

*Centre for Educational Research  
and Innovation (CERI):*

# Innovative Learning Environments

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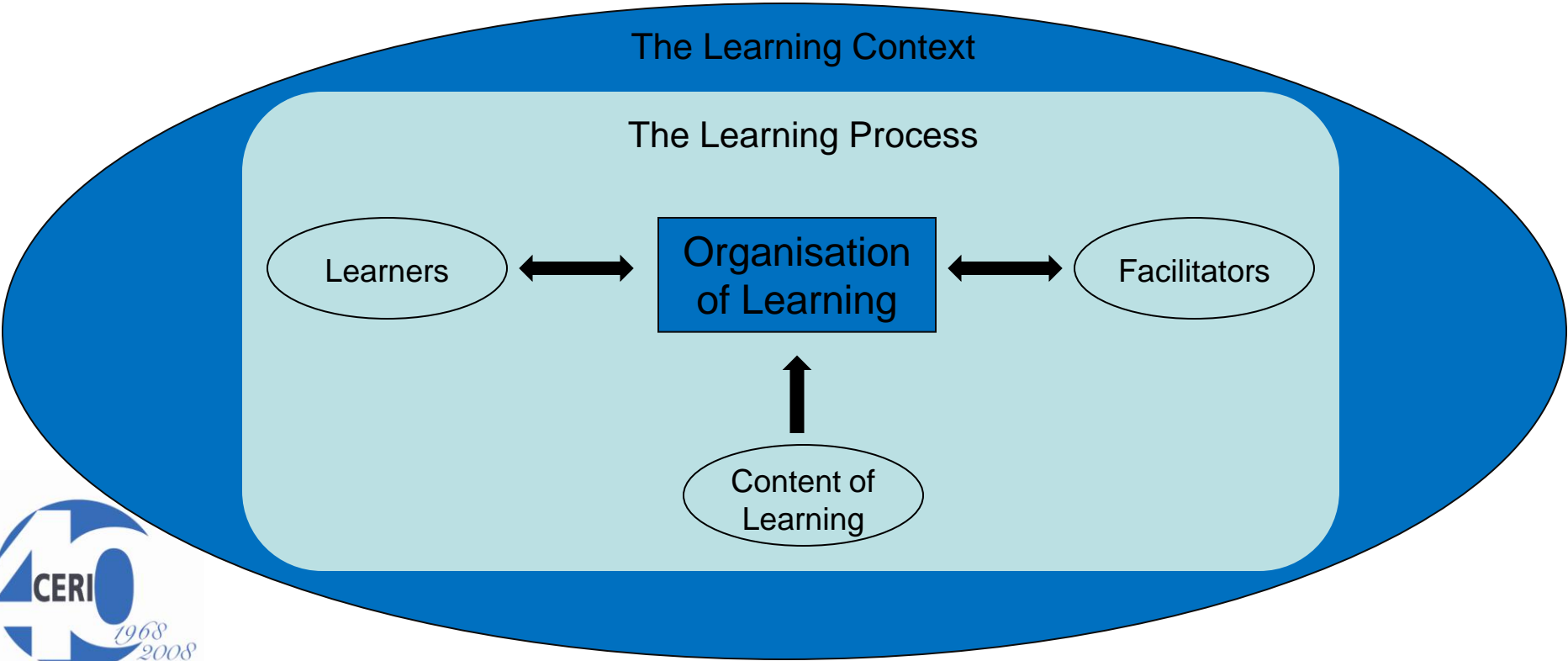
## Project Rationale

- Looking for effective and innovative **learning environments and dynamics**...
- appropriate for the **knowledge economy/society** (MTS 1), especially for those for whom the conventional educational **offer fails** (MTS 4)...
- and responding to the **learning sciences research** questioning the capacity of standard practice and school organisation to develop the 21<sup>st</sup> Century skills
- Focus on micro-level **learning processes** rather than on educational policies, management or organisational structures
- **Research driven** (evidence based). Formal and non-formal learning

## **Aim of the Project**

- Identify and analyse examples of “**holistic**” **learning environments**, which will serve the educational agenda of OECD countries
- **Engage** with the community of policy reformers, innovators and learning scientists
- Invite questions and propose options about **how to ‘reinvent’ not just to ‘reform’** the education system

Learning Outcomes



Learning Outcomes

**DIDACTIC MATERIALS**

- Digital Learning Resources
- Traditional Materials (Books,...)
- Local/Folk Materials
- State/Community/Private/Facilitator/Student produced materials

**EVALUATIONS AND ASSESSMENTS**

Learners

- Summative – Formative
- Individual – Collective
- Frequency
- External – Autoevaluation

Teaching-learning Methods

**SPACE AND INFRASTRUCTURE**

- Type (library, gym, garden, ...)
- Closed – Open
- Isolation – Proximity
- Rigid – Flexible
- Fixed – Variable

The Learning Process

Organisation of Learning

**FACILITATOR AND STUDENT ROLE**

Learners

- Passive – Active
- Number
- Homogeneity/ Heterogeneity

Teaching-learning Methods

- Type
- Directive – Assisting
- Permanent – Changing
- Number

**TEACHING/ LEARNING METHODS**

- Individualistic - Collaborative
- Theoretical – Practical
- Instructionism – Learner Agency – Constructivism
- Design - Belief modes.

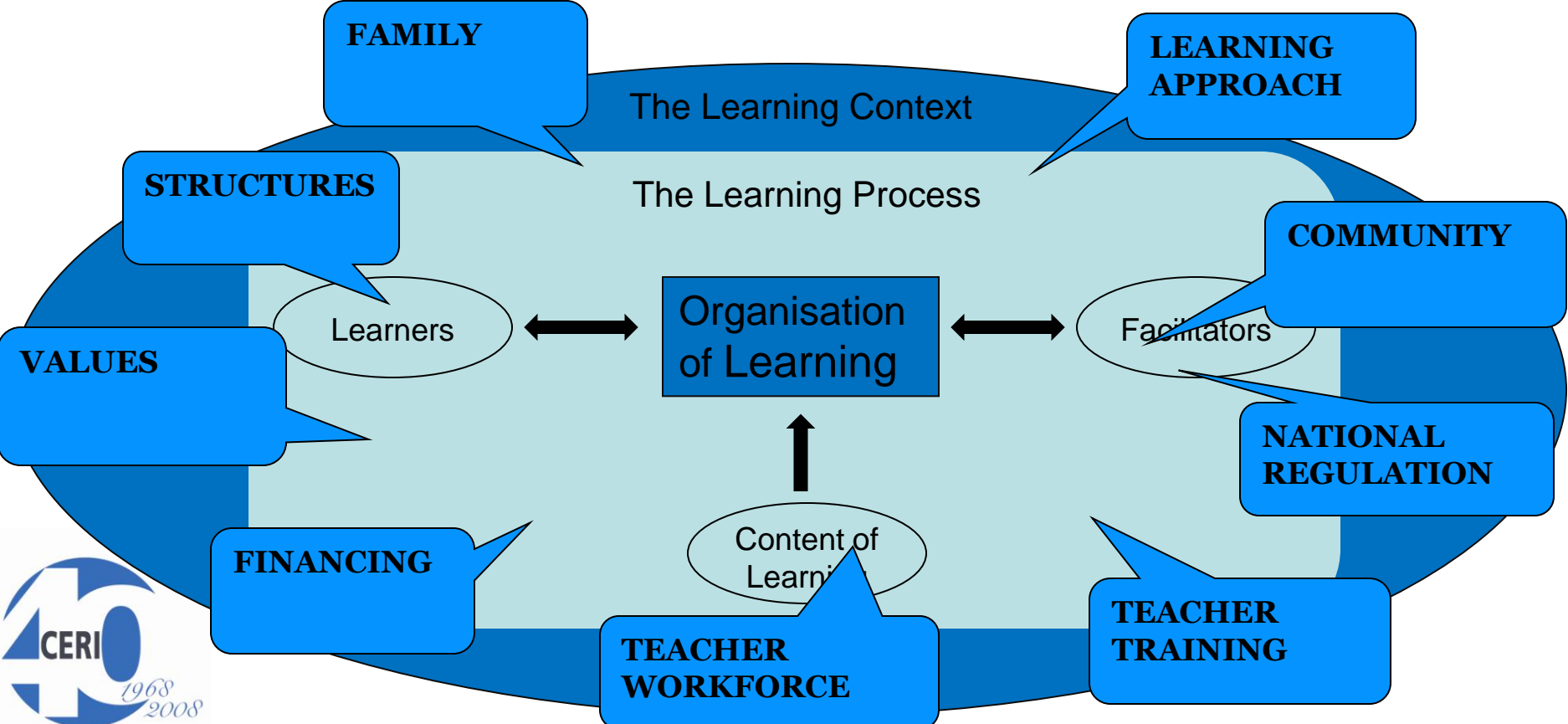
**TIME**

- Fixed – Variable
- Universal – Individualised
- Compulsory – Optional

**CURRICULA**

- Segmented – Integrated
- Fixed – Flexible
- Abstract – Situated
- Concrete Knowledge & Skills

Learning Outcomes



## **Project Guiding Questions**

1. What are the characteristics of the innovative learning environments in the field?
2. Do innovative learning environments produce positive learning outcomes?
3. What characteristics of the learning environments lead to positive learning outcomes?

## **The Holistic Nature of the Project**

The project brings together different research perspectives on learning :

- Cognitive Perspective
- Emotional and Motivational Perspective
- Developmental and Biological Perspective
- Social Perspective

## Strands

- *The Analytical Strand:*  
Develop knowledge and concepts of innovative learning environments
- *The Empirical Strand:*  
Identify concrete exemplars of different learning environments
- *The Policy and Dissemination Strand:*  
Enrich the reform debate and tackle issues such as scalability, sustainability and implications for the surrounding school systems

## The MET (e.g.)

- **Network of 6 six small high-schools.**
- Population is **ethnically diverse** and 1/2 from low-income families.
- **Multiple learning aims:** empirical reasoning, quantitative reasoning, communication, social reasoning and personal qualities. including the student's physical, mental and emotional well-being.
- Students are organised into **advisories groups** of 15 individuals; adult mentors share their career interests,

- **personalised learning plan** (every quarter!) by the students themselves, their advisors and their parents
- **no multiple choice tests** and exams, but students defends their work in exhibitions each quarter
- in front of **advisors, parents, mentors and peers.**
- **no grades**, but quarterly narratives from their advisors,
- **no standard fixed-time classes.**
- **Using ICT, when needed.**

## **The Holistic Nature of the Project**

And connects the findings from different CERI projects:

- Formative Assessment
- Brain Research on Learning
- Personalised Learning
- Learning and Technology

→ Innovative learning environments have this holistic view of learning!

## **Other Cases...**

- *Alpha Alternative School (Canada)*
- *AIST Family (Ukraine)*
- *The Cerro del Judío Friendship Centre (Mexico)*
- *Maison Familiale Rurale (France, Portugal, Brazil, Mozambique)*
- *Pathfinder Learning Center (USA)*
- *Ecole d'Humanité (Switzerland)*
- *L'Ecole Internationale de l'Olivier (France)*
- *Forsöksgymnaset (Norway)*
- *Cloud Forest School (Costa Rica)*
- *Collingwood College (Australia)*
- *Not school (UK)*
- *The labortaroy centre (Germany)*
- *Unlimited (NZ)*
- *CDI (Brazil)*
- *Hume Global Learning Village (Australia)*