# Article information:

Full article: Re/assembling ‘innovative’ learning environments: Affective practice and its politics
<https://www-tandfonline-com.ezproxy.aut.ac.nz/doi/full/10.1080/00131857.2016.1278354>

# Article summary:

1. The interest in establishing innovative learning environments (ILEs) in schools is based on a conception of space as neutral, which overlooks the power dynamics inherent in these spaces.

2. By adopting an assemblage approach and exploring ILEs in Australian schools, the article aims to uncover the hidden relations and affective practices within these environments.

3. The article argues that understanding ILEs as sociomaterial assemblages and attending to affective practice can provide insights into how these environments work and who they benefit, as well as the micropolitics involved in infrastructural shifts and policy-making.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Re/assembling ‘innovative’ learning environments: Affective practice and its politics" explores the concept of innovative learning environments (ILEs) in schools and argues that the current understanding of these spaces as neutral arenas overlooks the power dynamics and affective relations inherent in their design. The authors adopt an assemblage approach to investigate ILEs, focusing on their workings as sociomaterial assemblages and the affective encounters between school leaders, teachers, and students.

One potential bias in the article is its focus on critiquing the current understanding of ILEs as neutral spaces without fully exploring the potential benefits or positive aspects of these environments. The authors state that their aim is not to discuss what works in ILEs but rather to highlight their workings as assemblages of relations. While it is important to critically examine educational practices, a more balanced approach would involve considering both the advantages and disadvantages of ILEs.

Additionally, the article lacks empirical evidence or specific examples to support its claims about power dynamics and affective relations within ILEs. The authors mention that they collected empirical material from Australian schools, but they do not provide any specific findings or data from their research. Without concrete evidence, it is difficult to assess the validity of their arguments.

Furthermore, the article does not adequately address potential counterarguments or alternative perspectives on ILEs. It presents a one-sided view that focuses solely on the negative aspects of these environments, such as limited privacy and social pressure. A more comprehensive analysis would consider different viewpoints and acknowledge that there may be varying experiences and opinions regarding ILEs.

The article also lacks a discussion of potential risks or drawbacks associated with traditional classroom setups. While it critiques ILEs for their lack of privacy and potential social pressures, it does not acknowledge that traditional classrooms can also have limitations in terms of student engagement, collaboration, and individualized learning opportunities.

Overall, the article exhibits a bias towards critiquing ILEs and does not provide a balanced analysis of their potential benefits and drawbacks. It lacks empirical evidence to support its claims and does not adequately address alternative perspectives or counterarguments. A more comprehensive and balanced approach would strengthen the arguments presented in the article.

# Topics for further research:

* Benefits of innovative learning environments in schools
* Positive aspects of ILEs in education
* Empirical research on power dynamics in innovative learning environments
* Examples of affective relations in ILEs
* Counterarguments to the critique of ILEs as neutral spaces
* Drawbacks of traditional classroom setups in comparison to ILEs

# Report location:

<https://www.fullpicture.app/item/7fe6a667504011ac3d657419eb390b57>