INSIGHTS FROM WORK ON INNOVATIVE LEARNING ENVIRONMENTS

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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 invisibility

much 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!

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