

Action Leadership Towards A Participatory Paradigm

[#action leadership](#) [#participatory paradigm](#) [#inclusive leadership](#) [#organizational transformation](#) [#collaborative decision making](#)

Explore how action leadership actively drives a fundamental shift towards a participatory paradigm, fostering inclusive environments and empowering stakeholders. This approach is crucial for sustainable organizational transformation, cultivating shared ownership and innovative solutions through collaborative decision-making and engagement.

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Action Leadership

Action leadership is a creative, innovative, collaborative and self-developed way to lead. It eschews the hierarchical structure usually associated with leadership and is based instead on the democratic values of freedom, equality, inclusion and self-realization. It takes responsibility for, not control over, people through networking and orchestrating human energy towards a holistic outcome that benefits the common interest. Action leaders are passionate people who abide by the motto that "Learning does not mean to fill a barrel but rather to ignite a flame" in others. And in this time of rapid economic, political, technological, social and ecological changes, action leadership and action leaders are precisely what's needed to improve how people and organizations engage constructively to address the myriad complex issues challenging society at all levels. Action Leadership: Towards a Participatory Paradigm explains and illustrates how action leadership can be developed through participatory action learning and action research (PALAR). It addresses real-life issues by people who choose to work collaboratively towards shared goals while developing their learning, insights, knowledge, people skills and personal relationships through involvement in a PALAR project. The book provides a conceptual framework for action leadership and for the integrative, practical theory of PALAR; and examples of applications in higher education, management education for organization development, and community development. Readers are encouraged to adopt, adapt and further develop the evolving concepts of action leadership and PALAR in a participatory paradigm of learning, research and development.

A Participatory Paradigm for an Engaged Scholarship in Higher Education

This book provides a comprehensive conceptual framework, case studies, workshop processes and designs for academic development programs supported by two key concepts: Participatory Action

Learning and Action Research (PALAR)—a conceptual integration of action learning and participatory action research—and action leadership.

Participatory Action Learning and Action Research

Participatory Action Learning and Action Research offers a concise yet comprehensive explanation of the theory, practice and process of this emerging paradigm, methodology and theory of learning. PALAR is a transformative, collaborative and democratic process for resolving complex problems within the context of sustainable professional, organisational and community development. The book draws on real-life examples from socially and economically challenged contexts, and features critical reflections on the strengths and challenges of this evolving methodology in relation to the increased interest in community engagement and project-based learning among institutions of higher education. Analysing theory in the context of sustainable professional, organisational and community development, this book: Provides a comprehensive, research-based manual on the use of PALAR within actual research projects. Explains a means of engaging in research that promotes the mobilisation of human potential relevant in a rapidly changing society. Addresses the challenges of doing participatory research within institutions. Provides applied, specific examples of how PALAR can be adapted for use in socially and economically challenged contexts, typical of developing economies. Offers critical reflections by researchers and community participants on the challenges and uses of PALAR. Innovative, and offering clarity on ethics and research questions, Participatory Action Learning and Action Research will be of interest to both emerging and experienced researchers looking to bring about change at a personal, professional, organisational or community level.

Lifelong Action Learning for Community Development

This book explains and demonstrates how indigenous communities – built on traditional knowledge, culture and language – can be extended and strengthened by (1) the new, integrated methodology of Lifelong Action Learning (LAL), and (2) new approaches to learning and development as exemplified by the system of GULL (Global University for Lifelong Learning). The GULL system harnesses the potential of people to bring about positive change together, characterized by self-reliance, financial independence, and cascading learning and benefits to others. It is a self-directed and self-sustainable process of learning and growth. The case studies in this book provide evidence that over time economically very poor communities can achieve transformations that bring with them many benefits personally, professionally and for the community. This book manages to accomplish an almost impossible goal—to be both deeply inspirational and highly practical all at the same time. Professor Mary Brydon-Miller, USA I was sold on this book from the foreword – the need to rethink how we think about and ‘do’ education is emerging as a ‘hot topic’ among academics. Professor Lesley Wood, South Africa All development practitioners and students should study this book carefully, as should aid bureaucrats and aid donors. Dr Chad Perry, Australia In this book Ortrun Zuber-Skerritt and Richard Teare invite us to re-think, re-evaluate and re-create our views of learning. Associate Professor Doris Santos, Colombia In this new book, the authors present challenging and original models for encouraging community and social development work. Drawing on a Lifelong Action Learning (LAL) approach, they challenge Western-dominated approaches to learning, encouraging the development of local solutions for local needs. Dr Pip Bruce Ferguson, New Zealand By bringing education to the people, rather than people to education, they create the possibility for real personal, organizational and community learning on-the-ground in developing countries. Dr Ron Passfield, Australia The genius of this book is its simplicity. It provides a sound approach to addressing the holes in our mainstream approaches to education, training, development and in living together in communities, through providing a new understanding of ‘lifelong action learning’ and how to achieve it through proactively cultivating and passing on local knowledge. Dr Frank Thompson, Africa. I believe this book has the potential to transform the century old teaching and learning paradigm that is failing many countries to one that is futures oriented and transformational in nature. This is a book that all educators need to read and to consider within their own learning context. Dr Margaret Fletcher, Australia This book will be useful to international community developers, educators and researchers - especially if they are looking for alternative ways of successfully improving living conditions for disadvantaged and subsistence communities. Associate Professor Wendy Rowe, Canada

Conferences as Sites of Learning and Development

Cover -- Title -- Copyright -- Dedication -- Contents -- List of figures -- List of tables -- List of contributors -- Foreword -- Acknowledgements -- List of acronyms -- 1 Introduction to conferences as sites of learning and development: Using participatory action learning and action research approaches -- Part I The Action Learning and Action Research Association (ALARA) -- 2 History and culture of ALARA: The Action Learning and Action Research Association -- 3 Reflections and future perspectives on action research for sustainable development in a turbulent world -- Part II The learning conference -- 4 The learning conference in theory and practice: From presentation to publication -- 5 The learning conference and worldview transformations -- 6 Knowledge development and translation through action learning and action research: A learning conference experience -- 7 Facilitating cross-cultural understanding via ALARA conferences -- Part III Applications and case studies -- 8 Action learning with student volunteers at an ALARA conference -- 9 Learning in action: Extending our understanding of appreciative inquiry -- 10 Inclusive pathways for lifelong action learning -- Part IV Reflections on ALARA and its learning conferences -- 11 Reflections on the world congresses in Cartagena in 1997 -- 12 Personal and professional learning: Experiential accounts of first-time participants at a learning conference -- 13 Are we practising what we preach? Critical reflections on the value of the ALARA World Congress 2015 for sustainable learning and development -- 14 Looking toward the future of action learning and action research through global network collaboration -- 15 Conclusions and critical reflections -- Author index -- Subject index

Handbook of Qualitative Research Methodologies in Workplace Contexts

This comprehensive Handbook explores both traditional and contemporary interpretations of qualitative research in the workplace, examining a variety of foundational and innovative qualitative methodological approaches.

The Wiley Handbook of Action Research in Education

Comprehensive overview of the theoretical, conceptual, and applied/practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical, conceptual, and applied/practical presentations of action research as it is found and conducted solely in educational settings. Covering primarily PK-12 educational settings, the book utilizes a cross-section of international authors and presentations to provide global perspectives on action research in education. Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action research. Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational contexts. Part III focuses on specific applications of educational action research in practice. Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research. Each of these authors also discusses the importance and value that action research has had on him or her, both professionally and personally. Discuss action research in PK-12, as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students, graduate students, and scholars studying and/or researching educational action research.

Higher Education Leadership

"This work provides a comprehensive analysis of contemporary leadership scholarship that examines how leadership is conceptualized within higher education"--

Lifelong Action Learning and Research

This tribute to Ortrun Zuber-Skerritt is a celebratory Festschrift of her learning/research action-packed life. Colleagues around the world reflect on their own learning, research and professional development, with and through Ortrun, in action learning and action research (ALAR). Four Parts identify focus areas in Ortrun's work and interests over the last 40 years. Higher Education is the site for most of Ortrun's work experience since 1974 when she joined Griffith University in Australia. Organisations is a context where Ortrun has actively explored processes of learning, leadership and development in management education.

Action Learning in Practice

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.

Action Research for Sustainable Development in a Turbulent World

Presents and celebrates Action Learning and Action Research (ALAR) through stories, experiences, reflections and specific works of key proponents and participants in ALAR World Congresses. This title argues for the benefits of action research for sustainable development and problem solving in a turbulent world in the 21st century.

Democratising Participatory Research

In this book Carmen Martinez-Vargas explores how academic participatory research and the way it is carried out can contribute to more, or less, social justice. Adopting theoretical and empirical approaches, and addressing multiple complex, intersectional issues, this book offers inspiration for scholars and practitioners to open up alternative pathways to social justice, viewed through a Global South lens. Martinez-Vargas examines the colonial roots of research and emphasises the importance of problematising current practices and limitations in order to establish more just and democratic participatory research practices. Although practitioners have been challenging the Western roots of research and participatory research for decades, their goals can be compromised by pluralities and contradictions in the field. This book aims not to replicate past participatory research approaches, but to offer an innovative theoretical foundation—the Capabilities Approach—and an innovative participatory practice called 'Democratic Capabilities Research'. Democratising Participatory Research is not only timely and relevant in South Africa, but also in the Global North owing to the current crisis of values jeopardising the peaceful existence of diverse societies. The book gives essential recommendations for capabilities and human development scholars to reframe their perspectives and uses of the Capabilities Approach, as well as for participatory practitioners to critically reflect on their practices and their often limited conceptualisation of participation.

Finding Voice

A model for cultural activism and pedagogy through art and community engagement

Action Research for Business, Nonprofit, and Public Administration

Action Research for Business, Nonprofit, and Public Administration covers the background, process, and tools needed to introduce and guide you through to a successful action research (AR) project. Included are how to successfully initiate, plan, and complete AR within all types of organizations while focused on business, nonprofit, and public administration. Graphic organizers and a modular sequence of topics help you manage the steps involved in AR practice. A protocol for weekly report writing, informed consent documentation, and clear guidelines for final analyses and report writing give graduate students the efficient format they need. This book teaches theory by interweaving discussion of the major content areas and stories of student success with the concepts that impact practice.

Community-based Research with Vulnerable Populations

This book advocates for community-based research with vulnerable populations within the field of higher education. The chapters outline how research can democratize knowledge generation to make it more accessible and socially relevant, and emphasizes the value of the lived and experiential knowledge of vulnerable and marginalized populations. Rooted in a critique of the current practices of higher education that fail to support participatory and transformative research, the research is structured at micro, macro and meso levels to ultimately emancipate colonized thinking of stakeholders

about power, privilege and participation. Focusing primarily on various contexts within the Global South, the contributors argue that the time is ripe for community-based research which combines the theoretical knowledge of the academy with the local, experiential knowledge of those experiencing the consequences of social inequality to co-construct knowledge for change.

Fundamentals of Educational Leadership & Management

Strong leaders and managers are required for schools to offer the best possible education for students. This book introduces the fundamental science of educational administration and leadership. It is critical to introduce educational management to all students enrolled in academic study programs. The future instructors must be well-versed in organizational knowledge and abilities before they begin their careers.

Formative Assessment Practices for Pre-Service Teacher Practicum Feedback: Emerging Research and Opportunities

The development and implementation of effective teacher education programs requires evaluating current processes and optimizing them for future improvements. This ensures that a higher quality of education is delivered to the next generation of students. *Formative Assessment Practices for Pre-Service Teacher Practicum Feedback: Emerging Research and Opportunities* is an innovative source of academic information on the establishment of formative feedback processes in teacher education programs. Including perspectives on relevant topics such as video feedback, accreditation, and student literacy, this book is ideal for students, researchers, academics, and professionals actively involved in the education field.

Youth Cultures, Responsive Education, and Learning

Today's youth find themselves navigating an uncertain terrain marked by shifting societal foundations. History, tradition, and geopolitics, were once steadfast guides, but now seem elusive or ineffective. The pandemic, identity crises, and environmental upheavals have blurred the lines of reality, leaving younger generations in pursuit of sustainable futures. The social bonds that once held us together are weakening, and established socio-political and religious frameworks no longer offer clear direction. We are at a crossroads, faced with a pivotal question: can we provide the necessary guidance for future generations to navigate this tumultuous era and forge a brighter future? *Youth Cultures, Responsive Education, and Learning*, emerges as a timely and thought-provoking compass for understanding and addressing the challenges confronting today's youth. Rather than prescribing a singular "correct" path forward, it offers a diverse and comprehensive exploration of the past, present, and future of youth culture. This book is indispensable for academic scholars and researchers seeking a thorough examination of the dynamic landscape of youth cultures, responsive education, and learning. It serves as a valuable resource for those dedicated to understanding and addressing the intricate challenges that confront our youth in an ever-evolving world.

Action Learning and Action Research

Action Learning and Action Research deepens understanding and contributes to new knowledge about the theory, practice and processes of Action Learning (AL) and Action Research. It clarifies what constitutes AL/AR in its many forms and what it is not.

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Action Learning for Social Action

This book is about action learning in the service of social action and social change. The contributors are all engaged in developing new approaches to the wicked problems found in the world today, including the climate emergency, the circular economy, food poverty and insecurity, homelessness, disadvantage, active citizenship, social entrepreneurialism, and the learning of young women abducted by Boko Haram. They reflect a great diversity of settings in South Africa, Australia, Canada, Nigeria, Mozambique, Hungary, Poland and the UK. At this time of global crisis rapid technological and social

developments sit side by side with apparently impossible challenges needing urgent action. In the Global South, conflicts, terrorism and climatic changes have forced millions of people to abandon their homes and to migrate in search of food and safety. In the Global North, neo-liberal and market-based policies have pursued deregulation, privatisation and the shrinking of the state with consequent increases in homelessness, poverty and ill-health. Action learning was devised to help people work together in challenging situations to bring about changes from the bottom-up. The people in these stories and cases are not passively awaiting brighter futures but are acting together to create a better world for themselves. They are taking back control in local community regeneration schemes, local energy and housing projects, setting up co-working spaces and inventing new ways of doing business and learning new ways to inhabit the earth. They demonstrate a confidence in an action learning idea that is alive and evolving. The chapters in this book were first published in the journal *Action Learning: Research and Practice*.

Leadership in Diverse Learning Contexts

This book presents the outcomes of research and practical endeavour in some of the diverse contexts in which learning takes place: classrooms, schools, professional development settings, community projects and service sector agencies. It invites the reader to engage with two related questions of contemporary concern in the leadership field: "What can we learn about the important influence of different contexts on leadership practice and how are people brought together as collective human agents in different patterns of distributive leadership?" In doing so, this collection emphasises three of the critical concepts at play when leadership is viewed, not as position, but as activity. The three concepts are purpose, context and human agency. When this view of leadership is understood, it is always about achieving shared goals with people power, no matter the circumstances in which they are gathered together.

Professional Learning in Higher Education and Communities

By integrating neuroscience and social science, this book introduces a bold new vision of Participatory Action Learning and Action Research (PALAR). The authors explain and enhance the art of action research through PALAR as a philosophy, methodology and theory of learning and as a facilitation process for professional learning and social justice.

Handbook of Quality of Life in African Societies

This handbook reflects on quality-of-life in societies on the continent of Africa. It provides a widely interdisciplinary text with insights on quality-of-life from a variety of scientific perspectives. The handbook is structured into sections covering themes of social context, culture and community; the environment and technology; health; education; and family. It is aimed at scholars who are working towards sustainable development at the intersections of multiple scientific fields and it provides measures of both objective and subjective quality-of-life. The scholarly contributions in the text are based on original research and it spans fields of research such as cultures of positivity, wellbeing, literacy and multilingualism, digital and mobile technologies, economic growth, food and nutrition, health promotion, community development, teacher education and family life. Some chapters take a broad approach and report on research findings involving thousands, and in one case millions, of participants. Other chapters zoom in and illustrate the importance of specificity in quality-of-life studies. Collectively, the handbook illuminates the particularity of quality-of-life in Africa, the unique contextual challenges and the resourcefulness with which challenges are being mediated. This handbook provides empirically grounded conceptualizations about life in Africa that also encapsulate the dynamic, ingenious ways in which we, as Africans, enhance our quality-of-life.

Palestine in EU and Russian Foreign Policy

The establishment of a Palestinian state has long been a strategic objective of EU and Russian foreign policy in the Middle East. However, over a decade after the creation of the road-map, the establishment of an independent Palestinian state has still not been achieved. *Palestine in EU and Russian Foreign Policy* uses the school of constructivism to provide a new understanding of EU and Russian foreign policy. It explores the failure of these global actors to speed up the process of establishing a Palestinian state, despite this being a strategic objective and top priority of their involvement in the Middle East peace process. The book then analyses the role of identity and self-other perception in the making of EU and Russian foreign policy towards the Middle East peace process. It is argued that Palestinian

statehood provides a telling empirical example of how, and to what extent, the search for global actorness, as a matter of international identity, informs foreign policy-making by global actors. The book then proceeds to discuss why the EU and Russia are so eager to be involved in initiating a peace settlement. Offering a new understanding of foreign policy-making by global players in Middle Eastern politics, this book will appeal to students, scholars and policymakers working in International Relations and European, Russian and Middle Eastern studies.

People's Self Development

Comprises ten papers from 1974 to 1989 on development through collective local initiatives by people themselves, and how to promote such development.

The Palgrave International Handbook of Action Research

The Palgrave International Handbook of Action Research offers a vivid portrait of both theoretical perspectives and practical action research activity and related benefits around the globe, while attending to the cultural, political, social, historical and ecological contexts that localize, shape and characterize action research. Consisting of teachers, youth workers, counselors, nurses, community developers, artists, ecologists, farmers, settlement-dwellers, students, professors and intellectual-activists on every continent and at every edge of the globe, the movement sustained and inspired by this community was born of the efforts of intellectual-activists in the mid-twentieth century specifically: Orlando Fals Borda, Paulo Freire, Myles Horton, Kurt Lewin. Cross-national issues of networking, as well as the challenges, tensions, and issues associated with the transformative power of action research are explored from multiple perspectives providing unique contributions to our understanding of what it means to do action research and to be an action researcher. This handbook sets a global action research agenda and map for readers to consider as they embark on new projects.

The Evaluative Study of Action Research

The Evaluative Study of Action Research presents all eight published papers as part of the six-year, global, Evaluative Study of Action Research (ESAR) in one volume. The study sought to enhance the academic rigour of Action Research (AR) and provide greater evidence of its impact. This research contained in this book shows, in a cohesive way, how the ESAR exemplifies original research incorporating new methodologies to create new knowledge. An Evaluative AR framework and indicators were created for initial qualitative data collection with six initial case studies using interviews, survey, documentary analysis, and Goal Attainment Scaling methods. The initial study was followed by a large-scale mixed method survey with 174 projects from across the globe. Almost all projects exhibited positive elements linked to AR precursors (focus clarification, stakeholder engagement, funding), processes (phased, planned yet flexible activity, data collection and analysis, ongoing collaboration and leadership), and outcomes/impacts (change, knowledge mobilisation and continuing action). The results of the ESAR, elaborated in this volume, offer important indications for how to create the sort of respectful engagement that is required for collective strength in solution based, innovative, change. This book will be a valuable resource for: action researchers throughout the world; postgraduate research students, academics and libraries; evaluators; and anyone in communities who wishes to know how to create sustainable change.

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Radical Human Ecology

Human ecology - the study and practice of relationships between the natural and the social environment - has gained prominence as scholars seek more effectively to engage with pressing global concerns. In the past seventy years most human ecology has skirted the fringes of geography, sociology and biology. This volume pioneers radical new directions. In particular, it explores the power of indigenous and traditional peoples' epistemologies both to critique and to complement insights from modernity and postmodernity. Aimed at an international readership, its contributors show that an inter-cultural and transdisciplinary approach is required. The demands of our era require a scholarship of ontological

depth: an approach that can not just debate issues, but also address questions of practice and meaning. Organized into three sections - Head, Heart and Hand - this volume covers the following key research areas: Theories of Human Ecology Indigenous and Wisdom Traditions Eco-spiritual Epistemologies and Ontology Research practice in Human Ecology The researcher-researched relationship Research priorities for a holistic world With the study of human ecology becoming increasingly imperative, this comprehensive volume will be a valuable addition for classroom use.

Challenging the Apartheids of Knowledge in Higher Education through Social Innovation

In order to understand the relationship between social innovation and the reimagining of the knowledge economy necessary to reorient higher education most fully towards the public good, we must draw from the experiences of those working on the front lines of change. This collection represents diverse voices and disciplines, drawing together the critical reflections of academics, students and community partners from across South Africa. The book seeks to bring together theoretical and practical lessons about how research methods can be used in socially innovative ways to challenge the 'apartheids' of knowledge in higher education and to promote the democratization of the knowledge economy.

You and Your Action Research Project

This book gives practical guidance on doing an action research project. Written for practitioners across professions who are studying on award-bearing courses, this book is packed full of useful advice and takes the reader through the various stages of a project, including: Starting your action research project Monitoring and documenting the action Techniques for dealing with the data Making claims to knowledge and validating them Making your research public: creating your living theory. The book's practical approach will appeal to practitioners and will encourage them to try out new strategies for improving their work. It will also be essential reading for those resource managers in schools, colleges and higher education institutions who are responsible for providing courses and support. This second edition of a best-selling book, has been thoroughly updated and improved by a number of features, being more accessible, dealing with current debates in literature and demonstrating the power of action research for individual practices.

Supporting Course and Programme Leaders in Higher Education

Offering research- and evidence-based approaches that explore the essential components of programme leadership in higher education, this book is designed to define, develop and support the programme leadership role and all those who undertake it. The book is split into three parts, taking into account the three different lenses through which programme leaders and their professional practice and relationships are generally viewed: the institution, the individual and the programme team. Chapters and case studies address key elements crucial to the holistic development of programme leadership and programme leaders. These include: Understanding and developing programme leadership in context Developing organisational structures and processes so programme leaders can thrive Growing programme leaders' educational leadership, team working and communication Crucial reading for programme leaders, as well as academic and educational developers and leaders working across faculties and whole institutions, this text includes contributions from teaching- and research-focused higher education institutions, as well as established and modern college- and university-based providers in both the northern and southern hemispheres.

Action Learning, Leadership and Organizational Development in Public Services

Unprecedented investment is being made in leadership development across the public sector: leadership courses are growing, and development is a core theme of organizational capacity building initiatives. Within this, action learning has attracted increasing interest as an approach that can simultaneously address individual and organizational development. An impressive and scholarly collection, this book collates important examples and considers the evidence for action learning's effectiveness. An important read for postgraduate students and researchers of human resources, training and development, this important book draws important insights to raise new questions concerning the role of the facilitator, the value of a 'bilingual' ability with public service issues and facilitation, comparisons with coaching and mentoring, and implications for employing action learning in a politicized or hierarchical environment and on a consultancy basis.

Designing Inclusive Pathways with Young Adults

"This book is the second in a series entitled 'Learning and Development for a Better World' and it explores the potential for self-directed lifelong action learning (LAL) by focusing on the design of development pathways with and for young adults. The book considers the reasons why LAL pathways are needed and draws on innovative approaches used by the Global University for Lifelong Learning (including micro enterprise, peace-building, music, sport and the creative arts) with examples from nine countries. The aim is to offer a timely response to the pressing global problem of access to learning and development for marginalized young people during the vulnerable period from their mid-teens to mid-twenties. This book is an engaging and compelling text. I enjoyed the flow of ideas and the key messages of need and solution that it provides. The authors are articulate and convincing in their crafted messages – as well as passionate. Reading this book is time well spent and both enjoyable and instructional. Brendan Bartlett, Professor of Education, Institute of Learning Sciences Australia, Australian Catholic University This book will help both policy makers and those working with young people to change lives. In many areas of the world, young people, particularly women, lead impoverished lives. Developing approaches to lifelong action learning with these young adults will provide hope for the future. Emer Clarke, Formerly Area Director of the UK Learning and Skills Council The plight of millions of young people is clearly worsening as social and economic divisions increase and deepen. This book will serve those well who want to agitate for change and reform based on a belief in social justice and equality of access to learning and economic fairness for all young people. David Davies, Professor Emeritus and Former Executive Dean, University of Derby, UK This book is a valuable resource, an indispensable text and a must read for all working with young people. What captured my attention most was the way in which it illustrates how access to purposeful learning and development can be provided to marginalized young people. Eldrie Gouws, Professor, Department of Psychology of Education, University of South Africa This is a significant and far reaching response to the global problem of young adults' unemployment and lack of educational opportunities, especially in disadvantaged, remote and poverty-stricken communities in developing as well as developed countries. It is of interest to a wide audience of readers, including youth, parents, educators, non-profit organizations, governments and churches. Ortrun Zuber-Skerritt, Co-author, 'Lifelong Action Learning for Community Development: Learning and Development for a Better World', Sense Publishers, 2013"

The Good Supervisor

This engaging book outlines effective strategies for supervising students on a wide variety of research projects, whether at undergraduate or postgraduate level. It covers each stage of the research journey and provides guidance on working with students to define research topics, select appropriate methodologies, write up theses and prepare for the viva. It also supports supervisors in establishing and maintaining good supervisory practices, and shows how supervisors can help students to help themselves. This will be essential reading for supervisors of undergraduate or postgraduate research projects, dissertations and theses. It is also an ideal resource for student researchers looking to get the most out of their relationship with their supervisor. New to this Edition: - New content on cross-cultural supervision, online distance supervision and sustaining research communities and networks

A Guide to Professional Doctorates in Business and Management

Shortlisted in the Management and Leadership Textbook Category at CMI Management Book of the Year Awards 2017 Are you undertaking (or thinking of doing) a Doctor of Business Administration (DBA) or other professional doctorate (PD) in business and management? Or perhaps you're supervising and delivering one of these programmes? This is your complete - and practical - guide to succeeding on this course. A Guide to Professional Doctorates in Business and Management has been written by a team of experts with experience of the challenges faced in both studying for and supervising professional doctorates in business and management. Inside they address the key issues faced, in particular how these courses differ from a traditional PhD, and the different skills and approach needed for success. Chapters explore the nature and importance of PDs as leading change in the professional world of practice, and how they need to differ from traditional forms of doctorate such as PhDs. The guide also offers practical guidance on researching in this particular mode, and through writing and publishing a thesis, making a valuable contribution to professional knowledge.

Human Development and Community Engagement through Service-Learning

This book establishes community engagement and service-learning as pathways to advancing human development and common good. Using the human development and capability approach as normative

frameworks, with South Africa as a frame of reference, the author investigates the theoretical contributions and ultimate benefits of university-community partnerships. In doing so, this book demonstrates that three interrelated capabilities – affiliation, common good professionals and local citizenship – are developed through community engagement and service-learning. Subsequently, the notion of transformative change through community engagement and service-learning is illuminated, particularly when operating within the context of power differentials, inequality and extreme poverty. This book will be of interest and value to students and scholars of service-learning, and its implications for partnerships between universities and external communities.

Constructivist Approaches and Research Methods

This book provides a comprehensive overview of personal construct psychology (PCP) that will help researchers understand the why2s, what2s and how2s of conducting a rigorous constructivist research project. From the theoretical underpinnings of constructivist approaches to the practical values of these techniques, these three expert authors explain how to conduct interpretative, constructivist research from inception to completion. Key topics include: Understanding research philosophies and paradigms Constructing and exploring personal realities Establishing effective research procedures Evaluating grids, mapping, narrative and other research methods Managing the practicalities of fieldwork Analysing and presenting data With activities and procedural examples from a wide range of disciplines woven throughout the text and two special chapters featuring in-depth case studies from a variety of constructivist researchers, this book helps readers grasp the tools, designs, and opportunities of interpretative research. An essential companion for both researchers and practitioners looking to understand people's values, attitudes, beliefs, perceptions, or motivations!

Embedding Social Justice in Teacher Education and Development in Africa

This book explores the plethora of social-justice issues facing teacher education and development in Africa. Using both theoretical and empirical perspectives, it considers the need for teacher education to be transformational and address conventional pedagogy as well as the rights and duties of all citizens. The edited volume focuses on a wide range of relevant aspects, such as decolonisation, economic models, environmental concerns, as well as multilingual and multicultural aspects of education. Evidence-based chapters cover strategies used to support preservice and in-service teachers on how best to tackle issues of social justice through induction activities, pedagogy and discipline content, involving local communities, and the role of technology, including the use of open educational resources. The principles underlying these strategies are being used in the COVID-19 pandemic and will be equally relevant in the post-COVID-19 world. This book will be of great interest for academics, researchers and postgraduate students in the fields of teacher education, African education, educational policy, international education and comparative education.