Vialle, Zhang, & Ziegler; Steinbach & Stoeger) via learning resources (Harder, Trottler, Vialle, & Ziegler; Paz-Baruch) and institutions (Fritzsche, Pfeiffer, & Kröner) to the social climate of learning (Steuer & Dresel).

Reference

Schorer, J., Baker, J., Stoeger, H., & Ziegler A. (2015). Identifying effective learning environments – Part I. *Psychological Test and Assessment Modeling, Volume 57(1)*, 37–39.

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