

**DEFINED IN MANY  
WAYS**

The overarching goal of learning communities is to provide students with integrated learning experiences across courses and engage students with important questions that apply to their lives.

**MEANINGFUL FOR  
INSTRUCTORS**

Linked courses may bring instructors together in meaningful ways to discuss integration and connection of interdisciplinary themes (Dooley, n.d.).

**COLLABORATIVE**

Learning communities can promote shared learning through a sequence of linked courses or experiences (Dooley, n.d.).

**STRATEGICALLY  
STRUCTURED**

Courses within learning communities may be structured in a specific sequence to help students find greater coherence in what they are learning (Dooley, n.d.).

**LEARNING  
COMMUNITIES  
ARE...**

**HERE AT UA!**

STEM Learning Communities, living learning communities, and Catapult provide opportunities for students to learn together, create connections, and expand their knowledge of interdisciplinary content.

**INTEGRATIVE**

Learning communities often encourage the integration of learning across courses that explore common themes from different perspectives (Kuh, 2012).

**SUPPORTIVE**

Some students who participate in learning communities report an increased sense of belonging and feelings of connection to the campus community (Johnson et al., 2023).

**VARIED**

Learning communities can come in many forms, including linked classes, freshman interest groups, meta majors, or living-learning communities (Mintz, 2019).





# ADDITIONAL RESOURCES

Dooley, S. (n.d.). Learning communities. Elon Center for Engaged Learning.  
<https://www.centerforengagedlearning.org/resources/learning-communities/>

Johnson, M.D., Margell, S. T., Goldenberg, K., Palomera, R., & Sprowles, A. E. (2023). Impact of a first-year place-based learning community on STEM students' academic achievement in their second, third, and fourth years. *Innovative Higher Education*, 48, 169-195. [https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN\\_cdi\\_pubmedcentral\\_primary\\_oai\\_pubmedcentral\\_nih\\_gov\\_9892106](https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN_cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_9892106)

Kuh. (2012). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. *Peer Review: Emerging Trends and Key Debates in Undergraduate Education*, 14(3), 29. [https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN\\_cdi\\_gale\\_infotracmisc\\_A311500181](https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN_cdi_gale_infotracmisc_A311500181)

Mintz, S. (2019). The truth about learning communities. *Inside Higher Ed*.  
<https://www.insidehighered.com/blogs/higher-ed-gamma/truth-about-learning-communities#>