



BETTER POLICIES FOR BETTER LIVES

Innovative Learning Environments

Centre for Educational Research
and Innovation (CERI)

OECD

CONCEPTUAL AND EMPIRICAL WORK

The “innovative cases” strand

What is an ILE?

An innovative learning environment is NOT

- **An innovative school:** We have deliberately avoided this term as it focuses on the institution and not on how learning is organised.
- **A building or a learning setting:** Physical, technological and social environments are important for learning, however we understand environment in a more ample way.

An innovative learning environment is

- The ensemble of the key ingredients – learners, ‘teachers’ (learning professionals), content, resources, organisation (pedagogies, scheduling, assessment) – in dynamic interaction with each other over time, in the same context and replicated for different groups of learners in that context.

Criteria

An innovative learning environments should meet the following criteria to be part of ILE project:

- It serves the learning needs of ***children and adolescents*** (aged 3 to 19 or some band within that), exclusively or in mixed-age environments.
- It is an intentional departure from the traditional approach; it is ***deliberately innovative***.
- It refers to ***holistic learning arrangements*** for learners in the same context through time, rather than very part-time supplements to the main learning experience.
- It is not reliant only on a single innovator(s) but it enjoys a ***broader organisational foundation*** and it does not depend on highly elevated tuition fees that limit its ***potential to be replicated***.

Where do we find these ILEs?

Participating systems.

- Countries, states, regions
- Ministries of education and other federal/regional institutions
- Organisations involved in international research on education and innovation.
- Foundations

Individual researchers

ILE own research

The Universe and the Inventory

The Universe

- 120+ cases so far, aiming at 160+ coming from 3 different sources: participating systems, individual researchers, ILE team own findings – 2009 to 2011.
- *Innovative, meeting the criteria.*

The Inventory

- Around 35-45 (34 so far) in-depth case studies selected from those submitted by participating systems (2010 and 2011).
- *Innovative, effective and replicable.*

Inventory case studies

The Inventory case studies are conducted by the participating systems and provide a more detailed analysis addressing four main areas:

A. The ***aims of the ILE and the nature and history*** of the innovation: contextual factors and strategies used to implement, sustain and develop.

B. The ***structured patterns and characteristics of the learning environment***: cross-sectional, through-time configurations of the 5 dimensions; use made of facilities and space, technologies, and community resources.

C. The ***nature and quality of the learning*** taking place in all learning settings.

D. The ***impact and effectiveness*** of the ILE: documentary and other evidence on such outcomes as those conventionally used in education (achievement and attainment levels, drop-out, graduation, etc.), those specific to the ILE's own aims and philosophy, attitudinal and motivational indicators, and the so-called 21st century competences.

The compilation of cases

The Universe and Inventory cases constitute a very rich source of knowledge on the most innovative learning practices around the globe. Conscious of their utility to educational research and policy making, the ILE project foresees:

- An on-line **knowledge base** – where cases and other ILE analysis will be made public (2011-2012). We are looking for funding partners.
- A full **OECD publication** – gathering the most relevant findings (typology and synthesis) based on ILE cases and bringing together other OECD work (2012)