
Steps in the Action Learning Process:

“Discipline-Specific”

- Instructor provides a foundation of knowledge for students to work from with a more traditional learning approach, but fostering personal reflection & critical thinking
- Instructor then transitions to “AL Consultant” and “model” of the process
- Instructor randomly assign “teams” or “groups” acknowledging the value of working with those different from you, a global reality
- Instructor reviews the overall project agenda with timelines and expectations; teams consult with instructor at each step
- Instructor consults with teams regarding the process of reflective inquiry, “not knowing” approach, group dynamics, and dialogue
- Instructor shares strengths of a “Project Manager” and what accountability to instructor will be required to prepare students for their election of a PM
- Each team elects a “project manager” after openly discussing each other’s strengths
- In collaboration with instructor, each team identifies a problem in society that they would like to proactively create a step of social or organizational change
- Each team analyzes the issues involved in completing the project within the given time frame: scope, collaborative partners, resources available, etc.
- Team generates their own objectives & goals for project via reflective inquiry & dialogue
- Team identifies specific timeline strategies for meeting objective and goals
- Teams take action
- At completion of project, teams present their work to the larger group, sharing what they learned regarding making a difference, what went well, what they would change and why
- Instructor shares how to highlight project on their resume, with specific skills used