



INSIGHTS FROM WORK ON INNOVATIVE LEARNING ENVIRONMENTS

DAVID ISTANCE

Centre for Educational Research and
Innovation (CERI), OECD

October 2013



Innovative Learning Environments – main reports

- **Innovating to Learn, Learning to Innovate, 2008**
(Scoping)
- **The Nature of Learning: Using research to Inspire Practice, 2010** (Learning Research)
- **Innovative Learning Environments, 2013**
(Innovative Cases)
- **Learning Leadership, 2013** (to come)
(Implementation and Change)
- **Implementation and Change Final Report, end 2014**



‘The Nature of Learning’ 2010 - Learning Principles – 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

Moreover, all should be present not one or two.



ILE understanding of ‘learning environment’

- Based in the organisation and terminology of **learning** (not starting with institutions, schools, classrooms and subjects), and may well not be located in ‘schools’ at all.
- For ILE, a “learning environment” is a **holistic eco-system** that includes the activity and outcomes of the learning.
- **Context** essential to understanding learning; a “learning environment” defines its immediate context.
- **Time** is critical –interaction take time as does learning itself.
- It assumes **mix** – of learning approaches, experiences, and settings – not fragmented “treatments”.
- Needs a framework to express main elements and relationships and criteria to decide when a learning environment is powerful and innovative.

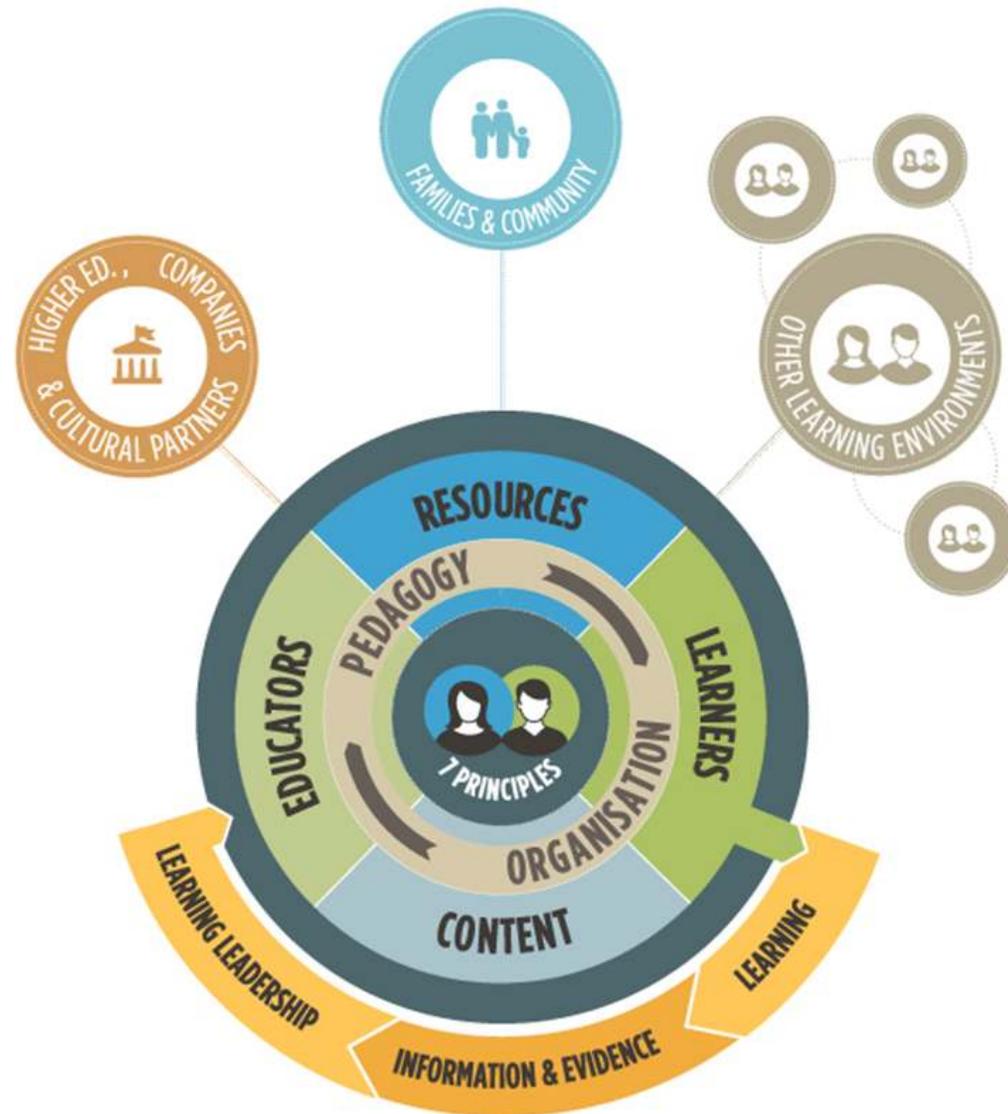


21st century learning environments should:

- Innovate the “pedagogical core”
- Engage the “Design/Redesign” formative cycle
- Extend capacity through partnerships
- Promote 21st century effectiveness (apply the ILE learning principles)



ILE framework for innovative learning environments



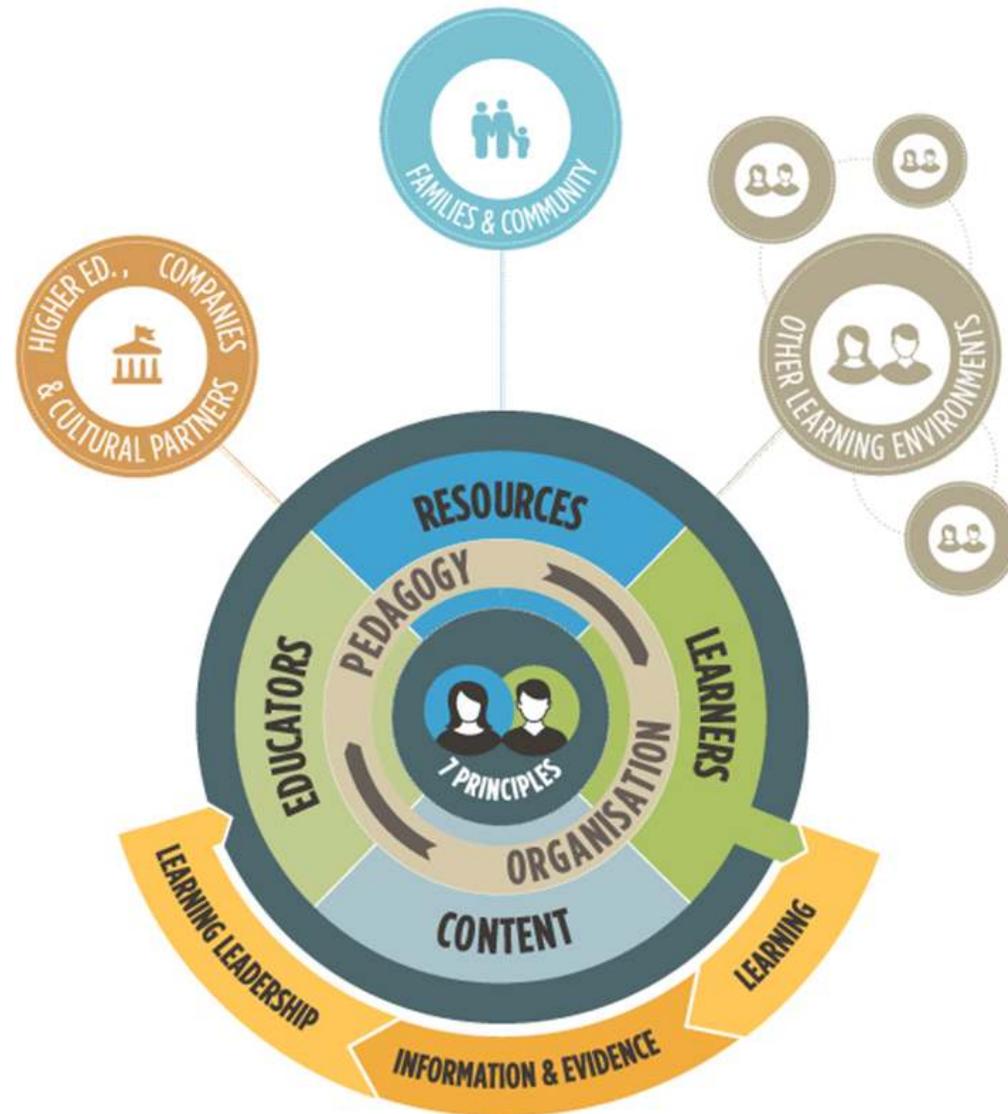


Facilitates insights on interdisciplinarity and meta-cognition, e.g.:

- Learning environment itself
- The learning principles
- Innovating content
- Rethinking resources and educators
- Inquiry and problem-solving pedagogies
- Learning leadership and design
- Educator teams
- Student voice
- Partnerships



ILE framework for innovative learning environments





Advantages and dilemmas

- Organisational forms with:
 - strongly divided subjects and fragmentation
 - predominance of the single-teacher classrooms
 - “autonomy-parity” and invisibilitymuch simpler to describe and control. But not functional for 21st century.
- Assumes holism, agency, and organisation so formal or mix of formal and non-formal, and not informal. **But:**
- Demanding of leadership and teacher repertoires
- Complex learning environments blur governance and leadership arrangements
- Innovation may widen inequity of access and learning entitlement.



THANK YOU!

david.istance@oecd.org

www.oecd.org/edu/cei/innovativelearningenvironments.htm