

The concept of action learning

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Abstract


This paper reviews the concept of action learning with reference to the classic texts by Reg Revans and texts that are likely to become classics, such as recent studies from the UK, Germany, Austria, South Africa, Australia, North America and Latin America. Action learning is now an international field and this paper draws widely from this field. The paper focuses on defining the concept of action learning and revealing its underlying philosophical assumptions. The terminology, features and success factors of an action learning program are also considered.

Keywords

Action learning Experiential learning

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Research on concept learning is deeply influenced by the goals and functions concepts are assumed to serve. This influence guides the kinds of learning tasks studied, and the mechanisms proposed in learning models. Research has not, however, been guided by a diverse mix of inward-and outward-facing uses. Many models of supervised classification adhere to this view of the purpose of concepts: The learning algorithm is designed to recover sufficient information to allow successful classification of novel instances of the category (Hayes-Roth & Hayes-Roth, 1977; Holland & Reitman, 1978; Kruschke, 1992; Medin & Schaffer, 1978; Nosofsky, 1984, 1987). Simply put, Action Learning is learning by doing. Students start in a lecture setting, then work remotely and on-site with host organizations to solve real business challenges. Though the content of each Action Learning lab is unique, the central theme of applied learning remains the same. Check out our Action Learning Course List. Spotlight. Action Learning Action Learning Black Lives Matter Solidarity Statement. At the core of Action Learning is the pedagogy of learning through doing. Students learn theory in the classroom, then apply what they've learned in the field, helping host organizations solve business challenges while at the same time solidifying their own knowledge. Our History. x x. Our Action Learning Model Consists of Five Learning Objectives On the concept of action in the study of interaction. Discourse Studies, Vol. 19, Issue. 5, p. 515. Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research. Cambridge: Cambridge University Press. Brown, R., and Gilman, A.. 1960.

