Chapter 9

Supporting Learners in the Classroom:
The 3CE Model of Course Facilitation

Liston William Bailey
University of Phoenix, USA

ABSTRACT

To facilitate learning in the classroom, an instructor must use techniques to differentiate and manage instruction while balancing the type and amount of instructional support necessary to help learners achieve their goals. A major set of considerations for an instructor or facilitator in the classroom has to do with determining (1) the appropriate philosophy of teaching and learning for a given body of knowledge or set of tasks, (2) how to optimize the learning environment to make it conducive to learning, and (3) the amount of support or scaffolding that will be required within educational contexts. This perspective piece is intended for pre-service teachers; however, the main ideas surrounding the 3CE model of classroom facilitation can be used by any instructional leader in various instructional formats (online, face-to face, or blended).

INTRODUCTION

A major objective of teaching and course facilitation is ensuring that the proper conditions exist within the classroom to promote among students learning, understanding and appreciation for what is being taught. Educational professionals (i.e., teachers, curriculum developers and school administrators) devote considerable time and attention to tailoring effective approaches to facilitation of learning for

students at all levels. This perspective article discusses an approach to classroom facilitation that is not based on a scientific model, but is supported by the author's 20 years of experience teaching in online, face-to-face and blended learning modalities. The 3CE Model of instruction is a classroom management strategy. This short article presents readers with a practical approach to establishing best conditions for learning in the classroom.

The 3CE Model is associated with four main leadership actions in the classroom that support the cultivation of knowledge and understanding: *communicate goals, provide context, create the learning environment and evaluate.* The model is a guide for how course facilitation should unfold, with the instructional leader applying basic principles of learning in any setting, regardless of whether the learning occurs online or face-to-face. Arguably, primacy of decisions for instructional facilitation has to do with determining: (1) the appropriate philosophy of teaching and learning for a given body of knowledge or set of tasks; (2) how to optimize the learning environment to make it conducive to learning; (3) the amount of support or scaffolding that will be required within educational contexts, and; (4) how learning will be evaluated.

Utility of this Model

The 3CE Model addresses the need to enhance conventional or traditional approaches to instruction within the classroom. If the focus of leadership and facilitation in the classroom is to apply strategies that engage, empower and effect learning of genuine depth (Lovat, 2010), then this model meets the criterion. The focus of this article is on providing pre-service teachers or new faculty with a basic framework for facilitating learning. Certainly, most primary and secondary level educators are familiar with principles of learning that we discuss here. Ironically, it is still the case today that many post secondary and college level faculty find themselves being thrown into brick and mortar or online classrooms without adequate preparation.

What's new or novel about this article? New teachers and facilitators of learning are inundated with many grand theories about what leads to effective outcomes in the classroom. Practical application of theory in instructional contexts is important to what we do as educators. However, without an organizing framework for one's efforts, confusion and a lack of efficacy can result. For pre-service and new teachers assigned to leading instruction, first and foremost considerations for effective classroom leadership should take into account the needs or motivations of learners, their level of experience or prior training and the amount of time available to teach new skills. Regardless of whether one has been teaching for one year or ten years, the instructional framework addressed within this article can inspire better praxis in the classroom. The 3CE Model discussed in this article lays out basic precepts

10 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/supporting-learners-in-the-classroom/220184

Related Content

The Role of Social Networks in the Development of Skills of Professional Communication: An Empirical Study
Rimma Ivanova, Natalya Gaifullinaand Nidal Al Said (2022). *International Journal of Web-Based Learning and Teaching Technologies (pp. 1-15).*
www.irma-international.org/article/the-role-of-social-networks-in-the-development-of-skills-of-professional-communication/299860

Developmental Writing and MOOCs: Reconsidering Access, Remediation, and Development in Large-Scale Online Writing Instruction
Krista L. Petrosino (2017). *Handbook of Research on Writing and Composing in the Age of MOOCs (pp. 153-168).*
www.irma-international.org/chapter/developmental-writing-and-moocs/172585

Autism and Family Interventions Through Technology: A Description of a Web-Based Tool to Educate Fathers of Children with Autism
Richard E. Ferdig, Hilary G. Amberg, Jennifer H. Elder, Susan A. Donaldson, Gregory Valcanteand Roxanna Bendixen (2010). *Web-Based Education: Concepts, Methodologies, Tools and Applications (pp. 1102-1117).*
www.irma-international.org/chapter/autism-family-interventions-through-technology/41401

Cognitive Apprenticeship and Computer Science Education in Cyberspace: Reimagining the Past
Cynthia M. Calongne, Andrew Gerald Stricker, Barbara Trumanand Fil J. Arenas (2017). *Integrating an Awareness of Selfhood and Society into Virtual Learning (pp. 180-197).*
www.irma-international.org/chapter/cognitive-apprenticeship-and-computer-science-education-in-cyberspace/174816

Using Information Technology to Meet Electronic Commerce and MIS Education Demands
Paul J. Speakerand Virginia F. Kleist (2003). *Web-Based Education: Learning from Experience (pp. 280-291).*
www.irma-international.org/chapter/using-information-technology-meet-electronic/31307