

Systematic Review of the Effects of Innovative Learning Environments on Teacher Mind Frames

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What evidence exists that innovative learning environments (ILEs) have an impact on teacher mind frames?

What were we looking for?

To identify how the key terms 'innovative learning environments' and 'teacher mind frames' are defined in the literature and identify studies which provide evidence that ILEs have an impact on teacher mind frames.

What did we find out?

There was a low volume of quality studies.

After retrieving 2,943 studies, the review found 12 published papers since 1960 on the connection between teacher mind frames and learning environments. Of these, seven reported a statistical effect, with only one reporting effect sizes.

There were poor links established between teachers' mind frames and innovative learning environment.

None of the studies referenced the idea of more significant change, and evidentiary relationship between the two remains elusive.

There was high variability in definitions.

Where learning environment was concerned, the review found that the term 'learning environment' was multifarious, inconsistent, and conditional on the aspect in focus. Where teacher mind frames were concerned, the general focus was on beliefs, although also often connected with attitudes, values, judgements, perceptions, mindsets and satisfaction.

"The systematic review identified poor links between teachers' thinking, quality learning, and the environment within which this occurred."

Change was hard to sustain.

While teachers believed in change, they sometimes do not act on it. Gradation and duration of intervention is an important consideration in order to minimise negative experience and retreat to default practice

What does this mean for the project?

The systematic review identified poor links between teachers' thinking, quality learning, and the environment within which this occurred. The way teachers make decisions, behave, and practice, have been shown to have significant effect on student learning, yet the relationship between this and the environmental factors in which it takes place, remains elusive. It presents a knowledge gap requiring further investigation, especially given the premise that the development of innovative learning environments in isolation, without parallel attention given to teachers' practice, is unlikely to lead to meaningful and sustainable change.



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