

CERI is looking for potential cases of Innovative Learning Environments

As part of the [Innovative Learning Environments project](#) CERI is currently looking for potential case studies. The project is exploring how people learn and under which conditions and dynamics they can learn better. One of its goals is to provide examples of inspiring practice and to raise discussion of the potential to enrich mainstream education in systems around the world.

We are looking for examples of settings where learning takes place as an active process, fostering in learners the capability to apply knowledge and skills flexibly and creatively in a variety of different contexts. We are calling these settings “**Innovative Learning Environments**” (ILEs). To count as an ILE, they should be **settings** which seek to provide optimal academic or cognitive learning for students, but also address their meta-cognitive and socio-emotional development. Our starting point, following the lessons of the learning sciences, is that optimal learning takes place when the organisation and processes involved are active, constructive and holistic, and include self-regulation, co-construction, critical thinking, reflection and formative feedback.

OECD countries, states/regions, and potential cases themselves, as well as other partners (such as NGOs, foundations, research centres, etc.), are invited to propose cases of innovative learning environments, using the criteria below. They do not need to be located only in OECD countries and we are looking for as many potentially relevant cases as possible from these diverse sources at this stage. We would like to have the nominations by **28 February 2009**. **Templates** are available at www.oecd.org/edu/learningenvironments

Criteria for submission:

- The proposed innovative learning environment (ILE) **serves the learning needs of children and adolescents** (covering some or all of the approximate age range 3-19 years), whether exclusively or in mixed environments with older or younger learners.
- The proposed learning environment should be an intentional departure from the traditional approach of the large body of general or vocational education in order to respond better to the learning needs of the learners– it should be **innovative**.
- The proposed learning environment should be a setting(s) which seeks to provide **optimal learning and development** in cognitive, meta-cognitive and socio-emotional terms, whatever its specific curriculum focus.
- The ILE aims at a broad set of the **learning and educational needs of the learners**, rather than addressing very specific types of knowledge or capabilities
- The ILE does not depend on such elevated tuition fees that its **potential to be replicated** in mainstream education systems would be severely limited.
- The innovative learning environment (ILE) is not reliant only on the charisma or commitment of a single innovator (or 2 or 3), but it enjoys a **broader organisational foundation**, holding the promise to be sustainable, even if relatively new.
- The innovative learning environment (ILE) is a learning organisation, formally or informally **evaluating its own practice** in order continually to improve itself.

Note: Learning settings for **specific subgroups** of students (e.g. indigenous/native students, migrants, the gifted or those with learning difficulties) are often both innovative and tailored to optimise learning. These cases are highly relevant for our project, especially the more that their approach is potentially transferable to wider groups of young people. **Vocationally-oriented learning** is also highly relevant so long the ILE in question meets the above criteria

CERI will create a broad compilation of cases which meet the above criteria to constitute the project's “**universe**”. Some of these will be profiled in the project homepage. Drawing from this “universe” will come two further, smaller groups for more intensive analysis.

For more information regarding: a) the project aims; b) selection processes; c) the updated calendar of activities; and d) other relevant documents and information, is available at www.oecd.org/edu/learningenvironments. You can also contact us: learning.environments@oecd.org