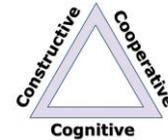


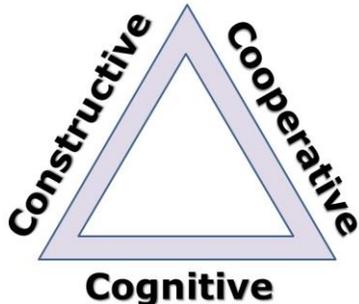
3C Framework for Effective Learning



Classroom environment is the most common space for the formal learning to take place. Whether this classroom is a traditional room on brick-and-mortar campus or an online course is irrelevant, because the learning environment is built from many other more important factors than the physical surroundings. Don't get me wrong, it is very nice to have a modern classroom with the latest technology at your disposal to help your students to learn more. However, in order to create a learning environment for effective learning, there are some items that are more important than physical surroundings, learning materials or technology. Sounds controversial? Please read on!

Learning is a multidimensional phenomenon that involves both cognitive and personal growth, and can be defined as the individual processes of acquisition and elaboration¹. This personal experience is the foundation of all learning, as our knowledge and beliefs are references to the life we live, and nobody else has had the exactly same experiences. Living and learning cannot be separated from each other. This is obvious for informal learning, but this fact has to be better acknowledged also in formal education, schooling. The 3C framework separates the learning experience from the experience of being taught, and discusses teaching and learning separately.

The solution for improving effectiveness of learning is to use a different approach, and engage students in their own learning with 3C framework:



The cognitive approach engages students in critical thinking and different learning strategies.

Cooperation builds academic resiliency² and self-efficacy in an emotionally safe classroom environment.

Constructive practice supports students' learning process to make learning meaningful.

In the classroom learning gets complicated, due to the fact that every classroom is unique, just like every student is individual. Schooling is traditionally viewed as a teacher-led activity, where the subject matter expert (the teacher) instructs and disciplines students, whose main role is to accept the provided information and guidance. Today students are not motivated to be taught in this traditional way and to remain as bystanders in their own education. Contemporary research recognizes the importance of students' intrinsic motivation and self-concepts as tools for improving their academic performance.

Foundation of 3Cs

The 3C framework is built on humanist socio-cognitive constructivism, where knowledge is seen as collaborative meaning-making and schooling is understood to be an important part of human development. According to Bruner (1996): "education is not just about conventional school matters like

¹ Illeris, K. (2009). A comprehensive understanding of human learning. *Contemporary theories of learning*, 7-20.

² Martin, A. J., & Marsh, H. W. (2008). Academic buoyancy: Towards an understanding of students' everyday academic resilience. *Journal of School Psychology*, 46(1), 53-83.



curriculum or standards or testing...How one conceives of education, we have finally come to recognize, is a function of how one conceives of culture and its aims" (p. ix-x)³.

The deficit-based educational model is harmful for students' learning, because it labels and categorizes students based on arbitrary standards or theories used in the prescribed curricula, and at worst makes students to believe in these tags attached to their academic competency. This is not sustainable. During schooling students should be empowered to engage in their own learning process and to become life-long learners, because in 21st century learning is a necessary tool throughout the life!

How to use the 3Cs in the classroom

To design and deliver instruction for effective learning requires having a balanced approach to education. Teachers in every educational system can easily achieve this by implementing the three basic rules in the classroom.

1. Focus on **cognitive learning** and supporting concept development by asking open ended questions. Be sure to stop to listen to the answers and engage in dialogue. Provide feedback during the learning process instead of evaluating only the end result. Mistakes that are allowed to be corrected help students to learn more. Change to non-punitive assessment model like standards-based (criterion-based) grading. Blur the lines between school subjects to increase transfer.
2. **Cooperate**. Provide emotional support for students in the classroom by validating concerns and providing help. Celebrate success to support self-efficacy and engagement. Emotionally safe learning environment is the first premise for effective learning, because students feel safe and more comfortable to engage. Only engaged students learn. Collaborate with other teachers to create multi-disciplinary projects that cross school subject boundaries.
3. Be **constructive**. Use the classroom environment to invite students to engage in their own learning. Create or adapt a classroom management system which supports projects and allows students to interact with the environment and each other. Having extremely clear expectations for students cuts down the need of behaviour management -prevention is better than being reactive! Maximize the learning time by providing autonomous learning choices after finishing a task.

These practices will empower students to move towards autonomous, self-regulated learning, because they focus more on learning than on teaching. The 3C framework builds on the learner-centered psychological principles⁴, and helps teachers to advocate for students to be seen as co-authors of their own learning. This framework is not promoting fully student-directed models of education, because of the importance of core curricula that builds equity among students in different schools across the country (and world).

The 3C framework emphasizes the fact how students' learning outcomes –in any given educational model – are greatly improved when students are seen as active participants in guiding their own learning process.

To learn more please visit Nina's Notes about [The 3C Framework](#)

³ Bruner, J. S. (1996). *The culture of education*. Harvard University Press.

⁴ APA Work Group of the Board of Educational Affairs (1997, November). Learner-centered psychological principles: A framework for school reform and redesign. Washington, DC: American Psychological Association

