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Abstract

This article aims to provide a critical examination of the concept of 'learning environment' following the increased attention to the concept among educational researchers and policy makers. Based on a review of the literature, the current article identifies how the concept of learning environment is being researched and how the research conducted can be categorised through three different analytical lenses. The review of research in the area shows a close link between: (1) research on learning environments and the development and dynamics of higher education, especially related to the impact of massification, internationalisation and globalisation including quality challenges; and (2) the idea of learning environments as a concept almost exclusively linked to student perceptions. In the conclusion, the article argues for a more multifaceted research agenda, not least including more organisational perspectives.. (HRK / Abstract übernommen)