

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

Innovative Learning Environments

Francisco Benavides, Analyst

Paris, May 2008

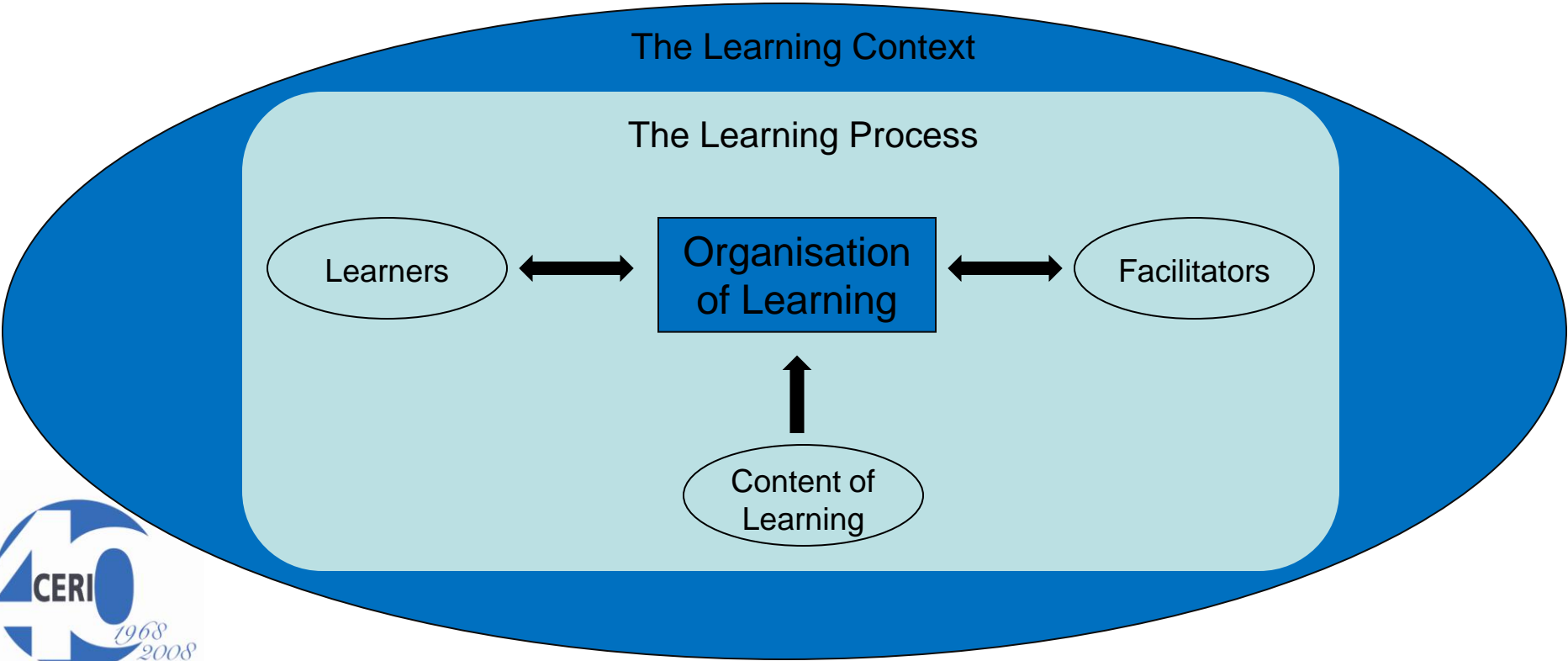
Project Rationale

- 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 21st 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.

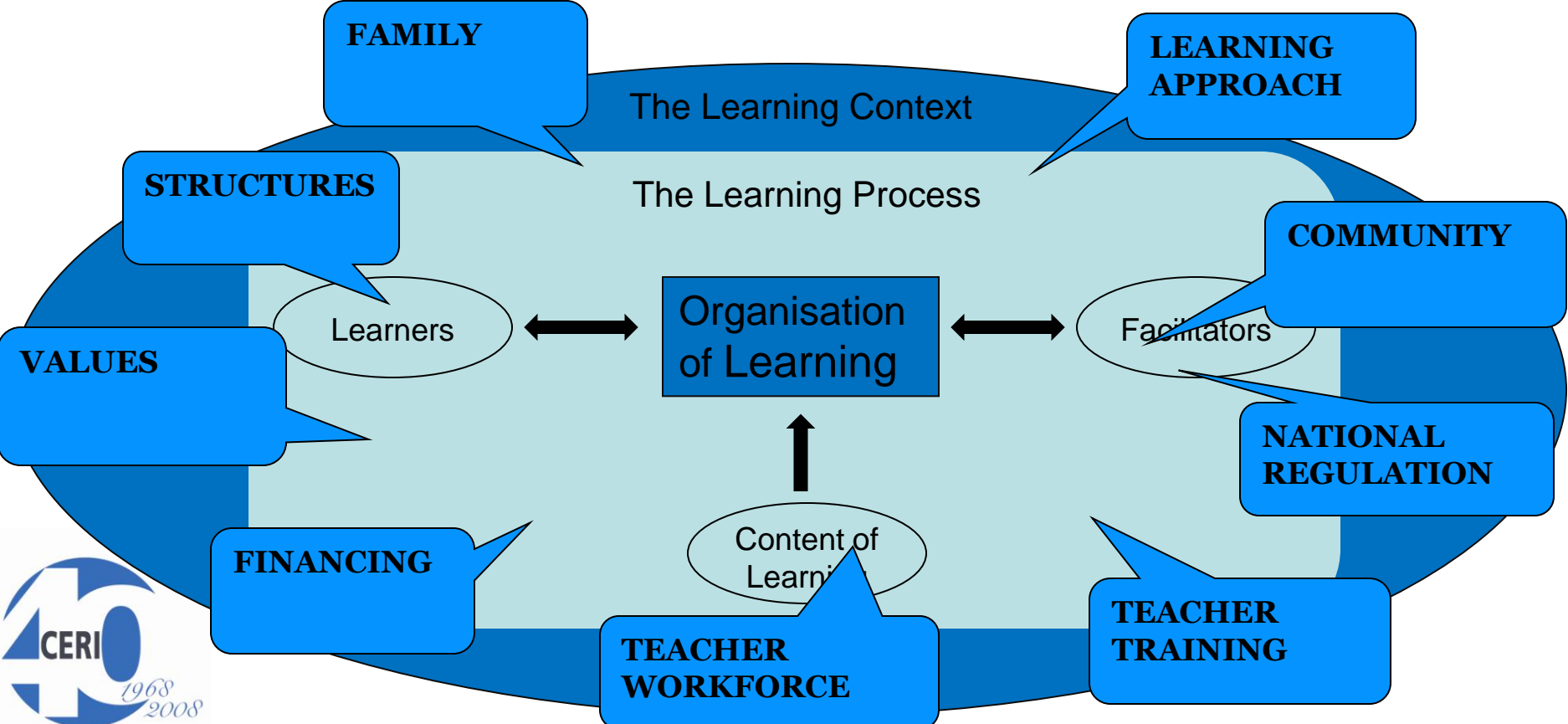
TIME

- 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 alternative models of learning in the field?
2. Do alternative models of learning produce positive learning outcomes?
3. What characteristics of the learning model lead to positive learning outcomes?

Strands

- *The Analytical Strand:*
Develop knowledge and concepts of alternative models of learning
- *The Empirical Strand:*
Identify concrete exemplars of different models of learning
- *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

- **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

The project brings together different research perspectives on learning :

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

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)*