

Action Learning Software

Sivasailam Thiagarajan

Understanding Action Learning Judy O'Neil, Victoria J. Marsick, 2007-07-11 As much as adult learners can absorb in a classroom, they learn and retain a lot more on the job. Action Learning, or AL, can be based on any of several different schools of thought, and there is much debate as to which is ideal. The authors advocate tailoring the best attributes of each approach to the specific purpose and the learning environment. Drawing on theory from Self-Directed Learning, Learning from Experience, and Transformative Learning, Understanding Action Learning enables the reader to make an informed decision about which approach or combination to use in his or her organization, and provides: * a theoretical model that explains the different approaches to AL, and a framework for identifying which approach to use * a focus on co-design in creating Action Learning programs * practical tools, assessments, and exercises * illuminating stories and case studies from the field Combining top-shelf research with real-world experience, Understanding Action Learning is a crucial resource for adult educators everywhere.

ABC of Action Learning Reg Revans, 2017-03-02 'Learning involves doing... Since action learning suggests that we may best master whatever unknown challenge appears by working with others who seek to triumph in the same way, its programmes should be collectively designed and launched by those who hope to profit from them.' Reg Revans based his theories of Action Learning on 30 years of work and observation. This revised and updated reissue of the definitive text, ABC of Action Learning, is a clear, easily read primer for anyone wishing to learn about and apply his methods. It offers a succinct, practical guide to integrating action learning into every-day situations, and enhancing the practical and managerial skills of the workforce.

Instructional Design for Action Learning Geri E. H. McArdle, 2011 Training participants learn and retain more by relating lessons to their own on-the-job experiences. By using the strategies of action learning in their lesson design and presentation, trainers can ensure that learners absorb material deeply, in a way that lets them immediately use it in their jobs to get real, measurable results. Filled with examples of action learning techniques readers can implement in their training design and delivery, this book shows them how to: * Create fun and memorable activities that match participants' needs, learning styles, and levels of understanding. * Encourage learners to build on their own experiences. * Evaluate learner mastery during the entire learning event. * Strengthen learning transfer back on the job. * Accurately measure post-training results. It's a trainer's job to ensure their lessons stick. Instructional Design for Action Learning provides readers with the tools they need to make it happen.

Action Learning Robert Lex Dilworth, Verna J. Willis, 2003 In covering the essentials of action learning, this title returns to the basics and most powerful aspects of the subject. It is not a book of theory, but rather of practice. Application of action learning in a variety of settings is explored, with guides to programme design and how-to information.

Action Learning, Action Research David Kember, 2000-05-01 This volume sets out to provide experience-based tools for those needing to assess and improve teaching and learning quality. It presents a detailed framework explaining what action learning and research is with information on how to carry out an action learning project.

Action Learning and its Applications R. Dilworth, Y. Boshyk, 2010-02-10 This second volume of two discusses the employment of action learning in different contexts, including healthcare, education, government, military and the business world. Use of action learning in delivery of Future Search Conferences is addressed, as well as action learning in community and civil society and the future of action learning.

Action Learning Y. Boshyk, R. Dilworth, 2010-02-10 The first of a two volume set that fully explore the roots of action learning and the legacy of its principal pioneer, Reg Revans. Rather than prescribe one approach to action learning, it shows alternative approaches to fit different contexts, including classic action learning, action reflection learning and business driven action learning.

Action Learning in Practice Mike Pedler, 2016-03-23 Previous editions of Action Learning in Practice established this authoritative overview of action learning around the world. Over the last decade the move towards action-based organizational learning and development has accelerated, and action learning is now an established part of the education and development mainstream in large and small organizations. Fully revised and updated, this fourth edition covers the origins of action learning with Reg Revans' ideas, and looks at their development and application today. Action learning is self-directed learning through tackling business and work problems with the support of peers and colleagues. A professional and diverse workforce, attracted, influenced and developed in this way is more able to deal effectively with the growing complexity and pressures of working life. As the limits of conventional training and development become more obvious, leaders are increasingly attracted to action-based approaches to learning when seeking better outcomes and returns on investment.

Action Learning and Action Research Ortrun Zuber-Skerritt, Lesley Wood, 2019-03-11 Action Learning and Action Research deepens understanding and contributes to new knowledge about the theory, practice and processes of Action Learning (AL) and Action Research. It clarifies what constitutes AL/AR in its many forms and what it is not.

The Active Learning Tool Kit Rob Plevin, 2017-09-18 The Active Learning Tool Kit makes it easier than ever for teachers to implement enjoyable cooperative and active learning methods that boost student engagement, participation and achievement. In line with Rob Plevin's hugely popular Needs-Focused Classroom Management System for teachers, this book is packed with hundreds of outrageously-engaging active learning strategies, cooperative activities and ready-to-use resources. Adaptable for all subjects and age groups, this teaching resource will enable you to: - provide exciting and interesting activities for working in pairs or small groups, - encourage students to support each other to improve their learning, - meet the needs of different learning styles, - help students learn appropriate skills for both collaborative work and independence, - turn your lessons into an enjoyable, positive learning experience for all concerned. The Active Learning Tool Kit is a practical and accessible guide to implementing active learning in the classroom in a way your students will love. Includes downloadable BONUS material and printable resources

The Action Learning Guidebook William J. Rothwell, 1999-05-28 Make training more REAL than ever before! You've got groups, facilitated by managers or team members, conducting project planning and problem solving. You've got relatively few formal trainers and instructors. In this modern, team-based environment, how can you ensure that groups develop the skills and knowledge they require? You want training solutions that are problem-oriented, goal-based, and work-related? You need The Action Learning Guidebook. With action learning, no one ever loses sight of the job. The responsibility for learning falls upon the shoulders of the learners, who feel more invested--and interested--in the development process than ever before. Your groups and teams will use this powerful resource to: * Create their own learning experiences * Plan projects and implement solutions * Discover new problem-solving techniques . . . and much more! Two reasons to buy this book, read it from cover to cover, and apply the concepts immediately: (1) Rothwell is one of the best authors in the performance-improvement business; and (2) action learning is one of the most powerful performance-improvement strategies.--Sivasailam Thiagi Thiagarajan, president, Workshops by Thiagi; editor, Thiagi Game Letter The Action Learning Guidebook is clearly written and the content is excellent. The chapter on partnering with clients to determine real training needs is a gem!--Dale M. Brethower, professor of psychology, Western Michigan University; president, International Society for Performance Improvement (ISPI) Rothwell, a leg and in instructional design, gives your employees the tips and techniques they need to conduct reality-based action learning sessions. Teach groups to teach themselves!

Action Learning in Schools Peter Aubusson, Robyn Ewing, Garry Hoban, 2012-08-21 Teaching is becoming increasingly complex in the 21st Century, creating a need for more sophisticated frameworks to support teachers' professional learning. Action learning is one such framework and has

been used for workplace learning in business settings for many years. It is now becoming increasingly popular in school and university settings, but it is often misunderstood. This book clarifies what action learning is, linking key concepts to illustrate that it is not merely a process, but a dynamic interaction between professional learning, communities, leadership and change. The book brings together more than a decade of the authors' research in school-based action learning. Rich and diverse, the research draws on more than 100 case studies of action learning by teams of teachers in schools. The authors: provide practical advice on how to initiate and sustain action learning; explain the interaction between action learning, teacher development, professional learning, community building, leadership and change; and illustrate how action learning can link to classroom practice so closely that it becomes part of what teachers do, rather than an added impost. Addressing the highs and lows, the successes and failures, and their underlying causes, *Action Learning in Schools* provides insights into theories of cooperation, innovation, leadership and community formation to inform individual projects and large-scale school improvement initiatives. It will be of interest to teacher educators, pre-service and experienced teachers alike, as well as school and education system managers and policymakers keen to enhance teacher professional learning and educational outcomes for students.

Put Perform Msmnt to Work Maskell, 1997-01-01

Breakthrough Problem Solving with Action Learning Michael Marquardt, Roland K. Yeo, 2012-05-16 *Breakthrough Problem Solving with Action Learning* explores why and how action learning groups have been so successful and creative in solving complex problems. The text begins by briefly reviewing the theories that undergird the effectiveness of action learning, philosophically situating readers and pointing them in the direction of related academic works that they may wish to explore. It then turns to stories of how organizations have employed action learning in solving specific, often-encountered business problems. These cases not only serve as real-world models for how action learning can be successfully employed, but also offer inspiration and potential starting points and guidelines for other businesses that face similar problems. The book concludes with a cross-case analysis that pinpoints the ingredients necessary for breakthrough problem solving via action learning.

101 Ways to Make Learning Active Beyond the Classroom Elaine Biech, 2015-04-27 Fresh, creative strategies guaranteed to enliven online training *101 Ways to Make Learning Active Beyond the Classroom* provides proven, practical strategies, activities, and tips for those tasked with facilitating training in any subject area among alternative settings. Based on the best-selling *Active Training* approach, these methods have been designed by recognized experts, and are guaranteed to enliven any learning event. Readers will find a toolkit of ready-to-use exercises and tips for organizing, conducting, and delivering active learning, in alternative settings on the job or around the world. The book is organized in a way that allows trainers to quickly and easily identify strategies that hold the most promise for specific situations. Each strategy is illustrated with a case example that demonstrates the concepts in action. Two hundred tips organized in twenty how-to lists will prove invaluable for using Twitter, coaching virtually, encouraging informal learning, opening interactive virtual learning sessions, and much more. Coverage includes best practices for social media and informal learning, common e-learning tools, as well as guidance toward using a full gamut of tools from gamification and simulation to serious games and m-learning. Active training encourages participants to use their brains to study ideas, solve problems, and apply what they've learned. It's a fast-paced, fun, supportive, and personally engaging environment. This book shows training facilitators the proven techniques that help learners get more out of the material. Design a more engaging learning environment Improve delivery with optimized technology Utilize effective learning tools and practical strategies Learn best practices for social media, coaching, virtual learning, and more Learners need to figure things out by themselves, ask questions, practice skills, and transfer skills and knowledge to the job. With proven strategies designed by industry leaders, *101 Ways to Make Learning Active Beyond the Classroom* is the indispensable guide to the design and delivery of effective alternative ways to learn.

Cross-Disciplinary Approaches to Action Research and Action Learning Mapotse, Tome Awshar, 2017-07-31 The complexity of 21st century lifestyle makes collaborative research and learning essential for all of the population, both in well-resourced and socio-economically challenged regions. Cross-Disciplinary Approaches to Action Research and Action Learning is an advanced reference source including the latest scholarly research on the examination of the development of a community practice of research in order to improve problem solving in various fields. Featuring extensive coverage on a broad range of topics such as social justice, organizational development, and global economy, this publication is ideally designed for academics, researchers, scholars, and managers seeking current research on the promotion of collaborative research and learning.

Lifelong Action Learning for Community Development Ortrun Zuber-Skerritt, Richard Teare, 2013-10-30 This book explains and demonstrates how indigenous communities – built on traditional knowledge, culture and language – can be extended and strengthened by (1) the new, integrated methodology of Lifelong Action Learning (LAL), and (2) new approaches to learning and development as exemplified by the system of GULL (Global University for Lifelong Learning). The GULL system harnesses the potential of people to bring about positive change together, characterized by self-reliance, financial independence, and cascading learning and benefits to others. It is a self-directed and self-sustainable process of learning and growth. The case studies in this book provide evidence that over time economically very poor communities can achieve transformations that bring with them many benefits personally, professionally and for the community. This book manages to accomplish an almost impossible goal—to be both deeply inspirational and highly practical all at the same time. Professor Mary Brydon-Miller, USA I was sold on this book from the foreword – the need to rethink how we think about and ‘do’ education is emerging as a ‘hot topic’ among academics. Professor Lesley Wood, South Africa All development practitioners and students should study this book carefully, as should aid bureaucrats and aid donors. Dr Chad Perry, Australia In this book Ortrun Zuber-Skerritt and Richard Teare invite us to re-think, re-evaluate and re-create our views of learning. Associate Professor Doris Santos, Colombia In this new book, the authors present challenging and original models for encouraging community and social development work. Drawing on a Lifelong Action Learning (LAL) approach, they challenge Western-dominated approaches to learning, encouraging the development of local solutions for local needs. Dr Pip Bruce Ferguson, New Zealand By bringing education to the people, rather than people to education, they create the possibility for real personal, organizational and community learning on-the-ground in developing countries. Dr Ron Passfield, Australia The genius of this book is its simplicity. It provides a sound approach to addressing the holes in our mainstream approaches to education, training, development and in living together in communities, through providing a new understanding of ‘lifelong action learning’ and how to achieve it through proactively cultivating and passing on local knowledge. Dr Frank Thompson, Africa. I believe this book has the potential to transform the century old teaching and learning paradigm that is failing many countries to one that is futures oriented and transformational in nature. This is a book that all educators need to read and to consider within their own learning context. Dr Margaret Fletcher, Australia This book will be useful to international community developers, educators and researchers - especially if they are looking for alternative ways of successfully improving living conditions for disadvantaged and subsistence communities. Associate Professor Wendy Rowe, Canada

Optimizing the Power of Action Learning Michael J. Marquardt, Shannon Banks, Peter Cauwelier, NG Choon Seng, 2018-06-14 The Third Edition of the field-defining book Originated by Reg Revans in the 1940s, the Action Learning Model was refined and then reintroduced by lead author Michael Marquardt to organizations globally as a powerful tool for improving organizational performance. Today, Marquardt is widely considered to be the modern father of the Action Learning approach. For this new edition, Marquardt has teamed up with three Action Learning experts from Asia and the UK who bring a broader global approach to what has become THE seminal book in the field. Each chapter has been updated for alignment with today's practice and implementation of Action Learning in organizations, including fresh information on virtual Action Learning, guidance on implementing

Action Learning and becoming a Certified Action Learning Coach, and many new case studies.

Action Learning Sivasailam Thiagarajan, 2003-08-11 In a typical action-learning project, a team of employees solves a real, complex, strategic problem that is affecting the organization. In the process of solving the problem, team members develop their skills, knowledge, and insights through continuously reflecting on its behaviors related to problem definition, idea generation, solution implementation, and results evaluation. Objectives: To organize and facilitate an action-learning team To plan and implement an action-learning project and to learn from the activity Group Size: 4-8, drawn from different division of an organization Time Required: 1 hour for the initial session. Schedule and time requirements for other sessions will be decided by participants. Important Information to Review Before Making This Download Purchase Before purchasing a Pfeiffer Download, you will need Adobe® Acrobat® Reader® Software. If you do not already have it installed on your computer, you may download this free software from the Adobe Web site at Adobe.com. All Pfeiffer Downloads that you purchase from this site will come with specific restrictions that allow Pfeiffer to protect the copyrights of its products. Just before completing your purchase, you will be prompted to accept our License Agreement. If you do not accept the parameters of this agreement, your credit card will not be charged and your order will be cancelled.

Learning in Action David A. Garvin, 2003-03-25 Most managers today understand the value of building a learning organization. Their goal is to leverage knowledge and make it a key corporate asset, yet they remain uncertain about how best to get started. What they lack are guidelines and tools that transform abstract theory—the learning organization as an ideal—into hands-on implementation. For the first time in *Learning in Action*, David Garvin helps managers make the leap from theory to proven practice. Garvin argues that at the heart of organizational learning lies a set of processes that can be designed, deployed, and led. He starts by describing the basic steps in every learning process—acquiring, interpreting, and applying knowledge—then examines the critical challenges facing managers at each of these stages and the various ways the challenges can be met. Drawing on decades of scholarship and a wealth of examples from a wide range of fields, Garvin next introduces three modes of learning—intelligence gathering, experience, and experimentation—and shows how each mode is most effectively deployed. These approaches are brought to life in complete, richly detailed case studies of learning in action at organizations such as Xerox, L. L. Bean, the U. S. Army, and GE. The book concludes with a discussion of the leadership role that senior executives must play to make learning a day-to-day reality in their organizations.

Decoding **Action Learning Software**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Action Learning Software**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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