Action Learning in Business Education:
Making Learning Visible
Agenda

1. Challenges re: making learning visible
2. Examples of different approaches to assessment of learning
3. Discussion re: identifying and applying insights from your learning
Challenges to Making Learning

- Historical focus on explicit (conceptual) knowledge is not informed by how people learn
- Mechanisms for understanding and improving learning is not part of the faculty training or reward structure
- We are so overwhelmed by the complexity of learning, that we often resort to what we know and the path of least resistance
Two Different Types of Assessment

Traditional

- Purpose: generate summative data to demonstrate knowledge or skills over time
- Primary Beneficiaries: institutions (i.e. accreditors)
- Focus - the acquisition of constructs (i.e. critical thinking) and/or discreet bits of content knowledge

Integrative and Authentic

- Purpose: generate formative insights and data that reveal how students are applying knowledge/skills to real-world situations
- Primary Beneficiaries: students, educators, and institutions
- Focus – how students integrate and apply learning
Benefits of Making Learning Visible

- Students can understand what they are learning and why it matters
- Students can identify and appreciate the transformation of their identities, confidence and capacities
- Educators can see if and how they are making a difference
- Programs can demonstrate impact
- Institutions can strengthen alignment between their mission, vision, values, goals and practices
Principles of an Integrative Assessment of Learning
Understand the impact of learning in students’ lives
Help students to identify and integrate learning
Recognize and build on students’ visible and invisible sources of strength and intelligence.
Why do we assess learning?

Develop Students’ identities as global leaders.
Integrate different types of knowledge

- Explicit, cognitive knowledge
- Affective knowledge
- Intuitive knowledge
- Tacit and embodied knowledge
Learning to Lead in a Graduate-level Management Course

Overview:

Heading into the first meeting of the course "Leading Non-profit Organizations", I did not know what I should expect from the three-week, graduate-level course. I wanted to take the course because I was interested in eventually working in a nonprofit leadership position. However, I was concerned about the expectations of a professor who was used to working with graduate students and more experienced professionals. I also thought the MBAs in the course would quickly sense my youth and dismiss my contributions. Nonetheless, I was pleasantly surprised to be welcomed into a fast-paced, action-based learning environment that facilitated both professional and personal development from the very first day. After each of the six class sessions, I left inspired, empowered, and thoughtful. The experience taught me valuable lessons about my capabilities and beliefs that will guide me in future leadership roles.
Our Guests
Discussion

• Identify 2-3 of your “a-ha” moments or questions from this session thus far, and how you intend to apply those insights back at your home institution

• Share them with a partner – be as specific as possible
Create Evidence of Learning for:

1 and 2: Learn how to approach ambitious and unstructured problems in business contexts

3 and 4: Challenge preconceived unique elements of entrepreneurial experience

5 and 6: Identify information and data they both used and rejected and why

7 and 8: Adapt and apply course concepts to real world situations

9 and 10: Identify assumptions underlying their initial project plan and how those assumptions change along the way

11 and 12: Identify moments of realizing their limitations

13: Observe real economic events in the context of their lives, and apply key financial concepts to understanding those events