

Chapter 1 : 7 Ways to Make the Most of a Training Opportunity

The preparatory stages and the start-up workshop are described in detail, as is the process of managing the action learning program during its various stages of development through to the presentation of results.

This gives you the ability to create time-based events and trigger them effectively within your courses. You can drag the countdown timer asset into your course from the menu bar New gomo feature: How to add a screen timer eLearning asset to your courses Rather like planning an interesting storyboard, the screen timer eLearning asset allows you to choose when certain events will be presented to a learner on a screen. By adding and adjusting the screen timer, you could enable a piece of information to pop up on the screen precisely when that crucial information appears. A device like this works well to give learners that extra level of knowledge reinforcement.. To ensure the timing is exact, you can set the video to autoplay. Or you can add a button that starts the video and the timer at the same time. There are several styles of timer to choose from Setting time limits on quizzes and assessments Want another way to make quizzes more effective? The ability to set time limits on answers is a powerful tool. You could set them five questions, with learners given a maximum of 60 seconds to answer each one. If they fail to pick the correct answer within the time allowed, the question will be marked as wrong. Like all of the eLearning tools in gomo, the screen timer comes with plenty of features and functionality. When the timer hits zero, for instance, you can specify that any gomo action takes place. This could be linking to another screen on the course, heading to an external website such as a partner company site or a related resource or linking to a file. You can also link to a subscreen, show an image or lead to the course completion page. You can represent the allocated time by a pie chart, bar chart or circle, and you can specify whether the symbol is accompanied by text or not. You can even customize the way the time is measured on the screen. You can also set a delay before the timer begins. This gives learners a certain amount of time to read a question or engage with content before an event is triggered. This is how you might use a circular timer set to run for five seconds Setting the the screen timer eLearning asset: Not all learners will beat the clock and offer the right answer, so you may want to set a variable that takes learners to a certain page depending on their response. This is a great chance to think creatively and help employees to learn from their mistakes. Imagine you set a question in which the user has received all of the relevant information in order to quickly complete a customer booking, for example. In that scenario, learners who fail to complete the booking within 30 seconds could be taken to an on-screen explanation of the correct steps they should have taken. In this case, learners who fail to beat a bar timer are taken to an explanation of where a location is on a map Making the most of all your eLearning assets Whether you want to add timely advice to your training content or test how quickly learners can retrieve the course knowledge, our screen timer eLearning asset is an ideal way to make your content even more engaging. Get in touch today.

Chapter 2 : Action Learning

It sets action learning in the wider context of management training and development and organizational development and reviews the implications of introducing action learning into the organization.

Even if you did notice it, you may be wondering: What is the point? Why would I use that? Or, how would I use that? Well how about something like this demo course? Please read on to discover how I built that demo. WHILE conditions have been used in programming since well, since there has been programming. The principle idea is to keep your program doing something while a condition exists. Now we can build interactions like that in Captivate. In this example we will build a timer of sorts. We can view the output of this example here. We begin by creating two variables: Create a new Conditional Tab. Our only Condition is: The only Action is: Then we display those two variables on the slide so we can watch as the coolness unfolds. When we preview the slide in the browser you will see that the counter steadily climbs upward, even when the timeline ends or pauses. Preview the slide in the browser. Watch the video below to see how to pause, restart, and reset the counter. Now that we have a basic loop running we can use it to perform other actions. Really we can run whatever code we want every second. We can use these loops to run animations, play audio, blink objects, etc. Let your imagination run wild! You can view the output of this example here. Click here to play with the fun demo. If so, please share your ideas in the comments below! James Kingsley has worked in the eLearning Industry for over 15 years. He has won several awards for combining technologies to produce better eLearning. He is an Articulate MVP.

Chapter 3 : Perfect timing: Making the most of a screen timer eLearning asset - gomo Learning

*Making the Most of Action Learning [Scott Inglis] on www.nxgvision.com *FREE* shipping on qualifying offers. Here at last is a book on action learning designed to be read by non-specialists.*

Thus, selecting a focus, the first step in the process, is vitally important. Selecting a focus begins with the teacher researcher or the team of action researchers asking: What elements of our practice or what aspect of student learning do we wish to investigate? Step 2â€”Clarifying Theories The second step involves identifying the values, beliefs, and theoretical perspectives the researchers hold relating to their focus. For example, if teachers are concerned about increasing responsible classroom behavior, it will be helpful for them to begin by clarifying which approachâ€”using punishments and rewards, allowing students to experience the natural consequences of their behaviors, or some other strategyâ€”they feel will work best in helping students acquire responsible classroom behavior habits. Step 4â€”Collecting Data Professional educators always want their instructional decisions to be based on the best possible data. Action researchers can accomplish this by making sure that the data used to justify their actions are valid meaning the information represents what the researchers say it does and reliable meaning the researchers are confident about the accuracy of their data. Lastly, before data are used to make teaching decisions, teachers must be confident that the lessons drawn from the data align with any unique characteristics of their classroom or school. To ensure reasonable validity and reliability, action researchers should avoid relying on any single source of data. Most teacher researchers use a process called triangulation to enhance the validity and reliability of their findings. Triangulation is like studying an object located inside a box by viewing it through various windows cut into the sides of the box. When planning instruction, teachers want the techniques they choose to be appropriate for the unique qualities of their students. Because the data being collected come from the very students and teachers who are engaged with the treatment, the relevance of the findings is assured. Fortunately, classrooms and schools are, by their nature, data-rich environments. Each day a child is in class, he or she is producing or not producing work, is interacting productively with classmates or experiencing difficulties in social situations, and is completing assignments proficiently or poorly. Teachers not only see these events transpiring before their eyes, they generally record these events in their grade books. The key to managing triangulated data collection is, first, to be effective and efficient in collecting the material that is already swirling around the classroom, and, second, to identify other sources of data that might be effectively surfaced with tests, classroom discussions, or questionnaires. Step 5â€”Analyzing Data Although data analysis often brings to mind the use of complex statistical calculations, this is rarely the case for the action researcher. A number of relatively user-friendly procedures can help a practitioner identify the trends and patterns in action research data. During this portion of the seven-step process, teacher researchers will methodically sort, sift, rank, and examine their data to answer two generic questions: What is the story told by these data? Why did the story play itself out this way? By answering these two questions, the teacher researcher can acquire a better understanding of the phenomenon under investigation and as a result can end up producing grounded theory regarding what might be done to improve the situation. Step 6â€”Reporting Results It is often said that teaching is a lonely endeavor. It is doubly sad that so many teachers are left alone in their classrooms to reinvent the wheel on a daily basis. The loneliness of teaching is unfortunate not only because of its inefficiency, but also because when dealing with complex problems the wisdom of several minds is inevitably better than one. The sad history of teacher isolation may explain why the very act of reporting on their action research has proven so powerful for both the researchers and their colleagues. The reporting of action research most often occurs in informal settings that are far less intimidating than the venues where scholarly research has traditionally been shared. Faculty meetings, brown bag lunch seminars, and teacher conferences are among the most common venues for sharing action research with peers. However, each year more and more teacher researchers are writing up their work for publication or to help fulfill requirements in graduate programs. Regardless of which venue or technique educators select for reporting on research, the simple knowledge that they are making a contribution to a collective knowledge base regarding teaching and learning frequently proves to be among the most rewarding

aspects of this work. When teachers write lesson plans or develop academic programs, they are engaged in the action planning process. What makes action planning particularly satisfying for the teacher researcher is that with each piece of data uncovered about teaching or student learning the educator will feel greater confidence in the wisdom of the next steps. Although all teaching can be classified as trial and error, action researchers find that the research process liberates them from continuously repeating their past mistakes. More important, with each refinement of practice, action researchers gain valid and reliable data on their developing virtuosity.

Three Purposes for Action Research As stated earlier, action research can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes: Building the reflective practitioner Making progress on schoolwide priorities Building professional cultures Building the Reflective Practitioner

When individual teachers make a personal commitment to systematically collect data on their work, they are embarking on a process that will foster continuous growth and development. In this way, the individual teachers conducting action research are making continuous progress in developing their strengths as reflective practitioners.

Making Progress on Schoolwide Priorities Increasingly, schools are focusing on strengthening themselves and their programs through the development of common focuses and a strong sense of esprit de corps.

Building Professional Cultures Often an entire faculty will share a commitment to student development, yet the group finds itself unable to adopt a single common focus for action research. This should not be viewed as indicative of a problem. Schools whose faculties cannot agree on a single research focus can still use action research as a tool to help transform themselves into a learning organization. They accomplish this in the same manner as do the physicians at the medical center. It is common practice in a quality medical center for physicians to engage in independent, even idiosyncratic, research agendas. However, it is also common for medical researchers to share the findings obtained from their research with colleagues even those engaged in other specialties.

Why Action Research Now? If ever there were a time and a strategy that were right for each other, the time is now and the strategy is action research! This is true for a host of reasons, with none more important than the need to accomplish the following: Enhance the motivation and efficacy of a weary faculty. Meet the needs of an increasingly diverse student body. Professionalizing Teaching

Teaching in North America has evolved in a manner that makes it more like blue-collar work than a professional undertaking. Although blue-collar workers are expected to do their jobs with vigilance and vigor, it is also assumed that their tasks will be routine, straightforward, and, therefore, easily handled by an isolated worker with only the occasional support of a supervisor. Professional work, on the other hand, is expected to be complex and nonroutine, and will generally require collaboration among practitioners to produce satisfactory results. With the exploding knowledge base on teaching and learning and the heightened demands on teachers to help all children achieve mastery of meaningful objectives, the inadequacy of the blue-collar model for teaching is becoming much clearer. When the teachers in a school begin conducting action research, their workplace begins to take on more of the flavor of the workplaces of other professionals. The wisdom that informs practice starts coming from those doing the work, not from supervisors who oftentimes are less in touch with and less sensitive to the issues of teaching and learning than the teachers doing the work. Furthermore, when teachers begin engaging their colleagues in discussions of classroom issues, the multiple perspectives that emerge and thus frame the dialogue tend to produce wiser professional decisions.

Enhancing Teacher Motivation and Efficacy The work of teaching has always been difficult. Worse still, the respect that society had traditionally placed upon public school teachers is eroding, as teacher bashing and attacks on the very value of a public education are becoming a regular part of the political landscape. Consequently, teacher burnout has become the plague of the modern schoolhouse. However, without credible evidence that the work of teaching is making a difference, it is hard to imagine the best and brightest sticking with such a difficult and poorly compensated line of work. Fortunately, evidence has shown that teachers who elect to integrate the use of data into their work start exhibiting the compulsive behavior of fitness enthusiasts who regularly weigh themselves, check their heart rate, and graph data on their improving physical development. For both teachers and athletes, the continuous presence of compelling data that their hard work is paying off becomes, in itself, a vitally energizing force.

Meeting the Needs of a Diverse Student Body In a homogeneous society in which all

students come to school looking alike, it might be wise to seek the one right answer to questions of pedagogy. Crafting solutions to these dynamic and ever changing classroom issues can be an exciting undertaking, especially when one acknowledges that newer and better answers are evolving all the time. Nevertheless, great personal satisfaction comes from playing a role in creating successful solutions to continually changing puzzles. Conversely, if teachers are expected to robotically implement outdated approaches, especially when countless new challenges are arriving at their door, the frustration can become unbearable. Achieving Success in a Standards-Based System In most jurisdictions standards-driven accountability systems have become the norm. Although they differ somewhat from state to state and province to province, fundamentally these standards-based systems have certain things in common. Specifically, most education departments and ministries have declared that they expect the standards to be rigorous and meaningful, and that they expect all students to meet the standards at the mastery level. The stakes in the standards movement are high. Students face consequences regarding promotion and graduation. Teachers and schools face ridicule and loss of funding if they fail to meet community expectations. Of course, none of that would be problematic if we as a society knew with certainty how to achieve universal student success. However, the reality is that no large system anywhere in the world has ever been successful in getting every student to master a set of meaningful objectives. If we accept the truth of that statement, then we need to acknowledge the fact that achieving the goal of universal student mastery will not be easy. That said, most people will agree it is a most noble endeavor in which to invest energy and a worthy goal for any faculty to pursue. The reality is that our public schools will not prevail with the challenges inherent in the standards movement unless they encourage experimentation, inquiry, and dialogue by those pioneers the teachers who are working toward meeting those challenges. So the time is right for action research. The teachers, schools, and school systems that seize this opportunity and begin investing in the power of inquiry will find that they are re-creating the professional practice of education in their locale as a meaningful and rewarding pursuit. No part of this publicationâ€”including the drawings, graphs, illustrations, or chapters, except for brief quotations in critical reviews or articlesâ€”may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from ASCD. Requesting Permission For photocopy, electronic and online access, and republication requests, go to the Copyright Clearance Center. Enter the book title within the "Get Permission" search field. To translate this book, contact permissions ascd. Learn more about our permissions policy and submit your request online.

Chapter 4 : Making the Most of Action Learning - Scott Inglis - Google Books

Get this from a library! Making the most of action learning. [Scott Inglis] -- Here at last is a book on action learning designed to be read by non-specialists. [It draws] extensively on case histories and "real life" examples.

Action learning is a learning and problem-solving strategy for organizations, whether commercial, government or non-profit. The focus is to increase employees learning capacity within an organization while responding to a real world challenge in a cross-departmental team. Reflection is an important part of the experience. Begins with a period of strategic questioning of the problem Sets action items and goals Regroups to analyze progress Reflects upon, and documents, the process Groups are formed to solve real problems, not to make recommendations. They are empowered and trusted with the necessary resources to take on the issue, and as a derivative can present the organization with new procedures that build the productive power of the organization The context: Organizations, whether commercial, government, or non-profit. Since action learning is intended first to increase the learning capacity of employees, then to resolve a real problem in an organizational context, it is not intended as classroom learning experience, or academic exercise. Action learning begins with a clearly defined organizational opportunity or problem. Its objective, set by the administration, should be clear and significant. The team is fully empowered to bring the challenge to a successful conclusion. An ad hoc action team of four to eight people, voluntary or appointed, with diverse backgrounds, skills and experience. Team members Are expected to first understand the objective, then commit their energy and expertise to the team process Participate as equals, empowered and encouraged to contribute, no matter what their rank or role within the organization. Share with, and learn about, fellow team members early in the experience. What are our backgrounds, range of expertise and skills? How can these contribute to resolving the situation? Diversity ensures that team members will discuss and contribute out of their strengths, and in so doing teach each other on various points Establish procedures common to group learning and process, i. Active listening ; accessible communication and meeting times; assigned administrative tasks, recognize emerging leadership Insightful questioning and reflective listening. The key is to start with fresh questions, not with constructs from the past. The more challenging the questions, the better the learning experiences and strategies. The questioning phase also builds dialogue within the team, and generates an innovative and cross-disciplinary approach to strategic resolution. After this phase of questioning and reflection, action items are identified. Journaling Keeping journals and logs facilitates later documentation for the organization, as well as personal progress. Lessons are recorded throughout the process of active learning, and at its conclusion, to benefit team members in documenting responsibilities and timelines, as well as reviewing actions. Group members divide tasks, set timelines, and individuals or sub-groups return to their respective work environments to implement them. Individuals are challenged both to use their range of expertise as well as stretch their approaches to implementation. If assumptions are proven wrong, a period of re-questioning is implemented, taking care to view the situation fresh; objectives and timelines are re-set if necessary. Progress and lessons are journaled for future analysis. There is no penalty for reconsidering the process and action items until the problem is resolved, or team refers the issue back to administration for further analysis. Coaching Reg Revan, founder of action learning, believed that team members are their best coaches, facilitators or leaders. If the team does not have either the experience with reflective or group processes, experiences problematic participants, or needs outside direction, an outside facilitator can be sought to assist the team, much as any resource can be accessed. Coaching can also be a task assigned within the group. It is used by a broad range of organizations, for-profit and non-profit, national and global. Action Learning in a Nutshell. Retrieved July 25, , from <http://www.actionlearning.org/> In World Institute for Action Learning. Retrieved July 30, , from <http://www.actionlearning.org/>

Chapter 5 : The Action Priority Matrix - Time Management Tools From www.nxgvision.com

"Here at last is a book on action learning designed to be read by non-specialists. [It draws] extensively on case histories and "real life" examples." "Unlike much of the existing material on action learning, the emphasis here is on the needs of the organization, whether in the private or the public sector.

Either way, here are 7 ways to make the most of this learning opportunity. Do the pre-work Many training programs include a pre-assignment to be completed before attending the first session. I know that you do not want to hear this, but you should do the pre-work. It can jump-start your learning process , as well as facilitate your transition from work mode to learning mode. Is it a measurably improved skill? Is it a greater sense of confidence about a certain aspect of your job? Think beyond the learning objectives, too: Generate specific questions about the training topic What would you like to know more about? What are you unclear about? Where would you like the training to focus? If you can share these with the trainer in advance of the program, all the better. He or she may be able to tailor the training to your concerns, or at least make sure that these are covered. Know your learning style and set yourself up to succeed Do you know your preferred learning style? Taking into account this preferred way of learning, what can you do to set yourself up for success in the training? As in 3 above, it helps if you can share this information with the trainer in advance, if for no other reasons than trainers love hearing that sort of stuff! I speak from experience, having led a number of trainings. Reflect on your learning Hopefully, your training will include a structured opportunity to reflect on what you are learning. What have I heard, seen, or learned today? How does this connect with or relate to my work? What can I do differently when I go back to work? Develop a post-training action plan Again, a good training program should include structured time for you to develop a plan for how you will integrate and apply your learning into your everyday work after the program is over. It could include points such as: I hope that these tips will help you enhance your training experience. What have you found works best to help you make the most of a training?

Chapter 6 : Making the Most of Adobe Captivate ^{â€™}s WHILE Loop - eLearning

Action learning is gaining in popularity as a way to improve performance, promote learning and position organizations and teams to adapt better in turbulent times. It is also seen as a way to.

On paper, our team is comprised of about 30 people. We support the marketing and communications needs for all of Fordham University, including, but not limited to, advertising, print, web management, email marketing, social media, news, media relations, internal communications, and public relations. In fact, there was somewhat of a stigma attached to relying on an outside agency for many kinds of work, as if it reflected poorly on our skills. Or it seemed an extravagance, affordable only by the wealthiest institutions. Now, of course, things are different. But managing a diverse set of external partners poses its own challenges. As an operational expense, expectations are higher. As outsiders, the application of their expertise can easily be dismissed. In the end, success relies on your ability to quickly fuse their skills with those of your team, marry their personalities with yours, and treat them like your own, if only for a limited time. Here are three ideas on how to approach that process: Establishing and maintaining your leadership role in the project is imperative. What does leadership look like? First and foremost, it means being present. As hard as it is on your calendar, it means prioritizing check ins, if not by you, then by proxy. Our best relationships are those where a member of our team meets frequently with their team and disseminates key information and takeaways. And like any new relationship, a healthy part of your conversations should be about the relationship itself. How is this going? Leadership is also push-back when warranted and advocacy when needed. We can smooth that path by consistently and vocally representing the interests of the university at every step of the relationship, from the contract, to the message, to the feedback process. Let Them In Quickly bringing your new team members up to speed requires as much transparency as you can tolerate. We are eager to share the best aspects of our schools in the discovery process, but perhaps not so eager to share the pain points, common stumbling blocks, budget realities, and past failures. And this holistic discovery needs to be ongoing. They will not know everything they need to know in the first two weeks of a project. A common mistake is treating an outside agency like a triage unit, in and out with a quick fix. This is where treating your external partner like your own and understanding your responsibilities in the collaboration is paramount. A first draft is a first draft, and there will be many drafts. They will need your input, and lots of it. They are not mind-readers and an expeditious process is one where you are prepared to contribute significantly and be heavy-handed about it. You may not know what you want. We seek outside help on important projects where the stakes are high. The objectives in the RFP are probably just the tip of the iceberg. Once you dig in on something, they may change, the scope may change, expectations may change. The best thing vendors bring to the table is a very broad perspective. They can help you see beyond yourself on multiple fronts, including project management, design and creative, trends and strategy. We may need a website or a brochure or media placements, but what we really need is a strategy to increase yield or combat declining enrollments or affect reputation or improve community relations.

Chapter 7 : Making the most of action learning by Scott Inglis | LibraryThing

Action learning is an umbrella term used to describe a set of activities that create a context for creative decision making in uncertain situations Cusins (). Pedler () defines action learning as a method for individual and organizational development.

Chapter 8 : What Is Action Research?

Develop a post-training action plan Again, a good training program should include structured time for you to develop a plan for how you will integrate and apply your learning into your everyday work after the program is over.

Chapter 9 : Fidelity Learning Center: Making the most of Active Trader Pro

Accordingly, action learning places equal emphasis on the learning and development of individuals and the team as it does on the solving of problems; for the smarter the group becomes, the quicker and better will be the quality of its decision-making and action-taking.