



**Discipline-Centered Learning Communities:  
Creating Connections Among Students, Faculty,  
and Curricula: New Directions for Teaching and  
Learning, Number 132 (J-B TL Single Issue  
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# Discipline-Centered Learning Communities: Creating Connections Among Students, Faculty, and Curricula: New Directions for Teaching and Learning, Number 132 (J-B TL Single Issue Teaching and Learning)

## Discipline-Centered Learning Communities: Creating Connections Among Students, Faculty, and Curricula: New Directions for Teaching and Learning, Number 132 (J-B TL Single Issue Teaching and Learning)

Take an in depth look at discipline-centered learning communities. Using psychology as an example, this issue provides prescriptive advice for those interested in developing a learning community in any academic discipline or program. Learning communities are a powerful vehicle for creating and sustaining connections among students, faculty, and the curriculum, but creating one can be a challenge. By providing resources, practical case studies, and theoretical grounding, this volume can both inspire and guide faculty, staff, and administrators in meeting their pedagogical and curricular goals.

Learn how the five types of learning communities—based curricularly, residentially, in the classroom, on the students themselves, and even virtually—can be used to enhance student engagement and learning. Illustrating the versatility of the practice across a wide range of settings, student populations, and institutional types, this issue also contains an extensive listing of resources that go beyond disciplinary boundaries and open possibilities for all in higher education.

This is the 132<sup>nd</sup> volume of this Jossey-Bass higher education series. *New Directions for Teaching and Learning* offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

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