



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)