

An International Study of “Innovative Learning Environments”

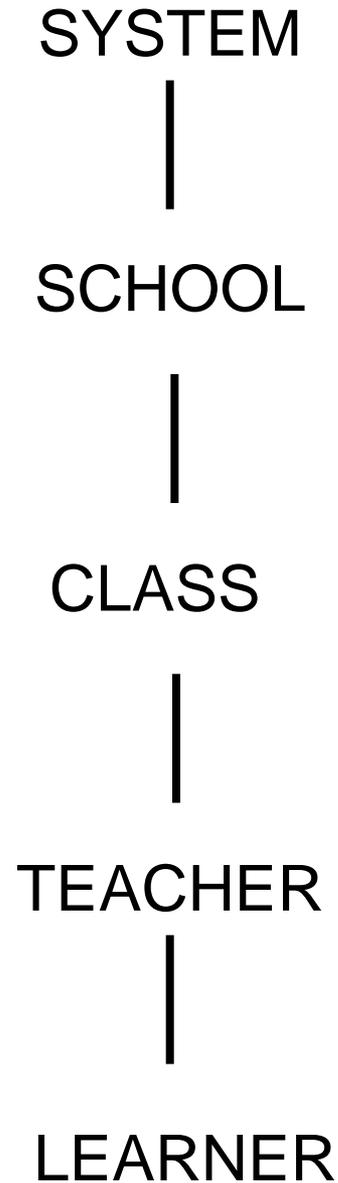
Centre for Educational Research
and Innovation (CERI)

OECD

Why learning? Why Innovation?

- Nearly a fifth of 15-year-olds below PISA level 2 in reading across OECD - need to explore new approaches
- Especially if we take more demanding agendas - knowledge & cultural transmission, yes, but also deep learning, 21st century competences, foundations for lifelong learning
- The difficulties of reforming education invites a fresh focus on learning itself – how organised? Where? With whom?

Common framework implicit in much research and discussion of schooling and learning



Why look beyond this framework when our focus is on learning?

- Expressed in terms of institutional structures not configurations of learning – **not sufficiently learning-focused**
- Assumes existing institutions, discouraging consideration of innovations, hybrid or non-formal learning – **not sufficiently innovation-focused**
- Single schools, single classes, single teachers, encourages fragmented and snapshot thinking – **not sufficiently holistic, not environments**

OECD/CERI project “Innovative Learning Environments”

ILE aims to inform practice, leadership and reform through analysis of innovative configurations of learning for children and young people, by:

1. Understanding Research for Redesigning Learning Environments (**“Learning Research” Strand**) – 2008-2010
2. Innovative Configurations of Learning (**“Innovative Cases” Strand**) (120-150 cases + 40 case studies) 2009 - 2012
3. Analysing & exchanging change strategies (**“Implementation and Change” Strand**) – starting now

We chose to focus on young people

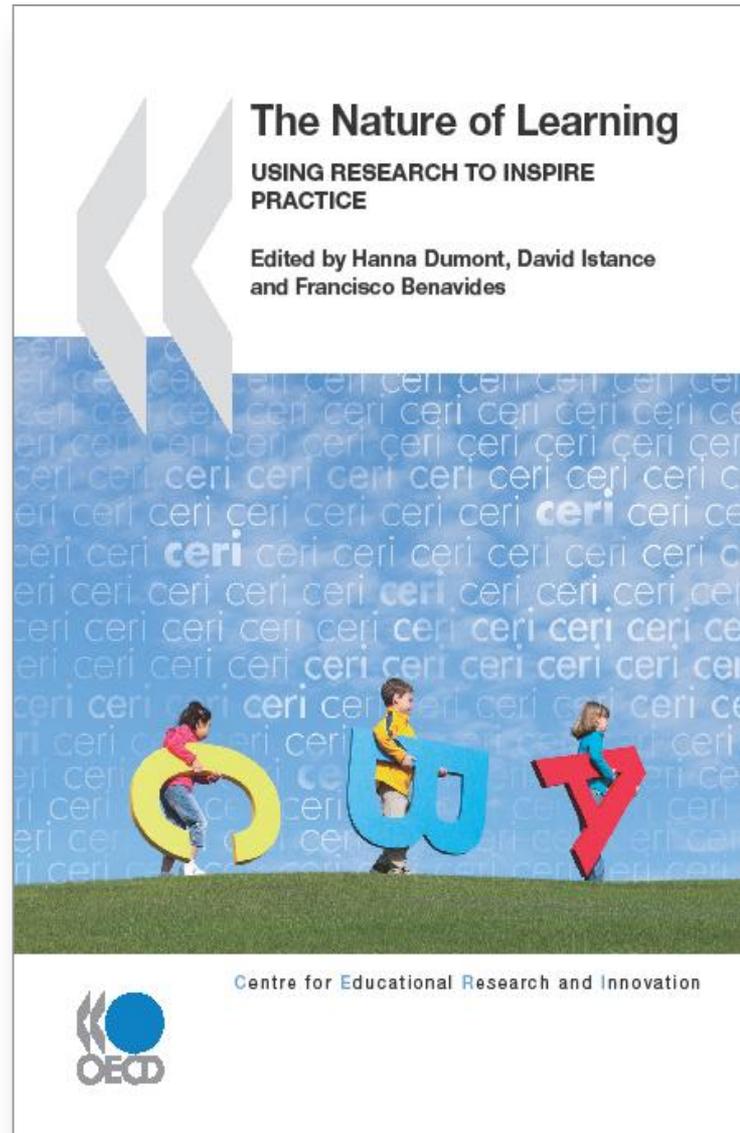
Substantial international interest and participation

Many countries/regions/organisations have “joined” and others may join - taking an active role in the ‘Innovation’ and ‘Implementation’ strands and anchoring them in real-world

Austria	Victoria, South Australia,	ENSI (Environment and School
Chile	(Australia)	Initiatives)
Finland	French community,	Cognition Institute (New
Hungary	Belgium	Zealand)
Israel	Alberta, British Columbia	Stupski and Nellie Mae
Korea	(Canada)	Educational Foundations (US)
Mexico	Thüringen (Germany)	Innovation Unit (England)
Norway	Nuevo Leon (Mexico)	Jaume Bofill Foundation
Portugal	Berne & Ticino	(Catalonia, Spain)
Sweden	(Switzerland),	IMTEC (Norway)
Slovenia	Ohio, Mass. and NYC (US)	Microsoft Partners in Learning?
Spain	Hong Kong, China	
Denmark?	Baden-	
Czech Rep?	Wurtembg(Germany)?	
South Africa?		

KEY CONCLUSIONS FROM 'THE NATURE OF LEARNING'

The Nature of Learning: Using Research to Inspire Practice. OECD, 2010, 338pp.



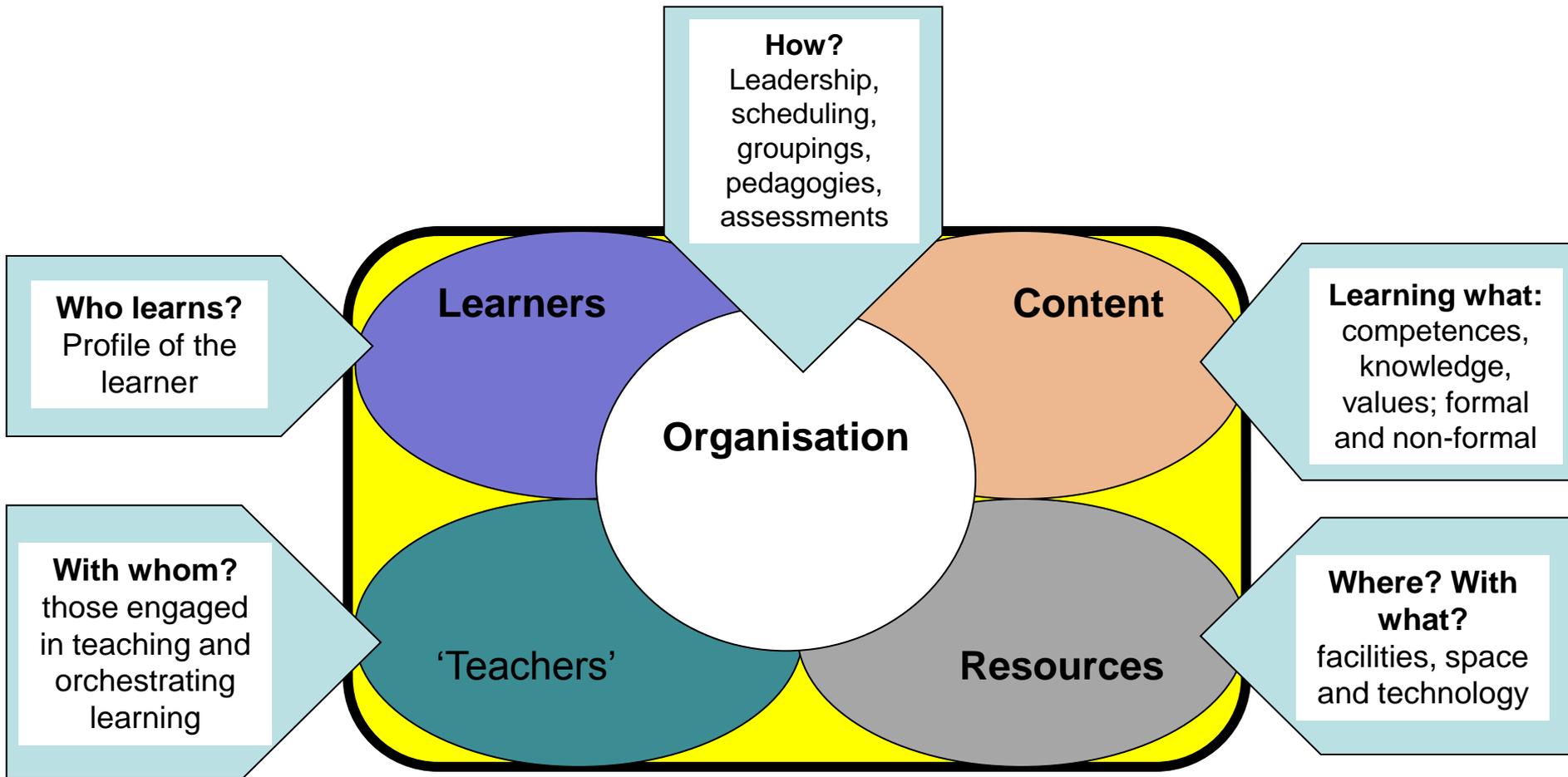
Powerful learning environments should:

- Make learning central, encourage engagement, and be where learners come to understand themselves as learners
- Ensure that learning is social and often collaborative
- Be highly attuned to learners' motivations and the importance of emotions
- Be acutely sensitive to individual differences including in prior knowledge
- Be demanding for each learner but without excessive overload
- Use assessments consistent with its aims, with strong emphasis on formative feedback
- Promote horizontal connectedness across activities and subjects, in-and out-of-school

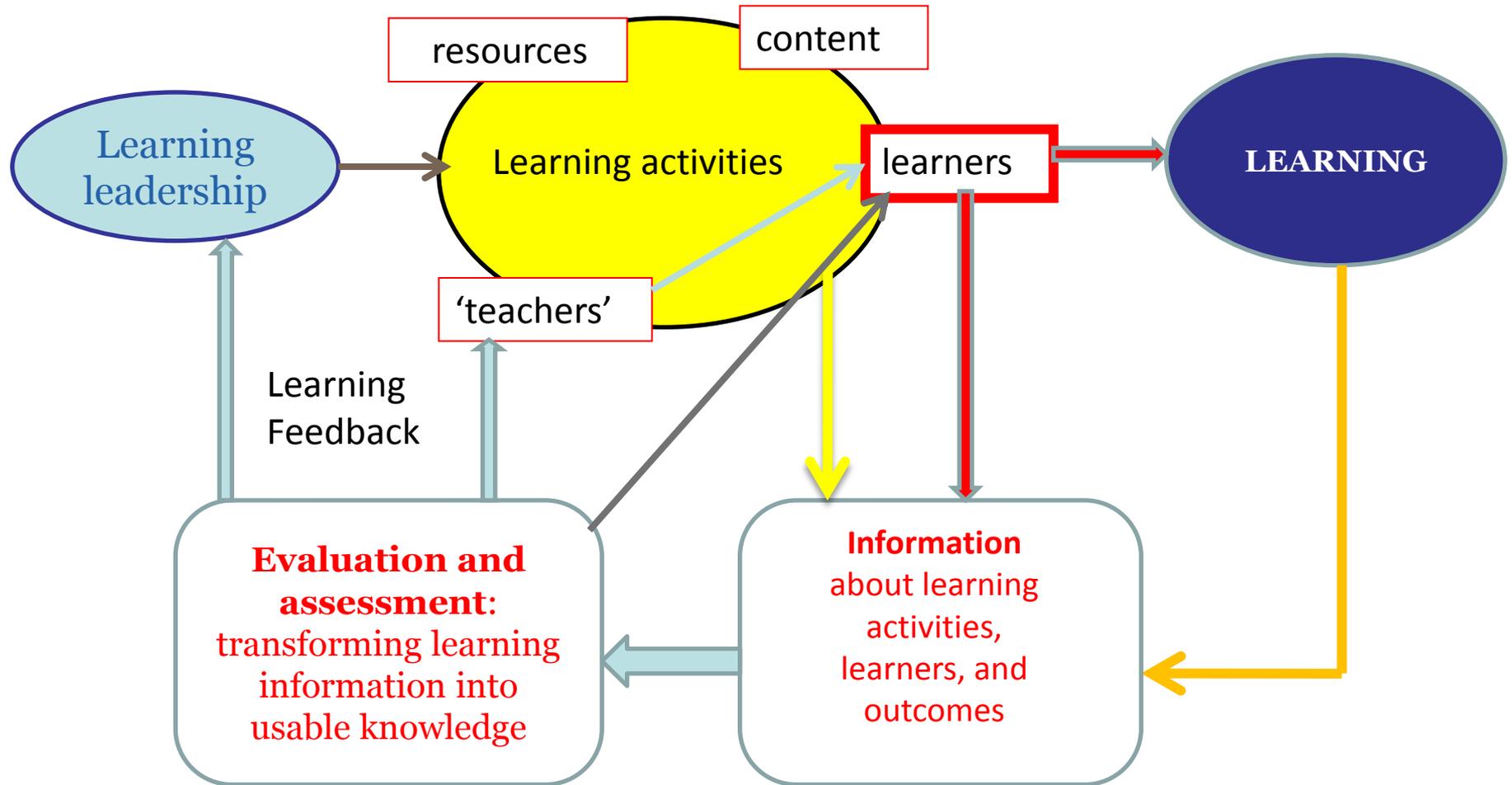
Do all of these, not one or two – demanding agenda

FRAMEWORKS INFORMING ON-GOING ILE WORK

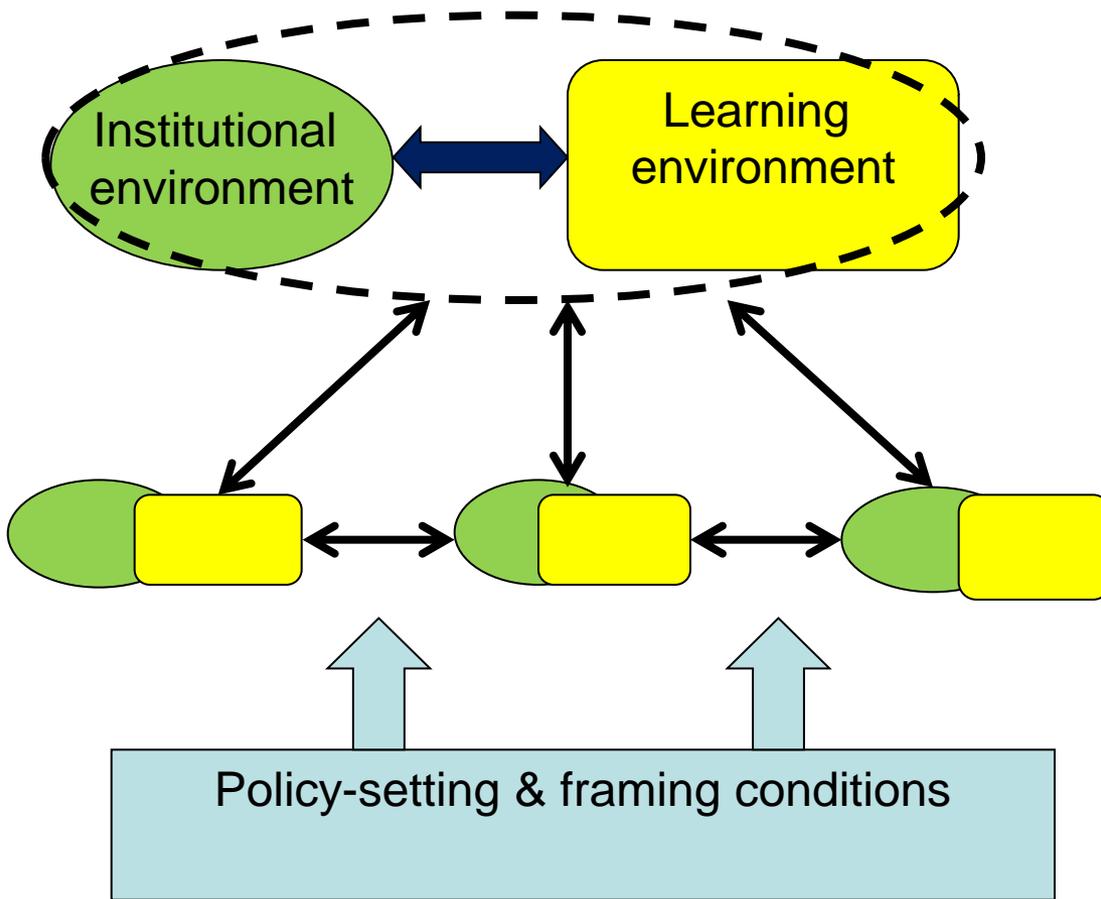
CERI/ILE understanding of the 'micro' environment level



Dynamics and Organisation of Learning Environments



Learning environments embedded in a wider systemic framework



Micro level
Environments –
learning & institutional

Meso level
Networks of
Environments & of practice

Macro level
System & ed. authorities

Giving a 4-way Framework Analysis & exchange of innovative practices:

1. Creating/sustaining learning environments applying TNOL 'principles'
2. Routines that promote synergies between those environments and the institution(s) in which located
3. Developing learning-focused networks & communities of practice (the 'meso level')
4. Models of macro-level support and leadership to promote 1 -3

STILL TO COME

Still to come...

- Publication on innovative learning environments from around the world (2012) and another foreseen (2014) on making such change happen
- Knowledge base and user-friendly materials
- Analytical work on key themes (learning leadership, organisational routines, evaluation)
- Analyses of examples and change strategies submitted from participating systems
- Seminars and events in different ILE jurisdictions
- Main international conferences after Banff, (October 2011), Chile in Jan 2013, Paris June 2014(?)

Thank you!

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