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Nota di contenuto	part Part 1 Purpose and Themes -- chapter 1 Our Purpose / Anne Brockbank -- chapter 2 The Nature and Context of Learning / Anne Brockbank -- chapter 3 Reflective Learning and Organizations / Anne Brockbank -- chapter 4 Reflective Learning in Practice / Anne Brockbank -- chapter 5 Themes of Reflective Learning / Anne Brockbank -- part Part 2 On the Journey – Learning Through and Around Development Programmes -- chapter 6 Learning and Performance Management at Sterling Bank / Anne Brockbank and fames Hill -- chapter 7 Learning with Sainsbury's during the 1990s / David Muskett -- chapter 8 Learning to Manage Change in the Health Service / Tom Boumer -- chapter 9 Leadership Learning at Novartis / Ian Ritchie -- chapter 10 Pearl Assurance - Better by Miles / Tom Heywood -- chapter 11 IMPACT at Thus pic / Peter McInnes -- chapter 12 e-Learning at Kodak / Nigel Purse -- chapter 13 Organizational Change and Learning at Allied Distillers / Nic Beech -- part Part 3 On the Journey – Enabling Effective Learning -- chapter 14 Learning from the Evidence of Co-Inquiry Based Practice and Research: Explorations in Primary Care / Susan Weil -- chapter 15 Action Learning at the London

Borough of Ealing / Stella Binns -- chapter 16 The Salford Cathedral Centre / Joy Wanless -- chapter 17 Values Work in Health and Health Education / Bob Sang -- chapter 18 A Life in Five Chapters / Alison Lyon -- chapter 19 Creating a Learning Organization within Norwich Union / Sue Dives -- chapter 20 Knowledge Management and CELT / Nic Beech -- chapter 21 Transformation Management: Developing Communities of Practice / Ronnie Lessem -- part Part 4 In Conclusion -- chapter 22 Conclusion / Anne Brockbank.

Sommario/riassunto

"This book gathers together details of seventeen case studies of learning in practice, after having set the issue of reflective learning in a theoretical context. The cases are drawn from a wide range of situations and discuss both apparent successes and failures. The cases are used as a basis to develop general findings. These general findings are expressed as themes and questions so that, as readers come across new circumstances, they are not limited by prescriptive recipes. Instead they are empowered by having both an open and focused approach: open because the starting point is questions rather than answers, and focused because the questions direct attention to factors that have been found to be influential for effective, reflective learning. The crucial factor is the ability of managers and others to extract quality learning from experience. Reflective Learning in Practice develops an approach that will help this to happen."--Provided by publisher.
