IDEAL TEACHERS AND LEARNING COMMUNITIES IN THE CLASSROOM: LOOKING THROUGH THE LENSES OF PRE-SERVICE TEACHERS

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ABSTRACT

This study hopes to capture the dynamism in teacher education, in particular ideal teachers and their involvement in the classrooms.The written responses based on memorable school experiences and focused group interview information is derived from 22 pre-service teachers. The study has shed much light on the area of teacher beliefs and teacher identity. The study reveals that ideal teachers practicing an integrated approach in teaching promote a positive climate in the classroom. Teachers are urged to foster an equal partnership relationship with their students. To harness these ideal teacher characteristics, pre-service teachers should have the ability to reflect and synthesize. The three entities i.e classroom, teacher education program and school, which represents the learning community provides a solid platform for these pre-service teachers to conceptualize their ideal teacher characteristics. Hence Teacher Education Institute needs to coordinate and capitalizethese three entities in producing pre-service teachers with ideal teacher characteristics.

Keywords; pre-service teachers, ideal teachers, learning communities, teacher belief, teacher identity

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1.0   Introduction

Due to interest and concern, a lot of progress had been made in the field of teacher education. Producing competent and capable teachers are instrumental in nation building. There are so many aspects to look out for. There are varied definitions, interpretations and expectations on the term 'teacher' and `teaching' within the teaching – learning community. Hence a keenly researched area is the complex relationship between teacher knowledge and practice(Ethell&McMeniman, 2000)[1]. Among them are teachers' beliefs and ways of thinking(Ghaith&Shaaban, 1999)[2]; especiallyin helping teachers to connect their belief of teaching with their classroom; and how teacher education program could be of assist.

Teacher beliefs are formed even before a person enrols in a teacher education program. The buzz word "apprenticeship of observation', introduced byLortie (2004)[3], always takes centre stage when designing teacher education program.The teaching learning experiences gained through observations areembedded as practices and rituals in teaching; and to change them consumes time and energy(Lerman. 1997)[4].

A crucial factor in teacher education is conceptualization of teacher identity. It is not a natural process, at times teachers have to undergo formal training(Hammerness et.al, 2005) [5].One suggested way could be through the process of reflective practitioner which entails the teacher revisiting their practices, re-examining values and beliefs and making changes for self-improvement.

Thus the challenge faced by many teacher preparation programis to unravel the pre-service teachers' strong prior beliefs about teaching and learning, and exploit these experiences to optimize their learning duringtraining.

Figure 1 depicts how a teacher's beliefs are formed. It presents the link and interdependency of the three main components, classroom learners, pre-service teachers and beginner teachers. The training institutions function as the focal point in which the impact and significance of training is realized and seen through the above mentioned three components.The three entities, represent the stages involved in the formation of teacher beliefs. The pertinent issues enveloping the above figure are: development of teacher belief and establishing teacher identity.Hence, the training institutions play a pivotal role in ensuring these beliefs are well founded and in accordance to the visions and missions of the education policies.

The success of a teacher education program lies in its ability to produce pre-service teachers who are able to 'think like a teacher'(Gomes, Black and Allen, 2007)[6]. Pre-service teachers should be able to distinguish and consolidate between the requirement of the education system and their beliefs. Hence they may face situations where their prior beliefsare challenged. Thus teacher education program must provide the avenue for pre-service teachers to bridge this difference, and make them aware on the discrepancies and relevancy of the beliefs in real life teaching. Therefore development of teacher belief must begin early in the program, and should be taken account throughout their teaching stint.

Researchers likeBlack &Halliwell (2000)[7] suggested that pre-service teachers should be introduced to critical reflection. Through critical reflections, teachers would be able to consolidate and synthesize their beliefs gathered during the 'apprenticeship of observation', teacher education program and interaction with other teachers during their tenure at school.

Taking note of this, teacher education program in Malaysia had undergone many changes. Changes can be seen in the policy and curriculum implementation in teacher education. The beliefs and experiences that influence pre-service teachers are of particular concern because anticipating them will help developers of teacher education program to design program which will bring in greater results.

The approach taken in the Malaysian teacher education programme displays element of learning communities meant for teachers. The characteristics of the learning community, are in accordance withKilpatrick, Barrett and Jones' (2003)[8] definition: -

> "…*focuses on the human element of communities, and the profits that accrue from building on the synergies of individuals in common locations or with common interests as they work towards sharing understandings, skills and knowledge for shared purposes*…

The entities depicted in Figure 1, indicates the element of learning communities. The three entities work hand in hand in the domain of a teacher belief. The learning communities explicitly promote a social cohesion and regeneration of teaching practices; and the whole community is involved in the learning of the teacher(Yarnit, 2000)[9].The learning communities allow the pre-service teachers to foster new friendship in the fraternity, while acting as a bridge to consolidate and verify their beliefs. Tinto & Russo (1994) [10] had noticed that learning communities promotes cohesion and greater learning among students.

The learning community of the pre-service teachers displays four generic forms, similar to whatLenning and Ebbers (1999)[11a] proposed. They are

i. The teacher education program is specially designed to a specific group of people i.e pre-service teachers.

ii. The courses offered to pre-service teachers are the same, irrespective of their background.

iii. The pedagogical approaches used require pre-service teachers to learn through cooperative learning techniques and group process learning activities.

iv. It is mandatory for pre-service teachers to undergo practical teaching

Lenning and Ebbers (1999)'s [11b]four generic forms in teacher education promotes the concept of learning community. The training courses are designed to provide a basic and universal learning platform. However one also needs to take into consideration that in a learning community, the learners consist of individuals from diverse socio-cultural beliefs.

This study hopes to contribute in the area of teacher education, by exploring teacher belief from the perspectives of pre-service teachers. However the domain of teacher belief is extensive to be explored in one study. Hence this study wishes to explore a small portion of belief which is the characteristics of an ideal teacher. Specifically we wish to identify what are the desirable characteristics of an ideal teacher from the view of pre-service teachers. Though similar studies have been carried out before(Telli, Brok and Çakiroglu, 2008)[12], the distinction of this study lies in the sample of the study i.e pre-service teachers.The researchers hope the findings of this study will be lead to development of a better teacher education program.

2.0   Method

The participants of this study are pre-service teachers pursuing a degree in TESL at a Teacher Education Institute. Upon completion, these pre-service teachers will be teaching at primary school, whose students' age will range from 7-12 years old. The term cohort is used to represent the 22 of pre-service teachers who took part in this study, as for a typical number of people in an education cohort could range between 10 to 30 people(Basom& Yerkes, 2001)[13]. The average age of the pre-service teachersis between 20 to 23 years old.

In accordance to the research protocol, the researchers obtained verbal consent from the respondents. The respondents were given a briefing on the procedure and purpose of the

research. Respondents' confidentially was assured. They were given the option to withdraw at any time if they are unwilling to continue with the study.

A case study research method was used to obtain the ideal teachers characteristics based on pre-service teachers' perspectives. The design of this study allows pre-service teachers to define ideal teacher characteristics by relating to their own classroom experience as students themselves. For the context of this study, ideal teacher is defined as a teacher who is "*friendly, understanding, cooperative, be aware of students individual differences and general student psychology, besides having good subject matter knowledge and using different teaching method in his/ her class"*(Telli, Brok and Çakiroglu, 2008)[14]

Pre-service teachers were given a sheet of paper requesting them to write down their most memorable classroom experience. This was followed by a briefing on the purpose of this study and participants were assured of confidentiality of their answers.

To enrich the data and allow more talk time, the 22 participants were divided into two groups, facilitated by the researchers, for a focus group interview. This focus group interview technique is best suited when the scope of study requires the participants to response based on their experience(Basch, 1987)[15]. It allows for an informal but directed discussion of a topic. Krueger (1988) [16] suggested this technique when a study requires participants to self-disclose their inner thoughts.

The interviews for the two groups of pre-service teachers were held simultaneously, facilitated by each researcher. To maintain homogeneity and reducevariations, prompt questions were used. (See Table 1)

To facilitate the analysis, the discussion was recorded, with the permission of the pre-service teachers. The recording was transcribed and coded into themes. To avoid identification, each pre-service teacher was tagged with numbers as PST1 to PST 22. Thus in the following section, the verbatim records will indicate the respective pre-service teacher's responses. The following section presents the emerging themes derived from the data obtained in the study.

3.0 Findings And Implications

The three componentsare crucial in determining the effectiveness of the educational system as a whole (see Figure 1). The data derived from the study pertaining to teacher factors in particular ideal teachers; help provide invaluable insight on the dynamics of the educational system.

Theteacher as the classroom practitioner and implementer of educational policies has an impact on the climate of teaching and learning.

It is pivotal that factors encompassing teacher personality and teacher styles in relation to teacher ideals be a focus in determining the impact and significance in the management and implementation of learning communities. As the participants of this study are future teachers, it is vital the learning community they are in would be a catalyst in the development of desirable teacher belief notably on what constitutes ideal teachers.

These pre-service teachers, through observations as learners themselves, have recorded thoughts on memorable positive and negative learning experiences. From the data shown below the teachers become a memorable character when they are able to provide an added element to teaching.

In other words, apart from being a mere knowledge provider the teacher implements `deliberate practice'. Ericsson (2002) [17] brought forth the differences between mere participation' and deliberate practice. Mere participation in teaching requires the teacher to perform according to rituals and common practices which is likened to an automated form of teaching. On the other hand, in deliberate practicethe teacher is engaged in specially designed activities to meet the current demands of the learners.

Hence the characteristics of teacher ideal revealed by the pre-service teachers are divided into two broad themes. They are (i)Integration and dichotomy in teaching (ii) equal partnership.

3.1   Integration and dichotomy in teaching

An ideal teacher would be able to integrate the teaching–learning as a wholesome enterprise, involving not only merely disseminating knowledge but also teach according to the context and the needs of the learners. Based on Kilpatrick, Barrett and Jones (2003) [18],each individual synergizes as a member in a learning community where shared knowledge and understanding are valued, the teacher possessing an integrated approach towards teaching would eventually create such an environment.

The teacher would promote learning through established routines in which the students are accustomed. The following examples of memorable class by the pre-service teachers illuminate their view of an ideal teacher as a knowledge provider who is able to instill some fun element in learning.

PST5: *Memorable memories that I have experienced is in my Additional Mathematics class which is very fun. The teacher is very sporting. She always let us to take five during her lessons. In fact, her lesson is very exciting because she knows how to entertain us.*

PST13*: A typical teacher and students usually will discuss with each other about the lesson for that day in a classroom. They also will do some activity, such as presentation or games that are related to their lesson.*

It appears that the teacher plays an important role and takes on the center stage in the teaching–learning domain. The teacher unifies the classroom (building learning community) whereby the teacher becomes part of the learning community by sharing experiences with the learners.

The self-image of the teacher is established based on the experiences gained from the classroom contexts. The pre-service teachers here regard the ideal teachers as having two distinct competencies; content expert as well as possessing a humanistic approach to learning. This is seen through when the pre-service teachers highlight the teacher's sense of humor as well ability to understand the students' needs.

The pre-service teachers believed the notion that learning is not merely deriving content from the books but also how the knowledge gained is applied and made relevant to the learner and the community. Infusing moral values within the lesson provides the teacher and the learners with an avenue to discuss and share ideas and concerns regarding community norms and expectations. The experiences gained develop teacher identities in learners as they observe their teacher incorporate socio–cultural input in the lessons. These experiences certainly form a formidable base for creating a meaningful learning community.

As learners in the classroom, the individuals observe their teachers executing the lesson and imparting knowledge. Incidental learning also occurs when these learners gain added knowledge in the process of learning. These learners assimilate the learning experiences and internalize them as their teaching beliefs(Lerman, 1997) [19]. Learners who have been exposed to these forms of learning in their school days may transfer these experiences as classroom practitioners when they embark on their journey as novice teachers.

Learning is not merely deriving content from the books but also how the knowledge gained is applied and made relevant to the learner and the community in general. Infusing moral values

within the lesson provides the teacher and the learners with an avenue to discuss and share ideas and concerns regarding community norms and expectations. PST9's view proves this

> *My memorable experience was in the biology class last year. My biology teacher taught us about the topic of reproduction. She was open minded to discuss all the topics regarding sex. She managed to answer all the questions asked by students without feeling shy. She had the right attitude in teaching. Also, she taught us about the cautions during the casual activity. Lastly, she keeps emphasizing that having sex before marriage is not right.*

When a teacher performs teaching using the dichotomy approach i.e teaching in a segmented manner by only focusing on transmitting information or any one focused learning goal, then the learners will be not able to feel being a part of the learning community. The teacher only focuses on a specific teaching goal i.e transmission of information, assessing student learning or disciplining learners. The teacher would fail to realize the context of the teaching- learning. The following examples given by the pre-service teachers indicates this clearly

> *PST2: The memorable experience in my life is when my teacher was giving input. Some of my friends were talking at that time. This is the first time I heard my teacher getting very angry.*

> *PST7: It is when my teacher was giving explanation on a topic. My friends and I weredisturbed by the external sounds. We looked outside the classroom andstarted talking to each other. That time, the teacher scolded us and forced us to stand up. We were very ashamed and embarrassed at that time.*

> *PST15: My teacher used to ask us to memorize the facts and the next day she will ask questions about it. If we are not able to answer it, she will ask us to stand outside of the classroom. Only for that, we memorized all the facts so that we won't be embarrassed in front of everyone.*

As such the teachers involved in the above classrooms were not able to respond based on the situation. To these teachers, teaching became a mere participation in which they carried out what was required. They were unable to see, analyze and reflect on the context to help their learners. These teachers became a formidable figure of authority in which they widen the gap between teacher–student relationships. The learning community which is built of synergy between individuals and shared knowledge certainly did not emerge here.

As pre-service teachers, these learners incorporate their experiences while at the training institutions. At this juncture, pre-service teachers may experience discrepancies in terms of their teaching beliefs and the teaching principles. Pre-service teachers would then seek the opportunity to learn and reinforce their learning through discussions and interactions with their lecturers. The training institutions represented by the lecturers play an instrumental role in enabling these pre-service teachers to explore and develop their reflective thinking.

The training institution as the agent of change provides a solid theoretical base for these pre-service teachers to assimilate their previous beliefs and new knowledge gained in their training. It is crucial that the curriculum must incorporate elements that will help these trainers to function as provider of cultural input to the pre-service teachers. The curriculum should contain diversity in terms of topic, subject matter as well as highlight the rich multicultural learning community within the classroom.

Once these pre-service teachers are equipped with the above input, they are able to put into practice their theoretical knowledge. As novice teachers, they will have to experiment different teaching approaches to cater to the dynamics of the classrooms. For instance, when the beginner teacher is faced with a class of predominantly of a particular race, the teacher would then need to extemporize to meet to the needs of the class. The notion of good learning is basically to provide add on knowledge to learners.

In teacher training institutions, focus should be given on ensuring that the process of learning is constructed in a meaningful and fun manner, taking into account student diversity, interest and mental capacity. The current curriculum in Malaysia has been revised to include fun learning elements in subjects like English Language. Hence teacher's role is to provide knowledge to the learners and also take on the responsibility of instilling values to the learners. The teacher functions as a facilitator encouraging meaningful learning through active interaction between teacher and students.

Teacher training institutions in the course of training these pre-service teachers should focus on providing trainees with the pedagogical Content Knowledge. Pedagogical content knowledge is defined as "… repertoire of private and personal content specific, general event-based as well as story-based pedagogical constructions that the experienced teacher has developed …" (Hashweh, 2005) [20]. The Pedagogical Content Knowledge will enable pre-service teachers to critical reflect and develop personal based teaching repertoires that will meet the needs of the learner

and create an effective teaching–learning climate in the classroom through relevant teaching strategies and approaches.

Another aspect to be considered is the element of `intervals between lessons'. At present the students are continuously inundated with one subject after another. The timetable in schools clearly defines the allocation of time for each subject. As much as the above is warranted to cover the curriculum, one also needs to consider the capacity of the learner in terms of `digesting the flood of information'over the period of time. Short breaks within lessons could reduce cognitive overload, mental fatigue and disengagement in learning.

However all these must be done without much disruption in the teaching and learning process. For it is important for pre-service teachers to be aware when and how long the break should be. A few factors must be considered in doing do. The subject i.e Additional Mathematics cited in the above example clearly indicates the classroom experience was at secondary school, where it is a norm to have lessons stretching even up to 90 minutes. As such it is appropriate and feasible to have the 5 minutes breaks. On the other hand, the pre-service teachers of this study will be teaching at primary schools, where the length of most subjects is only 30 minutes. Hence pre-service teachers must weigh the options of giving breaks by weighing its merits and demerits.

3.2. Equal Partnership

The term, `equal partnerships', can be defined as ` two or more individuals or groups that are able to discuss, contribute and mutually gain from one another' in the process of achieving a common goal. In this context, equal partnership involves the teacher and the learners and their contribution towards making the learning community a meaningful enterprise. In equal partnership, teachers and learners both share a bond that helps sustain a positive climate in the classroom. The following responses from the pre-service teachers further illustrate the significance of teacher-learner bond in the classroom.

> *PST1: It was such an awesome experience I had in my classroom when we plan to celebrate our teacher's birthday. I still could remember her reaction after looking at the decorations and the cake we made for her.*

> PST10**:** *PMR was just around the corner. We all felt the stress as well as the teachers. Thus, my English teacher asked us `what was our most favourite*

English song?'. Then, she let us stand andsing 'I'mYours' by Jason Mraz. It was really fun since we all knew the song .We sang irrespective of how beautiful and nice our voices were…

PST15: My experience is my surprise birthday party. All of the students of my classroom refused to talk to me and even smile to me. They have decided a day before to play a prank to me. So, at the morning before the class begin they still did not make any conversation with me and what even worse, my class teacher joined them too to provoke me. This lasted until the recess time when one of my classmates brought a chocolate cake and the rest of class started to sing a birthday song to me.

The data above indicates students' close rapport with the teacher. In the first two verbatim records, students have acknowledged the significance of their teachers and have shown their appreciation by throwing a birthday parties for them. The students have indirectly learnt social values and developed lifelong soft skills that will enable them to acclimatize and accommodate the world outside their classroom. Students took the effort to know their teachers' birthday. However when posed the question whether such effort is taken for every teacher which teaches them, the pre-service teachers admit they do so only for selected teachers. Upon further probing, these pre-service teachers realized only ideal teachers would receive such accolades. They hope their future students would do the same, for it is taken as form of recognition of an ideal teacher.

The teachers in the classroom have probably nurtured a positive learning climate to promote lifelong learning. The students have regarded the classroom as a place in which they acquire knowledge as well as develop kinship amongst their peers and teacher. These forms of `indirect learning' is subtle and regarded as the one of the component in the hidden curriculum.

The experiences gained from the above will provide the pre-service teachers with a self-image that focuses on the holistic development of the learner. These observations gained directly and indirectly will lead to developing personal constructs on what entails teaching as a whole. These experiences are embedded in the pre-service teacher's schemata as eventually these experiences will form their teaching beliefs. This will further be transmitted in their classroom practice notable during the novice teacher's phase.

However, teachersfind their authority at risk if they were to bridge the gap between them and the learners. Waller (1965) [21]states a classroom is like a community or a place where teachers are necessarily distanced from those immediately around them. What is termed as social distance is seen as a necessity to ensure the distinction between the knowledgeable adult and the inexperienced child. This distance is further enforced when the adult is teacher and the child is the learner (Waller (1965 [22]).

Teachers in school tend to establish class decorum in which they are functioning as the content expert as well as a disciplinarian. Usually their interaction with the learners does not go beyond providing clarification or feedback pertaining to the subject matter in the lesson. There seems to be an invisible wall, where the teachers are in the outer loop of the learning community; and students are in the inner loop.The dilemma for teachers is that although they are supposed to care for their students, they are expected to do so in a somewhat clinical and detached way. They need to mask their emotions with parents and control them when they are around students. The "classical" criteria of professional autonomy and independence (Friedson, 1994) [23]can help make the job of masking and maintaining emotional distance easier.

There are various responses derived from pre-services depicting the negative experiences encountered due to this social distance. The responses are as follows:

> PST17 : *I was being scolded and slapped because of the wrong things, that I did not do . I was very angry and I broke into tears. I cannot accept it forever and ever and the worst thing is she does not want to hear my explanation.*

> PST18: *There is one time when all my classmates including mehad forgotten to bring our text books. So, the English teacher got mad and she asked us to write a sentence on a paper and hang it to our neck while walking around the school and shouting to the other students that, "I am lazy, laugh at me." It was my most bitter experience in the school.*

One should also explore the role of training institutions as there is a need to relook at the principles and nature of teaching and learning in today's classroom. Educational institutions should view the education endeavour with a holistic approach whereby the development of the academic and socio-emotional skills are much emphasized. The training program should not only

encompass learning beyond the text book and theories but also incorporate soft skills that encourage the social development of the individual.

The teacher too should experience a change of mind set to conjure a more realistic image whereby they can exhibit their emotion and bridge the gap between the learners and them. Teachers as individuals themselves should be given the `opportunity' to show their real self to their learners. The data in the study indicates that the teachers who are able to express their emotions to their students are favoured more than those who function as mere knowledge givers.

4.0   Conclusion

Listing the characteristics of an ideal teacher is alaborious task. Being so, this study hopes to scrutinise specific areas of focus pertaining to ideal teacher characteristics. The findings of this study highlight the need for teachers to be able to integrate various aspects of teaching and learning leading to the status of ideal teachers.

The study explores the significance of building learning communities within the educational fraternity. The aim of this study is to examine the roles of the three main components; learners in the classroom, pre-service teachers, beginner teachers in relation to the training institutions. The training institutions here function as a central element that forms and develops teacher and learning qualities which are then realized through teacher performance and learner output in schools.

The data generated from the study help provides insights on how members of the communities can obtain optimal benefits in terms of personal and professional developments through their involvement in the learning communities. The following illustrates the focus and implications of the study:-

The role of the teacher: The study highlights the importance of integration in teaching. The teacher should view the process as a wholesome enterprise comprising sharing of content knowledge and adhering to the situated context in which the teaching acts are taking place. The way the teachers relate to the context of their work, their relationships with their learners impact the learning community. The teacher here becomes the enabler in making the learning community a reality.

As such pedagogical aspects which enable teachers to develop a cordial relationship with their students without jeopardizing the teaching and learning process should be embedded in teacher education program. The education policies should provide avenues in which the teacher is able to accommodate real life experiences and learning within the general domains of the syllabus and curriculum specifications; and not bound by rigidity of content and scope. To ensure uniformity and standardization, a general framework of content and scope is encouraged. However the framework will have to be only a base or guide for the teachers to plan and create meaningful lessons in their classrooms. In this manner, the teacher moves along with the capacity of the learners, allowing for a divergent and creative thinking to take place. Due to the expandable nature of the content, the teacher may not be able to cope with the knowledge growth in the classroom. At this point the teacher may have to relinquish momentarily the post of being a `sage on stage' and take on a `guide on the side' approach to facilitate meaningful learning in the classroom.

Training institution and the mentoring process: The present practice of practicum, which is staggered in phases, allows scaffolding and gradual development of teacher characteristics among the pre-service teachers. In some phases, the pre-service teachers in Malaysia will be at school for a period of up to eight weeks. In every phase, a mentor is assigned to them. Besides clarifying their doubts, these mentors help the pre-service teachers to immerse in the school culture. This particular interaction provides the avenue for these pre-service teachers to put into trial their beliefs of ideal teacher. This further provides the opportunitiesfor pre-service teachers to engage in reflection and conscious deliberation, enabling them to view teaching as `a deliberate practice' rather than `mere participation'.

In most cases, supervisors and co-operating teachers taken on an advisory role in which they offer professional advice on classroom management, lesson implementation and even teacher personality. As much as this input is needed to help pre-service teachers, one should also consider the beliefs and rituals these pre-service teachers are exposed prior to their teaching stint. The uniqueness of the practicum stint is that, unlike other situations, pre-service teachers were students before and are aware of the teaching–learning environment. They have observed and even assessed their own teachers as learners in their classrooms. Hence, it is important to note that the process and assessment of the practicum stint should be regarded in a different manner as these pre-service teachers are experiencing role reversal in a similar context. The shift from

student to teacher is a significant leap and must be dealt carefully. Therefore it would be good to empower these pre-service teachers in the practicum process. This can be carried out through self-assessment, self-reflection, peer review as well as feedback from supervisors and cooperating teachers.

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Table 1. Prompt Questions for the parallel focus group interview

| Question	Intended outcome
1. What is your most memorable classroom experience?	To allow each pre-service teacher to narrate their most memorable classroom experience
2. How many classroom experiences do you still remember?	To know the number of memorable classroom experiences and how far back they remember
3. Why is this experience (the one you wrote in the paper) is the most memorable?	Pre-service teachers justify their selection.
4. Did the teacher in the classroom play a part in the 'experience'?	Probing ideal teacher's characteristics
5. Did the students in the classroom play a part in the 'experience'?	Probing classroom climate– examining learning community
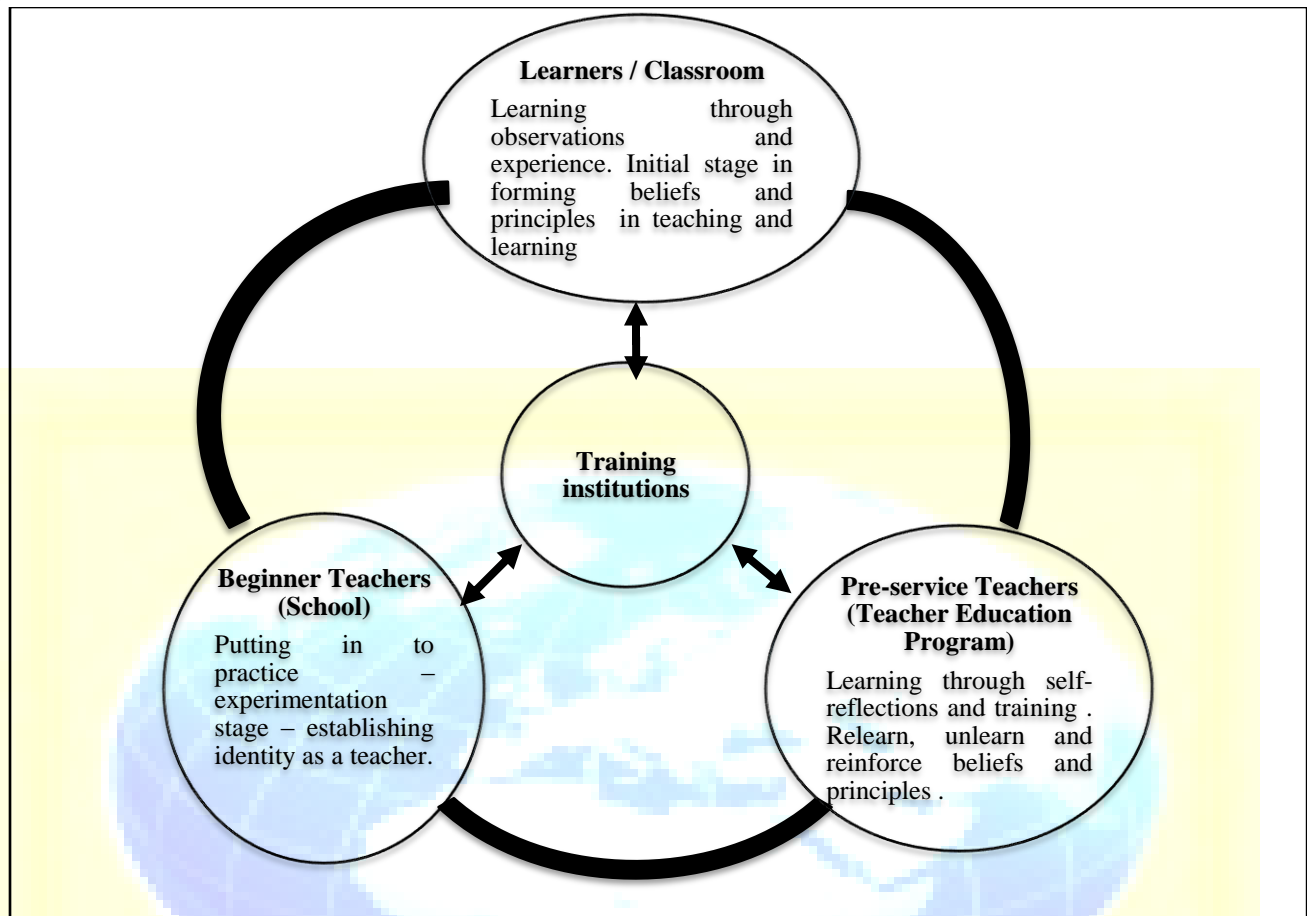
Figure 1 : Components For An Optimal Learning Community