



XXVI Congreso Internacional sobre
Aprendizaje

*Aprendizaje para la diferencia
social*

24–26 de julio de 2019
Universidad de la Reina de Belfast
Belfast, Reino Unido

SobreAprendizaje.com
facebook.com/SobreAprendizaje
twitter.com/OnTheLearner | #ICL19

Twenty-sixth International Conference on
Learning

*Learning to Make a Social
Difference*

24–26 July 2019
Queen's University Belfast
Belfast, UK

TheLearner.com
facebook.com/TheLearnerResearchNetwork
twitter.com/OnTheLearner | #ICL19



Past Partners:

Over the years the International Conference on Learning has had the pleasure of working with the following organizations:



Beijing Normal
University
Beijing, China (2002)



Department of Education
Universiti Sains Malaysia
Penang, Malaysia (1999)



Institute of Education
University of London
London, UK (2003, 2012)



James Cook University
Townsville, Australia (1995)



National and Kapodistrian
University of Athens
Athens, Greece (2001)



RMIT University
Melbourne, Australia (1999–2009)



The Faculty of Education
University of Granada
Granada, Spain (2005)



The Hong Kong
Institute of Education
Hong Kong SAR, China (2010)



The Sam Sharpe
Teachers' College
Montego Bay, Jamaica
(2006)



The University of Barcelona
Barcelona, Spain (2009)



University of Athens
Athens, Greece (2018)



University of Mauritius
Reduit, Mauritius (2011)



University of Patras
Patras, Greece (2018)



University of Technology
Sydney, Australia (1989-1993)



University of the Aegean
Rhodes, Greece (2013)



University of the Witwatersrand
Johannesburg, South Africa (2007)

Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Please visit the CGScholar Knowledge Base (https://cgscholar.com/cg_support/en) to learn how to become a partner.



Organizational Leadership Impacts**Islamic Work Ethics in an Ethnically and Culturally Diverse Context: The Case of Arab High School Teachers in Israel**

Afnan Haj Ali, Graduate student, Ben-Gurion University of the Negev, Israel

Ismael Abu-Saad, Professor, Education, Ben-Gurion University of the Negev, Beersheba, Israel

Islamic work ethics refer to work-related behaviors and relations that are shaped by Islamic principles and values, such as individual effort, tolerance, dedication, commitment, social relations, creativity, and responsibility. Professionals should prioritize public interest when they have to choose between self-interest and public interest. The purpose of this study is to identify work value scales among teachers in Arab high schools in Israel. The indigenous Arab community is an ethnic and cultural minority in a Western-oriented, Jewish majority country. The school system is based on western educational and ethical paradigms. The work values of Arab high school teachers were measured using the Islamic Work Ethic (IWE) scales. The sample included 162 Arab high school teachers from northern Israel. The data were subjected to principal component factor analysis. Eight significant dimensions emerged: Tolerance, cooperation and consultation; Perfectionism and self-discipline; Competence and integrity; Personal responsibility and forgiveness; Industriousness; Trustworthiness; Fulfillment of commitments; and, Competitiveness. The eight dimensions together explained 48% of the total variance and were found to be reliable and practical measures for understanding the work-related values of Arab high school teachers. Further analysis showed that Arab high school teachers had relatively high mean scores on all eight Islamic work ethics dimensions. The study findings indicate that Arab high school teachers in Israel exhibit Islamic work values despite working in a Western-oriented educational system.

Educational Organization and Leadership

Reframing Context to Support Turnaround in a High Need Urban K8 School

Mette Baran, Associate Professor, Doctoral Leadership Department, Cardinal Stritch University, WI, United States

Glady Van Harpen, Assistant Professor, University of Wisconsin, WI, United States

The purpose of this study was to reveal how school contexts (internal and external) impact individual and organizational performance in an urban high need K-8 charter school, located in a large Midwestern city, serving a high percentage of impoverished African American students. Due to the unique leadership structure and focus on creating a learning culture, the school has made a remarkable turnaround in a very short amount of time. The researchers are members of the International School Leadership Development Network (ISLDN), a collaborative project that includes over 40 researchers from over 20 countries world-wide. This qualitative case study was completed using the ISLDN interview protocol to delve into how internal and external contexts impact individual and organizational performance in the school. The authors conducted individual and small group interviews with the School CEO, the principal, the Academic Dean, three teachers, and three parents, one of which was the president of the Parent Leadership Council for the four MCP schools. The specific research question was: How do internal and external school contexts impact individual and organizational performance at Lloyd Street Campus? The findings reveal that several themes repeatedly emerged in response to the research question: Mission-Driven Culture, Character Building and Celebrating Students, Daily Testing and Detailed Lesson Plans, Resources and Support. Establishing Expectations and Relationships with External Partners, and a Strong Commitment to Celebrating the Culture and the Community Surrounding the School.

Educational Organization and Leadership

Creative and Compassionate Leadership: A Model for Education Administrators

Andrew Svedlow, Teacher, University of Northern Colorado, Greeley, CO, United States

Education institutional administrators and their professional staff require enhanced leadership and management tools to help them successfully navigate the multi-faceted and often precarious pathways of the future. Creative and Compassionate Leadership: A Model for Education Administrators is a practical guide to assist seasoned and entering professionals to the education administration field in becoming more fluent in the traditions of and approaches to the action of leadership. The focus of the paper is on the elements and traits of compassionate and creative leaders compiled from interviews with effective education administrators. The symmetry, complexity, sturdiness, artificiality, outgoingness, systematic, and at times frenetic activities of education administration are balanced in this paper with an approach to the creative side of the human condition - the informal, sublime, natural, profound freedom and unconventionality of the creative education administrator.

Educational Organization and Leadership

Leadership Development Experiences of Department Chairs at a Midwestern Postsecondary Institution in Canada

Leda Stawnychko, Senior Consultant, Faculty of Nursing, University of Calgary, Calgary, Alberta, Canada

The study explores how faculty members in the role of department chair at a publicly funded midwestern Canadian university experience leadership development. It also examines department heads' perceptions about the efficacy of leadership development programs available to them. The epistemological stance that guides the study is constructionism, which recognizes that knowledge is uniquely constructed by each individual and that learning is contextual and occurs through creative experimentation. A case study design is being used and interviews with faculty members who are currently in the role of department chair will be conducted until saturation is reached. The findings of the study will inform the kinds of leadership development programs that would be most helpful to faculty aspiring to accept future department chair appointments. The research also seeks to gain insights and offer a top five set of recommendations for new leadership development programs, or adjustments to programs already available. The study will contribute to academic leadership literature by exploring the leadership development experiences of department chairs in a postsecondary context in a midwestern Canadian university.

Educational Organization and Leadership



Twenty-seventh International Conference on

Learning

Intercultural Learning in Plurilingual Contexts

University of Valencia
Valencia, Spain
13–15 July 2020

Call for Papers

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, innovation showcases, virtual posters, or virtual lightning talks.

Returning Member Registration

We are pleased to offer a Returning Member Registration Discount to delegates who have attended the Learning Conference in the past. Returning research network members receive a discount off the full conference registration rate.

thelearner.com/2020-conference
thelearner.com/2020-conference/call-for-papers
thelearner.com/2020-conference/registration

XXVII Congreso Internacional de

Aprendizaje

Interculturalidad y aprendizaje en contextos plurilingües

Universidad de Valencia
Valencia, España
13–15 de julio de 2020