Kurt Lewin Groups Experiential Learning And Action Research

Action LearningABC of Action LearningAction Learning and Action ResearchAction Learning and Action ResearchAction Learning for Developing Leaders and OrganizationsAction Learning in PracticeAction LearningAction LearningThe Oxford Handbook of the Learning OrganizationAction Learning, Action ResearchLearning For ActionAction LearningAction LearningThe Origins and Growth of Action LearningExplanation-Based Neural Network LearningThe Six Disciplines of Breakthrough LearningAdvances in Web-based Learning - ICWL 2011Action LearningLifelong Action Learning for Community DevelopmentWork-Related Learning Ian McGill Reg Revans Ortrun Zuber-Skerritt Ortrun Zuber-Skerritt Michael J. Marquardt Mike Pedler Krystyna Weinstein Robert Lex Dilworth Anders Örtenblad David Kember Peter Checkland Lyle Yorks Ian McGill Reginald W. Revans Sebastian Thrun Roy V. H. Pollock Howard Leung Wojciech W. Gasparski Ortrun Zuber-Skerritt Jan N. Streumer

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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

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

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action learning is a dynamic process that involves a small group of people solving real organizational problems while focusing on how their learning can benefit individuals groups and the larger organization

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

our daily experiences at work provide us with endless opportunities to learn which is the principle underlying action learning if you want to understand the benefits of being part of an al programme or would like to set one up but need to know more then this popular guide is an ideal place to start it is both a manifesto for a key approach to management development and a very personal and practical guide for anyone looking for a reliable introduction based on the author s extensive experience and on that of numerous participants this new edition includes expanded material on set advisers and on putting an effective programme into practice together with a chapter on the future of al

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

the concept of the learning organization is one of the most popular management ideas of the last few decades since it was conceived as an idea in its own right it has been given various definitions and meanings such that we are still faced with the question as to whether any unified understanding of what the learning organization really is can be established this handbook offers extensive reviews of both new and traditional perspectives on the concept and provides suggestions for how the learning organization can best be defined practiced studied and developed in future research with contributions from long standing scholars in the field as well as those new to the area this book aims to bridge the gap between traditional and more critical perspectives and in doing so find alternative features and angles to take the idea forward in addition to elaborating on and developing older definitions of the learning organization and suggesting updated and even new definitions the chapters also provide focused explorations on pertinent aspects of the learning organization such as ambidexterity gender inclusivity and systems thinking they also survey organizations that have made efforts towards becoming

learning organizations how the learning organization can best be measured and studied and the universality of the idea itself some of the questions raised in this book are answered or at least given tentative answers while other questions are left open in this way the book has the ambition to take the learning organization an important step further whilst having no intentions to take any final step instead the intention is that others will endeavour to continue where this book stops

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

after an explanation of the book s purpose the authors provide in part 1 first an overview of ssm as a whole then a fleshed out account with just enough detail and advice to enable the reader to set about using the approach in problem situations of concern part 2 describes examples of ssm in action and also pays special attention to one of the most common application areas that of work in the information system information technology field a final chapter in part 2 discusses the difficulties some people have in grasping the true nature of ssm drawing attention to the inadequacies in much of the secondary literature appendices provide an outline of the theoretical considerations which underpin ssm a guide to sources of further information and illustrations of some of ssm s techniques

this guide explains how to set up action learning programmes and shows how to go about finding and implementing solutions to real problems it also describes the key procedures and skills required to implement action learning

lifelong learning addresses situations in which a learner faces a series of different learning tasks providing the opportunity for synergy among them explanation based neural network learning ebnn is a machine learning algorithm that transfers knowledge across multiple learning tasks when faced with a new learning task ebnn exploits domain knowledge accumulated in previous learning tasks to guide generalization in the new one as a result ebnn generalizes more accurately from less data than comparable methods explanation based neural network learning a lifelong learning approach describes the basic ebnn paradigm and investigates it in the context of supervised learning reinforcement learning robotics and chess the paradigm of lifelong learning using earlier learned knowledge to improve subsequent learning is a promising direction for a new generation of machine learning algorithms given the need for more accurate learning methods it is difficult to imagine a future for machine learning that does not include this paradigm from the foreword by tom m mitchell

the six disciplines of breakthrough learning presents an innovative approach that accelerates the transfer and application of corporate learning the six disciplines provides the definitive road map and tools for optimizing the business impact of leadership and management training sales quality performance improvement and individual development programs this important book presents the theories and techniques behind the approach and includes expert advice for bridging the learning doing gap the authors recommendations are illustrated with dozens of real life examples from successful companies on the cutting edge of results driven educational performance

this book constitutes the refereed proceedings of the 10th international conference on based

learning icwl 2011 held in hong kong china in december 2011 the 27 revised full papers presented together with 9 short papers were carefully reviewed and selected from about 100 submissions the papers report on research results or novel applications in web based learning and address issues such as technology enhanced learning personalized and adaptive learning computer support for intelligent tutoring intelligent tools for visual learning based learning for oriental languages learning game based learning personal learning environments computer supported collaborative learning 2 0 and social learning environments intelligent learner and group modeling human factors and affective computing for learning e learning platforms and tools design model and framework of e learning systems deployment organization and management of learning objects e learning metadata and standards semantic and ontologies for e learning mobile situated and blended learning pedagogical issues as well as practice and experience sharing

comprises 13 contributions on praxiology the study of working and doing from the point of view of effectiveness the three components of praxiology are addressed analysis of concepts involving purposive actions critique of modes of action from the viewpoint of efficiency and normative advisory aspects in recommendations for increasing human efficacy representative topics include critical systems heuristics applications and case studies in learning by action the relevance of action learning for business ethics and the case of the polish environmental movement intended for sociologists philosophers managers and researchers of all disciplines annotation c book news inc portland or booknews com

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

work related learning can be broadly seen to be concerned with all forms of education and training closely related to the daily work of new employees and is increasingly playing a central role in the lives of individuals groups or teams and the agenda s of organizations however as this area of study becomes more prominent debates have opened about the nature of the field as well as about its configurations and effects for example some authors have a broad definition of wrl and define it as learning for work at work and through work ranging from formal through semi structured to informal learning others prefer to use the concept of wrl mainly in connection to informal incidental learning processes during work leading to competent workplace learners formal and informal learning are distinguished from each other with respect to the level of intention implicit non intentional incidental versus deliberative intentional structured another point of discussion originates from the different theoretical backgrounds of the authors the learning theorists versus the organizational theorists the first group is mainly interested in the question of how learning comes about the second group is predominantly interested in the search for factors affecting learning

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