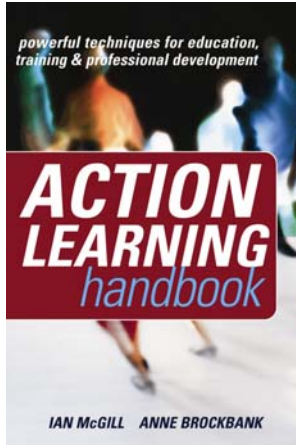


The Action Learning Handbook

Powerful Techniques for Education, Professional Development and Training

By Ian McGill and Anne Brockbank



'No matter how familiar you are with action learning, this book will challenge your understanding and leave you feeling good about your need to learn even more.'

**- Professor Brendan McCormack,
University of Ulster**

Action learning is a continued process of learning and reflection with the support of a group of colleagues, working on real issues. The action learning method is increasingly used to bring innovation to many different fields of work. The principles of action learning can achieve improvement and transformation in a wide range of applications and disciplines, including professional training and educational contexts.

This book is a comprehensive guide to action learning which maintains an accessible, practical focus throughout. It is packed with useful resources, including case studies and ideas for workshop sessions.

Key topics covered include: action learning in professional and educational settings; setting up, facilitating and evaluating an action learning programme; the roles and skills required to practice successfully, its use in relation to the individual, the group and the organization; the role of reflection; and action learning theory.

Newcomers to the area of action learning will find this an essential introduction which can be put to use straight away, while more experienced practitioners seeking a deeper understanding will value the thorough analysis of action learning theory.

Contents: Part 1: Starting Action Learning 1. Introducing Action Learning 2. Types of Action Learning 3. Introductory Workshops 4. Starting a Set: The First and Second Meetings **Part 2: Understanding Action Learning** 5. Dialogue and Collaborative Learning 6. Action Learning as a Reflective Process 7. The Social Context of Action Learning **Part 3: Facilitating Action Learning** 8. Group Dynamics in Action Learning 9. Being a Presenter 10. Being a Set Member 11. Being a Facilitator 12. Development and Accreditation of Facilitators of Action Learning **Part 4: Evaluating Action Learning** 13. The Process Review 14. Evaluating Action Learning 15. Endings

Published: November 2003

Paperback: 0-415-33511-6: £29.99

 **RoutledgeFalmer**
Taylor & Francis Group

Ordering Information:

**By phone: 01264 343071 or 08700 768853
(Please have your credit/debit card ready.)**

By fax: 020 7842 2309

**By Post:
Hannah Qualtrough, RoutledgeFalmer,
11 New Fetter Lane, London EC4P 4EE**

On the Web: www.routledgefalmer.com

By email: book.orders@tandf.co.uk

Getting into action learning includes a map of the territory of action learning, an account of how to get started and the nature of the first two set meetings. Getting on with action learning looks at where it fits with broader theories of learning and how they inform the processes and roles of action learning. Getting out of action learning addresses important issues like reviewing and reflecting on the action learning experience, evaluating it and bringing about closure to an action learning programme. The Action Learning Handbook. January 2004. Publisher: RoutledgeFalmer.Â

Action learning can be described as a continuous group-based process of engagement, learning and reflection where a group of peers meet regularly under the guidance of a trained facilitator over an extended time period. Learning to Do. The capacity and willingness to act upon the world reflect upon action and energize reflective action in others. q

Learning to Adapt The capacity to shape and modify ones behavioral repertoire in light of changes in the environment. v.Â This Handbook addresses case based learning in the context of developing capacity building initiatives for individuals, groups, organisations and systems. The linkages between capacity building and case based learning are central to the approach taken. Action Learning solves problems and develops leaders simultaneously because its simple rules force participants to think critically and work collaboratively. Action Learning is particularly effective for solving complex problems that may appear unsolvable. It elevates the norms, the collaboration, the creativity, and the courage of groups. The Action Learning coach assists group members in reflecting on the advancement of their group functioning, rather than on their problem solving.