

This very enlightening  
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been

[Psychology](#), [Behaviorism](#)



This article asks the question, “ What helps learning in classrooms?” and reviews published research concerning the effects of operating classrooms as learning communities.

It argues that, although classroom learning communities are not a dominant mode of operation in the educational system today and are under-researched, there is good evidence that classrooms managed as communities do bring about significant benefits to student learning. The conclusion of one analysis is that thinking and reflection are key processes and how the classroom engages learners’ beliefs and learners’ control is crucial to helping students learn.

This article was very relevant to this week’s topic: Classroom Communities. I have experienced firsthand two school districts where one operated as a community and the other did not.

The difference in behaviors and capacities of learners was great between the two. The district with a limited sense of community was an academically low performing district with a lot of disruptive behavior both in and out of the classrooms. Most teachers and students expressed low morale and little enjoyment in being at school each day. In general, students did not have a high interest in academics and there was a problem with student drug use, absenteeism, delinquency, and pregnancy.

This district was academically low performing. The other district, with a high level of community, was vastly different. In general, students had high motivation to do well academically, had better self-control, and often demonstrated leadership skills in and out of the classrooms. Teachers and students often expressed high morale and enjoyment being at school each

day. This district was academically high performing. The development of learning communities is crucial in today's schools. Building communities in schools and in classrooms would positively affect social, moral, behavioral, intellectual and performance outcomes, which is desperately needed in our twenty-first-century schools burdened by academic failure. I plan on deliberately working toward having a better learning community active in my classroom.

I want my students to be actively engaged in their learning and the learning of their peers. I want my students to be motivated to be involved, share the role of governing our classroom, and accept that everyone has an important role to play and has value. I want to provide many opportunities to ask questions, have knowledge-building discussions and tackle problems. I want to plan intentional learning, promote a high level of engagement and help students engage in self-reflective learning.

This was a very enlightening article and I have been challenged to change the way I manage my classroom and teach my students.