Facilitating Action Learning: A Practitioner’s Guide  
Pedler, Mike 2013-01-01  Action Learning is based on the simple idea that leaders and managers learn best by working together in a group, helping each other find solutions to real work problems through discussions. Facilitating Action Learning is a clear, concise and straightforward guide to this well-established leadership and management development technique.

Action Learning: -Jan McGill 2001 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.

Action Learning in Social Work: -Christine Abbott 2013-08-12 Throughout their careers, social work students and practitioners need to demonstrate an understanding of critical and reflective practice. The Professional Capabilities Framework sets out how newly-qualified social workers can achieve this, and become ‘critical practitioners’ who are able to make decisions in fast-moving situations. This book is a complete guide for those practitioners who wish to engage with action learning as a way of developing critically reflective practice. The authors use Action Learning to explore fundamental aspects of good social work including for example person centred and anti-oppressive practice. The notions of social and emotional intelligence and being critically reflective are also explored in the context of action learning. This book is practical, skills-based and essential reading for all social workers who wish to extend their understanding and knowledge.

Action Learning for Managers: -Mr Mike Pedler 2012-09-01 Action Learning for Managers is a clear, concise and straightforward guide to this well-established approach to problem solving and learning in groups that enables change in individuals, teams, organisations and systems. Through action learning people develop themselves and build the relationships that are the key to improving operations and bringing about innovations.

Action Learning in Healthcare: -John Edmonstone 2017-11-22 Action learning was developed in the UK in the 1960s and is now one of the most widely used development methods in healthcare. This practical manual embodies the dual focus of action learning as both philosophy and technique - exploring the underlying concepts derived from adult education and organisation development, addressing challenges and providing invaluable support material. Specifically targeting the healthcare sector, this book is divided into three parts: an exploration of core ideas and underlying assumptions including techniques and methods; practice preparation, projects, sets, facilitation and evaluation; and a compendium of resources. Action Learning in Healthcare is vital reading for senior managers and professionals considering using action learning for leadership, management and organisation development purposes. It is also highly recommended for organisation development practitioners (with responsibility for project managing the use of action learning in local and national programmes). Action learning facilitators, too, will find much to absorb, modify and use in their own practice, as will action learning set members wishing to enhance their knowledge.

Understanding Action Learning: -Judy O’Neill 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.

The Action Learning Handbook: -Anne Brockbank 2003-12-16 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 * use of action learning 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.

Action Learning in Health, Social and Community Care: -John Edmonstone 2017-09-22 This comprehensive guide covers all aspects of action learning, one of the most widely used development methods in health, social and community care. The book addresses the theory and practice of action learning in these fields, and considers action learning as an adult educational ethos as well as a helpful tool. Based upon emerging experience, it identifies good practice in action learning and offers a wide range of resources to enable individuals and organisations extract maximum benefit from this approach. Offering practical tips grounded in sound educational principles, this book is invaluable reading for all senior managers and professionals considering using action learning for leadership, management and organisation development purposes, including organisation...
development practitioners and action learning facilitators, and for medical and healthcare educators and their counterparts in social and community care looking for a general introduction to this growing field.

**Action Learning in Social Work** - Christine Abbott 2013-08-12 Throughout their careers, social work students and practitioners need to demonstrate an understanding of critical and reflective practice. The Professional Capabilities Framework sets out how newly-qualified social workers can achieve this, and become ‘critical practitioners’. This book explores how to become in fast-moving situations. This book is a complete guide for those practitioners who wish to engage with action learning as a way of developing critically reflective practice. The authors use Action Learning to explore foundational aspects of good social work including for example person-centred and anti-oppressive practice. The notions of social and emotional intelligence and being critically reflective are also explored in the context of action learning. This book is practical, skills-based and essential reading for all social workers who wish to extend their understanding and knowledge.

**Instructional Design for Action Learning** - 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.

**The Teaching of Design and Innovation** - Gabriel J. Costello 2020-05-06 This book is about design and innovation – what it is and how to teach it. The blending of design and innovation is having an increasing impact on the world of products and services but on a wide variety of disciplines such as information and communications technology (ICT), business, education and medicine. However, there is a lack of books on teaching the subject despite the significant growth of interest in both academia and the workplace. This book addresses this gap by outlining foundational principles for the teaching of design and innovation and by offering a practical approach for implementing the pedagogy in academic institutions and outside academia in the context of continuing professional development (CPD). It describes two undergraduate case-studies that aimed to instill design and innovation competences in students of both engineering and business disciplines. The cases involved student teams working with incubation centre start-ups and multi-national subsidiaries. One of the aims of this book is to provide a resource for continuing professional development (CPD). Consequently, a third practitioner-based case study is presented as an example of research-informed teaching. In addition, the book proposes the concept of Simulation-Action Learning (SAL) as an enhancement of Project-Based Learning (PBL).

**Academic-Practitioner Relationships** - Jean M. Bartunek 2017-07-06 While executives are keen to harness organizational knowledge and improve business performance, the topic of how academics can produce rigorous and relevant theory in working relationships with practitioners is a much contested topic. Many aspects of this knowledge co-creation can create tensions, and the ways in which research is conducted and published can affect practitioner acceptance, as well as its subsequent uptake and use in different contexts. Expertly compiled by Jean Bartunek and Jane McKenzie, with contributions from global thinkers in the field, this book offers a concise and up-to-date review of the essential analysis and action underlying scholarly engagement with the world of business. It discusses the sorts of capabilities academics need to collaborate effectively with practitioners and illustrates good practice through international case studies drawn from acknowledged centres of excellence. These show how to negotiate different constituencies with different priorities, values, and practices to work together to produce research of rigor and relevance. It will be a key reference and resource for all researchers who engage with practitioners, and an invaluable tool for training academics to develop research with impact.

**The Oxford Handbook of Organizational Change and Innovation** - Marshall Scott Poole 2021-05-25 Why and what organizations change is generally well known; how organizations change is therefore the central focus of this Handbook. Leading scholars focus on processes of change and the factors that influence these processes, with the organization as the central unit of analysis.

**Becoming Agile** - Laura Re Turner 2021-06-08 This book outlines how coaches and leaders use Agile frameworks and coaching psychology to create behavioural change and to lay the foundations of success. Using the latest coaching approaches from executive, team, and systemic team coaching, the book shows how coaches can use Agile frameworks at the level of mindset and behaviours. The book demonstrates well-known frameworks such as Scrum, DSDM, and Lean Startup to support change and success. Readers will learn about the Six Lenses of Systemic Team Coaching including the individual mindset, interpersonal skills, team working and collaboration skills, and awareness of the external business environment, to create true business agility. Becoming Agile is an individual journey that requires coaches who work with organisations who want to become Agile, as well as business leaders looking for a systematic way to reap the benefits promised by agility. *This book is perfect for business leaders, entrepreneurs, and indeed anyone new to the world of agile leadership.*

**The Oxford Handbook of Academic-Practitioner Relationships** - Jean M. Bartunek 2017-07-06 While executives are keen to harness organizational knowledge and improve business performance, the topic of how academics can produce rigorous and relevant theory in working relationships with practitioners is a much contested topic. Many aspects of this knowledge co-creation can create tensions, and the ways in which research is conducted and published can affect practitioner acceptance, as well as its subsequent uptake and use in different contexts. Expertly compiled by Jean Bartunek and Jane McKenzie, with contributions from global thinkers in the field, this book offers a concise and up-to-date review of the essential analysis and action underlying scholarly engagement with the world of business. It discusses the sorts of capabilities academics need to collaborate effectively with practitioners and illustrates good practice through international case studies drawn from acknowledged centres of excellence. These show how to negotiate different constituencies with different priorities, values, and practices to work together to produce research of rigor and relevance. It will be a key reference and resource for all researchers who engage with practitioners, and an invaluable tool for training academics to develop research with impact.
upon extensive case studies from The Netherlands, Sweden and Australia which not only illustrate and illuminate, but also highlight contradictions and tensions. The case studies exhibit issues related to the quality of the partnerships between the academy and the field and the ways in which quality impacts upon practice. Additionally, the varying social geographies allow a discussion of different intellectual traditions, belief systems, problem settings, questions, and discourses. Facilitating Practitioner Research: Developing transformational partnerships will appeal internationally to academics involved with practitioner research. It will also prove useful to practitioners across the education sectors, including researchers, teachers and those involved in education policy.

**Action learning in social work** - Christine Abbott (Action learning practitioner) 2013 Throughout their careers, social work students and practitioners need to demonstrate an understanding of critical and reflective practice. The Professional Capabilities Framework sets out how newly-qualified social workers can achieve this, and become 'critical practitioners' who are able to make decisions in fast-moving situations. This book is a complete guide for those practitioners who facilitate action learning and who can, in turn, develop the reflective practice and critical thinking skills now demanded of NQSWs. The authors use Action Learning to explore fundamental aspects of good social work practice including emotional intelligence, anti-oppressive practice and empowerment. This book is practical, skills-based and essential reading for all social workers who wish to extend their understanding and knowledge.

**Building Health Promotion Capacity** - Scott McLean 2011-11-01 Building Health Promotion Capacity explores the professional practice of health promotion and, in particular, how individuals and organizations can become more effective in undertaking and supporting such practice. The book is based on the experiences of the Building Health Promotion Capacity Project (1998-2003), a continuing education and applied research venture affiliated with the Saskatchewan Heart Health Program. The project studied the process of capacity development in relation to practitioners and regional health districts in Saskatchewan. For health promotion practitioners across Canada and beyond, this book provides a coherent framework for effective professional practice. Leaders in health sector organizations will develop a firmer grasp of how to support health promotion practice and how to recruit and retain individual practitioners with a high level of capacity. Policy makers will improve their knowledge of environments that support the health promotion capacity of individuals and organizations. Scholars will learn about the nature of health promotion capacity and about a methodology for its study.

**Information Systems Action Research** - Ned Kock 2007-02-05 This book uses action research to conduct research activities in information technology and systems. It covers the methodological issues that arise when action research methods are conducted, provides examples of action research in practice, and summarizes the philosophical foundations of action research and its application as a methodology in Information Systems research and research programs.

**Action Reflection Learning** - Isabel Rimanoczy 2012-09-01 The comprehensive guide to the practice and theory of ARL - Action Reflection Learning. Looking for the formula that makes training relevant and transferable - and achieves sustainable results? Look no further than Action Reflection Learning. Its simple yet essential principles can make an unforgettable impact on your practice and revolutionize the way adult learners learn. Built on a solid foundation of adult learning theory and action learning methodology, this cutting-edge volume delivers a next-generation, multidisciplinary approach that will take your teaching and facilitating interventions to a new level of excellence. Whether it's used to help individuals through a postmerger integration, to work with a team of educators in crisis, or to prepare young talent for the next big challenge, this holistic methodology stands apart from traditional training methods. With its intense focus on learning style preferences and designing interventions, it both honors differences and acknowledges learners' realities.

**Facilitation Skills Training** - Kimberly Devlin 2017-03-31 Help them make the most out of every meeting. Rambling group discussions, tangential concerns, difficult attendees, and unclear objectives can all derail a facilitated event—and often do. But more than just learning how to avoid the pitfalls, effective facilitators need to know the best way for groups to achieve desired outcomes, redirect them to constructive paths, and rally commitment to action plans. Expert trainer and facilitator Kimberly Devlin has designed interactive half-day, one-day, and two-day workshops to develop the essential skills of facilitating meetings that inspire, engage, and get results. Complete with all the activities, handouts, assessments, and presentation slides you'll need to accelerate learning, these programs make planning your next workshop easy, whether you are new to facilitation or a seasoned pro. About the Series The ATD Workshop Series is written for trainers by trainers, because no one knows workshops as well as the practitioners who have done it all. Each publication weaves in today's technology and accessibility considerations and provides a wealth of new content that can be used to create a training experience like no other.

**Early Career Teachers in Higher Education** - Jody Crutchley 2021-08-12 Early Career Teachers in Higher Education explores the experiences of Early Career Teachers (ECTs) through 13 personal teaching journeys from academics working across Africa, Asia, Australasia, Europe and South America. This edited volume contains the subjective narrative of each contributor's entry into academia, their pedagogic practice and the development of their multiple teaching identities. Their personal narratives and testimonies presented here will provide a valuable resource for ECTs and academics around the world as they begin teaching in higher education. In addition, this edited book highlights contemporary issues, such as precarity, casualisation, fragmentation of academic responsibilities and intersectionality, that shape contemporary ECT workflows.

**Applied Psychology in Talent Management** - Wayne F. Cascio 2018-06-07 In Applied Psychology in Talent Management, world-renowned authors Wayne F. Cascio and Herman Aguinis provide the most comprehensive, future-oriented overview of psychological theories and how they impact people decisions in today's ever-changing workplace. Taking a rigorous, evidence-based approach, the new Eighth Edition includes more than 1,000 new citations from over 20 top-tier journal articles. The authors uniquely emphasize the latest developments in the field—all in the context of historical perspectives. Integrated coverage of technology, strategy, globalization, and social responsibility throughout the text provides students with a holistic view of the field and equips them with the practical tools necessary to create productive, enjoyable work environments.

**The Practitioner’s Handbook of Team Coaching** - David Clutterbuck 2019-04-29 The world’s challenges are becoming more and more complex and adapting to those challenges will increasingly come from teams of people innovating together. The Practitioner’s Handbook of Team Coaching provides a dedicated and systematic guide to some of the most fundamental issues concerning the practice of team coaching. It seeks to enhance practitioner understanding and practice of team coaching. To do so, the editorial team presents, synthesizes and integrates relevant theories, research and practices that comprise and undergird team coaching. This book is, therefore, an invaluable specialist tool for team coaches of all levels; from novice to seasoned practitioners. With team coaching assuming an even more considerable role in internal and organizational settings, the practitioner is and will become an indispensable resource for any coaching training course, as well as a continuing professional development tool. This book is essential reading for anyone with an interest in coaching, in both practice and educational settings. It will be of use not only for professional coaches, but also for leaders, managers, HR professionals, learners and educators, in the business, public, independent and voluntary sectors.

**Trends and Issues in Action Learning Practice** - Yonjoo Cho 2013-01-04 Dynamic workplaces demand continuous employee learning and development to keep up with current and effective organizational contexts. Action learning is among the most widely used and effective interventions for leadership and organizational development around the world. This timely book provides readers with the first comprehensive account of the history and evolution of action learning in South Korea, informing practitioners and researchers on the best practices of action learning and how they can be modified to fit different cultural contexts. Uniting the most relevant literature on action learning, which focuses on implementation strategies in Western contexts, Trends and Issues in Action Learning Practice details a uniquely Korean perspective. South Korean companies engage actively in action learning programs as a tool for leadership and organization development, helping them adapt to global markets.
and a rapidly changing management environment. Key success factors from twenty years of South Korean action learning, presented through representative case studies and research conducted by both academics and professionals, highlight the importance of culture in action learning and provides readers with insights and advice for future international research and practice.

The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement - Kip Kusmich 2011-11 The latest Wiley Blackwell Handbook of Organizational Psychology uses a psychological perspective, and a uniquely global focus, to review the latest literature and research in the interconnected fields of training, development, and performance appraisal. Maintains a truly global focus on the field with top international contributors exploring research and practice from around the world Offers researchers and professionals essential information for building a talented organization, a critical and challenging task for organizational success in the 21st century Covers a diverse range of topics, including needs analysis, job design, active learning, self-regulation, simulation approaches, 360-degree feedback, and virtual learning environments

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

Practice Based Learning in Nursing, Health and Social Care: Mentorship, Facilitation and Supervision - Ian Scott 2013-02-07 Work-based learning facilitation, mentoring and coaching are all integral to the healthcare professions. Practice Based Learning in Nursing, Health and Social Care promotes effective professional learning in the workplace and helps healthcare professionals to develop, enhance, reflect on and change their practice and perceptions of mentoring, facilitating, and supervision. Aimed at the health and social care practitioner who is involved in facilitating learning, teaching and assessing learners, this practical, comprehensive text explores several key themes, including: - The nature of facilitating (coaching, supervision, mentoring) within professional contexts - Learning in communities of practice - Becoming an effective facilitator/mentor - Understanding and supporting work-based learning - Managing the unusual, such as failing learners or those with special needs - Giving and documenting feedback - Managing workloads in busy environments - Professional development issues Special features: A clear, accessible guide for new and experienced practitioners A comprehensive, applied text for practitioners of all levels of experience in facilitation and supervision Written by authors with extensive experience in the field Uniquely focuses on the professional development of the mentor/facilitator themselves Provides case studies throughout showing illuminating common issues and how to engage in formal theories of professional practice Multiprofessional focus aimed at all health and social care practitioners

The Act of Documenting - Brian Winston 2017-01-26 Documentary has never attracted such audiences, never been produced with such ease from so many corners of the globe, never embraced such variety of expression. The very distinctions between the filmed, the filver and the spectator are being dissolved. The Act of Documenting addresses what this means for documentary's 21st century position as a genus in the "class" cinema; for its foundations as, primarily, a scientistic, eurocentric and patriarchal discourse; for its future in a world where the act 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. This book concludes with a cross-case analysis that pinpoints the ingredients necessary for breakthrough problem solving via action learning.

Placement Learning in Community Nursing - E-book - Jane Harris 2013-03-21 Worried about your placement? Will you fit in? Will you have the right skills? What do you need to learn for practice assessments? This book will help you with all these concerns. It will tell you what to expect from the placement, what you can learn, how to link theory and practice, and how to make the most of your learning opportunities. A logical, step-by-step approach to preparing for a medical placement Helps make the most of learning opportunities Narratives from other students describe what the placement will really be like Honest discussion of the challenges of a placement in the community to help avoid problems Advice on possible approaches to situations that may arise on a community placement Series features: A unique guide to getting the most from clinical placements What to expect before a placement What you can expect on placement How to consolidate your experience and learning Clear links and examples with NMC: competencies Guidance on what to use as evidence for portfolios Short case studies to link theory with practice Key points reminder boxes

Fundamentals of Person-Centred Healthcare Practice - Brendan McCormack 2020-12-29 Fundamentals of Person-Centred Healthcare Practice presents evidence-based perspectives on a broad range of approaches to person-centred practice in healthcare. Featuring contributions from internationally recognised experts in the field, this valuable textbook helps students and staff across healthcare disciplines understand the essential concepts of person-centred practice in various health-related contexts. Using the Person-centred Practice Framework—an innovative theoretical model based on more than two decades of research and practice—students develop a strong understanding of the different components of person-centredness, their connections and interactions, and how they can be implemented to promote positive healthcare experiences for care providers, service-users, and families. Recognising the dynamic and complex nature of person-centredness, the text emphasises the importance of a common language and a shared understanding of person-centred practice in all areas of healthcare, from hospital and social care systems, to mental health, learning disability, and rehabilitation services. This practical and insightful introduction to the subject: Provides engaging, student-friendly coverage of effectively managing how information technology impacts human and organizational behavior are discussed in this business guide. Covering both the 6sőfő and 6ház dimensions of organizational development, information is provided on e-communication, virtual teams, and action learning. A framework for increasing crosscultural efficiency and the global economy engagement is provided.∗

Resources in Education - 1999

Breakthrough Problem Solving with Action Learning - Michael Marquardt 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 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. This book concludes with a cross-case analysis that pinpoints the ingredients necessary for breakthrough problem solving via action learning.

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the central principles and practice of person-centredness within a multi-professional and interdisciplinary context. Features cases and examples of person-centred practice in curricula worldwide. Includes activities designed to support person-centred practitioner development. Discusses the future of person-centred facilitation, learning and practice. Offers real-world guidance on providing a holistic approach to developing person-centred relationships that facilitate meaningful connections with others. Fundamentals of Person-Centred Healthcare Practice is an indispensable resource for nursing and allied health professionals, and an important reference work for educators, facilitators, supervisors and healthcare practitioners.

Facilitating Reflective Learning In Higher Education - Brockbank, Anne 2007-05-01 This revised edition includes the most current thinking on reflective learning, as well as stories from academics and students that bring to life the practical impact of reflection in action. Based on sound theoretical concepts, the authors offer a range of solutions for different teaching situations, taking into account factors such as group size, physical space, and technology. They also offer facilitation rather than traditional teaching methods as a productive and useful skill that helps teachers and encourages students to interact and develop reflexive skills that can be used beyond their student years.

Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education - Keengwe, Jared 2018-07-20 Online and blended courses are becoming increasingly prevalent in higher education settings, and the pressures to incorporate these environments highlights the increased demand to serve a generation that prefers learning through experience or through interacting with learning tools. Challenges arise in assisting instructors in facilitating and designing blended learning environments that will provide effective learning for all students. The Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education is a critical research publication that delves into the importance of effective professional development for educators planning and teaching online or blended courses. It also establishes the benefits of technology-mediated learning environments over traditional learning methods. Highlighting a wide array of topics such as online learning environments, active learning model, and educational development, this publication explores technology-based teaching methods in higher education. This book is targeted toward educators, educational administrators, academicians, researchers, and professionals within the realm of higher education.

The SAGE Encyclopedia of Action Research - Coghlan, David 2014-08-11 Action research is a term used to describe a family of related approaches that integrate theory and action with a goal of addressing important organizational, community, and social issues together with those who experience them. It focuses on the creation of areas for collaborative learning and the design, enactment and evaluation of liberating actions through combining action and research, reflection and action in an ongoing cycle of cogenerative knowledge. While the roots of these methodologies go back to the 1940s, there has been a dramatic increase in research output and adoption in university curricula over the past decade. This is now an area of high popularity among academics and researchers from various fields—especially business and organization studies, education, health care, nursing, development studies, and social and community work. The SAGE Encyclopedia of Action Research brings together the many strands of action research and addresses the interplay between these disciplines by presenting a state-of-the-art overview and comprehensive breakdown of the key tenets and methods of action research as well as detailing the work of key theorists and contributors to action research. To watch a video of editor David Coghlan discuss the importance of this major reference work as well as the implications, challenges and successes of editing The SAGE Encyclopedia of Action Research, click here: http://youtu.be/P6YqCdZCZCs