

Institute for Learning Environment Design

Learning Environment Innovation Inventory (LEI2)

The Learning Environment Innovation Inventory (LEI2) is used to help teams and organizations better understand their capacity for innovation specifically related to creating and adopting new ways of learning.

The inventory includes an online assessment used to measure capacity for learning innovation within a team or organization.

The LEI2 helps to manage the innovation process by measuring the mindset, values, and activities for learning innovation. It also provides insights into how new approaches to learning transition through an innovation lifecycle. The inventory can be administered to teams or across entire organizations. The results are intended to be interpreted in aggregate form and not for analyzing an individual's response.

The results of the inventory are displayed using a visual "Landscape" report that is used to plan and design activities.

Inventory Summary

- Delivered online
- Completed by individuals involved with influencing or making learning environment design decisions
- Includes approximately 80 statements that measure the design team's:
 - perceptions about learning
 - drivers of innovation
 - risk tolerance
 - overall readiness for learning change
 - perceptions of value in learning environments
 - capacity across four learning innovation lifecycle stages

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Sample Inventory Statements

The following screenshot shows a sample of the questions presented in the Learning Environment Innovation Inventory (LEI2). The statements address personal perceptions about learning environment innovation and are scored using a 5-point Likert scale.

Please consider your personal traits and beliefs when responding to the following statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Learning occurs through memorizing information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning occurs through communicating with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning occurs through changing behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning occurs through changing attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The efficiency of learning experiences is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning experiences that are more efficient are preferable to ones that are less efficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The effectiveness of learning experiences is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The results gained from learning something new are more important than how long it takes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about the possibilities of failure before implementing a new initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable working with uncertainty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally very tolerant of risks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failure is a learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I bounce back quickly when I experience failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am persistent when I don't initially succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I maintain a positive mindset even in challenging situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am intrinsically motivated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel engaged in my organization's process of planning for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy assuming leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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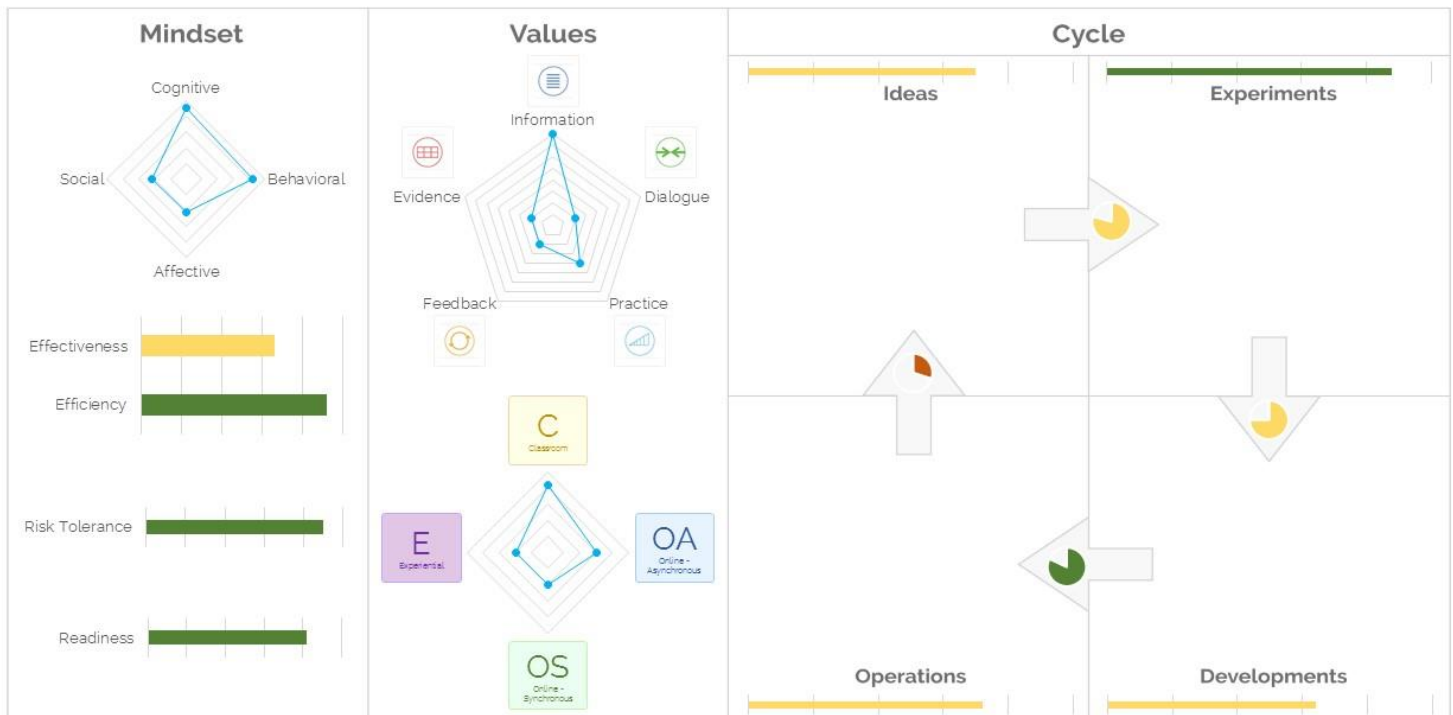
The Landscape Report

The results of the Learning Environment Innovation Inventory are reported in the Learning Environment Innovation Landscape report. This visual report displays the aggregate results of the inventory in three major categories: Mindset, Values, and Cycle.

This report is used during live, facilitated design sessions to make decisions about the future of learning environments.

The results are displayed using color indicators to draw attention to areas that may require planning or discussion.

 **Learning Environment Innovation Landscape** Title: Planning Scenario
Date: 1/28/18



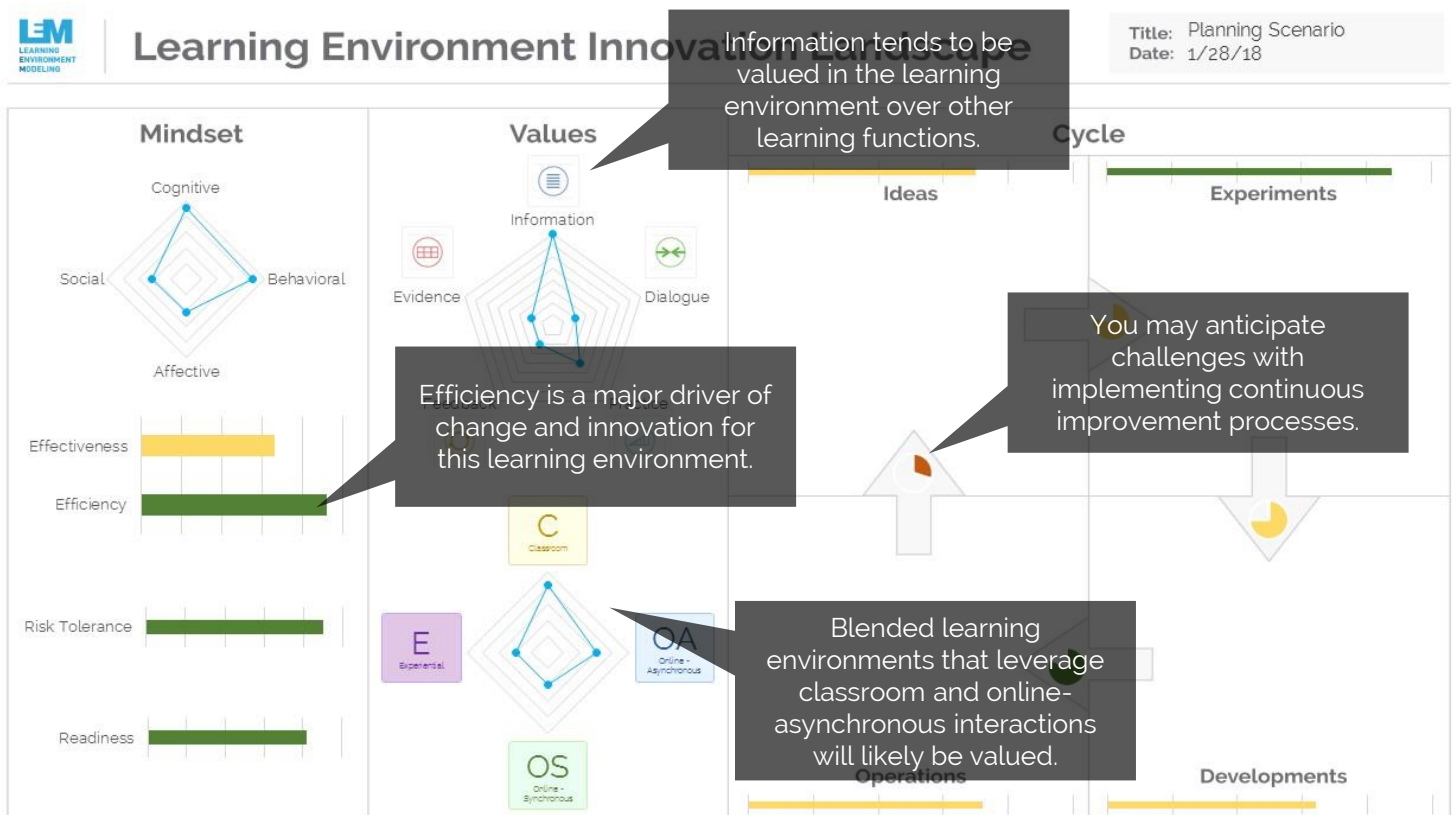
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Interpreting The Landscape Report

In addition to displaying results of the inventory, the Landscape provides a visual way of interpreting and managing learning innovation.

The example report below shows how insight and potential actions can be developed through interpreting and using the document.



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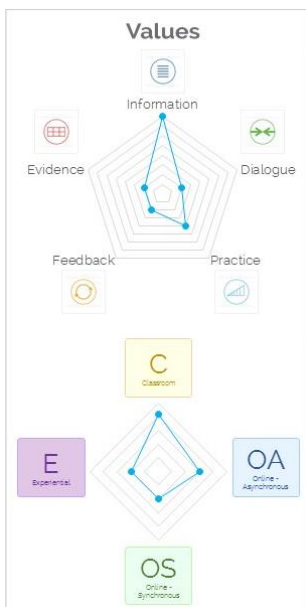
Learning Environment Innovation Inventory (LEI2)

Interpreting The Landscape Report

Mindset in the Learning Environment Innovation Inventory addresses philosophies of learning, drivers of innovation, and general attitudes towards risk.

The following four elements make up the innovation "DNA" for a learning environment:

- Assumptions about Learning
- Innovation Drivers
- Risk Tolerance
- Readiness



The Values section measures what people naturally value about a learning environment.

This insight can be useful when determining the likelihood a new idea about learning will be accepted or rejected within a particular setting.

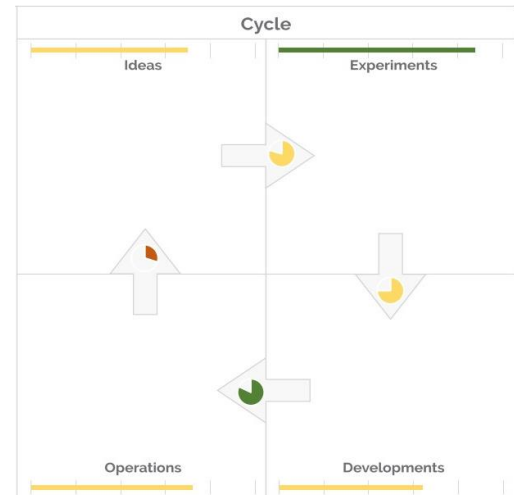
Institute for Learning Environment Design Learning Environment Innovation Inventory (LEI2)

Interpreting The Landscape Report

The Cycle section of the Learning Environment Innovation Inventory measures capacity for growing and advancing learning innovations.

Every learning innovation follows a predictable, four-phased lifecycle. A successful innovation flows through the cycle as it evolves through the idea, experiment, development, and operation stages.

Successful innovations not only complete the cycle, but constantly move around it as they develop and grow.



Using the Inventory Report

The Learning Environment Innovation Inventory provides a unique window into understanding and managing innovation within learning environments. This tool offers the most benefit when applied strategically during innovative learning projects.

Generally, it can be used early in a project to help teams and organizations identify their strengths and weaknesses when it comes to advancing new ways of helping people learn. This might occur before implementing a new learning technology or before making major investments in developing a new program.